



## *Nyack College Catalog 2018-19*

**Nyack College/Alliance Theological Seminary**  
1 South Boulevard  
Nyack, NY 10960-3698  
845-675-4400

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

## ACADEMIC CALENDAR

Nyack College/Alliance Theological Seminary operates under a semester calendar system. The Fall semester ends before the Christmas recess and the Spring semester ends in early May. All credit given is semester credit. Some registration dates (last day to register, registration, last day to withdraw, etc.) may differ in cohort-style programs. Please see program handbooks and policies.

### **FALL 2018**

Classes Begin	Sep 5
Add-Drop Period	Sep 5-12
Last Day to Register	Sep 12
Advisement Week	Oct 8- 12
Spring Registration	Oct 15-Dec 18 (starts 10/22 Fr/So)
Last Day to Withdraw from a Course	Nov 16
Thanksgiving Recess	Nov 18-Nov 25
Fall Semester Ends	Dec 18

### **SPRING 2019**

Winterim	Jan 7-19
Martin Luther King Day (No Classes)	Jan 21
Classes Begin	Jan 23
Add-Drop Period	Jan 23-30
Last Day to Register	Jan 30
Spring Break	March 10-17
Advisement Week	Mar 18-22
Fall Registration	Mar 25-May 7 (starts 4/1 Fr/So)
Last Day to Withdraw from a Course	Apr 12
Spring Semester Ends	May 7
Commencement	May 11

### **SUMMER 2019\***

May 13 – September 2

*\*Summer classes vary in length and in start & end times. Please contact the Registrar's Office for information. All dates are subject to change.*

*The academic calendar for the Puerto Rico extension may differ from that listed above.*

## ***Table of Contents***

Welcome .....	4
Officers, Board of Trustees.....	5
History .....	6
Statement of Faith.....	7
Locations & Accreditation .....	8
Academic Programs	
Academic Structure .....	9
Programs of Study .....	12
Philosophy of Education .....	13
Alliance Theological Seminary .....	18
College of Bible and Christian Ministry .....	35
College of Arts and Science .....	50
School of Music.....	82
Alliance Graduate School of Counseling .....	105
School of Business and Leadership.....	112
School of Education - Graduate .....	128
School of Education - Undergraduate.....	147
Cheryl Phenicie School of Nursing .....	159
School of Social Work .....	164
Course Descriptions .....	172
Academic Resources	
Division of Academic Support Services .....	262
Library Services .....	264
Off-Campus Study Programs .....	266
Academic Information and Policies .....	268
Admissions .....	282
Tuition and Fees .....	293
Financial Aid and Payment Information .....	296
Academic Administration .....	304
Faculty .....	305

*While this catalog is informational and does not constitute a contract between the student and Nyack College/Alliance Theological Seminar, 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. Should such changes take place, every effort is made to inform students.*

*For I am confident in this very thing,  
that He who began a good work in you  
will be faithful to perfect it until the day of Christ Jesus.  
(Philippians 1:6)*

## **Welcome!**

There are many reasons you may choose to consider undergraduate or graduate studies at Nyack College or Alliance Theological Seminary.

You may consider Nyack College or Alliance Theological Seminary (NC/ATS) because of our commitment to your academic preparation—the professors who will instruct you are some of the best in their academic fields.

You may come to us for the Christian fellowship that exists among our students, faculty, and staff—our campus is a community of brothers and sisters in Christ—and the friendships you form here will not just last a lifetime. They will last an eternity.

You may come to the college or seminary to grow in the faith—our highest priority is your spiritual formation. This legacy, to equip the saints for every good work and to sharpen Christian men and women for God's service, remains the focus of all our diligence and our most earnest prayers.

You may consider studying at Nyack College or Alliance Theological Seminary because you will practice what you learn. Ministry opportunities abound here. Experience is a great teacher—especially with guidance from our caring and competent faculty. We are known for graduates who already know how to serve and minister.

Ultimately, though, I pray that if you choose to pursue your degree on one of our campuses, it will be because God called you there. As I have stated, this community of maturing and committed Christians exists to prepare believers for their unique calling and purpose that God has fashioned for them. Our charge before the Lord will be to help you grow academically, experientially, and spiritually so that you can glorify God with your life.

This is a great responsibility—a responsibility that I, along with our entire faculty and staff, passionately embrace. We understand that if God is leading you here, then He has a plan for you here. And if He has a plan for you here, then He has a plan for our involvement in that plan, too.

It is my hope that the next steps in your walk with Christ will be at Nyack College or Alliance Theological Seminary. We would consider it a privilege to take those steps alongside you.

With warm regards,

Michael G. Scales, Ed.D.  
President

## **OFFICERS OF NYACK 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  
Jeffrey T. Quinn, Vice President for College Relations  
Ronald T. Walborn, Vice President and Dean of Alliance Theological Seminary  
Jeff Rickey, Vice President of Enrollment Services

## **BOARD OF TRUSTEES**

Rev. Scott G. Slocum, Essex Junction, VT *Chairman*  
Dr. Duane A. Wheeland, Easton, PA *Vice-Chairman*  
Dr. Paul D. Glenn, Alexandria, VA *Secretary*  
Miss Rose-Marie Armstrong, Pompton Plains, NJ  
Rev. Han Young Baek, Closter, NJ  
Mr. Kenneth E. Baldes, Colorado Springs, CO  
Mr. William M. Beatty, Zurich, Switzerland  
Rev. Dr. Victor W. Chan, Albany, CA  
Mr. Glenn G. Daves, Austin, TX  
Dr. Rockwell L. Dillaman, Pittsburgh, PA  
Rev. Thomas R. Flanders, Foxboro, MA  
Dr. Gary Friesen, Colorado Springs, CO  
Dr. David D. Ireland, Rockaway, NJ  
Mr. J. Michael Knefley, Ulysses, PA  
Rev. Dr. Denny Krajacic, Butler, PA  
Dr. Tzuo-Yan Lee, Morristown, NJ  
Dr. John Praveen, Plainsboro, NJ  
Mr. Les S. Robinson Miller, Edmond, OK  
Mr. Dwight D. Safer, Colchester, VT  
Dr. John F. Soper, White Plains, NY  
Dr. Bruce K. Terpstra, Pompton Plains, NJ  
Dr. Carolyn A. Tonge, Coral Springs, FL

## **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.

ATS has its roots in the program of Jaffray School of Missions, founded in 1960 under the leadership of President Harold Boon and Academic Dean Thomas Bailey, which emphasized the interdisciplinary encounter between theology and the social sciences. In 1974, the Jaffray program was redesigned to include the preparation of students for North American as well as overseas ministries. The name of the school was subsequently changed to Alliance School of Theology and Missions, and for the first time the Master of Professional Studies degree was offered.

In September of 1979, the Master of Divinity program was initiated, and Alliance School of Theology and Missions became Alliance Theological Seminary. Increased course offerings and additional faculty have enhanced the seminary's commitment to the worldwide evangelistic task of the church. This commitment has permeated all facets of its program. The Christian and Missionary Alliance is the sponsoring denomination of the seminary.

The Christian and Missionary Alliance recognizes ATS as the denomination's official, national seminary in the United States. Although the seminary was established by and for the C&MA, it serves a student population of diverse denominational backgrounds.

## **STATEMENT OF FAITH**

We believe...

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

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

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

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

Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss.

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

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

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

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

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

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

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

## **LOCATIONS**

Nyack College/ ATS's Rockland Campus is located in the small suburban community of Nyack overlooking the historic and picturesque Hudson River Valley. Nyack/ATS's New York City Campus is located at the southern tip of Manhattan in historic Battery Park overlooking the harbor and Statue of Liberty. Nyack/ATS's Puerto Rico extension is located in the beautiful San Juan, Puerto Rico.

## **ACCREDITATION AND APPROVALS**

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  
Albany, New York 12230  
(518) 474-1551

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

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

Nyack College in New York City has been granted "Center" status by the New York State Education Department. The Middle States Commission on Higher Education has designated Nyack College – New York City as a "Branch Campus" of Nyack College. 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), Childhood Special Education by the Council for Exceptional Children (CEC), Early Childhood Education by the National Association for the Education of Young Children (NAEYC), English Education by the National Council for Teachers of English (NCTE), and by the Teaching English to Speakers of Other Languages (TESOL) organization. Nyack College is a member and accredited by the Association of Christian Schools International (ACSI) for teacher certification. Nyack College Rockland campus is also an accredited institutional member of the National Association of Schools of Music (NASM). Nyack College's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and by the NYS Board of Regents which is recognized nationally by the US Department of Education. Nyack College's Bachelors degree in Social Work program and Masters of Social Work (MSW) program are registered and approved by the NYS Board of Regents, both programs are also accredited by the Council for Social Work Education (CSWE). Nyack College's Marriage and Family Therapy (MFT) program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE).

## **ACCREDITATION AND AFFILIATION (ATS)**

Alliance Theological Seminary is accredited by The Association of Theological Schools in the United States and Canada and, as a division of Nyack College, by the Middle States Association of Colleges and Schools. ATS operates as a graduate school of Nyack College under the charter of Nyack College granted by the Board of Regents of the State Education Department of the University of the State of New York. The Board of Regents for the State of New York empowers Nyack College to grant the Doctor of Ministry (D.Min), Master of Divinity (M.Div.), the Master of Professional Studies (M.P.S.), and the Master of Arts (M.A.) degrees.

The U.S. Department of Justice lists the seminary for training of international students. Also, the State Education Department approves ATS for training of veterans under Public Laws 530 and 894.

Membership in the American Theological Library Association (ATLA), the New York Area Theological Library Association (NYATLA), the Southeastern New York Regional Library Council (SENYLRC), and Westchester Academic Library Directors Organization (WALDO) provides cooperative access to interlibrary services and resources.



## **Academic Structure 2018-2019**

### **Academic Administration**

**President:** Dr. Michael G. Scales

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

**Assistant Provost & Dean of the College of Graduate and**

**Professional Programs:** Dr. Bennett Schepens

**Vice President & Dean of Alliance Theological Seminary and the College of Bible and Christian Ministry:** Dr. Ronald Walborn

**Dean of the College of Arts and Sciences:** Dr. David F. Turk, Interim

**Director of Center for Christian Scholarship:** Dr. Vilma Balmaceda

**Institutional Registrar:** Evangeline Couchey

**Director of Institutional Assessment and Research:** Gregory Beeman

### **Alliance Theological Seminary College of Bible and Christian Ministry**

*Dr. Ronald Walborn, Vice President & Dean*

### **Alliance Theological Seminary**

*Dr. Louis DeCaro, Director, ATS/NYC*

*Dr. Julio Acosta Aponte, Director, ATS/Puerto Rico*

**Master of Divinity**

**Master of Arts in Biblical Literature**

**Master of Arts Intercultural Studies**

**Master of Professional Studies**

**Doctorate of Ministry**

**Faculty:** Dr. Frank Chan (DMin Dissertation Research Coordinator), Julianne Cox (Dir. Of M.Div and MA Programs), Dr. Louis DeCaro (Director of ATS/NYC), Dr. Christopher Dost (Dir. Of Online Programs/ATS), Dr. Stanley John (Intercultural Studies Program Dir.), Dr. Robert Reimer, Dr. Cleotha Robertson, Dr. Martin Sanders (D.Min. Program Dir.), Dr. Glen Shellrude, Dr. Bryan Widbin

### **College of Bible and Christian Ministry**

**Biblical and Theological Studies:** Dr. Frank Chan (Deputy Chair), Dr. Amy Davis Abdallah, Dr. David Emanuel, Jeffrey Garcia, Dr. Steven Notley (Dept. Chair)

**Intercultural Studies:** Scott Reitz (Dir., Global Service Learning),

**Pastoral Ministry:** Dr. Russell McLeod, Dr. Carlos Velez

**Youth and Family Studies:**

**Master of Arts, Ancient Judaism and Christian Origins:** Dr. Steven Notley (Program Dir.), Dr. David Emanuel

### **College of Arts and Sciences**

*Dr. David F. Turk, Interim Dean*

**Communications:** Dr. Sharron Greaves (Chair)

**Criminal Justice:** Jennifer Kimble (Dept. Chair), Miguel Sanchez

**Humanities:** (*History, Philosophy, Religion, Art History, Liberal Arts & Sciences*) Dr. Lyndell O'Hara (Dept. Chair), Dr. David Weir (Deputy Chair), Dr. Jeffrey Dueck

**Information Management:** Paul Nevill

**Interdisciplinary Studies:** Denise Hirschlein

**Language, Literature, and Writing:** (*Modern Languages, English, Linguistics*) Dr. Jonathan Gates (Dept. Chair), Dr. Elaine Lux-Korman (Deputy Chair), Dr. Charles Beach, Beverly Crawford-Locke (Dir. of Writing Center, Rockland), Dr. Kevin Pinkham,

**Mathematics and Computer Science:** Dr. In Hak Moon (Dept. Chair)

**Natural Science:** Dr. Jacqueline Washington (Dept. Chair), Dr. Daniel Kaluka, Dr. Peter Park  
**Psychology:** Dr. Agnia Assur (Rockland Chair), Dr. Stephen Maret (NYC Chair), Dr. Jack Wiltshire  
**Sociology and Political Science:** Dr. Charles Awasu (Dept. Chair), Dr. Vilma Balmaceda

### ***School of Music***

*Dr. Sue Lane Talley, Dean*

**Music A.S.**  
**Music B.A.**  
**Music Composition B.M.**  
**Music Education B.M.**  
**Music Performance B.M.**  
**Music in Worship B.S.**

**Faculty:** Dr. Lars Frandsen, Dr. Marie Kenote (Director/Rockland), Dr. Tammy Lum, Dr. Dana Talley,

### ***Division of Student Success***

*Dr. Gwen Parker-Ames, Dean*

**Developmental Education:** Gina Jacobs-Strain (Chair), Deborah Spivey  
**Disability Support Services:** Arquisha Moreno  
**HEOP:** Dr. Gwen Parker-Ames (Director)  
**COMPASS/Rockland:** Dr. Gwen Parker-Ames  
**COMPASS/NYC:** Shawn Roseburgh

### ***Honors Program***

*Dr. Jonathan Gates (Director)*

## ***College of Graduate and Professional Programs***

*Dr. Bennett Schepens, Assistant Provost & Dean*

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

*Dr. Antoinette Gines-Rivera, Program Director*

**Mental Health Counseling:** Dr. Elaine Eng, Dr. Anna Flores Locke, Dr. Michael Gillern, Dr. Deanna Kwan, Dr. Lisa Steiner (Dir. of Online MHC Program)

**Marriage and Family Therapy:** Dr. Andrew Mercurio (Director), Dr. Iliámaris Rivera Walter

### ***School of Business and Leadership***

*Dr. Anita Underwood, Dean*

**Accounting and Business Administration:** Dr. Gerard Becker (Dept. Chair/NYC), Dr. Gordon Boronow, Dr. Susanne Hartl, (Dept. Chair/Rockland), James Muckell (Dir. of the Ron Blue Institute Center)

**Master of Business Administration:** Dr. Gerard Becker (Director)

**Master of Science in Organization Leadership:** Dr. Anita Underwood (Director)

**Degree Completion Programs:** Dr. Elena Murphy

### ***School of Education***

*Dr. JoAnn Looney, Dean*

**Adolescence Education**  
**Childhood Education**  
**Early Childhood Education**  
**Master of Science in TESOL**  
**Master of Science in Childhood/Childhood Special Education**

**Faculty:** Dr. Christine Willard (Director MS in Childhood Ed/Childhood Special Ed) Kristen Luba, Dr. Marie White (Dept. Chair Childhood Ed/NYC), Miriam Velez

## ***Cheryl Phenicie School of Nursing***

*Dr. Inseon Hwang, Dean*

**BSN:** Dr. Inseon Hwang, Dr. Maureen Kroning, Grace Mathew, Dr. Rexi Thomas

## ***School of Social Work***

*Dr. Kwiryung Yun, Dean*

**BSW:** Dr. Carol Awasu (Program Director), DeVonne Allen, Erica Ponteen-Babasola

**Master of Social Work (MSW):** Dr. Janet Furness (Program Director), Dr. Stacey Barker

## ***Division of Library Services***

**ATS:** Cheryl Felmlee (Director of ATS Library)

**NYC:** Christy Choi (Director of Eastman Library)

**Rockland:** Sunya Notley (Director of Bailey Library)

## ***Division of Student Development***

*Dr. Charles Hammond, Dean of Students, NYC*

*Wanda Velez, Dean of Students, Rockland*

**Counseling Services:** Margareta Labocki

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

**Spiritual Formation:** Dr. Wanda Walborn (Director)

**Career Services**

## 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 Adolescence Education do not have separate HEGIS numbers but are covered by the number assigned to that major.

	Degree
<b>Doctoral Program</b>	
Doctor of Ministry (2301).....	D.MIN
<b>Master Degree Programs</b>	
++ Ancient Judaism and Christian Origins (1510) .....	M.A.
*/** Biblical Literature: N.T. Emphasis (2301) .....	M.A.
*/** Biblical Literature: O.T. Emphasis (2301) .....	M.A.
**/* Biblical Studies (2301).....	M.A.
*/** Business Administration (0506).....	M.B.A.
Childhood Education (0802) (Additional Certification & Initial Certification...	M.S.
** Childhood Education Non-Certification (0808).....	M.S.
** Childhood Special Education Non-Certification (0808).....	M.S.
**	
Childhood Special Education (0808) (Additional Certification & Initial Cert).....	M.S.
Christian Ministry (2301) .....	M.P.S.
** Inclusive Education (0802.00) (& Bilingual Extension) .....	M.S.
Intercultural Studies (2301).....	M.A.
Marriage & Family Therapy (2104.1).....	M.A.
+/** Mental Health Counseling (2104.1).....	M.A.
*/** Organizational Leadership (0506).....	M.S.
+ Social Work Clinical Specialization (0506).....	M.S.W.
+ Social Work Leadership Specialization (0506) .....	M.S.W.
++ Teaching English to Speakers of Other Languages (1508) (& Additional Cert)	M.A.T./M.S.
++ Teaching English to Speakers of Other Languages (1508) Non-Certification	M.S.
*/** Theology and Missions (2301.10) .....	M.Div.
+ Urban Ministry (2301) .....	M.P.S.
<b>Bachelor Degree Programs</b>	
Accounting (0502) .....	B.S.
Adolescence Education .....	B.S.
English Specialization (1501) .....	B.S.
* Biblical and Theological Studies (1510).....	B.A.
Biology (0401.00) .....	B.A.
* Business Administration (0506).....	B.S.
* Childhood Education (0802).....	B.S.
* Childhood –Childhood Special Education (0808)....	B.S./M.S.
* Communications (0601) .....	B.S.
Computer Science (0701) .....	B.S.
* Criminal Justice (2105) .....	B.S.
* Early Childhood Education (0823) .....	B.S.
* Early Childhood-Childhood Education (0802) .....	B.S.
English (1501) .....	B.A.
+ Gospel Music Performance (1004) .....	Mus.B.
Intercultural Studies (2299).....	B.A.
* Interdisciplinary Studies (4901).....	B.A./B.S.
Music Programs .....	
* Composition (1004.1) .....	Mus.B.
* Orchestral Instruments (1004).....	Mus.B.
* Music (1005) .....	B.A.
Music Education (0832) .....	Mus.B.
* Music in Worship (2302).....	B.S.
* Keyboard Instruments (1004).....	Mus.B.
* Voice (1004).....	Mus.B.
Nursing (1203).....	B.S.

Organizational Management (0506).....	B.S.
Organizational Management (0506).....	B.P. S.
* Pastoral Ministry (2301).....	B.S.
*/** Psychology (2001) .....	B.A.
*Social Work (2104) .....	B.S.
Youth and Family Studies (2399) .....	B.S.

#### **Associate Degree Programs (5)**

*/** Business Administration (5004).....	A.S.
*/** Biblical Studies (5502.00).....	A.A.
Intercultural Studies (5622).....	A.A.
*/** Liberal Arts and Sciences (5699) .....	A.A.
* Music (5610) .....	A.S.

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

***\*\*\*enrollment is limited per NYSED.***

***\*\*Indicates major also available online.***

***+Indicates major available in NYC only. Part of this program must be taken at the Rockland Campus.***

***++ Indicates major available online only***

## **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.

## **UNDERGRADUATE STUDENT LEARNING GOALS**

### **Preamble**

Nyack College's curricula display academic content and rigor appropriate for the college's mission of providing students with a liberal arts education that is rooted in the historic Christian faith. Nyack College's programs and curricula have well-defined and measurable student learning goals that are monitored and supported by the faculty. Nyack College's educational reach extends beyond the classroom and includes mission-driven opportunities to engage in community-building and service.

### **Academically Excellent**

Students will acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, information literacy and technological competency, and basic biblical literacy.

### **Globally Engaged**

Students will acquire the knowledge of and skills to articulate the interplay of historical, cultural, and geographical realities of the global community which inform worldviews, heritages, and traditions of peoples and cultures.

### **Intentionally Diverse**

Students will gain knowledge in and experience the heritages and traditions of diverse people groups, and understand how ethnocentrism and personal biases impact cultural awareness.

### **Personally Transformed**

Students will gain knowledge and skills in faith-strengthening life habits of prayer, bible study, corporate worship, critical thinking about faith, appropriate self-care, building community, and engagement in service through curricular and co-curricular activities.

### **Socially Relevant**

Students will gain knowledge of the value of economic, political and social systems as tools for positive change, practice biblical principles of social justice, and engage in servant leadership opportunities locally, nationally, or internationally.

## **Nyack College Student Learning Goals for Essential Academic Skills**

Required in the Core only and encouraged in all majors/programs. Each goal is evaluated by a rubric based on or taken from the VALUE rubrics developed by AACU.

**Reading and Study Skills-** the student will be able to critically read, interpret, and apply text within a variety of academic contexts.

**Scientific Reasoning-** The student will be able to observe, suggest a hypothesis, design an experiment, predict logical outcomes, make judgments on conclusions based on empirical evidence and communicate the process effectively.

**Technological Literacy-** The student will have the knowledge, decision-making skills, and technical ability to use, manage, understand and assess technology academically, professionally, and personally.

### **Required in the Core and all Majors/Programs**

**Writing-** The student will be able to write an informative discipline-appropriate researched essay, which establishes and develops an effective context and purpose for writing and accurately integrates and documents quality primary and secondary sources using the appropriate style guide.

**Critical Thinking-** The student will develop a habit of mind utilizing purposeful, reflective judgment that manifests itself in reasoned consideration of evidence, context, methods, standards, and conceptualizations in deciding what to believe and what to do.

**Information Literacy-** The student will be able to determine nature and extent of information needed, effectively access information in a variety of formats, evaluate sources critically, successfully integrate new knowledge into his/her own knowledge base and value system, and understand the legal and ethical issues in the use of all formats of information.

**Oral Communications-** The student will be able to speak/present in an organized way that uses appropriate language and vocabulary. The delivery will be polished presenting the central message with sufficient supporting material.

**Quantitative Literacy-** The student will be able to demonstrate a comfort and competency in working with numerical data, solve quantitative problems from a variety of life situations, create arguments supported by quantitative evidence and communicate those arguments using words, tables, graphs, and mathematical equations as appropriate.

### **Technology Literacy Goals**

***The technologically literate Nyack College graduate will have the ability to effectively use, manage, understand and assess technology academically, professionally and personally.***

Nyack College has recognized that the twenty-first century college graduate, who is not literate in the use of technology, is not prepared to enter the work force or advanced academia. Therefore each graduate will be adequately prepared and assessed in the core curriculum and major or program to face modern technological academic and professional challenges.

The Nyack College student will experience technology as part of the core curriculum and the program or major.

**At the core curriculum level:** the institution has embedded technology-intensive courses within the core that will teach and assess general technology literacy skills requisite for success in all majors or programs.

**At the program or major level:** The effective student use of technology as a learning tool for achieving the specific curriculum objectives of a major or program. Each Nyack College graduate will have completed and been assessed in technology literacy in designated non-core upper level technology-intensive courses within his/her major or course of study.

Nyack College recognizes the *NETS* (National Educational Technology Standards at ISTE.org) in its efforts to validate and monitor that each graduate is technologically prepared in core and major courses.

### **Nyack College Catalog Statement Regarding Writing Instruction, Support, and Assessment**

The Nyack College Writing Initiative led by the Writing Across the Curriculum task force supports faculty and staff to create a developmental, integrated, multi-faceted approach that ensures that every Nyack College student is equipped to write more effectively during his/her collegiate experience and beyond.

To accomplish this aim, Nyack College provides numerous levels of support and resources. These include Writing Center locations at each campus available to all students and online Writing Center support for off-campus graduate students. The Writing Center services range from helping students understand assignments and develop their ideas to reorganization and clarification of claims to editing final drafts. Drop in and regular appointments are available to any student seeking assistance or as required by a professor. Additionally, the College offers one-on-one and small group tutorial support through the Office of Academic Support and the English Department provides Writing Studio, small groups for writers, specifically for first semester freshman enrolled in College Writing I.

The curriculum at Nyack College affirms the importance of instruction and practice in writing. Based on entrance scores, some students are required to enroll in developmental writing courses. In addition, most students take College Writing I and all undergraduate students are required to take College Writing II at Nyack unless they have satisfactorily completed the equivalent at an accredited college or university. To assess student's progress in writing development, all incoming freshmen take the Initial Assessment Tool, a timed writing assignment, which establishes a baseline which indicates student's writing proficiency and range. Students enrolled in College Writing I write an extended topical essay, and students who complete College Writing II take a timed essay which requires them to develop an interpretation using secondary source materials. As sophomores, students write an un-timed critical essay which is assessed and compared with the results of the CWI writing assessment.

Every Nyack undergraduate and graduate student is required to take a Writing Intensive Course (WIC), normally a capstone course, in his/her major field of study. In these identified and dedicated courses, faculty instruct students to write effectively for the appropriate discourse community. To assess student progress, students write at least three discipline-specific documents. All courses will incorporate online components to assist students to develop their writing abilities, including common writing rubric elements for instruction and assessment.

## UNDERGRADUATE 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 centerpiece of the academic program consists of a **40 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.

<b>Liberal Arts and Sciences Core Component (40 credits)</b>	<b>Credits</b>
<i>Information Management:</i>	
LIB 101 - Information Literacy.....	1
<i>Basic Communication:</i>	
ENG 101-102 - College Writing I and II.....	6
<i>Western and World Civilization:</i>	
HIS 113,114 - History of World Civilization I and II .....	6
<i>Humanities:</i>	
ENG 201 or 202 - Global Literature I or II.....	3
PHI 101 - Introduction to Philosophy .....	3
<i>American Civilization:</i>	
SOC 347 – Contemporary American Society.....	3
<i>Arts History Elective or MUS 115 (ARH 101, 120, 280 or MUS 115).....</i>	3
<i>Scientific Reasoning (an approved course in the Sciences).....</i>	3
<i>Language (some programs require 12 credits).....</i>	6
<i>Quantitative Literacy (an approved course in Mathematics).....</i>	3
<i>Social Science elective (PSY101, ANT201, POL 101, ECO 201 or SOC101).....</i>	3
<i>Additional requirements:</i>	

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

12 credits (4 semesters of the same language) required for all B.A. programs, unless otherwise specified; 6 credits (2 semesters of the same language) required in most B.S. programs, unless otherwise specified. 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. CLEP exams provide a maximum of 3 semesters of language credit. Students who graduated from a high school that used a language other than English to deliver course content will have their language requirements waived; students will not receive credit and therefore will be required to complete these credits with liberal arts credits. Students who have taken at least 2 courses from a foreign college that used a language other than English to deliver course content will have their language requirements waived; students will receive credit for the foreign language courses that have been waived, provided that the course does not meet a different requirement in the curriculum. Note: Departments have varying language requirements based on program need and fit.

<b>Bible and Ministry Minor Curriculum (15 credits)</b>	<b>Credits</b>
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/REL elective (must be Historical Theology elective) .....	3
PMN 201 - Nyack Heritage.....	1

\*degrees offered in the College of Bible and Christian Ministry require BIB or THE elective.

The remaining credits of the curriculum are divided between a **Major Requirement Component** 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 120-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.



## MINOR REQUIREMENTS

*Note: all students who complete the Bible and Ministry Minor Curriculum as noted under the Core Curriculum will have the option of having this minor notated on their official transcripts upon graduation. Students who receive a degree in Biblical and Theological Studies and those requiring less than 15 credits 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:

**Accounting Minor:** ECO 201- Macroeconomics (3), BUS 201, 202- Principles of Accounting (6), BUS 301- Intermediate Accounting (3), plus one of the following: BUS 311- Cost & Managerial Accounting, or BUS 312- Accounting with Computers, or BUS 415 Federal Income tax (3) Total credits: 15

**Biology Minor:** CHE 103 – Essentials of Chemistry(4) must be taken if not taken in core. BIO 107- General Biology 1 (4) BIO 108- General Biology II (4), Select 1: BIO 213, BIO 214, BIO 220, or BIO 222. Select 1 of the following: BIO 310, BIO 340, BIO 351 Total credits: 20

**Business Minor:** BUS 201-Principles of Accounting (3), BUS 232-Principles of Management (3), BUS-Electives (6), ECO 201-Macroeconomics (3) or ECO 202-Microeconomics (3). Total credits: 15.

**Communications Minor:** COM 212, Mass Media & Society, COM 243, Interpersonal Communication, COM 428, Media Ethics, Two (6) 300/400 level courses from the Dramatic Art, Mass Communication, and/or Emerging Technology concentrations.

**Computer Science Minor:**CSC101- Introduction to Computer Science (3) CSC112-Introduction to Programming I (3) or CSC201-Introduction to Programming II (3) and any nine (9) additional Computer Science credits above CSC 201 Total credits: 15

**Criminal Justice:** CRJ 101- Introduction to Criminal Justice, CRJ 245- American Judicial System, CRJ 342- Punishment and Correction, CRJ 343- Police and Society, One (3) from the following: CRJ 236, Juvenile Justice, CRJ 256, Community and Correction, CRJ 330, Constitutional Law, CRJ 373, Criminal Law, CRJ 386, Restorative Justice, CRJ 43, Computer Forensics

**English:** One (3) of ENG 259, Oxford Christian Writers, ENG 321, Medieval Literature, ENG 325, Romantic Literature, ENG 326, Victorian Literature, ENG 334, Modern Poetry, ENG 336, 19<sup>th</sup> Century Novel, ENG 337, Modern Novel. One (3) from ENG 231, Modern Drama, ENG 328, American Romanticism, ENG 329, American Realism, ENG 331, African-American Literature, ENG 334, Modern Poetry, and ENG 338, Contemporary American Novel. One (3) from ENG 311, Creative Writing, ENG 340, Writing, Biography, Autobiography, Memoirs, ENG 441, Advanced Expository Writing, ENG 32, Advanced Poetry Workshop, ENG 445, Fiction Writing. One (3) from ENG 401, Themes of Faith in Literature, ENG 463, Shakespeare, and ENG 465, Milton. One (3) from ENG 312 Literary Criticism, ENG 342, Special Topics, and ENG 364, Writing Theory, and ENG 470 Senior Seminar.

**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 300/400 level Total credits: 15.

**Intercultural Studies 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: MUS 115- Music Appreciation (3) MUS123- Theory 1 (3) [may require MUS 111(2)]; MUS 121-Ear Training (1); private instruction in one area (4); minor juries (0); music electives (7), and Nyack College music organization-2 semesters minimum.

**Music Business Minor:** BUS 201-Principles of Accounting I (3), BUS 331-Principles of Marketing (3), BUS 232-Principles of Management (3), BUS 345-Entertainment Industry Economics (3), BUS 347-Music Business I (3), BUS 349-Music Business II (3). Total credits: 18.

**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 (3). Each of the courses listed above has a prerequisite of PSY 101- General Psychology. Total credits: 15.

**Social Work Minor:** Total credits: 15, SWK 246 Interpersonal Communication Skills (3), SWK 314- Human Behavior in the Social Environment I (3), SWK 324-Foundations of Social Justice (3), SWK 354-Human Behavior in Soc Environment II (3), SWK 355- Social Welfare Policy and Services (3) (SWK 101 prerequisite)

**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.

**Statistics:** MAT 110 College Algebra or MAT 150 Algebra for Statistics (3) MAT 215 Intro to Descriptive Statistics and Probability (3) MAT 250 College Statistics (3) MAT 305 Computational Statistics (3) MAT 355 Modern Statistics (3) Total Credits: 15

**TESOL (Teaching English to Speakers of Other Languages) Minor:** EDT 341-TESOL: Methods and Materials (3), EDT 381/2 - Practicum (3), EDT 344 – Teaching Adult ELLs (3), EDT 448- TESOL Program Development and Administration (3), LIN 354-Second Language Acquisition (3). Total credits: 15.

# ALLIANCE THEOLOGICAL SEMINARY

*Ronald Walborn, D.Min., Dean*

## MISSION

Alliance Theological Seminary is the official, national seminary of The Christian and Missionary Alliance, centered in metropolitan New York and Puerto Rico. As a multicultural, evangelical seminary, ATS is committed to developing in men and women a personal knowledge of God and His work in the world in order to equip them for the ministry of the gospel of Jesus Christ and the expansion of His church.

This statement of mission implies the following:

**First**, submission to the authority of God's revelation in the Old and New Testaments and its applicability to human life in every age and every culture within the framework of the historic evangelical Christian faith.

**Second**, a commitment to serve the C&MA and other like minded denominations through (1) its location in a major metropolitan, multicultural environment, (2) its intentional urban involvement, (3) its transcultural emphasis in programs so as to provide the best possible training ground for ministry within this missionary-sending denomination and within the 21st century church at large, (4) the intercultural and international character of its faculty, staff and student body.

**Third**, the development of students according to their needs and potential through the integration of spiritual and character formation, theological and social science education, and ministry skill competency. Students are encouraged to know God and his work, particularly across national, racial and cultural lines, so that they can help others know and respond authentically to his grace.

## 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.

## GUIDING PRINCIPLES

**Education:** Students will demonstrate functional command of the essentials of theological education as it relates to religious heritage, cultural context, personal/spiritual formation, and the practical skills of ministry.

**Integration:** Students will demonstrate an integrated appreciation of and approach to the essentials of theological education and ministry performance.

**Global Perspective:** Students will demonstrate a global perspective on theological education and the mission and ministry of the church.

**Contextualization:** Students will demonstrate ability to analyze culture for the conduct of ministry.

**Personal/Professional Formation:** Students will demonstrate personal and professional discovery and development for ministry.

In order to realize these goals, Alliance Theological Seminary takes students through a three-phased formational sequence in its professional programs.

*The Person Phase* is designed to help the student grow in self-awareness and develop disciplined patterns of living and thinking in the context of spiritual formation. The focus is on the development of personal habits and lifestyle effective for ministry, and an authentic Biblical, theological and transcultural methodology.

*The Church Phase* is designed to give students a clearer picture of the transcultural nature and mission of the church they will serve. Beginning with a better grasp of themselves and a paradigm from which to work, students are encouraged to refine their call to ministry within the locus of the church, and develop a missional ecclesiology by being brought into closer contact with the local church and its ministries.

*The Ministry Phase* focuses on applying the perspectives gained from the previous phases to the current issues and phenomena of ministry. Through ministry tracks, students may focus their studies in the direction of specific vocations. The phase also concentrates on skills necessary for effective ministry.

## SPIRITUAL FORMATION

Spiritual formation involves becoming aware of God with one's whole being and growing in who we are and what we are to do as mature followers of Christ. Our baptism in Christ is the foundation for living in relationship of intimate

responsiveness to God. The presence of the Holy Spirit operates in and around our lives to shape us into Christ-likeness and draw others to be devoted Christ followers. The process of spiritual formation at ATS is designed to address every aspect of human interaction.

At ATS, spiritual formation takes place in several environments: classroom, community, local church and other out-of-classroom settings. In the classroom, each professor is a Christian scholar who models Christ and love for His church, and for some students, a professor becomes a mentor. Students learn from each other in peer groups and from guest scholars and practitioners. A curricular aspect of spiritual formation for students in the Master of Divinity, Master of Professional Studies and Master of Arts in Intercultural Studies degree programs is the required phases of Mentored Development. Spiritual formation takes place in community as students interact with ATS administrators, staff, and each other and together worship the Lord in chapel. It takes place in a local church where students serve and some find mentors. And, it takes place outside the classroom where students find opportunities to experience their faith in nontraditional ways. Short-term mission trips, wilderness experiences, directed retreats, field trips, shadowing selected leaders, and field education create space within and challenges alongside the academic schedule where students can pursue the passion and possibility that God has placed in their lives. These experiences require an initial risk of faith but the overall impact lasts for a lifetime.

## **DOCTOR of MINISTRY (DMin.)**

*Martin Sanders, D.Min., Director*

The Doctor of Ministry degree is the highest professional degree offered by Alliance Theological Seminary and Nyack College. The D.Min. constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. "It is the purpose of the D.Min. degree to provide that level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry."

### **Purpose**

Today's world is experiencing the impact of globalization. Most evident in the urban contexts where diverse people rub shoulders and interact with each other in proximity and deal with the impact of mobilization, pluralism, and change, the effects of the globalized mindset need to be addressed by today's church. The purpose of the D. Min degree program is to enhance the practice of Christian ministry and mission through an advanced program for people with a M.Div. (or its equivalent) who are engaged in ministerial leadership.

### **Goals and Objectives**

The D.Min. degree program at ATS is designed:

- To enhance personal and ministry health
- To enhance qualitatively the professional comprehension and competence of ministerial leaders to build up the global kingdom of God
- To seek integration of a disciplined reflective practice of ministry with a theological and biblical base
- To provide a multi-denominational and multi-cultural adult learning experience

It includes both high academic standards and practical implementation. As an in-service program, students may complete the degree while remaining in ministry.

### **Learning Outcomes**

Students who earn the Doctor of Ministry in Christian Leadership in the Global Context will:

1. Demonstrate a deep understanding of their **personal** and ministry strengths and weaknesses. [Evidenced in DML811, Spiritual Formation for Ministry, Learning Experience #4, Integrative paper.]
2. Demonstrate enhanced competency in **social/cultural** analysis for ministry in the global context. [Evidenced in immersion experience at orientation]
3. Demonstrate an understanding and competency of leadership in the urban, global context. [Evidenced in overseas trip with Martin Sanders and some course assignments]
4. Demonstrate an advanced understanding of theology in relation to **spirituality** and **leadership**. [Spirituality part is evidenced in DML811, Learning Experience #2, Leadership Portrait]
5. Demonstrate a growing passion for God and ministry in His global Kingdom. [Evidenced in student's willingness to make sacrifices for God and for His Kingdom; this will be seen in overseas trip with Dr. Sanders and the Final DMin project]
6. Demonstrate competency in integrating personal, theological and leadership understandings in a **global, multi-cultural context**. [Evidenced in Final D.Min. project]

<b>Assessment</b>	<b>Context</b>	<b>Location in Program</b>
Integrative Paper	DML811 Spiritual Formation for Global Leadership	First Year module 1
Final Paper	DML812 Leadership Skills for Ministry	First Year module 2
Personal Leadership Development Plan	DML813 Selecting & Developing New Leaders	Second Year module 1
Doctoral Seminar Presentation	DML814 Effective Ministry in Globalized Environment	Second Year module 2
Final Doctoral Project: Summative Project & Exit Interview	DML999 Final Doctoral Project	Third Year

### **Program Format**

The ATS D.Min. program is designed as a modular, cohort-based program with extensive independent work preceding and following each on-campus classroom experience. It also involves passing an oral qualifying examination prior to candidacy and presenting and defending a written, ministry-centered Final Doctoral Project.

The on-campus courses are offered as nine day intensive courses in January and July/August.

Part one: Prior to the campus classroom experience, the student completes substantial required reading and written work; interaction with the professor occurs online.

Part two: The intensive campus-centered course component (nine days in length) involves course-related lectures, in- and after-class learning activities, and faculty and peer interaction. Excursions for interactive engagement with a variety of ministry settings and styles will be designed into this component. This part also includes the orientation,

research methodology seminars, and the literature research and review seminar tailored specifically for the Final Doctoral Project.

Part three: Post-course assignments engage each student in a related ministry project with associated written assignments that apply the reading and classroom learning to their particular ministry context. Through this, the student demonstrates professional performance in light of the new learning. Student/faculty interaction occurs online.

### **Modular Cohort Format**

All program activities for the first two years of the program occur in a modular cohort format in order to create a cohesive learning community. The cohort, a stable group of 15-25 students from a variety of churches and denominations, together proceeds through orientation and the core courses and seminars over a two year period. Students may break from the cohort for the two elective courses the final year of their program but will often retain relationships until completion of the degree and beyond. The Director of the D.Min. program and Scholar-at-Large are considered to be active participants in each cohort. Teaching faculty will be involved for a scheduled period prior to, during, and following each on-campus module.

### **Peer Learning/Engagement**

Extended involvement in peer learning is a priority of the ATS D.Min. program. This is one reason why the relational cohort format has been chosen. During the intensive sessions/courses on campus, students will build relationships as they are expected to actively participate in dialog about the subjects they prepared prior to coming to the campus classroom. Students will encourage and aid each other in learning development through classroom and small group work. Regular interaction with each other through e-mail, Edvance360, and other means is strongly encouraged between campus experiences—and may even be required. Students will also critique each other's thinking processes and work, particularly during the three seminars.

### **Degree Requirements**

#### *Doctor of Ministry Degree*

#### **Coursework**

DML 801 Orientation I  
DML 802 Orientation II

#### *Core Courses*

DML 811 Spiritual Formation for Leadership  
DML 812 Leadership Skills for Ministry  
DML 813 Selecting & Developing New Leaders  
DML 814 Effective Ministry in Today's Globalized Environment

DML 871 Seminar I  
DML 872 Seminar II  
DML 873 Seminar III

#### *Spirituality Electives*

DML 921 Following in the Steps of Spiritual Mentors  
DML 922 Guiding Others in Their Spiritual Journey

#### *Global Outreach Electives*

DML 925 Contemporary Models of Evangelism  
DML 926 Christian Communication for a New Generation

DML 897 Oral Candidacy Qualifying Exam  
DML 994 Doctoral Project Stage I  
DML 995 Doctoral Project Stage II  
DML 996 Doctoral Project Stage III  
DML 997 Doctoral Project Stage IV  
DML 999 Final Doctoral Project  
DML 998 Doctoral Project Continuation

### **First Year – Stage 1: Assessing**

#### **Module One**

DML 801 Orientation I.....	2
DML 811 Spiritual Formation for Leadership .....	4

#### **Module Two**

DML 802 Orientation II .....	1
DML 812 Leadership Skills for Ministry .....	4
DML 871 Seminar I .....	1

**Second Year – Stage 2: Addressing****Module One**

DML 813 Selecting & Developing New Leaders .....	4
DML 872 Seminar II .....	1
DML 994 Doctoral Project Stage I .....	1

**Module Two**

DML 814 Effective Ministry in Today's Globalized Environment.. .....	4
DML 995 Doctoral Project Stage II.....	2
DML 897 Oral Candidacy Qualifying Exam .....	0

**Third Year – Stage 3: Implementing****Module One**

Elective Course # 1 (DML 921 or DML 925) .....	4
DML 873 Seminar III .....	1
DML 996 Doctoral Project Stage III.....	1

**Module Two**

Elective Course # 2 (DML 922 or DML 926) .....	4
DML 997 Doctoral Project Stage IV.....	2
DML 999 Final Doctoral Project.....	0

**MASTER OF DIVINITY**  
*Julianne Cox, M.Phil., Director*

The M.Div. program is a 93-credit curriculum that blends biblical studies, social science theory, spiritual formation and practical training with an emphasis upon critical and theological thinking. It is recognized as the most comprehensive and basic level graduate preparation for ministerial leadership and for future study in the theological disciplines. Alongside the prescribed core curriculum and mentored development courses, students select a specific track and professional development courses, in line with their ministry and educational goals.

The M.Div. curriculum develops progressively over three years through the Person Phase, the Church Phase, and the Ministry Phase presented in "Our Model". ATS offers a pre-substitution system for those who majored in Bible and Theology in their undergraduate program (see Course Sequence).

### **Purpose**

The Master of Divinity degree is designed to produce whole people for general leadership in Christian service, whether in their own or in another culture, by bringing into dialogue the various dimensions of theological education. These dimensions are (1) church and academy, (2) theology and social science inquiry, (3) the biblical world and the contemporary world, (4) classroom and experience, (5) character and competence, and (6) wisdom and skill.

### **Student Learning Goals**

- Students will lay a foundation for ongoing spiritual formation including personal development, moral integrity, and spiritual maturity.
- Students will gain knowledge and be able to apply methodology in biblical studies, theology and cultural understandings.
- Students will gain an appreciation of the relational nature of ministry through the experience of being mentored and mentoring others, and through learning and practicing interpersonal ministry skills.
- Students will be able to understand and practice integration of the personal, theological, and practical components of holistic ministry. Students will gain ministry skills for a broad range of Christian service responsibilities, and will be able to demonstrate competency in classroom and internship environments (in particular, those skills necessary for licensed and/or ordained ministry within the C&MA and other denominations).

### **Program Assessment Plan:**

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Spiritual Growth Covenant	SF 703 Capstone	Third Year
2. Mentoring Assignment	SF 703 Capstone	Third Year
3. Ministerial Identity Notebook & Integrative Summary Project	SF 703 Capstone	Third Year
4. Exit Interview	SF 703	Third Year

### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A satisfactory grade point average (2.5 minimum GPA).
3. International Students: TOEFL score of 80 IBT/550PBT or higher is required.

### **Degree Requirements**

#### *Master of Divinity Degree*

1. Satisfactory completion of 93 credit hours as prescribed\*.
2. A minimum grade point average of 2.5.
3. Satisfactory completion of an approved Field Education experience (SF 603).
5. Transfer students must take the last 30 credits at ATS.
6. Complete payment of all financial obligations with ATS.
7. All credits applied must have been earned within 10 years of awarding the degree.

#### **A. Core Courses**

The following courses comprise the core of the M.Div.:

CD 701	Worship Arts & Disciplines
CD 702	Working with People*
CS 501	People as Social & Cultural Beings
CS 502	Church as a Social & Cultural Institution
IC 501	Perspectives in Mission
NT 503	Reading the New Testament
NT 504	Greek Bible & the Western Mediterranean World
NT 615	Biblical Exegesis ( <i>pre-reqs: OT503 &amp; NT503</i> )

OT 503	Reading the Old Testament
OT 504	Hebrew Bible & the Eastern Mediterranean World
SF 505	Personal, Professional, & Theological Foundations for Ministry
TH 605	History of Christianity
UR 601	Church in the Urban World

Communication course, one of the following:

- CD 601 Proclamation & Communication
- UR 741 Preaching in the Urban Context
- SF 620 Teaching the Bible for Transformation
- CD 660 Chinese Preaching I
- CD 665 Korean Preaching I (*for Korean Concentration*)

Theology courses, two of the following:

- TH 620 Biblical Theology (prereqs OT 503 & NT 503)
- TH 502 Theology in the Global Context
- TH 601 Systematic Theology I
- TH 602 Systematic Theology II

*\*CN510 Intro to Pastoral Counseling for Puerto Rico campus*

## **B. Mentored Development Courses**

- SF 503 - 1<sup>st</sup> Year Initiation in Spiritual Formation
- SF 603 - 2<sup>nd</sup> Year Field Education
- SF 703 - 3<sup>rd</sup> Year Spiritual Formation Capstone

## **C. Tracks**

Students will select from one of the following tracks:

**Bible and Theology:** Emphasizes enhanced preparation in biblical and theological studies. Students choose to focus on either Greek or Hebrew. Includes the following 6 courses:

- TH 601 Systematic Theology I: God & Humanity
- TH 602 Systematic Theology II: Christ & the Church

Greek progression:

- NT 506 NT Greek I: Elements
- NT 507 NT Greek II: Readings
- NT 604 NT Greek III: Exegesis\*
- OT Book Study (in English)
- \*Greek book study for Puerto Rico campus*

Hebrew progression:

- OT 506 Biblical Hebrew I: Elements
- OT 507 Biblical Hebrew II: Readings
- OT 604 Biblical Hebrew III: Exegesis
- NT Book Study (in English)

**Church Development:** Emphasizes the broad perspectives and essential skills needed for full-time local church ministry. Includes the following 6 courses:

- CD 711 Advanced Communication
- CD 712 Leading Change & Conflict Resolution
- CD 713 Missional Leadership
- SF 610 Human Development
- SF 611 Discipleship & Small Groups
- TH 604 Christian Ethics

**Missions:** Emphasizes perspectives and skills needed by those ministering across cultural barriers, especially in evangelism, church planting and the development of an indigenous Christian faith. Includes the following 6 courses (offered primarily at the Rockland Campus):

- IC 601 Global Expansion of the Church
- IC 602 Cultural Immersion & Social Analysis (*pre-req CS501*)
- IC 603 Doing Theology in Context (*pre-req CS501*)
- IC 604 Christian Encounter with World Religions
- IC 720 Theology of Power Encounter
- IC 721 Christian Witness in the Context of Poverty



**TESOL Concentration:** Students in the MDIV Missions track may opt for a TESOL Concentration. These students will register for the following classes rather than electives under Professional Development:

- EDG 670 TESOL Methods & Materials
- EDG 671 TESOL Methods & Language Arts
- LIN 653 Grammar & Phonology
- LIN 654 Second Language Acquisition
- IC 606 Field Project in Christian Witness
- IC 799 Capstone Project (Inclusive of TESOL- Practicum; see EDG 620)

**Urban Ministries:** Emphasizes the perspectives and specialized training necessary for ministry in an urban environment. Includes the following 6 courses (offered primarily at the Manhattan Campus):

- TH 604 Christian Ethics
- UR 510 Urban Theology
- UR 511 Urban Church & the Poor
- UR 610 Urban Community & Worldview Analysis
- UR 611 Urban Community Development
- UR 714 Leadership Development & the Urban Church

### **Professional Development Courses**

In addition to the tracks, students select 6 professional development courses of their choosing from within the ATS curriculum or in consultation with the Dean, from other graduate programs within the Nyack College System. This flexibility allows for further study in areas related to career goals and personal interest.

### **Optional Concentrations**

Students in the MDIV degree program may opt for one of the following concentrations. These students will register for the following classes as part of the required 18 credits of Professional Development electives:

#### **Business**

- BUS 603 Managerial Economics
- BUS 606 Strategic Global Marketing Management
- BUS 607 Financial Management
- BUS 609 Entrepreneurship
- BUS 616 International Accounting
- And 3 credits Professional Development electives

#### **Chinese Studies**

##### Chinese Ministries

- CD 754 Preaching in the Chinese Church Context
- CD 755 Personal Leadership Development in the Chinese Church Context
- CD 756 Pastoral Ministry in Chinese Church Context
- CD 757 Contemporary Issues in Chinese Ministry
- CD 763 Planting and Growing Healthy Chinese Churches

##### English Ministries

- CD 754 Preaching in the Chinese Church Context
- CD 755 Personal Leadership Development in the Chinese Church Context
- CD 756 Pastoral Ministry in the Chinese Church Context
- CD 758 Leadership from the Second Chair in the Chinese Church Context
- CD 759 Planting and Growing Healthy Next Generation Ministry

#### **Korean Studies**

- CD 750 Introduction to Korean Ministry
- CD 665 Korean Preaching I
- CD 765 Korean Preaching II
- CD 751 Pastoral Counseling in the Korean Church
- CD 766 Worship in the Korean Church
- And 9 credits Professional Development electives

**First Year – Person Phase****Fall**

SF 503 Initiation in Spiritual Formation.....	3
OT 503 Reading the Old Testament^.....	3
IC 501 Perspectives in Mission .....	3
NT 503 Reading the New Testament^.....	3
Track Course.....	3

**Spring**

OT 504 Hebrew Bible & the Eastern Mediterranean World .....	3
SF 505 Personal, Professional & Theological Foundations for Ministry .....	3
TH 502 Theology in Global Context .....	3
NT 504 Greek Bible & the Western Mediterranean World.....	3
Track Course.....	3

**Second Year – Church Phase****Fall**

NT 615 Biblical Exegesis ( <i>pre-reqs: OT503 &amp; NT503</i> ).....	3
SF 603 Field Education ( <i>Pre-Req SF503</i> ).....	3
CS 501 People as Social & Cultural Beings .....	3
UR 601 The Church in the Urban World.....	3
Track Course.....	3

**Spring**

CS 502 The Church as a Social & Cultural Institution .....	3
TH 605 History of Christianity^.....	3
Track Course.....	3
Professional Development Course .....	3
Professional Development Course .....	3
TH 620 Biblical Theology.....	3

**Third Year – Ministry Phase****Fall**

CD 601 Proclamation & Communication .....	3
CD 701 Worship Arts & Disciplines .....	3
Track Course.....	3
Professional Development Course .....	3
Professional Development Course .....	3

**Spring**

Professional Development Course .....	3
Professional Development Course .....	3
Track Course.....	3
SF 703 Spiritual Formation Capstone ( <i>Pre-Req SF603</i> ).....	3
CD 702 Working with People ( <i>CN510 in PR</i> ) .....	3

*^Substitutions may be permitted for those with documented coursework in the respective subject at the undergraduate level. With advanced approval for each, any OT course may be substituted for OT503; any NT course may be substituted for NT503, and TH721 may be substituted for TH605.*

## MASTER OF PROFESSIONAL STUDIES

Julianne Cox, M.Phil., Director

The M.P.S. is a 48-credit program that focuses on training for persons in ministry. The curriculum offers broad flexibility in consultation with the faculty advisor. The program offers several professional development tracks: African-American Ministries, Church Development, Counseling, Chinese Ministries, Hispanic Ministries, Korean Ministries, Urban Ministries, and Youth Ministry. There are specified requirements for Counseling and Mission tracks at the Puerto Rico campus, with designated course-work for each. Overall, the assessment program remains the same for all campuses. The professional development tracks are not intended to furnish the student with technical expertise for purposes of professional employment, certification, or licensure, but rather to provide training for enhancing one's ministry focus in the local church setting.

### Purpose

The Master of Professional Studies degree is designed to produce whole people for **specific** leadership in Christian service, whether in their own or in another culture, by bringing into dialogue the various dimensions of theological education. These dimensions are (1) church and academy, (2) theology and social science inquiry, (3) the biblical world and the contemporary world, (4) classroom and experience, (5) character and competence, and (6) wisdom and skill.

### Student Learning Goals

- Students will lay a foundation for ongoing spiritual formation including personal development, moral integrity, and spiritual maturity.
- Students will gain knowledge and be able to apply methodology in biblical studies, theology and cultural understandings.
- Students will gain an appreciation of the relational nature of ministry through the experience of being mentored and mentoring others, and through learning and practicing interpersonal ministry skills.
- Students will be able to understand and practice integration of the personal, theological, and practical components of holistic ministry.
- Students will gain ministry skills for specific leadership in Christian service, and will be able to demonstrate competency in classroom and internship environments.

### Program Assessment Plan:

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Interns & Mentors Reports	SF603 Field Education	Second Year
2. Exit Interview	SF603 Field Education	Second Year
3. Field Ed Mentor's Final Report	SF603 Field Education	Second Year
4. Ministry Portfolio: Summative Project	SF603 Field Education	Second Year

### General Prerequisites

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 2.5.
3. International students: TOEFL score of 80 IBT/550 PBT or higher is required.

### Degree Requirements

1. Satisfactory completion of 48 credit hours for the designated program\*.
2. A final grade point average of 2.5 is required.
3. Transfer students must take the last 30 credits at ATS.
4. Satisfactory completion of an approved Field Education experience (SF 603).
5. Complete payment of all financial obligations with ATS.
6. All credits applied must have been earned within 10 years of awarding the degree.

### Master of Professional Studies –Christian Ministry

(Rockland and Puerto Rico Campuses only)

Professional Development Tracks offered include Church Development, Counseling, Chinese Ministries (Rockland), Korean Ministries (Rockland), and Missions (Puerto Rico)

### First Year

#### Fall

OT 503 Reading the Old Testament** .....	3
SF 503 Initiation in Spiritual Formation.....	3
NT 503 Reading the New Testament** .....	3
Professional Development Course .....	3

**Spring**

SF 505 Personal, Professional & Theological Foundations for Ministry.....	3
TH 502 Theology in the Global Context.....	3
CS 502 Church as a Social & Cultural Institution.....	3
Professional Development Course .....	3

**Second Year****Fall**

SF 603 Field Education ( <i>Pre-Req SF503</i> ).....	3
Professional Development Course.....	3
Professional Development Course.....	3
Professional Development Course.....	3

**Spring**

TH 605 History of Christianity (SUB: TH 721 Historical Theology)*.....	3
TH 620 Biblical Theology.....	3
Professional Development Course.....	3
Professional Development Course.....	3

*\*\*Substitutions may be permitted for those with documented coursework in the respective subject at the undergraduate level. With advanced approval for each, OT504 may be substituted for OT503; NT504 may be substituted for NT503.*

**Master of Professional Studies – Urban Ministries**

(Manhattan Campus)

Professional Development Tracks offered include Church Development, Counseling, and Urban Ministries

**First Year****Fall**

OT 503 Reading the Old Testament**.....	3
SF 503 Initiation in Spiritual Formation.....	3
NT 503 Reading the New Testament*.....	3
Professional Development Course.....	3

**Spring**

SF 505 Personal, Professional & Theological Foundations for Ministry...	3
Professional Development Course.....	3
Professional Development Course.....	3
Professional Development Course.....	3

**Second Year****Fall**

SF 603 Field Education ( <i>Pre-Req SF503</i> ).....	3
UR 601 Church in the Urban World.....	3
NT 615 Biblical Exegesis.....	3
TH 601 Systematic Theology I: God & Humanity.....	3

**Spring**

TH 602- Systematic Theology II: Christ & the Church .....	3
Professional Development Course.....	3
Professional Development Course.....	3
Professional Development Course.....	3

*\*\*Substitutions may be permitted for those with documented coursework in the respective subject at the undergraduate level. With advanced approval for each, OT504 may be substituted for OT503; NT504 may be substituted for NT503.*

## MASTER OF ARTS DEGREES

Alliance Theological Seminary offers biblically-grounded Master of Arts degrees. A requirement of the program is a summative exercise that demonstrates a comprehensive knowledge of the content/methodology of the chosen field of study.

### **Master of Arts - Biblical Studies**

*Christopher Dost, Ph.D., Director*

**The Master of Arts (Biblical Studies)** is a 36-credit program that is offered onsite and online. It is designed to provide students with an enhanced understanding of biblical and theological studies for personal development and pedagogical enrichment. The program integrates biblical exposition with theology to equip students for transformative ministry. The Master of Arts (Biblical Studies) is ideal for those who feel called to preaching, teaching and discipling other believers as a part of church ministry or missions.

#### **Purpose**

The purpose of the Master of Arts (Biblical Studies) degree is to provide students with an enhanced understanding of biblical studies for personal and pedagogical development by (1) laying a foundation for ministry, both personally and professionally, (2) enhancing Biblical understanding through studying the Bible in its original social and historical contexts, (3) integrating biblical exposition with theology, with a goal of transformative ministry and (4) providing opportunities to study both Old and New Testament books in depth.

#### **Student Learning Goals**

- Students will build an historical and cultural framework for interpreting the biblical text.
- Students will gain a command of the formation, content, and critical questions related to the literature of the Bible.
- Students will demonstrate sound exegetical and hermeneutical method in interpreting the text of the Bible.
- Students will become conversant with the important theological issues of the Bible.

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

Assessment	Context	Location in Program
Methodology Essay	OT504	First year
Critical Paper	NT504	First year
Exegesis Paper	NT615	First year
Theological Issue Paper	TH721	First year
Integrative Summative Project	NT799	Final semester
MA Biblical Studies Exit Interview		End of Program

#### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 2.5.
3. International students: TOEFL score of 80 IBT/550 PBT or higher is required.

#### **Degree Requirements**

1. Satisfactory completion of 36 credit hours for the designated program with a final grade point average of 2.5.
2. Transfer students must take the last 30 credits at ATS.
3. All credits applied must have been earned within 10 years of awarding the degree.

#### **First year Fall**

OT 503 Reading the Old Testament*	3
SF 505 Pers/Prof/Theol Foundations for Ministry	3
NT 503 Reading the New Testament*	3
New Testament Book Study	3

#### **Spring**

OT 504 Hebrew Bible & The East Mediterranean World	3
TH 721 Historical Theology	3
NT 504 Hebrew Bible & the Eastern Mediterranean World	3
Old Testament Book Study	3

#### **Second year Fall**

NT 615 Biblical Exegesis	3
Old Testament Book Study	3
New Testament Book Study	3
NT/OT/TH Elective	3

#### **Spring**

NT 7991 Integrative Summative Project	0
---------------------------------------	---

## **Master of Arts - Biblical Literature**

*Julianne Cox, M.Phil, Director*

### **(Old Testament and New Testament Emphases)**

The M.A. (Biblical Literature) with Old Testament and New Testament emphases is a 54-credit curriculum that builds upon a strong foundation in biblical studies. In addition to course study, students must sit for a comprehensive examination to satisfy the summative experience requirement of the degree. Students should consult their faculty advisor for important procedures and schedule of deadlines.

*Please Note: Comprehensive Exams are required to assess the student's understanding of the broader information and issues in the field of Old or New Testament study. Students must obtain the questions that cover this material from their M.A. faculty advisor no later than the semester preceding the intended semester of graduation.*

### **Purpose**

The purpose of the M.A. (Biblical Literature) degree with Old Testament & New Testament emphases is to provide students with a sufficient biblical and theological foundation for continuing research at the doctoral level and other professionally-related opportunities.

### **Student Learning Goals**

- Students will build a historical and cultural framework for interpreting the Bible in general and their testament of emphasis in particular.
- Students will gain a command of the formation, content, and critical questions related to the literature of their testament of emphasis.
- Students will be able to trace the development of biblical theology as a discipline and to understand recent theological approaches to their testament of emphasis.
- Students will be able to employ solid exegetical and hermeneutical methodology in interpreting the text of their testament of emphasis. (Students must demonstrate a solid grasp of biblical language in their chosen track.)

### **Program Assessment Plan**

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Theological Essays	TH601 Systematic Theology 1	First Year
2. Exegesis Final Paper	OT/NT 604 Hebrew/Greek Exegesis	Second Year
3. Comprehensive Examination: Summative Project & Exit Interview	OT/NT/TH 799 Comprehensive Examination	Final Semester

### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 2.5.
3. International Students: TOEFL score of 80 IBT/550PBT or higher is required.

### **Degree Requirements**

1. Satisfactory completion of 54 credit hours for the designated program\*.
2. A final grade point average of 2.5 is required.
3. Transfer students must take the last 30 credits at ATS.
4. Successful completion of the comprehensive examination
5. Complete payment of all financial obligations with ATS.
6. All credits applied must have been earned within 10 years of awarding the degree.

### **Old Testament Emphasis**

#### **First year Fall**

OT 506	Biblical Hebrew I: Elements .....	3
OT 503	Reading the Old Testament* .....	3
TH 601	Systematic Theology I: God & Humanity .....	3
SF 505	Pers/Prof/Theol Foundations for Ministry .....	3
NT 503	Reading the New Testament* .....	3

#### **Spring**

OT 507	Biblical Hebrew II: Readings .....	3
TH 602	Systematic Theology II: Christ & the Church .....	3
TH 605	History of Christianity .....	3
	Old Testament Elective .....	3
OT 504	Hebrew Bible & the Eastern Mediterranean World .....	3

**Second year Fall**

OT 610	Old Testament Theology.....	3
OT 604	Biblical Hebrew III: Exegesis .....	3
Old Testament Elective .....		3
Old Testament Elective .....		3

**Spring**

OT 720	Pentateuch (Hebrew text) .....	3
OT 742 or 755	Psalms or Amos (Hebrew text).....	3
New Testament or Theology Elective.....		3
OT 799	Comprehensive Exam.....	3

***New Testament Emphasis*****First year Fall**

NT 506	New Testament Greek I: Elements .....	3
OT 503	Reading the Old Testament*.....	3
NT 503	Reading the New Testament* .....	3
SF 505	Pers/Prof/Theol Foundations for Ministry .....	3
TH 601	Systematic Theology I: God & Humanity .....	3

**Spring**

TH 602	Systematic Theology II: Christ & the Church .....	3
TH 605	History of Christianity .....	3
New Testament Elective.....		3
NT 507	New Testament Greek II: Readings.....	3
NT 504	Greek Bible & the Western Mediterranean World .....	3

**Second year Fall**

NT 611	New Testament Theology .....	3
NT 721 or 723	Matthew or Luke (Greek text) .....	3
NT 604	New Testament Greek III: Exegesis .....	3
New Testament Elective.....		3

**Spring**

New Testament Elective.....		3
Old Testament or Theology Elective .....		3
NT 799	Comprehensive Exam.....	3
NT 731 or 735	Romans or Galatians (Greek text) .....	3

## **Master of Arts – Intercultural Studies**

*Stanley John, Ph.D., Director*

The M.A. in Intercultural Studies leading to a 54-credit curriculum in mission and World Christianity to prepare students for Christian mission related to the global expansion of the church in urban, international and intercultural contexts. Students participate in immersion experiences in New York City, peer mentoring groups, a cross-cultural ministry, and leadership development retreats. In addition to course study, students must demonstrate a competent grasp of the field through a summative experience. Students should consult the Alliance Theological Seminary Intercultural Studies M.A Handbook for important procedures and guidelines.

### **Purpose**

The purpose of the Intercultural Studies M.A. degree program is to prepare students for leadership in cross-cultural Christian service and ministries related to the global expansion of the church in urban, international and intercultural contexts.

### **Goals**

- The student will understand and be able to identify the missional themes in the Bible and trace their theological importance to the task of world evangelization.
- The student will understand, experience and gain skill through the practice of cross-cultural communication.
- The student will understand the social, cultural and theological factors involved in ministry to people from the major world religions (including animism).
- The student will gain an appreciation for people from other ethnic and cultural backgrounds and for the unique way God incarnates His message among the diverse people groups of our world.
- The student will understand the history of the expansion of the Christian church and the important factors that enabled this expansion.
- The student will understand the dynamics of some aspects of mission strategy such as spiritual warfare, urban ministry, evangelistic methods and partnering in missions.
- The student will know how to evaluate and continue in his or her own path of spiritual transformation (Rom. 8:1-2) and be able to foster spiritual transformation in the lives of others.

### **Program Assessment Plan:**

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Immersion Group Written Report & Oral Presentation	IC 602 Cultural Immersion & Social Analysis	First Year
2. Research Paper	IC 603 Doing Theology in Context	2 <sup>nd</sup> Year
3. Spiritual Growth Covenant	SF 703 Spiritual Formation Capstone	2 <sup>nd</sup> Year
4. Comprehensive Examination or Second Continent Experience: Summative Project & Exit Interview	IC 799 Comprehensive Examination or Second Continent Experience	Final semester

### **Degree Requirements**

1. Satisfactory completion of 54 credit hours for the designated program\*.
2. A final grade point average of 2.5 is required.
3. Transfer students must take the last 30 credits at ATS.
4. Successful completion of the comprehensive examination or an approved Second Continent Writing Project. Students should obtain questions and study guides for Comprehensive Exams from their advisor no later than the semester preceding the intended semester of graduation. Due dates for the first draft are October 31 and April 1.
5. Complete payment of all financial obligations with ATS.
6. All credits applied must have been earned within 10 years of awarding the degree.

### **Intercultural Studies**

#### **First year Fall**

CS 501	People as Social & Cultural Beings .....	3
OT 503	Reading the Old Testament** .....	3
SF 503	Initiation in Spiritual Formation.....	3
NT 503	Reading the New Testament** .....	3



**Spring**

SF 505	Pers/Prof/Theol Foundations for Ministry .....	3
TH 620	Biblical Theology.....	3
TH 502	Theology in the Global Context.....	3
Mission / Urban / Religion Elective .....		3
IC 606	Field Project in Christian Witness .....	3

**Second year Fall**

CD 601	Proclamation & Communication.....	3
IC 601	Global Expansion of the Church .....	3
IC 604	Christian Encounter with World Religions .....	3
Mission / Urban / Religion Elective .....		3

**Spring**

IC 603	Doing Theology in Context.....	3
SF 703	Spiritual Formation Capstone ( <i>Pre-Req SF503</i> ) .....	3
IC 799	2 <sup>nd</sup> Continent Experience or Comprehensive Exam.....	3
IC 602	Cultural Immersion & Social Analysis .....	3
IC 720	Theology of Power Encounter.....	3

*\*\*Substitutions may be permitted for those with documented coursework in the respective subject at the undergraduate level. With advanced approval for each, OT504 may be substituted for OT503; NT504 may be substituted for NT503.*

**Intercultural Studies with TESOL Concentration****First year Fall**

CS 501	People as Social & Cultural Beings .....	3
OT 503	Reading the Old Testament** .....	3
SF 503	Initiation in Spiritual Formation.....	3
NT 503	Reading the New Testament** .....	3

**Spring**

SF 505	Pers/Prof/Theol Foundations for Ministry .....	3
TH 620	Biblical Theology.....	3
TH 502	Theology in the Global Context.....	3
EDG 670	TESOL Methods & Materials .....	3
IC 606	Field Project in Christian Witness .....	3

**Second year Fall**

LIN 653	Grammar & Phonology .....	3
IC 604	Christian Encounter with World Religions .....	3
EDG 671	TESOL Methods & Language Arts .....	3
LIN 654	Second Language Acquisition .....	3

**Spring**

IC 603	Doing Theology in Context.....	3
SF 703	Spiritual Formation Capstone ( <i>Pre-Req SF503</i> ) .....	3
IC 799	2 <sup>nd</sup> Continent Experience or Comprehensive Exam.....	3
IC 602	Cultural Immersion & Social Analysis .....	3
IC 720	Theology of Power Encounter.....	3

*\*\*Substitutions may be permitted for those with documented coursework in the respective subject at the undergraduate level. With advanced approval for each, OT504 may be substituted for OT503; NT504 may be substituted for NT503.*

## ***Special Programs***

### ***North American Chinese Bi-Cultural and Pastoral Ministries***

The North American Chinese Bi-Cultural and Pastoral Ministries Program was established at ATS in 1987. Its first director was Dr. Philip Teng. Chinese churches worldwide are standing at a threshold of opportunity at the beginning of this new millennium. Churches ministering in Chinese languages continue to multiply in North America. Second generation Chinese ministries continue to expand. An increasing number of North American Chinese churches send out missionaries to different countries around the world. The need remains clear for a program designed for training mono- and bi-cultural students to evangelize and provide leadership for the Chinese churches.

The North American Chinese Bi-Cultural and Pastoral Ministries Program shares the responsibility to meet this great need by providing master's-level-trained pastors, missionaries and lay leaders for serving the Chinese churches in North America and overseas. The program consists of formal classroom instruction that will build into the student a spiritual and godly character, cultural sensitivity and understanding, and a theological foundation. The student will also experience classes in practical ministry, a one-to-one mentoring relationship, as well as many hands-on-ministry opportunities by serving a church through a Field Education experience.

Students will pursue a specialization in either Chinese Pastoral Ministries or Chinese Mission within the Master of Divinity program (Bible & Theology track) or the Master of Professional Studies program. I

The program is supported by the Chinese Church Association of The Christian and Missionary Alliance.

### ***Global Service-Learning (GS-L)***

A Department of Global Service-Learning has been established and is a product of Nyack College's commitment to its core values. GS-L courses provide students with the dynamic opportunity to study globally. Students may take advantage of the opportunity to travel and study in such places as Jordan, Egypt, Syria, and Israel. The emphasis of the Israel study program in particular is on relating the physical and cultural setting of the Bible to the meaning of the biblical text.

### ***Korean Studies Program***

The Korean Ministerial Studies Program originated in 1984 as an extension of ATS in Flushing, New York. The program was supported by the Korean District of the Christian and Missionary Alliance. In 1989, with the growing population of Korean students on the main campus, the program was moved to Nyack. It continues as a fellowship of Korean students preparing for ministry in Korean churches in North America. The ATS Korean Student Fellowship exists to assist students in adjusting to life at ATS. Weekly prayer fellowships and other activities provide additional opportunities for community interaction.

Students will pursue a specialization in either Korean Pastoral Ministries or Korean Mission within the Master of Divinity program (Bible & Theology track) or the Master of Professional Studies program.

# **College of Bible and Christian Ministry**

Dr. Ronald Walborn, D.Min., Dean

## **ANCIENT JUDAISM & CHRISTIAN ORIGINS - M.A.**

*R. Steven Notley, Ph.D., Director*

The MA in Ancient Judaism and Christian Origins is a 36-credit (48 with 12 credits of Modern Hebrew) multidisciplinary curriculum that introduces the student to the fields of knowledge necessary for advanced research in the New Testament and Christian Origins. The program is unique in that it engages aspects of the language, history and religious thought, and material culture for both Judaism and Christianity in Roman antiquity. Students in the program will study with both Christian and Jewish scholars in their areas of expertise.

In addition to course study, students must satisfy the summative experience requirement of the degree. Students should consult their faculty advisor for important procedures and the schedule of deadlines.

### **Purpose**

The aim of the program is to prepare students for further academic, professional or ministerial endeavors by providing them with the skills and information needed for reading the New Testament.

### **Degree Program and Institutional Core Values**

1. Academic Excellence – Students will gain a solid foundation in ancient Judaism and Christian origins. Students will be challenged to become analytical and critical thinkers.
2. Globally Engaging and Intentionally Diverse – Students will gain an understanding of the cultures and languages of ancient Israel and its implications for ancient Judaism and Christian origins. Moreover, the students' acquisition of Modern Hebrew will also introduce them to the varieties of thought among Israeli scholars.
3. Personally Transforming – Students will develop the skills to communicate professionally in oral and written form. In addition, students will gain the skills to function as life-long learners.
4. Socially Relevant – Students will know and understand how these ancient communities read and applied their sacred writings to address the complexities of the human experience in the ancient world.

### **Student Learning Goals**

1. Students will build a historical and geographical framework for interpreting the history and literature of the period.
2. Students will gain an understanding of the formation, content, and critical questions related to ancient Jewish literature and the New Testament.
3. Students will be able to trace the history of biblical interpretation in the Second Jewish Commonwealth and nascent Christianity and to understand recent critical approaches to the literature that preserves it.

### **Program Assessment Plan:**

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Biblical Hebrew Proficiency	Proficiency Exam	First Year
2. Koiné Greek Proficiency	Proficiency Exam	Second Year
4. Post-biblical Hebrew	Proficiency Exam	Second Year
5. Modern Hebrew	Proficiency Exam	Second Year

### **General Prerequisites**

1. A baccalaureate degree from an accredited college or university.
2. A minimum grade point average of 3.0.
3. Successful completion of the proficiency examination in Biblical Hebrew. Students who complete the college's summer Elementary Biblical Hebrew I/II course with at least an 80% will be exempted from the proficiency examination.

**Degree Requirements**

1. Satisfactory completion of 36 [48] credit hours in Ancient Judaism and Christian Origins.
2. A final grade point average of 3.0 or higher is required. Transfer students must take a minimum of 30 graduate credit hours at Nyack College.
3. Successful completion of the proficiency examinations in Koiné Greek, Post-biblical Hebrew and Modern Hebrew

**Master of Arts in Ancient Judaism and Christian Origins  
Manhattan Campus****First Year**

REL 501 Problems and Methods in Research	3
HIS 501 History of the Land of Israel (333 BCE-135 CE)	3
HIS 502 Historical Geography of the Land of the Bible	3
*LAN 520 Elementary Modern Hebrew I (Level Aleph)	3
ARC 501 Land of the Bible: Israel Field Study	3
REL 502 Intertestamental Jewish Literature	3
LAN 501 Readings in Postbiblical Hebrew I: Dead Sea Scrolls	3
*LAN 521 Elementary Modern Hebrew II (Level Aleph+)	3

**Second Year**

REL 601 Early Rabbinical Thought and Literature	3
LAN 601 Readings in Postbiblical Hebrew II: Readings in the Tannaim	3
REL 602 Jewish Hermeneutical Methods & the New Testament	3
*LAN 522 Intermediate Modern Hebrew I (Level Beth)	3
REL 603 Qumran and Hellenistic Christianity (John and Paul)	3
+REL 770 New Testament Seminar	3
LAN 604 Greek Readings: Synoptic Gospels	3
*LAN 523 Intermediate Modern Hebrew II (Level Beth+)	3

*\*Students may choose to study Modern Hebrew in Israel, at another academic institution or through private tutorial. What is imperative is that s/he attains the level of proficiency expected in the Modern Hebrew proficiency exam given at the end of the program.*

*+indicates course taken at the Rockland Campus to fulfill residency requirement.*

## BIBLICAL AND THEOLOGICAL STUDIES - B.A.

Primary Faculty, Rockland:  
Primary Faculty, NYC:

Dr. Frank Chan, Dr. Amy Davis-Abdallah  
Dr. David Emanuel, Jeffrey Garcia, 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.

### Student Learning Goals and Assessment Plan combined

Student Learning Goals	Assessments
<u>Academically Excellent:</u> 1. Students will identify introductory and thematic information about the sixty-six books of the Bible.	OT and NT portions of Standardized BIB major exam in BIB 470.
2. Students will gain in-depth knowledge of the Biblical world and of scholarly research methods and present this knowledge in written form on the different genres of the Bible.	Hermeneutic portion of Standardized BIB major exam taken in BIB 470.
3. Students will identify the Christian church's history, doctrines, great thinkers, and contemporary expressions, with which the students must interact.	Historical Theology portion of Standardized BIB major exam taken in BIB 470.
<u>Globally Engaged and Intentionally Diverse:</u> 4. Students will be able to connect key individuals and doctrines to major Christian traditions.	Systematic Theology portion of standardized Bible major exam in BIB 470.
<u>Personally Transforming:</u> 5. Students will be able to communicate, in oral and written form, the ways in which they integrate the Bible's teaching into their Christian worldview and into their personal daily living.	Theological biography/Exit Interview in BIB 470. Research Paper/Oral Presentation in BIB 470.
<u>Socially Relevant:</u> 6. Students will be able to connect properly the concerns of the ancient text to the concerns of the modern world.	Theological Biography/Exit Interview in BIB 470. Research Paper/Oral Presentation in BIB 470..

We also join with the other departments in the College of Bible and Christin Ministry to offer a multi-disciplinary core curriculum so our majors gain a broad scope of Bible and ministry knowledge and skills.

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

<b>Liberal Arts and Science Core Component</b> .....	34
<b>Foreign Language Component</b> .....	12
GRK 101, 231, 312 and GRK 151, 152, and 153 Greek Language, Reading, Exegesis and Labs (12 credits)	
Or HEB 101, 221, 222 and HEB 151, 152, and 153 Hebrew Language, Reading, Exegesis and Labs (12 credits)	
<b>Bible and Ministry Core Curriculum</b> .....	12

(Bible majors are exempt from BIB 303- Christian Thought)

**Major Field Component (45 credits)**

BIB 103 – Introduction to Biblical and Theological Studies.....	3
BIB 331 - Hermeneutics.....	3
PMN 311 – Intro to Homiletics.....	3
ICS 341 – Principles of Evangelism .....	3
THE 301,302 – Systematic Theology I and II.....	6
THE 320 – Introduction to Historical Theology.....	3
BIB 470 - Seminar.....	3
PMN 346 – Personal Spiritual Formation .....	3
ICS 224 – Introduction to Global Engagement or Bible Lands Trip (BIB384-387) .....	3
YFS 202 – Foundations of Teaching in the Church .....	3
Concentration (either Bible or Theology).....	12

**Elective Courses**

For students choosing the “Bible” Concentration

Old Testament electives .....	6
New Testament electives.....	6

For students choosing the “Theology” Concentration

Historical Theology elective (any course from THE 321- 329).....	6
Systematic Theology elective (any from THE 312-319 or THE 330-450) .....	6

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

(Breakdown of Liberal arts depends on concentration)

Theology Concentration: 14 liberal arts and 3 miscellaneous

Bible Concentration: 8 Liberal arts and 9 miscellaneous

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

**Biblical and Theological Studies**  
**Suggested Program Plan: Bible Concentration**

**FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
BIB 103- Intro Bib/Theo Studies.....	3
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I.....	3
Language Requirement.....	3
Language Lab.....	1

**SECOND YEAR: Fall**

BIB 201-New Testament Lit. ....	3
ENG 201 or 202-Glob Lit. I or II.....	3
Language Requirement.....	3
Language Lab.....	1
BIB- Elective (core).....	3
BIB Elective (OT).....	3

**THIRD YEAR: Fall**

THE 301Systematic Theology I.....	3
BIB 331-Hermeneutics .....	3
THE 320- Intro Historical Theol.....	3
SOC 347-Cont. American Soc.....	3
MAT-elective.....	3

**FOURTH YEAR: Fall**

PMN 311-Intro to Homiletics.....	3
Miscellaneous Electives .....	2
Liberal Arts Electives .....	8
Electives.....	3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
HIS 114-Hist. of World Civ. II.....	3
Language Requirement.....	3
Language Lab.....	1
Social Science elective .....	3
LIB 101-Info Literacy.....	1

**SECOND YEAR: Spring**

PHI 101-Intro. to Philosophy.....	3
Laboratory Science .....	3
BIB Elective (NT) .....	3
PMN 201-Nyack Heritage .....	1
YFS 202-Found of Teach/Church ...	3

**THIRD YEAR: Spring**

THE 302- Systematic Theology II....	3
BIB- Elective (OT) .....	3
BIB-Elective (NT) .....	3
PMN 346- Personal Spirit Form.....	3
ICS 224 – Intro to Global Engage....	3

**FOURTH YEAR: Spring**

BIB or THE- Elective .....	3
BIB 470-Seminar.....	3
Art History requirement.....	3
ICS 341 – Princ. of Evangelism.....	3
Electives.....	4

**Biblical and Theological Studies**  
**Suggested Program Plan: Theology Concentration**

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form. ....	2
BIB 103-Intro Bib/The Studies .....	3
ENG 101-College Writing I .....	3
HIS 113-Hist. of World Civ. I .....	3
Language Requirement .....	3
Language Lab .....	1

**SECOND YEAR: Fall**

BIB 201-New Testament Lit. ....	3
ENG 201 or 202-Global Lit. I or II .....	3
Language Requirement .....	3
Language Lab .....	1
Liberal Arts Electives .....	6

**THIRD YEAR: Fall**

THE 301Systematic Theology I .....	3
BIB 331-Hermeneutics .....	3
THE 320- Intro Historical Theol.....	3
SOC 347-Cont. American Soc .....	3
MAT-elective .....	3

**FOURTH YEAR: Fall**

THE elective (Systematic) .....	3
THE elective (Historical) .....	3
Liberal Arts Electives .....	8
Miscellaneous electives .....	3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
HIS 114-Hist. of World Civ. II.....	3
Language Requirement.....	3
Language Lab.....	1
Social Science elective .....	3
LIB 101-Info Literacy.....	1

**SECOND YEAR: Spring**

PHI 101-Intro. to Philosophy.....	3
YFS 202-Found of Teach/Church ...	3
Laboratory Science.....	3
ICS 224 – Intro Global Engage.....	3
PMN 201-Nyack Heritage .....	1

**THIRD YEAR: Spring**

THE 302- Systematic Theology II....	3
BIB- Elective (core).....	3
BIB-Elective.....	3
PMN 346- Personal Spirit Form.....	3
Art History requirement.....	3

**FOURTH YEAR: Spring**

THE Elective (Systematic).....	3
THE Elective (Historical).....	3
THE 470-Seminar .....	3
ICS 341- Princ. Of Evangelism .....	3
PMN 311-Intro to Homiletics.....	3

## BIBLICAL STUDIES - A.A.

Primary Faculty, Rockland:  
Primary Faculty, NYC:

Dr. Frank Chan, Dr. Amy Davis-Abdallah  
Dr. David Emanuel, Jeffrey Garcia, Dr. R. Steven Notley

The Biblical Studies major is a two-year program designed to provide broad liberal arts training with all the reading, communication and critical thinking skills necessary for further studies in a four year degree program. More specifically, the program will introduce students interested in Christian ministerial careers to basic concepts and skills in biblical interpretation and the study of theology. Persons who are currently employed in churches and para-churches may find the two-year degree as a helpful credential. The degree may also be tailored to meet the 30 hours of Bible required for many missions preparation programs. 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.

### Student Learning Goals

By graduation, the Christian Work 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.

**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.

**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.

**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.

### Program Assessment

Assessment	Context	Location in Program
Standardized Bible Test	With advisor	Second year
Research paper in Hermeneutics	BIB 331- Hermeneutics	Second year

60 credit hours, administered through the Biblical and Theological Studies department are distributed as follows:

#### Core Component (22 credits)

#### Credits

PMN 101-Intro to Spiritual Formation.....	2
LIB 101-Information Literacy.....	1
ENG 101, 102 - College Writing I and II.....	6
PMN 201 - Nyack Heritage.....	1
HIS 113 or HIS 114- World Civilization I or II .....	3
Laboratory Science elective.....	3
Social Science elective (PSY101, SOC101, ECO201, POL215, or ANT201).....	3
Math elective .....	3

#### Major Field Component (21 credits)

BIB 102 - Old Testament Literature.....	3
BIB 201 - New Testament Literature .....	3
BIB 331 Hermeneutics.....	3
THE 301 or 302 - Systematic Theology 1 or 2 .....	3
THE 320 - Introduction to Historical Theology.....	3
Old Testament elective .....	3
New Testament elective .....	3

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

Miscellaneous electives .....	10
Liberal Arts electives.....	7
<b>Total credits required .....</b>	<b>60</b>



***Biblical Studies Major Suggested Program Plan***

**FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
ENG 101-College Writing I.....	3
Lab Science elective.....	3
Miscellaneous elective.....	3
BIB 102-Old Testament Lit.....	3

**SECOND YEAR: Fall**

BIB 331- Hermeneutics.....	3
THE 320- Intro to Hist Theology .....	3
Miscellaneous elective.....	6
THE 301/2 Syst Theo 1/2.....	3

**FIRST YEAR: Spring**

ENG 102-College Writing II .....	3
Math elective- .....	3
Liberal Arts elective .....	3
LIB 101-Info Literacy.....	1
BIB 201-New Testament Lit.....	3
HIS 113/4- World Civ I or II.....	3

**SECOND YEAR: Spring**

OT Elective.....	3
New Testament elective .....	3
Social Science elective .....	3
Liberal Arts Elective .....	4
PMN 201- Nyack Heritage .....	1
Miscellaneous Elective.....	1

## INTERCULTURAL STUDIES - B.A.

Primary Faculty, Rockland :

Dr. Scott Reitz

The Intercultural 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. An effort is made to provide "hands-on learning" in most of the courses, allowing the theory to be experienced in a practical context. Students in the Intercultural 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.

The student will choose from one of three concentrations. International Development, Intercultural Entrepreneurship, or global outreach. The purpose of these concentrations is to better equip the student for marketability and practical experience. Students in the Intercultural Studies program will be required to participate in two internships; one domestic and one international. These will serve the purpose of gaining experience and learning about various organizations one may aspire to join upon graduation. Internships will require a minimum of 6 weeks, but preferably longer time-frames are anticipated.

### Program Goals

The Intercultural Studies program seeks to impart to its majors:

1. Knowledge of Intercultural Studies. This will be accomplished through cross-cultural studies courses and out-of-classroom learning venues sponsored or supported by the Intercultural 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 Intercultural Studies faculty.

### Student Learning Goals

By graduation, the Intercultural 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

Assessment	Context	Location in Program
1. Standardized BIB/THE Content test.	ICS 470	4th Year
2. Intercultural Development Inventory	ICS 470	4th Year
3. Professional Interview	ICS 470	4th Year
4. Professional Papers Portfolio	ICS 470	4th year

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

**Liberal Arts and Science Core Component.....35**

(ANT 201 Cultural Anthropology is required for SS elective)

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

1 years (2 semesters) of the same language

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

**Major Field Component (54 credits)**

BIB 331 - Hermeneutics..... 3

ICS 224 - Introduction to Global Engagement ..... 3

ICS 341 – Principles of Evangelism ..... 3

PMN 346 – Personal Spiritual Formation ..... 3

ICS 343 – Culture and Communications ..... 3

ICS 346 - Cross-Cultural Adjustment ..... 3

REL 314 - World Religions ..... 3

ICS 434 – Intercultural Teams and Vibrant Communities..... 3

ICS 470 – Intercultural Senior Seminar..... 3

ICS 490 - Intercultural Internship (2) and Domestic Internship (1)..... 3

ANT 223 – Peoples and Cultures of Africa or other PAC elective..... 3

PMN 311 - Introduction to Homiletics ..... 3

YFS 202 – Foundations of Teaching in the Church..... 3

Concentration Component (or ICS electives)..... 15

**Liberal Arts Electives ..... 10**

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

## Concentrations

**International 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.

**Intercultural Entrepreneurship:** Designed for students who look to do business as mission. With an emphasis on working interculturally, students will be equipped through intercultural courses and 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 (with TESOL option):** Designed for students who desire to effectively ministry cross-culturally in disciple making, church planting, and developing leaders. May be taken as a terminal program or preparation for graduate studies. Students take the TESOL minor as their concentration with the Intercultural Studies program.

### International Development Concentration (choose 5 of 6)

ICS 432 – Community Development In Context .....	3
ICS 337 – Sustainable Development (required).....	3
ICS 340 or 459 – Survey of Dev. National/Int'l Rel. & Pol. Econ. ....	3
ICS 335 – International Relief (required).....	3
ICS 336 - Funding Projects And Ministries.....	3
ICS 359 - International Public Health .....	3

### Intercultural Entrepreneurship Concentration (choose 5 of 6)

ECO 340 or 459 – Survey of Dev. National/Int'l Rel. & Pol. Econ. (required).....	3
ICS 336 - Funding Projects And Ministries.....	3
ICS 337 – Sustainable Development (required).....	3
BUS 101 – Introduction to Business.....	3
BUS 331 - Principles of Marketing .....	3
PMN 316 – Business as Mission.....	3
BUS 454- Entrepreneurship .....	3

### Global Outreach Concentration (choose 5 of the 6)

PMN 343 or 350- Divine Healing/Power Encounter .....	3
ICS 351 - Theol. of Mission and Justice (required) .....	3
ICS 335 or 337 – International Relief or Sustain. Dev. (required) .....	3
ICS 336 - Funding Projects And Ministries.....	3
ICS or ministry elective - .....	3
PMN 316 – Business as Mission.....	3

## Intercultural Studies Suggested Program Plan

### FIRST YEAR: Fall

PMN 101-Intro to Spiritl Form. ....	2
ICS 224-Intro Global Engage.....	3
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I.....	3
Foreign Language.....	3
PMN 201-Nyack Heritage .....	1
LIB 101-Info Literacy.....	1

### SECOND YEAR: Fall

ANT 201-Cultural Anthropology.....	3
BIB 201-New Testament Lit. ....	3
ENG 201 or 202-Glob Lit. I or II .....	3
ANT 223- Peoples/Cult. Of Africa...	3

### THIRD YEAR: Fall

BIB 303 Christian Thought.....	3
ICS 346-Cross-Cult. Adjustment.....	3
SOC 347-Cont American Soc.....	3
Concentration elective.....	3
Domestic Internship .....	1
ICS 343- Culture and Commun .....	3

### FOURTH YEAR: Fall

PMN 311- Intro to Homiletics.....	3
Concentration elective .....	3
ICS 470 Intercult Senior Sem .....	3
ICS 434- IntTeams/Vibr Comm.....	3
Intercultural Internship.....	2

### 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
MAT-Math Elective.....	3

### SECOND YEAR: Spring

Art History requirement.....	3
Foreign Language.....	3
BIB 331- Hermeneutics.....	3
Laboratory Science .....	4
YFS 202- Found of Teach Church ..	3

### THIRD YEAR: Spring

Concentration elective .....	3
REL 314-World Religions .....	3
Elect. from Peoples & Cultures .....	3
ICS 341- Princ of Evangelism.....	3
ICS 3364- Funding Proj/Min. ....	3

### FOURTH YEAR: Spring

Liberal Arts Electives .....	8
Bible Elective.....	3
Concentration elective .....	6

# INTERCULTURAL STUDIES - A.A.

Primary Faculty, Rockland:

Dr. Scott Reitz

61 credit hours, administered through the Intercultural Studies department are distributed as follows:

<b>Core Component (43 credits)</b>	<b>Credits</b>
BIB 102 - Old Testament Literature.....	3
BIB 201 - New Testament Literature.....	3
PMN 101-Intro to Spiritual Formation.....	2
LIB 101-Information Literacy.....	1
ENG 101, 102 - College Writing I and II.....	6
PMN 201 - Nyack Heritage.....	1
HIS 113 and HIS 114- World Civilization I or II.....	6
*ANT 201 Cultural Anthropology (SS elective).....	3
Math elective.....	3
Foreign Language elective (2 semesters of the same language).....	6
PHI 101- Introduction to Philosophy.....	3
Art History elective.....	3
PMN 311 – Intro to Homiletics.....	3
<b>Major Field Component (15 credits)</b>	
ICS 224- Intro. To Global Engagement.....	3
REL 314- World Religions.....	3
ICS 336- Funding Projects and Ministries.....	3
ICS 346- Cross-Cultural Adjustment.....	3
ICS Elective.....	3
•ANT 201 in core component meets major requirements	
<b>Miscellaneous electives (2)</b>	
Elective.....	2
<b>Total credits required .....</b>	<b>60</b>

## Intercultural Studies Suggested Program Plan

### FIRST YEAR: Fall

PMN 101-Intro to Spirit Form.....	2
HIS 113-World Civ. I.....	3
ENG 101-College Writing I.....	3
ICS 224- Intro Global Engage.....	3
LIB 101-Info Literacy.....	1
Foreign Language Elective.....	3

### SECOND YEAR: Fall

BIB 201-New Testament Lit.....	3
PHI101- Intro to Philosophy.....	3
ICS elective.....	3
ICS 336- Funding Proj/Min.....	3
ICS 346- Cross CulturalAdj.....	3

### FIRST YEAR: Spring

BIB 102-Old Testament Lit.....	3
ENG 102-College Writing II.....	3
HIS 114- World Civ II.....	3
ANT 201-Cultural Anthropol.....	3
PMN 201-Nyack Heritage.....	1
Foreign Language Elective.....	3

### SECOND YEAR: Spring

Miscellaneous elective.....	2
ARH elective.....	3
PMN 311-Intro to Homiletics.....	3
Math elective-.....	3
REL 314-World Religions.....	3

## **PASTORAL MINISTRY- B.S.**

Primary Faculty, Rockland:	Jeff Quinn, Dr. Russell McLeod
Primary Faculty, NYC:	Dr. Carlos Velez
Primary Faculty, Puerto Rico:	Dr. Julio Aponte

### **Mission Statement**

The Pastoral Ministries department **EQUIPS** men and women to serve as vocational and non-vocational ministers of God's grace. We believe that all Christians are included in the priesthood of all believers (1 Peter 2:9) and therefore should be equipped to "proclaim the excellencies of him who called you out of darkness into his marvelous light". Our program is open to all who desire to be trained to lead God's people in the local church and other settings. Our program is delivered by experienced scholar/practitioners in the local church, business community, and the not-for-profit arenas who bring current experience into the academic setting. Our graduates will be prepared to pursue a ministerial license with The Christian and Missionary Alliance and many other denominational bodies. Our graduates who seek to serve as business and social sector professionals will be equipped with a theology of work that validates and empowers them as ministers in the workplace. May be taken both as a terminal program and as preparation for graduate studies.

Our target audience is:

- A. Those preparing for traditional vocational Christian ministry in the local church.
- B. Those who are in the professional community and seek to be equipped to be more effective ministers in the marketplace.

We seek to develop men and women with the following characteristics:

**Empowered Ministry** – shows clear calling, gifting, competence, and missional focus in ministry.  
**Quality Leadership** – is a team player, employs effective strategies for decision making, and has a servant's heart when working with others.  
**Understanding Scripture** – demonstrates good working knowledge of the Bible, an understanding of theology, and appropriate application of Scripture to life.  
**Intentional Healthy Living** – maintains physical, emotional, and relational health with family and others.  
**Passionate Spirituality** – evidence of being filled with Holy Spirit, commitment to progressive sanctification, and submission of all resources (time, talent, and treasure) to the glory of God.  
**Socially Relevancy** – adept in applying and encouraging kingdom principles to individuals (family), industry (business), and institutions (government).

### **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.

Assessment	Context	Location in Program
Standardized Bible Test	PMN 100 & PMN 442	First and last course
Ministry Disposition Questionnaire	Pastoral Ministry Internship	PMN 391-4
Internship Confirmation Form	Pastoral Ministry Internship	PMN 391-4

### Concentrations

**Missional Living:** Designed for students who desire to specialize in a ministry of evangelism, disciple making, and church planting.

**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.

**Pastoral Counseling Concentration:** Designed for students who are interested in counseling within the local church or Para-church organization.

**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..

**General Pastoral Ministry concentration:** Designed for students who desire to have a more flexible Pastoral Ministry program. Pastoral Ministry course studies will be determined in consultation with student advisors. .

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

**Liberal Arts and Science Core Component**..... 35

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

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

#### Major Field Component (51 credits)

PMN 100 – Introduction to Pastoral Ministry ..... 3

BIB 331- Hermeneutics ..... 3

PMN 310 – Pastoral Counseling ..... 3

PMN 341 – Principles of Evangelism ..... 3

PMN 311 - Intro to Homiletics..... 3

ICS 224 - Intro to Global Engagement ..... 3

PMN 346 - Personal Spiritual Formation (Worldview requirement)..... 3

YFS 202 – Foundations of Teaching in the Church ..... 3

PMN 442 - Pastoral Methods ..... 3

PMN 441 – Leading Organizations..... 3

PMN 391,392,393,393, 394 or 495- Pastoral Ministry Experience..... 3

PMN 456 – The Church in the Urban Context ..... 3

\*Pastoral Ministry Concentration Component ..... 15

*\*PR student take Pastoral Counseling concentration*

<b>Miscellaneous/Liberal Arts Elective Component (13 credits)</b>	
Liberal arts electives .....	5
Miscellaneous electives .....	8
<b>Total credits required .....</b>	<b>120</b>

**Strongly recommended use of Pastoral Ministry courses to develop concentration:**

#### **Missional Living Concentration – Recommended Courses**

ICS 349- Theology of Missions  
 ICS 435- Introduction to Urban Ministries  
 PMN 313- Pastoral Counseling in the Urban Setting  
 PMN 432- Principles of Church Growth  
 PMN 357- Intro to Church Planting

#### **Leadership and Preaching Concentration – Recommended Courses**

PMN 252 – Leading Yourself  
 PMN 312 – Intermediate Homiletics  
 PMN 414 - Applied Homiletics  
 PMN 321 – Leadership Development and Mentoring  
 PMN elective in consultation with advisor

#### **Pastoral Counseling Concentration – Recommended Courses**

PMN 210- Biblical Counseling  
 PSY 258- Counseling Methods  
 PMN 313- Pastoral Counseling in the Urban Setting  
 PMN 350 - Power Encounter or PMN 343 - Divine Healing  
 YFS 349- Family Dynamics and Systems

#### **Worship and the Arts Concentration – Recommended Courses**

PMN 233 - Theology of Worship & the Arts  
 PMN 323- Foundational Music Skills for the Worship Leader I  
 PMN 324- Foundational Music Skills for the Worship Leader II  
 PMN 445 - Developing the Worship Ministry in the Local Church  
 COM 108- Public Speaking

#### ***Pastoral Ministry Major Suggested Program Plan***

##### **FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form. ....2  
 PMN 100-Intro to Pastoral Min.....3  
 ENG 101-College Writing I.....3  
 HIS 113-Hist. of World Civ. I .....3  
 Social Science Elective.....3  
 PMN 201-Nyack Heritage.....1  
 LIB 101-Info Literacy .....1

##### **SECOND YEAR: Fall**

BIB 201-New Testament Lit .....3  
 ICS 224- Intro Glob Engage.....3  
 ENG 201 or 202-Glob Lit. I or II.....3  
 MAT-Math Elective .....3  
 Foreign Language Elective .....3

##### **THIRD YEAR: Fall**

BIB 303 Christian Thought .....3  
 SOC 347-Cont American Soc .....3  
 PMN 311-Intro. Homiletics .....3  
 Pastoral Conc. Elective .....3  
 PMN310-Pastoral Counseling .....3

##### **FOURTH YEAR: Fall**

PMN 441-Leading Organizat.....3  
 PMN-Concentration Elective .....6  
 Pastoral Min. Experience .....1  
 Electives .....4

##### **FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....3  
 ENG 102-College Writing II .....3  
 HIS 114-Hist. of World Civ. II.....3  
 PHI 101-Intro to Philosophy.....3  
 BIB Elective .....3

##### **SECOND YEAR: Spring**

BIB 331 Hermeneutics.....3  
 Art History requirement.....3  
 YFW 202- Found of Teach/Chur....3  
 Laboratory Science.....4  
 Foreign Language Elective.....3

##### **THIRD YEAR: Spring**

PMN 341- Princ of Evangelism .....3  
 PMN 346-Pers. Spiritual Form.....3  
 PMN-Concentration Elective .....6  
 Pastoral Min. Experience.....1

##### **FOURTH YEAR: Spring**

PMN 442-Pastoral Methods. ....3  
 PMN456-Church in Urban .....3  
 Pastoral Min. Experience.....1  
 Miscellaneous Electives.....9



## YOUTH AND FAMILY STUDIES - B.S.

Primary Faculty, Rockland:

Anna Shuman

### Mission Statement

The mission and student learning goals of the Nyack College Department of Youth and Family Studies 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 and Family Studies 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:

**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.

**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 and family studies.

**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.

### Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Senior Portfolio	Required Youth & FS courses contribute to Portfolio, final evaluation comes in Seminar & Practicum 1	Sr. Year
2. Professional interview	Senior Seminar	Senior Year
3. Comprehensive Exam	Senior Seminar	Senior Year

While the Youth and Family Studies 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:

#### Family Services

#### Camp and Wilderness-Adventure Program Leadership

#### Advanced Youth Ministry

**Student Selected Interest** (student designed based on special interest in consult with the department head. Students must take 1 YFS course pertinent to topic if available).

We also join with the other departments in the College of Bible and Christian Ministry to offer a multi-disciplinary core curriculum so our majors gain a broad scope of Bible and ministry knowledge and skills.

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

**Liberal Arts and Science Core Component**..... 34

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

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

(BIB 331 is the required Bible/Theology elective)

#### Major Field Component (51 credits)

YFS 202 - Foundations of Teaching in the Church ..... 3

YFS 233 - Introduction to Youth & Family Studies ..... 3

YFS 332 – Adolescent Development and Counseling ..... 3

YFS 345- American Youth Cultures ..... 3

YFS 391,393 - Student Teaching I and II ..... 6

YFS 442 – Mentoring and Coaching Relationships ..... 3

YFS 491,493 - Seminar and Practicum in Youth Ministry .....	6
ICS 224 – Intro to Global Engagement .....	3
PMN 311 – Intro to Homiletics .....	3
ICS 341 – Principles of Evangelism .....	3
PMN 346 – Personal Spiritual Formation .....	3
YFS Electives or Concentration (12 credits) .....	12

#### **Electives (14)**

Miscellaneous electives (or 2<sup>nd</sup> YFS concentration)..... 14

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

#### **Concentrations**

*Youth and Family Studies majors may elect to specialize in one of several concentrations.*

#### **Camp and Wilderness-Adventure Program Leadership (12 credits; 4 of the following 5 classes:)**

YFS 342-Leading Small Groups .....	3
YFS 355-Retreat and Camping Leadership .....	3
YFS 360 Delinquency: Causes, Prevention, Intervention .....	3
YFS 343 International Youth Ministry .....	3
YFS 321 Wilderness Skills & Leadership .....	3

#### **Family Services (12 credits) (flexible- designed by student)**

YFS 325-Cultivating Healthy Marriages .....	3
YFS 360 Delinquency: Causes, Prevention, Intervention .....	3
PSY/EDU/SOC- 2 course dealing with Child Development .....	6

#### **Advanced Youth Ministry (12 credits)**

YFS 343 – Int'l Youth Ministry/Work or YFS 342 Leading Small Gr .....	3
YFS 325-Cultivating Healthy Marriages .....	3
YFS 444 – Strategic Curriculum Development .....	3
PMN 311- Introduction to Homiletics .....	3

#### **Student Selected Interest (12 credits)**

Students may take 1 available YFS course and other pertinent courses related to their ministry interest, as approved by their advisor.

#### **Youth and Family Studies Suggested Program Plan**

##### **FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form. ....	2
YFS 233-Intro. to YFS. ....	3
ENG 101-College Writing I .....	3
PMN 201-Nyack Heritage.....	1
HIS 113-Hist. of World Civ. I .....	3
LIB 101-Info Literacy .....	1
Foreign Language Elective.....	3

##### **SECOND YEAR: Fall**

BIB 201-New Testament Lit. ....	3
YFS 442-Mentoring Relation .....	3
ENG 201 or 202-Glob Lit. I or II.....	3
BIB 331- Hermeneutics .....	3
PMN 311 – Intro to Homiletics.....	3

##### **THIRD YEAR: Fall**

BIB 303 Christian Thought .....	3
YFS elective .....	3
YFS 391-Student Teaching.....	3
SOC 347-Cont American Soc .....	3
MAT-Math Elective .....	3

##### **FOURTH YEAR: Fall**

Bible Elective .....	3
YFS 491-Seminar and Pract. ....	3
YFS Elective .....	3
Misc. Elective .....	6

##### **FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
YFS 202-Found Teach. Church .....	3
ENG 102-College Writing II .....	3
Social Science Elective.....	3
Foreign Language Elective.....	3

##### **SECOND YEAR: Spring**

PHI 101-Intro. to Philosophy.....	3
ICS 224- Intro to Global Engage .....	3
Science .....	3
HIS 114-Hist. of World Civ. II.....	3
YFS 345- Amer. Youth Cult.....	3

##### **THIRD YEAR: Spring**

PMN 346-Personal Spirit. Form .....	3
YFS 393-Stud Teaching .....	3
Art History Elective.....	3
YFS 332-Adol Dev/Counsel.....	3
YFS elective .....	3

##### **FOURTH YEAR: Spring**

YFS 493-Semi and Pract.....	3
YFS 360- Delinquency.....	3
ICS 341- Princ of Evangelism.....	4
YFS Elective .....	3
Liberal Arts elective.....	1
Misc. Elective .....	3

## College of Arts and Sciences

David F. Turk, Interim Dean

### MISSION

The mission of the College of Arts and Sciences is to provide students with a liberal arts education which will serve as a foundation for the pursuit of lifelong learning, ethical living, and a successful career.

Departments	Programs	Baccalaureate Degrees	Associate Degrees
<ul style="list-style-type: none"> <li>Biology &amp; Chemistry</li> <li>Communications, Rockland</li> <li>Criminal Justice</li> <li>Humanities (<i>History, Philosophy, Religion, Art History</i>)</li> <li>Language, Literature, and Writing (<i>Modern Languages, English, Linguistics</i>)</li> <li>Mathematics and Computer Science</li> <li>Psychology, NYC</li> <li>Psychology, Rockland</li> <li>Sociology &amp; Political Science</li> </ul>	<ul style="list-style-type: none"> <li>Honors Program</li> <li>Pre-Nursing Program</li> <li>MCAT Prep</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Communication</li> <li>Computer Science</li> <li>Criminal Justice</li> <li>English</li> <li>History</li> <li>Psychology</li> <li>Sociology</li> <li>Interdisciplinary Studies</li> </ul>	<ul style="list-style-type: none"> <li>Liberal Arts &amp; Sciences AA</li> </ul>

### STUDENT LEARNING GOALS AND THE LIBERAL ARTS CORE

The College of Arts and Sciences provides a specific set of learning goals expected of students who have been educated in a Christian Liberal Arts college. The centerpiece is the liberal arts core.

The liberal arts core curriculum of the College of Arts and Sciences is the foundation upon which all Nyack students build their academic experience. It is designed to develop higher order skills in the areas of critical thinking, technological competency, written and oral communication, scientific and quantitative reasoning and information literacy. Furthermore, its broad exposure to the liberal arts prepares them to deal with the complexity, diversity, and evolving changes of the 21<sup>st</sup> century, as well as, develop a sense of ethical and social responsibility. Specifically, students are exposed to eight fields of study: English, Philosophy, History, Art History, Mathematics, Natural Sciences, Social Sciences, and Foreign Languages.

The liberal arts core conforms to the standards of the Board of Regents of the State of New York. The learning outcomes conform to the national benchmarks for college learning and liberal education of the Association of American Colleges and Universities.

College of Arts & Sciences Student Learning Goals	Nyack College Core Values	New York State Board of Regents	Liberal Arts Core
<b>Student Learning Goals 1:</b>  <b>Knowledge of Human Cultures</b>  Through the study of the humanities, social sciences, world histories, languages, and the arts, students develop a global perspective.	Academic Excellence   Global Engagement	Western and World Civilization   Humanities   Art History    Foreign Language	HIS 113 History of World Civilization I  HIS 114 History of World Civilization II  ENG 201 Global Literature I or ENG 202 Global Literature II  Arts History Elective <ul style="list-style-type: none"> <li>ARH 101 Introduction to visual Arts; ARH 120 Visual Arts at the Metropolitan Museum; ARH 280 Global Service Learning (Venice); MUS 115 Music Appreciation</li> </ul> Foreign Language

		Social Science	Social Science elective <ul style="list-style-type: none"> <li>PSY101 General Psychology; ANT 201 Cultural Anthropology; POL 101 Introduction to Political Science; ECO 201 Macroeconomics; SOC101 Introduction to Sociology</li> </ul>
<b>Student Learning Goal 2:</b>  <b>Knowledge of the Physical and Natural World</b>  Through the study of mathematics and the natural sciences, quantitative and scientific reasoning, students will engage in the reflection and integration of modern science and faith.	Academic Excellence	Laboratory Science  Mathematics	Laboratory Science  Mathematics elective
<b>Student Learning Goal 3:</b>  <b>Development of Intellectual and Practical Skills</b>  Practiced across the curriculum in progressive manner, students will obtain, nurture and engage critical thinking, written and oral communication, reading and study skills, technological and information literacy.	Academic Excellence	Basic Communication  Information Management  Humanities	ENG 101 College Writing I ENG 102 College Writing II  LIB 101 Information Literacy PHI 101 Introduction to Philosophy
<b>Student Learning Goals 4:</b>  <b>Development of Ethical, Personal, and Social Consciousness</b>  Through the development of ethical reasoning, acquiring intercultural knowledge and competence, and the integration of faith and learning, students will examine and reflect on personal and social ethics through a Christian worldview.	Personal Transformation  Intentional Diversity  Socially Relevant	Humanities  American Civilization	PHI 101 Introduction to Philosophy  SOC 347 Contemporary American Society

## Honors Program (Undergraduate)

Rockland: Dr. Jonathan Gates

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](http://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
* Science Elective/Lab .....	3-4
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
THE 301/302-Systematic Theology I or II .....	3
BIB 300/400 level Bible Elective.....	3

## NATURAL SCIENCES DEPARTMENT

### BIOLOGY- B.A.

Primary Faculty:

Dr. Jacqueline Washington, Dr. Peter Park

#### Program Objectives:

Students that complete the program will be able to:

- Demonstrate an understanding of the core principles of the life sciences.
- Think critically and apply the scientific method to design, analyze and evaluate research.
- Read biological literature, write proficiently and communicate effectively using appropriate scientific terminology.
- Develop the technical skills to be competent in the laboratory.
- Be prepared for entry-level careers or graduate school.

#### Student Learning Goals:

**1. Academic Excellence** – Students will gain a solid foundation in the life sciences and will be challenged to become excellent scientific and critical thinkers.

**2. Globally Engaging and Intentionally Diverse** – Students will demonstrate an understanding of the diversity, complexity and interconnectedness of life, society and the global community.

**3. Personally Transforming** – Students will have the skills to communicate professionally in oral and written form. In addition, students will gain the skills to function as effective citizens and life-long learners.

**4. Socially Relevant** – Students will know, understand and be active in biological issues of social relevance. Students will understand the ethical challenges of biologists in today's research climate.

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

**Liberal Arts and Science Core Component**..... 35

*PSY 101, MAT 231, and BIO 107 meet core elective requirements*

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

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

*BIB 312, The Bible and Science meets the Bible elective requirement*

#### **Major Field Component (50 credits)**

BIO 108 – General Biology II ..... 4

BIO 112 – Ecology ..... 4

BIO 310 – Genetics..... 4

BIO 340 – Biochemistry ..... 4

BIO 351 – Molecular and Cellular Biology..... 4

BIO 470 – Senior Seminar in Biology ..... 3

BIO electives – ..... 8

CHE 113 – Inorganic Chemistry ..... 4

CHE 114 – Inorganic Chemistry II ..... 4

CHE 213 – Organic Chemistry I ..... 4

CHE 214 – Organic Chemistry II ..... 4

MAT 340- Statistics for Behavior Science ..... 3

#### **Miscellaneous Elective Component (14 credits)**

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

## **BIOLOGY Major Suggested Program Plan**

### **FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
CHE 113- Inorganic Chemistry.....	4
ENG 101-College Writing I.....	3
MAT 231-Pre-Calculus.....	3
BIO 107- General Biology I.....	4

### **SECOND YEAR: Fall**

BIO 112- Ecology.....	4
CHE 213 –Organic Chemistry I.....	4
HIS 113-Hist. of World Civ. I.....	3
PSY 101 – General Psych.....	3
PMN 201 – Nyack Heritage.....	1

### **THIRD YEAR: Fall**

MAT 330- Prob & Statistics.....	3
BIO 340- Biochemistry.....	4
BIB 201- New Testament Lit.....	3
Foreign Language.....	3
Elective.....	3

### **FOURTH YEAR: Fall**

BIB 303- Christian Thought.....	3
PHI 101- Intro to Philosophy.....	3
BIO Elective.....	4
SOC 347- Cont American Soc.....	3
Elective.....	3

### **FIRST YEAR: Spring**

ENG 102-College Writing II.....	3
BIO 108- General Biology II.....	4
CHE 114- Inorganic Chem II.....	4
LIB 101-Info Literacy.....	1
BIB 102- Old Testament Lit.....	3

### **SECOND YEAR: Spring**

BIO 310- Genetics.....	4
CHE 214- Organic Chemistry II.....	4
HIS 114-Hist. of World Civ. II.....	3
ENG 201 or 202-Glob Lit. I or II.....	3

### **THIRD YEAR: Spring**

BIO 351- Molecular/Cellular Bio.....	4
BIB 312 – The Bible/Science.....	3
Foreign Language.....	3
Elective.....	3

### **FOURTH YEAR: Spring**

BIO 470 – Senior Sem in Bio.....	3
Elective.....	5
BIO Elective.....	4
ARH Elective.....	3

## **Pre-Medical Emphasis**

Students who desire advanced training in medicine or medical fields are often required to take the MCAT exam. Students who desire a pre-medical emphasis should consider taking the following courses. Biology majors must take Calculus I, General Physics I and II in addition to their degree requirements. For Non-Biology majors, the curricular requirements are: General Biology I and II, Inorganic Chemistry I and II, Organic Chemistry I and II, General Physics I and II, Calculus I, and Probability and Statistics.

A 3.0 is the lowest GPA one should have in the sciences and overall GPA.

Students who complete the pre-medical coursework will be able to:

- Demonstrate an understanding of the core principles of the life sciences
- Think critically and apply the scientific method to design, analyze, and evaluate research
- Read biological literature, write proficiently and communicate effectively using appropriate scientific terminology
- Develop the technical skills to be competent in the laboratory
- Be prepared for medical school

The pre-medical curriculum, along with the liberal arts core, covers the subject matter that is offered on the MCAT (Medical College Admission Test). The majority of students accepted into medical school receive a degree in a science field, especially biology and chemistry. However, a science major is not a pre-requisite for medical school.

The Pre-Medical coursework is offered at the Rockland Campus.

## COMMUNICATIONS – B.S.

Primary Faculty:

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.

After being prepared for basic success in the department and in the Liberal Arts students are prepared for endeavoring into a range of professional prospects from aesthetic design to theoretical application, and the department also provides a thorough range of course work to prepare students for academic success and a solid Biblical ethical foundation. In addition to traditional classroom activities, students will be given the opportunity to participate in both on campus and off campus internships, as the New York metropolitan area offers vast opportunities for Communications students within the film, television, live theater, 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, acting, producing, directing and more. The major, additionally, provides excellent preparatory skills for graduate success in Theatre, Film, Education, Ministry, Law, business and all areas of Communication Arts.

### Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Area Concentration Achievement Test (ACAT)	Annual	Spring, Senior Year
2. Writing Intensive Paper	COM 320	Junior Year
3. Seminar Research Project	COM 421	Senior Year

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

**Liberal Arts and Science Core Component**..... 35  
**Foreign Language Component**..... 6  
**Bible and Ministry Minor Curriculum** ..... 15

### Major Field Component (45 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 320- Communication, Culture and Technology ..... 3  
COM 421- Senior Seminar ..... 3  
COM 428 - Media Ethics..... 3  
Communications electives ..... 21

### Miscellaneous/Liberal Arts Elective Component (19 credits)

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



## **Communications Suggested Program Plan**

### **FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
COM 107-Intro to Comm .....	3
ENG 101-College Writing I.....	3
Foreign Language.....	3
HIS 113-Hist. Of World Civ. I.....	3
LIB 101- Information Literacy.....	1

### **SECOND YEAR: Fall**

BIB 201-New Testament Lit.....	3
Math elective .....	3
ENG 201 or 202-Glob Lit. I or II .....	3
COM 210- Storytelling for Com.....	3
COM 212-Mass Media/Society.....	3

### **THIRD YEAR: Fall**

COM 320 –Comm/Culture/Tech .....	3
Concentration Requirement.....	3
SOC 347- Cont American Soc.....	3
BIB 303 Christian Thought.....	3
Laboratory Science .....	3

### **FOURTH YEAR: Fall**

COM 428- Media Ethics .....	3
Concentration Requirement.....	6
Elective .....	6

### **FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
COM 108- Public Speaking. ....	3
ENG 102-College Writing II .....	3
HIS 114-Hist. Of World Civ. II .....	3
Foreign Language.....	3

### **SECOND YEAR: Spring**

COM 243- Interpersonal Comm .....	3
PHI 101- Intro to Philosophy.....	3
Liberal Arts Elective. ....	3
Art History elective .....	3
Social Science Elective .....	3

### **THIRD YEAR: Spring**

BIB-Elective.....	3
PMN 201- Nyack Heritage. ....	1
Concentration Requirement.....	6
Miscellaneous electives .....	6

### **FOURTH YEAR: Spring**

Concentration Requirement.....	6
Electives .....	3
Liberal Arts elective.....	1
COM 421-Senior Seminar .....	3
ECO 101-Personal Econ/Finance ...	1

## CRIMINAL JUSTICE - B.S.

Primary Faculty, Rockland:  
Primary Faculty, NYC:

Dr. Charles Awasu, Miguel Sanchez  
Jennifer Kimble-Zaghloul

The Criminal Justice major at Nyack College is designed to equip its students with the integrity and Christian character needed to face the unique challenges of working in the criminal justice field. With a biblical cornerstone, the program trains students to understand the legal, philosophical and moral foundations of the criminal justice system. The student's educational experience culminates in a hands-on internship experience giving them the unique opportunity to gain practical experience, insight and skills into the criminal justice domain. Ultimately the degree provides a solid education on the current philosophical framework in criminal justice and prepares students for careers in the following areas: policing, probation and parole, corrections, private security, social welfare services, loss prevention, intelligence specialist, and court professionals. The program is structured to meet the content area mandates as recommended by the Academy of Criminal Justice Science. These mandates include having coursework in the following areas: administration of justice, corrections, criminological theory, law adjudication, law enforcement as well as research and analytic methods.

The undergraduate Criminal Justice program at Nyack College is unique due to our emphasis on the restorative justice approach. Restorative justice is a philosophical framework which emphasizes the need to focus on the way in which crime harms relationships and communities. Restorative justice gives priority to repairing the harm done to victims while providing the offender the opportunity to take personal responsibility for that harm and the possible resolutions. This framework is firmly rooted in the biblical principles of healing, restitution and reconciliation.

### Mission Statement

The Criminal Justice major prepares students for professional success in the context of a strong Christian liberal arts education. The program promotes a clear understanding of the legal and justice system for majors and minors. We are committed to preparing our students to be community engagers as well as practitioners who seek to help and comfort. We are committed to preparing students to become ethically informed, culturally sensitive and aware of the tremendous amount of discretion line-officers possess. .

### Student Learning Goals

Student Goals	Objectives	Measure	Anticipated Outcome
<b>Outcome 1:</b> Majors in criminal justice will be able to demonstrate that they are able to think critically about criminality and criminal justice.	<ol style="list-style-type: none"><li>1. Students can critically evaluate theories about crime and criminal behavior through observable actions.</li><li>2. Students will evaluate the consequences of policies which (over)criminalize behaviors allowing the student to identify and expose "myths" surrounding American crime.</li></ol>	<ol style="list-style-type: none"><li>1. The numeric grade scores for the power point presentation in Criminology (SOC 204).</li><li>2. Rubric for term paper grades in Punishment and Correction (CRJ 342)</li></ol>	<ol style="list-style-type: none"><li>1. Students will be able to theorize about crime and criminal behavior with an understanding of religious, cultural, legal and ethical factors.</li><li>2. Students will understand the political implications of crime and enforcement.</li></ol>
<b>Outcome 2:</b> Both criminal justice majors and minors will be able to demonstrate mastery of the knowledge and skills necessary for careers in criminal justice.	<ol style="list-style-type: none"><li>1. Students can explain the arrangement (and function) of each organization within the US criminal justice systems.</li></ol>	<ol style="list-style-type: none"><li>1. Rubric scores for a flow-chart exam in CRJ 101, Introduction to Criminal Justice.</li><li>2. Rubric scores for a flow-chart exam in CRJ 234, Juvenile Justice.</li><li>3. Rubric scores for a flow chart examination in CRJ 245, American Judicial Systems.</li></ol>	<ol style="list-style-type: none"><li>1. Students, from memory, will be able to complete a flow chart from the arrest through post-conviction process, in the appropriate sequence in CRJ 101.</li><li>2. Students will be able to complete a flow chart for the juvenile justice system (CRJ 234) in the appropriate sequence, with specific information.</li></ol>
<b>Outcome 3:</b> Students of the major and minor will be able to comprehend the regulation of human conduct and maintenance of stability in society. Moreover they will be able to distinguish between "law on the books" and "law in practice".	<ol style="list-style-type: none"><li>1. Students will be able to critically think about the development, prosecution and defense of criminal cases.</li></ol>	<ol style="list-style-type: none"><li>1. Assessment rubric score for final exam essay questions in CRJ 373, Criminal Law.</li></ol>	<ol style="list-style-type: none"><li>1. Students will take a hypothetical question and be able to successfully incorporate other topics in criminal justice (ethics, punishment, process) which mandates students to consider when applying criminal law.</li></ol>

<p><b>Outcome 4:</b> Students will be able to articulate the role of constitutional restrictions (or limitations) on a law enforcement agent.</p>	<ol style="list-style-type: none"> <li>1. Students will come to understand the reality of constitutional rights by examining and unmasking commonly held beliefs about legal protections for individuals in the criminal justice system</li> <li>2. Students will be able to merge two competing constitutional concepts into the essay, providing citations (justifications) for conclusion in a scenario before the court.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment rubric score for take-home exam focused on the Christopher Smith readings.</li> <li>2. Assessment rubric score for final exam essay question in CRJ 330, Constitutional Law.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will acquire knowledge of the limitations and misinterpretations associated with constitutional rights.</li> <li>2. Students will understand the constitutional provisions most important to criminal law.</li> </ol>
<p><b>Outcome 5:</b> To verify that criminal justice students see themselves as men and women for others (service), worthy of the society's trust and confidence.</p>	<ol style="list-style-type: none"> <li>1. Students will understand the influence personal bias and values have on choices made by criminal justice officials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment rubric for a paper in Ethics in Criminal Justice (CRJ 402) analyzing how ethical principles and ethical codes of conduct apply to criminal justice professionals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will effectively self-analyze how personal values may conflict with the ethical standards held by criminal justice.</li> </ol>
<p><b>Outcome 6:</b> Students will be able to appraise the benefits that a restorative justice approach can have on criminal justice.</p>	<ol style="list-style-type: none"> <li>1. Students will view criminal acts more broadly than the legal definition of crime; they will recognize that harm produced to victims, communities and offenders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment rubric grade for a research paper grade in Restorative Justice (CRJ 386)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate evidence of critical reflection on the concept of restorative justice.</li> </ol>
<p><b>Outcome 7:</b> Criminal justice majors will have an experience to enhance their competencies as practitioners in criminal justice.</p>	<ol style="list-style-type: none"> <li>1. Set: Procure a working knowledge of their particular criminal justice sub-system; procure an understanding of the roles and obligations of a professional person in this system; produce a better understanding of him or herself and interpersonal relations in their workplace.</li> <li>2. Set: Student will attain an ability to derive information from a practical setting and</li> </ol>	<ol style="list-style-type: none"> <li>1. Overall rubric assessment grade for internship journal.</li> <li>2. Rubric assessment score for final paper to CRJ 490 (Internship Seminar).</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be critically reflective of their internship experience and provide connections to their internship experience and relevant course work. Moreover students will reflect on their perceptions of self in the work environment.</li> <li>2. Students will be able to describe, analyze, and evaluate their experience within the parameters of providing a clear description of the internship, the organization (and its culture), and responsibilities held as an intern.</li> </ol> <p>Also, students will be able to evaluate their experience within the agency, whether personal learning goals were achieved, whether it was a satisfying experience and whether the internship was an educational experience.</p>

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

<b>Liberal Arts and Science Core Component</b> .....	38
LIB 101 - Information Literacy.....	1
ENG 101-102 - College Writing I and II .....	6
PSY 101 - General Psychology .....	3
SOC 101 - Intro to Sociology .....	3
POL 215 - American Government .....	3
Lab Science .....	4
ENG 201 or 202 - Global Literature I or II.....	3
HIS113-114 - World Civilization I and II.....	6
SOC 347 - Contemporary American Society .....	3
Art History Elective.....	3
MAT 340 Statistics for Behavioral Sciences.....	3

<b>Foreign Language Component</b> .....	6
1 year (2 semesters) of the same language	

<b>Bible and Ministry Minor Curriculum</b> .....	15
--	----

**Major Field Component (42 credits)\***

CRJ 101 - Introduction to Criminal Justice .....	3
CRJ 236 - Juvenile Justice .....	3
CRJ 245 - American Judicial System .....	3
SOC 315 - Criminology .....	3
CRJ 330 - Constitutional Law .....	3
CRJ 342 - Punishment and Corrections.....	3
CRJ 343 - Police and Society.....	3
SOC 357 - Social Science Research Methods .....	3
CRJ 345 – Comparative Criminal Justice.....	3
CRJ 373 - Criminal Law.....	3
CRJ 386 – Restorative Justice .....	3
CRJ 390 – Pre-Internship Seminar.....	3
CRJ 402 - Ethics in Criminal Justice .....	3
*Track Courses – Internship/Capstone/Coursework.....	3
Internship- CRJ 490 Pre-Internship Seminar/Internship	
Capstone- CRJ 465 Senior Seminar (replaces CRJ 390) & CRJ 470 Capstone Seminar	
Coursework- PHI 343 or PHI 320 (replaces CRJ 390) and CRJ 465 Senior Seminar	

\*CRJ course grades must be a C- or above to fulfill degree requirements.

**Miscellaneous Elective Component (19 credits)**

Miscellaneous electives .....	19
-------------------------------	----

<b>Total credits required</b> .....	<b>120</b>
-------------------------------------	------------

\*Students who meet the eligibility requirements for the Internship are required to complete the standard program above. Those students who are determined to be ineligible to participate in the internship will need to substitute the internship-oriented courses (CRJ 390 and CRJ 490) with one of the track options. Eligibility for the standard program is determined by faculty upon the student's completion of 60 credits. For eligibility requirements please review the internship manual revised in April 2015.

### ***Criminal Justice Major Suggested Program Plan***

#### **FIRST YEAR: Fall**

PMN 101-Intro to Spiritl Form. ....	2
LIB 101- Information Literacy .....	1
ENG 101-College Writing I.....	3
HIS 113-World Civilization I .....	3
CRJ 101 -Intro to Crim Just.....	3
CRJ 236- Juvenile Justice .....	3

#### **SECOND YEAR: Fall**

PSY 101-General Psych .....	3
SOC 101- Intro. To Sociology .....	3
POL 215-Amer Government .....	3
PMN 201-Nyack Heritage .....	1
SOC 315- Criminology .....	3

#### **THIRD YEAR: Fall**

CRJ 330-Constitutional Law .....	3
SOC 347-Cont American Soc.....	3
Foreign Language .....	3
BIB-Elective .....	3
SOC 357-Soc Sci Res Meth .....	3

#### **FOURTH YEAR: Fall**

CRJ Track Course.....	3
Elective .....	3
CRJ 386-Restorative Justice .....	3
Science/Lab requirement.....	4
CRJ 342-Punish/Corrections .....	3

#### **FIRST YEAR: Spring**

ENG 102-College Writing II .....	3
HIS 114-World Civilization II .....	3
Elective.....	3
BIB 102-Old Testament Lit. ....	3
CRJ 245 – Amer Judicial Syst. ....	3

#### **SECOND YEAR: Spring**

BIB 201-New Testament Lit.....	3
ENG 201 or 202-Glob Lit. I or II .....	3
Art History Requirement .....	3
BIB 303 Christian Thought.....	3
CRJ 343-Police and Society.....	3

#### **THIRD YEAR: Spring**

CRJ Track Course .....	3
Foreign Language.....	3
MAT 340-Stats for Beh. Sci .....	3
CRJ 373-Criminal Law .....	3
Electives .....	3

#### **FOURTH YEAR: Spring**

CRJ 402-Ethics in Crim Justice .....	3
Electives .....	5
CRJ Track Course. ....	3
CRJ 345- Comparative CRJ.....	3

## **HUMANITIES DEPARTMENT**

### **HISTORY - B.A.**

Primary Faculty, Rockland:

Dr. David Weir

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 to 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:
  - d. Become more fully grounded in their faith through a deeper understanding of church history and God's work in the world.
  - e. Assume responsible roles as citizens of the local community, the nation and the world.
  - f. 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.

Assessment	Context	Location in Program
1. Historical Methods of Research	HIS 210	Sophomore Year
2. Ability to research & write short original papers, 6 – 10 pages	Upper Level History Courses	Jr. & Sr. Year
3. Ability to do research in both primary and secondary sources and complete 20 page paper in preparation for graduate school	Senior Seminar	Senior Year

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 Adolescence Education should consult with the coordinator of Adolescence Education.

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

**Liberal Arts and Science Core Component** .....35

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

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

**Major Field Component (39 credits)**

POL 101 – Introduction to Political Science ..... 3

HIS 201 – Introduction to Historical Inquiry ..... 3

HIS 342 – History of Christianity ..... 3

American History Sequence (Choose 2) ..... 6

(HIS 213, HIS 214, HIS 326, HIS 330, HIS 340, HIS 350, HIS 357 or HIS 410)

Non-Western History Electives (Choose 2) ..... 6

(HIS 329, HIS 331, HIS 334, HIS 353, HIS 365, HIS 366, HIS 367 or HIS 361)

European History Electives (Choose 2) ..... 6

(HIS 335, HIS 345, HIS 355, HIS 415 or HIS 440)

Electives from History courses ..... 9

HIS 470 – Senior Seminar ..... 3

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

**Miscellaneous Elective Component (25 credits)**

Miscellaneous electives ..... 20

Liberal Arts electives ..... 5

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

***History Major Suggested Program Plan***

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritl Form. .... 2

ENG 101-College Writing I..... 3

HIS 113-Hist. Of World Civ. I ..... 3

Foreign Language..... 3

PHI 101-Intro. To Philosophy..... 3

**SECOND YEAR: Fall**

BIB 201-New Testament Lit. .... 3

HIS 201-Intro to Historic Inquiry..... 3

American History elective ..... 3

POL 101- Intro to Political Science 3

MAT-Math Elective..... 3

**THIRD YEAR: Fall**

BIB 303 Christian Thought..... 3

American History elective ..... 3

Non-Western History elective ..... 3

SOC 347- Cont American Soc..... 3

Miscellaneous elective ..... 4

**FOURTH YEAR: Fall**

Liberal Arts electives ..... 5

History Electives..... 6

Art History requirement ..... 3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. .... 3

ENG 102-College Writing II ..... 3

HIS 114-Hist. Of World Civ. II ..... 3

Foreign Language..... 3

Social Science Elective..... 3

PMN 201-Nyack Heritage ..... 1

LIB 101-Info Literacy..... 1

**SECOND YEAR: Spring**

Non-Western History elective ..... 3

European HIS-Elective ..... 3

History elective ..... 3

Laboratory Science ..... 4

**THIRD YEAR: Spring**

BIB/THE-Elective ..... 3

ENG 201 or 202-Glob Lit. I or II ..... 3

European History elective ..... 3

History elective ..... 3

Miscellaneous electives ..... 3

**FOURTH YEAR: Spring**

HIS 470-Senior Seminar ..... 3

Electives ..... 13

## **LANGUAGE, LITERATURE, & WRITING DEPARTMENT**

### **ENGLISH - B.A.**

*Primary Faculty, Rockland:*

Dr. Charles Beach, Dr. Jonathan Gates, Dr. Kevin Pinkham

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.

#### **Program Assessment**

The following assessments 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.

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

<b>Assessment</b>	<b>Context</b>	<b>Location in Program</b>
The student will write an informed, accurately documented, critical essay.	ENG 312	Jr year
The student will write a paper and present his/her understanding of the integration of faith and study of literature.	ENG 470	Sr. year
The student will present a researched presentation on a topic for senior seminar.	ENG 470	Sr. year
Graduating Senior Exit Interview	ENG 470	Sr. year
Survey of Alumni	Survey	Post-graduation (periodic)

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.



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

<b>Liberal Arts and Science Core Component</b> .....	35
<b>Foreign Language Component</b> .....	12
2 years (4 semesters) of the same language	
<b>Bible and Ministry Minor Curriculum</b> .....	15
<b>Major Field Component (33 credits)</b>	
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 – Senior Seminar .....	3
Electives from upper level English (see below).....	21
<b>Miscellaneous Elective Component (25 credits)</b>	
Miscellaneous electives .....	25
<b>Total credits required</b> .....	<b>120</b>

**Concentrations available at the Rockland Campus**

English majors take 30 hours above the 9 hours of English Core Curriculum requirements. Majors who enter with advanced placement in writing are required to take 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
ENG 259-Oxford Christian Writers	ENG 334-Modern Poetry
ENG 321-Medieval Literature	ENG 336-19th Century Novel
ENG 322-Renaissance Literature	ENG 337-Modern Novel
ENG 324-18th-Century English Lit.	ENG 465-Milton or ENG 463 Shakespeare
ENG 325-Romantic Literature	

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

ENG 231-Modern Drama	ENG 331-African-American Lit.
ENG 328-American Romanticism	ENG 334-Modern Poetry
ENG 329-American Realism	ENG 338-Contemporary Amer. Novel

**Concentration in TESOL**:

EDT 341-General Meth. in TESOL	ENG 353-Eng. Gram. & Phonology
EDT 342-Meth./TESOL: Lang. Arts	ENG 354-Second Lang. Acquisition
ENG 352-Hist. of the Eng. Lang.	

**Concentration in Writing**: Select at least 15 credits from the following:

ENG 235-Introduction to Journalism	ENG 352-Hist. Of English Language
ENG 311-Creative Writing	ENG 364-Writing Theory
ENG 339-Newswriting	ENG 441-Adv. Expository Writing
ENG 332-Magazine Writing	ENG 443-Adv. Poetry Workshop
ENG 340-Writing, Bio, Autobi, Memoir	ENG 445-Fiction Writing

**English Suggested 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
Foreign Language.....	3
Social Science Elective .....	3

**SECOND YEAR: Fall**

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

**THIRD YEAR: Fall**

BIB 303 Christian Thought.....	3
ENG 463-Shakespeare.....	3
ENG-Elective.....	3
SOC 347-Cont American Soc.....	3
Elective.....	3

**FOURTH YEAR: Fall**

ENG-Elective.....	3
Electives .....	12

**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
LIB 101-Info Literacy.....	1

**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: Spring**

BIB-Elective.....	3
ENG-Electives.....	3
ENG 310-Literary Criticism .....	3
Art History requirement.....	3
Elective.....	3

**FOURTH YEAR: Spring**

ENG 470-Senior Seminar.....	3
ENG-Electives.....	6
Electives .....	4

## **LIBERAL ARTS and SCIENCES - A.A.**

Primary Faculty, Manhattan:  
Primary Faculty, Rockland:

Shawn Roseburgh  
In Hak Moon

### **Program**

The Associate Degree in Liberal Arts and Sciences is a two-year program designed to provide students with a comprehensive foundation in the humanities, social sciences, mathematics, language and literature, and the sciences. Students learn how to think critically, communicate effectively, make connections across extensive fields of knowledge, and cultivate new interests, skills, and talents, while expanding their vision of the world. Graduates who plan their programs carefully can transfer to a Bachelor's degree program as juniors in a wide range of majors. Career possibilities for graduates at entry level positions are very broad. Many employers encourage their workforce to pursue a college education, and prefer to hire AA graduates because of their broad exposure to diverse subject matters.

### **Mission**

The Nyack College Liberal Arts and Sciences program has the mission of equipping and encouraging students to explore a wide range of disciplines, providing them with a solid foundation for lifelong intellectual development in the liberal arts.

### **Student Learning Goals**

**Academically Excellent:** Students will foster critical thinking in the liberal arts and explore educational opportunities in courses that will help them impact their community and profession. This will be accomplished through a required total of 60 credits: 39 credits of Core Component; 9 credits of Bible and Christian Ministry Component; and 12 credits of Miscellaneous Elective Components.

**Personally Transforming:** Students will be encouraged to self-reflect as they engage the world of ideas through critical thought. This will be accomplished through the assessment of the students' academic, personal, and spiritual needs.

**Socially Relevant:** Students will discover how their personal and academic insights help them serve the world better. This will be accomplished through their 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 to help them appreciate peoples and cultures across the globe and view the world in a socially responsible manner. This will be accomplished in the classroom, from faculty with substantial global exposure, and through our Global Studies Program, which encourages all Nyack College students to take at least one course abroad.

### **Program Assessment**

Assessment		Context	Location in Program
1	To demonstrate ability to think critically in the core courses in the Liberal Arts.	This will be accomplished as the students fulfilling all the requirements of the core component courses.	INT101 ENG101 & 102; ENG 201, HIS 113 and 114, PHI 101, elect LAB; SOC SCI; Math, Fine Arts, Language and Liberal Arts
2	To guide the students toward biblical knowledge and Christian service.	This will be accomplished through as students fulfill the Bible and Christian ministry component courses.	PMN 101, BIB 102, and 201, and PMN 201
3	To explore how the above insights apply to daily life in service to others.	This will be accomplished through the learning occurring in the miscellaneous elective component.	Miscellaneous electives.
4	To promote students' appreciation of the diversity in the Liberal Arts and professional fields.	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.	A course abroad through Nyack College Global Studies Program.

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

The Liberal Arts and Sciences major is available at both the Rockland and New York City Campuses. Graduates who wish to pursue a Bachelor's degree at Nyack College are recommended to take BIB 303 Christian Thought ( if not intending to major in Bible) and SOC 347 Contemporary American Society and met with their advisor to plan a smooth transition to their chosen major.

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

<b>Core Component (39 credits)</b>	<b>Credits</b>
ENG 101, 102-College Writing I and II .....	6
ENG 201, 202- Global Literature I or II .....	3
HIS 113, 114 – World Civilization I and II .....	6
PHI 101 – Introduction to Philosophy .....	3
LIB 101-Information Literacy.....	1
Art History Elective.....	3
Foreign Language (1 year of same) .....	6
Laboratory Science elective.....	4
Liberal Arts elective.....	1
Social Science elective .....	3
Math elective .....	3
<b>Bible and Christian Ministry Component (9 credits)</b>	<b>Credits</b>
PMN 101-Intro to Spiritual Formation .....	2
BIB 102 - Old Testament Literature .....	3
BIB 201 - New Testament Literature .....	3
PMN 201 – Nyack Heritage .....	1
<b>Miscellaneous Elective Component (12 credits)</b>	
Miscellaneous electives .....	12
<b>Total credits required .....</b>	<b>60</b>

***Liberal Arts and Sciences Suggested Program Plan***

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form. ....	2
ENG 101-College Writing I.....	3
PHI 101 Intro to Philosophy .....	3
Liberal Arts elective .....	1
Social Science elective .....	3
LIB 101-Info Literacy.....	1

**SECOND YEAR: Fall**

BIB 201-New Testament Lit. ....	3
HIS 114 World Civ II.....	3
Foreign Language .....	3
PMN 201-Nyack Heritage .....	1
Electives .....	6

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
HIS 113 World Civ I .....	3
Art History elective .....	3
Electives .....	3

**SECOND YEAR: Spring**

Laboratory Science .....	4
ENG 201/2 Global Lit I/2 .....	3
Math Elective.....	3
Miscellaneous elective .....	3
Foreign Language Elective .....	3

**Online Offering includes prescribed courses for miscellaneous electives.**

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

<b>Core &amp; Bible/Ministry Component (49 credits)</b>	<b>Credits</b>
REL 314 World Religions.....	3
BIB 102 – Old Testament Literature .....	3
BIB 201 – New Testament Literature .....	3
LIB 101 – Information Literacy.....	1
ENG 101,102 – College Writing I and II .....	6
BIO 222- Environmental Science .....	3
PSY 101 General Psychology .....	3
MAT 101- College Mathematics .....	3
COM 212- Mass Media and Society.....	3
SOC 101 – Introduction to Sociology .....	3
HIS 113- World Civilization I .....	3
POL 215- American Government .....	3
ENG 202- Global Literature II .....	3
HIS 114- World Civilization II .....	3
SPA 101- Elementary Spanish I .....	3
ENG 202- Global Literature II .....	3
<b>Miscellaneous Elective Component (11 credits)</b>	
DEV 110- Academic Life Skills .....	3
SOC 315- Criminology .....	3
MUS 115A- Music Appreciation.....	2
PHI 346- Ethics .....	3

*(qualified students may substitute PLA101 for MUS 115A and DEV 110)*

## **COMPUTER SCIENCE Department**

### **COMPUTER SCIENCE - B.S.**

The Computer Science major is designed to prepare students to become accomplished professionals and good stewards in technology related fields. The major offers a unique opportunity for students to achieve an understanding of Computer Science.

#### **Program Admission and Progression Requirements**

Students can declare Computer Science as their major at any time. However, it is important that students who apply for admission to the Computer Science program have the motivation and ability to understand and effectively use computer technologies. In addition to the general admission requirements listed in the catalog, Computer Science majors must apply for admission to the Computer Science degree program by the end of their sophomore year. Admission to the Computer Science program requires the following:

1. Submission of departmental application.
2. Evidence of satisfactory grade point average (minimum requirements: overall and major GPA:2.5).
3. Professor recommendation.

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

**Liberal Arts and Science Core Component<sup>^</sup>** ..... 36\*

<sup>^</sup>Computer Science Majors take MAT 246 Calculus as the mathematics elective.

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

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

#### **Major Field Component (45 credits)**

CSC 101 - Introduction to Computers .....	3
CSC 112 - Introduction to Programming I .....	3
CSC 201 - Introduction to Programming II .....	3
CSC 210 - Computer Hardware Organization.....	3
CSC 242 – Webpage Design .....	3
CSC 311 – Data Structures and Algorithms.....	3
CSC 312 - Database Concepts .....	3
CSC 341 – Management Information Systems.....	3
CSC 346 – Cyber Law and Computer Ethics.....	3
CSC 349 – Desktop Support and ITIL .....	3
CSC 411 – Software Engineering.....	3
CSC 441 - Data Communications and Networks .....	3
CSC 444 – E-Commerce .....	3
CSC 470 - Senior Seminar .....	3
MAT 110 or 345 –College Algebra or Discrete Mathematics.....	3

#### **Miscellaneous Component (18 credits)**

Miscellaneous electives ..... 18

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form .....	2
CSC 101-Intro to Computers.....	3
ENG 101-College Writing I.....	3
HIS 113 - Hist. of World Civ. I .....	3
Art History Elective .....	3
PMN 201-Nyack Heritage .....	1
LIB 101-Info Literacy .....	1

**SECOND YEAR: Fall**

ENG 201 or 202-Global Lit. I or II.....	3
CSC 201-Intro to Programming II .....	3
CSC 242-Web Page Design* .....	3
PHI 101-Intro. to Philosophy .....	3
MAT 345-Disc Math or 110 Coll Alg....	3

**THIRD YEAR: Fall**

BIB 303-Christian Thought.....	3
SOC 347-Cont American Soc .....	3
CSC 312-Database Concepts.....	3
CSC 341-Mgmt. Info Systems .....	3
Lab Science elective .....	4

**FOURTH YEAR: Fall**

CSC 441-Data Comm. & Net. ....	3
CSC 470-Senior Seminar.....	3
Miscellaneous elective .....	3
Foreign Language Elective .....	3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
CSC 112-Intro. to Programming I....	3
ENG 102-College Writing II .....	3
HIS 114-Hist. of World Civ. II.....	3
MAT 246-Calculus .....	4

**SECOND YEAR: Spring**

BIB 201-New Testament Lit.....	3
CSC 210-Comp Hardware Org. ....	3
CSC 311-Data Struct/Algo.....	3
CSC 346- Cyber Law/Ethics .....	3
Miscellaneous electives .....	3

**THIRD YEAR: Spring**

BIB elective .....	3
CSC 349- Desktop Support and ITIL3	
CSC 411 Software Engineer .....	3
Misc. Elective .....	3
Social Science elective .....	3

**FOURTH YEAR: Spring**

CSC 444-E-Commerce.....	3
Foreign Language Elective.....	3
Misc. elective.....	9

## **PSYCHOLOGY MAJOR - B.A.**

*Primary Faculty, Rockland:*

Dr. Agnia Assur, Dr. Jack Wiltshire

*Primary Faculty, NYC:*

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.

Assessment	Context	Location in Program
Average exam scores	History of Psych (PSY 321), Abnormal Psych (PSY 342), Physiological Psych (PSY 438), Theories of Personality (PSY 441) and Psychology of Learning (PSY 443)	Whenever graduating senior took course
Average exam scores	Statistics for Social Sciences (PSY 337) and Experimental Psychology (PSY 339)	Whenever graduating senior took course
Literature review paper prepared for Psychology Research Methods	Psychology Research Methods (PSY 110)	Whenever graduating senior took course
Critique portion of paper submitted for Experimental Psychology and Theories of Personality	Experimental Psychology (PSY 339) and Theories of Personality (PSY 441).	Whenever graduating senior took course
Integrative portion of paper prepared for Psychology Seminar	Psychology Seminar (PSY 470)	Whenever graduating senior took course

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

**Liberal Arts and Science Core Component**..... 34

**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 (39 credits)

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 (*must be taken at home campus*)..... 3

Psychology electives (PSY 246, 248, 264, 346, 431, 438, 443 or 444) ..... 9

### Elective Component (26 credits)

Miscellaneous electives ..... 24

Liberal Arts electives..... 2

*(Students planning graduate study in Psychology are encouraged to elect additional courses in natural sciences, mathematics, philosophy and other social sciences.)*

*\*Rockland students must take the ETS Field Psychology Test as part of their graduation requirements.*

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

## ***Psychology Major Suggested Program Plan***

### **FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I.....	3
PSY 101-General Psychology.....	3
MAT-Elective* .....	3
LIB 101-Info Literacy.....	1

### **SECOND YEAR: Fall**

BIB 201-New Testament Lit.....	3
ENG 201 or 202-Glob Lit. I or II.....	3
Foreign Language.....	3
PHI 101-Intro. to Philosophy.....	3
PSY 337-Stats. for Social Sci*.....	3

### **THIRD YEAR: Fall**

BIB 303 Christian Thought.....	3
PSY 342 Abnormal Psych.....	3
SOC 347-Cont American Soc.....	3
PSY Elective .....	6

### **FOURTH YEAR: Fall**

Electives.....	13
PSY 441-Theor of Personality.....	3

### **FIRST YEAR: Spring**

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

### **SECOND YEAR: Spring**

ENG 201 or 202-Global Lit. I or II or Elective.....	3
Foreign Language.....	3
PSY 339-Experimental Psych* .....	4
PSY 246 or PSY 248 Child/Adol .....	3
Art History requirement.....	3

### **THIRD YEAR: Spring**

BIB-Elective .....	3
PSY 321-History of Psychology .....	3
Laboratory Science.....	3
Electives.....	3
PSY 438-Physio Pysch or 443-Psych. of Lear.....	3

### **FOURTH YEAR: Spring**

PSY 470 Psych. Seminar .....	3
Electives.....	10
Psychology Elective.....	3

\* 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.



## INTERDISCIPLINARY STUDIES

Primary Faculty: Denise Hirschlein

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 Art History, Bible, Intercultural Studies, English, History, Music, Philosophy and Religious Studies, Psychology, and Sociology. The Bachelor of Science integrates one discipline from the arts and sciences with a professionally oriented discipline. The professionally oriented options include Adolescence Education, Business Administration, Communications, Childhood Education, Early 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. Students who wish to combine arts and sciences with Education, will be advised through the Education office. Students wishing to combine options not laid out below, may be permitted if it is deemed advisable by the Dean and respective Department Heads. Students unable to maintain matriculation standards in professional programs may be given the alternative to complete an Interdisciplinary program.

### Mission Statement

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 discipline specific course options that emphasize global awareness and diversity of traditions.*

**Personal Transformation:** Students will engage in critical interdisciplinary self-reflection. *This will be accomplished through a presentation that incorporates reflection on personal and spiritual growth as one of the elements of the presentation after the 20 page integrative paper has been completed.*

### Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
Proposal	INT 481 Seminar	Senior Year
Interdisciplinary Paper	INT 481 Seminar	Senior Year
Presentation	INT 481 Seminar	Senior Year

### 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.

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

**Liberal Arts and Science Core Component** .....35

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

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

#### Major Field Component (44 credits)

Area 1 (Liberal Arts Concentration).....21  
Area 2 (Liberal Arts Concentration).....21  
INT 481 Integrative Capstone Seminar .....2

#### Miscellaneous Elective Component (14 credits)

Miscellaneous electives .....14

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

Discipline	Partner Concentrations (RC) = Rockland campus only
Bible	Intercultural Studies
Biology	Psychology (RC)
Intercultural Studies	Bible
English	History
History	English

Liberal Arts Disciplines	Concentration Courses	Partner Concentrations (RC) = Rockland campus only
<b>Bible</b>	(3) BIB 103 Introduction to Biblical and Theological Studies (3) BIB 331 Hermeneutics (3) One Old Testament elective (3) One New Testament elective (3) One Bible (BIB) elective (3) One Theology (THE) elective (3) THE 320 Introduction to Historical Theology	Intercultural Studies
<b>Biology</b>	+ (4) CHE 104 Essentials of Chemistry must be taken in core (4) BIO 107 General Biology I (4) BIO 108 General Biology II (4) Select one of: BIO 213 Anatomy & Physiology I BIO 214 Anatomy & Physiology II BIO 220 Microbiology BIO 222 Environmental Science (8) Select two of: BIO 310 Genetics BIO 340 Biochemistry BIO 351 Molecular and Cell Biology	Psychology (RC)
<b>Inter-Cultural</b>	(3) ANT 201 Cultural Anthropology (pre-req ICS 224) (3) ICS 224 Intro to Global Engagement (3) Select One of the following: ANT 222 Peoples & Cultures of Southeast Asia <u>or</u> ANT 223 Peoples & Cultures of Sub-Saharan Africa <u>or</u> ANT 224 Peoples & Cultures of Latin America <u>or</u> ANT 225 Peoples & Cultures of the Arab World <u>or</u> ANT 255 World Cultural Geography (3) ICS 343 Culture & Communication (pre-req. ICS 224, ANT 201, and ICS 341) (3) ICS 346 Cross-Cultural Adjustment (3) Either ICS 358 Community Development In Context <u>or</u> ICS 334 International Relief & Development (3) Select One Cross Cultural (ICS) elect.	Bible
<b>English</b>	(3) Select One: ENG 201/2 Glob. Lit I <u>or</u> Global Lit II (3) ENG 312 Literary Criticism (3) ENG 463 Shakespeare (3) Select One in British Literature: ENG 321 Medieval Lit <u>or</u> ENG 325 Romantic Lit <u>or</u> ENG 326 Victorian Lit <u>or</u> ENG 334 Mod. Poetry or ENG 336 19 <sup>th</sup> Cent. Nov. <u>or</u> ENG 337 Mod. Nov. (3) Select One in American Literature: ENG 231 Modern Drama <u>or</u> ENG 328 Amer. Romanticism <u>or</u> ENG 329 Amer. Realism <u>or</u> ENG 331 African-Amer. Lit or ENG 334 Modern Poetry <u>or</u> ENG 338 Cont. American Novel (3) Select One in Writing: ENG 311 Creative Writing <u>or</u> ENG 340 Writing, Biography, Autobiography, Memoirs <u>or</u> ENG 441 Adv. Expository Writing <u>or</u> ENG 443 Adv. Poetry Workshop <u>or</u> ENG 445 Fiction Writing (3) ENG 470 Senior Seminar	History
<b>History</b>	(3) HIS 201 Intro to Historical Inquiry (6) Credits of any American History courses (6) Credits of any European History courses (6) Credits of any Non-Western History courses	English

***B.A. Interdisciplinary Studies Suggested Program Plan***

**FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I.....	3
Foreign Language.....	3
PHI 101-Intro. to Philosophy.....	3

**SECOND YEAR: Fall**

ENG 201 or 202-Glob. Lit. I or II.....	3
Foreign Language.....	3
Laboratory Science.....	4
Area 1 Elective.....	3
Elective.....	3

**THIRD YEAR: Fall**

BIB 303 Christian Thought.....	3
SOC 347-Cont American Soc.....	3
Area 1 Elective.....	3
Area 2 Electives.....	3
Elective.....	3

**FOURTH YEAR: Fall**

Misc. Elect. ....	3
Area 1 Electives.....	6
Area 2 Elective.....	3
Electives.....	3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II.....	3
HIS 114-Hist. of World Civ. II.....	3
Foreign Language.....	3
MAT-Math Elective.....	3
LIB 101-Info Literacy.....	1

**SECOND YEAR: Spring**

BIB 201-New Testament Lit.....	3
Foreign Language.....	3
PMN 201-Nyack Heritage.....	1
Social Science Elective.....	3
Area 1 Elective.....	3
Area 2 Elective.....	3

**THIRD YEAR: Spring**

BIB-Elective.....	3
Area 1 Electives.....	6
Area 2 Electives.....	6

**FOURTH YEAR: Spring**

Art History requirement.....	3
INT 481-Integ. Capstone Sem.....	2
Area 2 Electives.....	6
Electives.....	2

## 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 Adolescence Education, Business Administration, Childhood Education, Early Childhood Education, Pastoral Ministry, Social Work, TESOL, and Youth and Family 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:

*Adolescence Education	Bible, English, Intercultural Studies, Music, Psychology
Business Administration	Intercultural Studies, Music
*Childhood Education	Bible, English, Intercultural Studies, Music, Psychology
Computer Science	Math (RC)
Communications	Music
*Early Childhood Education	Bible, English, Intercultural Studies, Music, Psychology
Pastoral Ministry	Bible, Intercultural Studies, Music, Psychology
Social Work	Intercultural Studies (RC), Psychology
Youth and Family Studies	Music, Psychology

*\*Note: Interdisciplinary Education BS degrees do not lead to teacher licensure. Contact the office of the School of Education for more information.*

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

**Liberal Arts and Science Core Component** .....35

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

1 year (2 semesters) of the same language

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

### Major Field Component (44 credits)

Area 1 (Liberal Arts Concentration).....21

Area 2 (Professionally-Oriented Concentration).....21

INT 481 Integrative Capstone Seminar .....2

### Miscellaneous Elective Component (20 credits)

Miscellaneous electives .....20

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

Professional Disciplines	Concentration Courses	Partner Concentrations (RC) means Rockland only.
<b>Adolescence Education</b>  <i>This major does NOT lead to NYS Adolescence Education Certification</i>	(1)EDU 221 Intro to Teaching w/Tech (3)EDU 246 Foundations of Education (3)EDU 258 Develop/Learning Theory (3)EDU 259 Teach/Learning Strategies (3) EDS 318 General Methods in Teaching (2) Education elective (3)EDS 321/3/4 Special Meth Elective (3)EDS 334 Literacy Integrat. 7-12 Curr.	Bible English Intecultural Studies Music Psychology  Notes: (3) EDU 445 Educating a Diverse Population replaces SOC 347 Contemporary American Society in the Core.  (3) PSY 101 General Psychology required for Social Science elective in the Core.

Professional Disciplines	Concentration Courses	Partner Concentrations (RC) = Rockland campus only
<b>Business Admin</b>	(3) BUS 101 Intro. to Business (3) BUS 201 Principles of Accounting (3) ECO 201 Macroeconomics <u>or</u> ECO 202 Microeconomics (3) BUS 232 Principles of Management (3) BUS 331 Principles of Marketing (3) BUS 428 Business Ethics (3) BUS 470 Business Policy and Strategic Management	Intercultural  Music ( <i>Specially designed Business-based Music concentration</i> ) <b>If integrated with BUSINESS ADMINISTRATION</b> (1) MUS 122 Ear Training 2* (3) MUS 124 Theory 2** (6) MUS 213 W. Music to 1700, MUS 214 Music 18th Cent MUS 319 Music 19th Cent <u>or</u> MUS 320 Music 20th Cent (2) MUS 103 Fund of Singing, MUS 104 Basic Piano Skills, or MUS 105 Beg Guitar techniques (3) MUS 125-149 Applied Music (Private lessons in one area) (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 Techlgy with (1) Applied Lesson <u>Notes:</u> *MUS 121 pre-requisite **MUS 123 pre-requisite (3) MUS 352 Music of Diverse Cultures replaces SOC 347 Multicultural America in Core.
<b>Childhood Education</b>  <i>This major does not lead to NYS Childhood Ed Certification</i>	(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) EDU 334 Methods in Teaching Lit II (3) EDU 335 Methods in Teachg. Lit III (3) EDU 331 Meth in Teaching Sci in ElemSchool <u>or</u> EDU 332 Meth in Teachg Social Studies in ElemSchool	Bible English Intercultural Studies Music Psychology  <u>Notes:</u> (3) EDU 445 Educating a Diverse Population replaces SOC 347 Contemporary American Society in the Core.  (3) PSY 101 General Psychology required for Social Science elective in the Core.
<b>Communications</b>	(3) DRA 104 Intro to Dance (3) DRA 113 Oral Interpretation (3) DRA 205 Intro to Theatre (3) DRA 206 History of Broadway (3) COM 316 Script Analysis for Performers (3) DRA 335 Acting I (3) COM 337 Voice and Articulation	Music (8) MUS 125 Applied Voice (and MUS 159 and all juries 171-472) (2) MUS 235 Singer's Diction (2) MUS 237 Acting for the Musical Stage I (2) MUS 338 Acting for the Musical Stage II (5) MUS 365/6 Music or Opera Theatre Workshop (2) MUS 410 Auditioning and Career Prep
<b>Computer Science</b>	(3) CSC 101 Introduction to Computer Science (3) CSC 112 Intro to Programming I <u>or</u> CSC 201 Intro to Programming II (3) CSC 311 Data Structure and Algorithms (3) CSC 442 Operating Systems (9) Select three: CSC 242 Webpage Design CSC 245 Computer Graphics & Animation CSC 312 Database Concepts CSC 340 Web Programming & Design CSC 411 Software Engineering CSC 441 Data Communication & Networks CSC 444 Electronic Commerce CSC 445 Network Security CSC 448 Game Design CSC 460 Special Topics in Comp. Science Science CSC 470 Computer Science Seminar	Math (RC)

<b>Early Childhood Education</b>  <i>This major does NOT lead to NYC Early Childhood Ed Certification</i>	(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 311 Health and Wellness for Educ. (3) ECE 338 EC Program & Curriculum (3) ECE 342 EC Leadership & Mgmt.	Bible English Intercultural Studies Music Psychology  Notes: (3) EDU 445 Educating a Diverse Population replaces SOC 347 Contemporary American Society in the Core.  (3) PSY 101 General Psychology required for Social Science elective in the Core.
Pastoral Ministry	(3) PMN 100 Introduction to Pastoral Ministry *(3) BIB 331 Hermeneutics (3) PMN 310 Pastoral Counseling (3) PMN 311 Introduction to Homiletics (3) PMN 346 Personal Spiritual Formation (3) PMN 441 Leading Organizations (3) PMN 442 Pastoral Methods  *For PMN/BIB Interdisciplinary Studies- complete PMN 312 to fulfill the PMN component.	Bible Intercultural Psychology Music <i>(Specially designed ministry-based Music concentration)</i> (1) MUS 122 Ear Training 2* (3) MUS 124 Theory 2** (6) MUS 213 W. Music to 1700, MUS 214 Music 18th Cent MUS 319 Music 19th Cent <i>or</i> MUS 320 Music 20th Cent (2) MUS 103 Fund of Singing, MUS 104 Basic Piano Skills, or MUS 105 Beg Guitar techniques (3) MUS 125-149 Applied Music (Private lessons in one area) (2) MUS 357 Hymnology (1) MUS 333 Choral Conducting (3) PMN 233 Theology of Worship & the Arts <u>Notes:</u> *MUS 121 pre-requisite **MUS 123 pre-requisite (3) MUS 352 Music of Diverse Cultures replaces SOC 347 Multicultural America in Core.
<b>Social Work</b>	(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 324 Foundations of Social Justice (3) SWK 354 Human Behavior in Social Environment II (3) SWK 355 Social Welfare Policy and Services (2) SWK 357 Field Exper. & Pre-Practice Seminar (1) Social Work elective	Psychology  <u>Notes:</u> (3) SWK 324 Foundation of Social Justice (Contemporary American Society) SOC 101 Gen Sociology (SOC SCI elect. when combined with Psych concen.) (4) SCI 216 Human Biology (lab sci. elect.)
<b>Youth and Family Studies</b>	Take 7 of the following 9 courses. * indicates a required course for NCMC majors. *(3) YFS 201 Introduction to Youth and Family Studies (3) YFS 202 Foundations of Teaching in the Church (3) SOC 345 American Youth Cultures (3) YFS 332 Adolescent Development/Counseling (3) YFS 342 Leading Small Groups (3) YFS 360 At Risk Youth OR (3) YFS 325 Cultivating Healthy Marriages (3) YFS 349 Family Dynamics & Systems *(3) YFS 391 Student Teaching (3) YFS 442 Mentoring Relationships	Bible Intercultural Music <i>(Specially designed ministry-based Music concentration)</i> (1) MUS 122 Ear Training 2* (3) MUS 124 Theory 2** (6) MUS 213 W. Music to 1700, MUS 214 Music 18th Cent MUS 319 Music 19th Cent <i>or</i> MUS 320 Music 20th Cent (2) MUS 103 Fund of Singing, MUS 104 Basic Piano Skills, or MUS 105 Beg Guitar techniques (3) MUS 125-149 Applied Music (Private lessons in one area) (2) MUS 357 Hymnology (1) MUS 333 Choral Conducting (3) PMN 233 Theology of Worship & the Arts <u>Notes:</u> *MUS 121 pre-requisite **MUS 123 pre-requisite (3) MUS 352 Music of Diverse Cultures replaces SOC 347 Multicultural America in Core.  Psychology

***B.S. Interdisciplinary Studies Suggested 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
Art History Requirement .....	3
PHI 101-Intro. to Philosophy.....	3

**SECOND YEAR: Fall**

ENG 201 or 202-Glob. Lit. I or II.....	3
BIB 201- New Test. Lit.....	3
PMN 201-Nyack Heritage .....	1
Liberal Arts Conc. Elective.....	3
Career Conc. Elective .....	3
Foreign Language Elective.....	3

**THIRD YEAR: Fall**

BIB 303 Christian Thought.....	3
Liberal Arts Conc. Elective.....	3
Career Conc. Electives .....	3
Electives .....	6

**FOURTH YEAR: Fall**

Liberal Arts Conc. Electives .....	6
Career Conc. Elective .....	3
Electives .....	6

**FIRST YEAR: Spring**

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

**SECOND YEAR: Spring**

Lab Science .....	4
Electives .....	2
Liberal Arts Conc. Elective.....	3
Career Conc. Elective .....	3
Foreign Language Elective .....	3

**THIRD YEAR: Spring**

BIB-Elective.....	3
SOC 347-Cont American Soc.....	3
Liberal Arts Conc. Elective.....	3
Career Conc. Elective .....	3
Elective.....	3

**FOURTH YEAR: Spring**

Liberal Arts Conc. Elective.....	3
INT 481-Integ. Capstone Sem.....	2
Career Conc. Electives .....	6
Electives .....	3

## **SOCIOLOGY & POLITICAL SCIENCE DEPARTMENT**

### **SOCIOLOGY - B.A.**

Primary Faculty, Rockland:

Dr. Charles Awasu, Dr. Vilma Balmaceda

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.

#### **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.

Assessment	Context	Location in Program
1. Sociological theories test	Sociology Seminar (SOC 470 )	Senior Year
2. Social research project	Social Science Research Methods (SOC 357)	Jr. & Sr. Year
3. Social transformation project	Sociology Internship (SOC 490)	Senior Year

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.

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

**Liberal Arts and Science Core Component**..... 35

*SOC 101 meets Social Science requirement in core*

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

1 year (2 semesters) of the same language

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

#### **Major Field Component (30 credits)**

SOC 241 – Marriage and Family ..... 3

SOC 240 - Social Theory ..... 3

SOC 355 - Social Stratification ..... 3

SOC 357 - Social Science Research Methods ..... 3

SOC 470 - Sociology Integrative Seminar..... 3

SOC 490 - Sociology Internship ..... 3

Electives from upper level Sociology ..... 12

#### **Miscellaneous/Liberal Arts Elective Component (34 credits)**

Miscellaneous electives ..... 24

Liberal arts electives ..... 10

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

#### **Concentrations**

These allow focusing electives on a particular area for in-depth study.



**Community Development Concentration (12 credits)**

SOC 250-Sociology of the City .....	3
SOC 316-Social Welfare Institutions .....	3
SOC 334-International Relief and Development .....	3
SOC 439-Strategies for Community Organizing .....	3

**Ethnic Studies Concentration (12 credits)**

SOC 280-The Asian American Experience .....	3
HIS 346-African American History .....	3
SOC 353-Latinos in the United States .....	3

*Any one of the following:*

ANT 222-People & Cultures of Southeast Asia .....	3
ANT 223-People & Cultures of Africa .....	3
ANT 224-People & Cultures of Latin America .....	3

**Family Studies Concentration (12 credits)**

SOC 330-Work and Family .....	3
PSY 349-Family Counseling .....	3

*Any two of the following:*

SOC 349-Asian Families in America .....	3
SOC 353-The Latino Family .....	3
SOC 354-The African American Family .....	3

**Sociology Major Suggested****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
PSY 101- General Psychology .....	3
SOC 101-Intro. to Sociology .....	3
LIB 101-Info Literacy .....	1

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
HIS 114-Hist. of World Civ. II .....	3
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
SOC 240-Social Theory .....	3
SOC Elective .....	3
Elective .....	3

**SECOND YEAR: Spring**

SOC-Elective .....	3
Art History requirement .....	3
Laboratory Science .....	4
Electives .....	4
PMN 201-Nyack Heritage .....	1

**THIRD YEAR: Fall**

BIB 303-Christian Thought .....	3
Foreign Language .....	3
SOC 241- Marriage & Family .....	3
SOC 347-Cont American Soc .....	3
Elective .....	3

**THIRD YEAR: Spring**

BIB-Elective .....	3
Foreign Language .....	3
SOC 357-Soc. Sci. Res. Meths. ....	3
SOC-Elective .....	3
Elective .....	3

**FOURTH YEAR: Fall**

SOC 355-Social Stratification .....	3
SOC 470-Sociology Integ Seminar. 3	
Electives .....	9

**FOURTH YEAR: Spring**

SOC 490-Sociology Internship .....	3
Electives .....	9
SOC-Elective .....	3

## ***School of Music***

Dr. Sue Lane Talley, Dean

Dr. Marie Herseth Kenote, Director, Rockland Campus

*Nyack College (Rockland campus) is an accredited institutional member of the National Association of Schools of Music (NASM).*

### **MUSIC PROGRAMS**

The School of Music provides professional training for qualified students enrolled in the following degree programs:

- Associate of Science in Music
- Bachelor of Arts in Music
- Bachelor of Music in Composition
- Bachelor of Music in Music Education
- Bachelor of Music in Gospel Music Performance (NYC Campus)
- Bachelor of Music in Voice, Keyboard Instruments, Orchestral Instruments (Performance)
- Bachelor of Science in Music in Worship

All curricula stress sound musicianship, active musical experience, knowledge of theoretical and practical issues in the field of specialization, acquaintance with sacred and secular professional literature, and responsible participation through 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, communication and vision.

### **School of Music Goals and Objectives**

The School of Music of Nyack college graduates students with the following skills and understandings, by creating a curriculum that is:

#### **Socially Relevant**

- 1a. Students will develop an understanding and awareness of significant social and spiritual issues, as they select and perform music relevant to their communities and the college milieu.
- 1b. Students will demonstrate servant leadership in the areas of Christian music performance, composition, and direction.
- 1c. Students will understand the potential of music to promote psychological, physical, and spiritual well being and will study the means by which they might utilize their discoveries to benefit others.

#### **Academically Excellent**

- 2a. Students will learn to understand and interpret the language of music through studying its literature and materials in the well-integrated areas of music history, theory and performance.
- 2b. Students will connect the literature and materials of music with the historical literary, artistic, and political movements which provoked their creation and development.
- 2c. Students will demonstrate their understanding of Christian and human values in the study, creation, and performance of diverse musical styles.
- 2d. Students will apprehend and deliver the meaning inherent in every musical phrase, be it in art song, jazz, music drama, opera, Gospel, or other instrumental and vocal media.
- 2e. Being technologically as well as verbally literate, students will demonstrate the skills needed to write and speak critically and accurately about music and related fields.

#### **Globally Engaged**

- 3a. Music students will study international culture and demonstrate the interplay of musical themes to global cultural ideas.
- 3b. Students will familiarize themselves with geographical realities and gain a working relation with some of the instruments that have informed classical composers since the Impressionists and continue to gain prominence through the ascendancy of "world music".
- 3c. Music students experiencing international culture first hand will prioritize both the respect due the culture they are visiting, and the humble sharing of their music and Christian ideals with the persons of the another global culture.
- 3d. Music students will study and learn music of other countries besides their own, in recognition of the dignity of other civilizations and their great contributions to world music, as well as to further respectful dialogue with other cultures.

#### **Intentionally Diverse**

- 4a. Music studied and performed by the Nyack College School of Music will be deliberately chose from diverse fields- founded in classical precepts and literature, enriched by jazz, gospel music, folks music, spiritual must both old and new, and the music of contemporary Christian culture.
- 4b. Studies in diverse music will represent a broad spectrum of human achievement and be characterized by a contemporary Christian understanding of human dignity.
- 4c. Communities currently served by Nyack college are and will be represented by stduents and faculty of rich cultural heritage which will continue to inform our musical understanding. This fortuitous inclusion will help us to create an atmosphere of tolerance and filiar affection which must extend far beyond the walls of our campus.

#### PersonallyTransforming

- 5a. Students and faculty in the School of Music will continually be transformed by the music they rigorously study as its inspirtation comes from the hadn or our beautiful and excellent Creator God.
- 5b. Students will use many forms of music as tools for ministry and self-discovery.
- 5c. Students will be philosophically and academically transformed as they apply the rigorous technique and theory of music learning and make the student of music a life-long pursuit.
- 5d. Students and faculty will proceed in these directions and discoveries together, as a Christian college is a well spring of mutual learning and respect.

#### 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.

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

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.

#### 2011-2012

Assessment	Exceeds Expectations	Meets Expectations (Pass)	Approaches Expectations	Does not meet Expectations (Fail)
1. Written evaluation of knowledge of theory and aural skills	35%	34%	19%	12%
2. Written evaluation of knowledge of music history and literature	30%	32%	28%	10%
3. Performance juries, private instruction, ensemble and recital participation	59%	34%	2%	5%

#### 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.A. in Music, B.S. in Music in Worship, and B.M. degree programs should perform a minimum of two compositions. A.S. in Music majors 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 an online live 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.

## **Academic Benchmarks**

To foster student success, the School of Music uses a system of academic benchmarks in theory and ear training courses as well as a selection of required liberal arts core courses. These "gatekeeper" courses must be retaken if necessary to satisfy the benchmark standard. Official requirements concerning the benchmark standards are found in the School of Music handbook, which is an extension of the catalog. These resources must be consulted for all curricular requirements.

## **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, the A.S. in Music, or the BS in Music in Worship degree) 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 and Music Education degree programs are required to fulfill applied major requirements. Applied minor study is recommended and optional.

Composition majors are required to fulfill the requirements of the second level in their applied major.

## **Performance**

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 are required to present a Senior Recital of one-half hour in length prior to graduation.

Instrumental and Piano Performance majors must also complete the Concerto requirement (MUS 476) as described in the Music Handbook.

Applied requirements for performance majors include major areas of performance, and optional (but highly recommended) minor areas of performance. For graduation, proficiency in the applied minor level shall be at the first year level (see Recommended Repertoire found in the School of Music Handbook) and satisfied by an applied minor jury.

## **Piano Proficiency**

All non-piano majors/minors are required to fulfill MUS 277 Piano Proficiency as described in the School of Music Handbook. (Music Ed., A.S. and B.A. in Music majors are exempt from this requirement.) All student passing MUS 277 Piano Proficiency will have MUS 176, 177, and 276 waived.

## **Jury Examinations**

Students will perform a jury exam each semester in their applied major area, Piano Class, 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 evaluate a student's initial applied minor jury to approve the optional applied minor. Piano and voice juries are to be performed by memory, however piano minor juries do not require memorization. The memorization of Instrumental juries is at the discretion of the Applied teacher except in cases of concertos, which are always memorized.

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. (This experience is in addition to the requirements of MUS 206-Piano Accompanying).

## **Ensemble Requirements**

Music majors are required to participate in a minimum of 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. All BM majors are required to take two ensembles per semester, including (Vocal Majors) a second ensemble in addition to Chorale, and (Instrumental Majors), a second ensemble in addition to Collegium Musicum, String orchestra, or Small Jazz ensemble.

## **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.

## **Music Theory Placement**

Students taking MUS 123- Theory 1 (3 cr.) are required to take MUS 111- Basic Theory (2 cr.) if they do not achieve a minimum score on the music theory placement test administered to all incoming music students.

## COMPOSITION - MUS.B.

Primary Faculty:

Dr. Marie Kenote, , Dr. Tammy Lum, Dr. Sue Lane Talley  
Dr. Lars Frandsen, Dr. Dana Talley

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 277) 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.

All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music handbook, which add specificity omitted in the catalog.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Composition:

<b>Liberal Arts and Sciences Core Component (29 credits)</b>	<b>Credits</b>
LIB 101 - Information Literacy.....	1
+ ENG 101-102 - College Writing I and II.....	6
ENG 201 or 202 - Global Literature I or II.....	3
+ HIS 113 or HIS 114 - History of World Civilization I or II.....	3
PHI 101 - Introduction to Philosophy.....	3
MUS 352 – Music of Diverse Cultures ( <i>replaces SOC 347 in core</i> ).....	3
MUS 123- Theory 1 ( <i>replaces core Math elective</i> ).....	3
Social Science elective .....	3
MUS 213,214- Music History ( <i>replaces core HIS core credit</i> ) .....	4
<b>Foreign Language Component</b> .....	6
+1 year (2 semesters) of the same language	
<b>Bible and Ministry Curriculum</b> .....	9
<b>Major Field Component (63 credits)</b>	
MUS 100- Concert Attendance each term .....	0
MUS 176- Piano Proficiency Jury 1 .....	0
MUS 177- Piano Proficiency Jury 2.....	0
+ MUS 190 Freshmen Seminar.....	1
+ MUS 121,122 - Ear-training 1,2.....	2
+ MUS 123,124 – Theory 1,2 ( <i>MUS 123 replaces MAT elective, 3</i> ).....	3
MUS 159 – Studio Class each term .....	0
+ MUS 171,2; 271,2 - Jury Examinations .....	0
MUS 213, 214 - Western Music to 1700, Music of 18 <sup>th</sup> Cent ( <i>replaces HIS113</i> ) . 1	
+ MUS 221,222 - Ear-training 3,4.....	2
+ MUS 223,224 – Theory 3,4 .....	6
MUS 225 - Elementary Counterpoint.....	2
MUS 236 -Songwriting .....	2
MUS 276- Piano Proficiency Jury 3 .....	0
MUS 277- Piano Proficiency .....	0
MUS 319 - Music of the 19th Century .....	2
MUS 320 - Music of the 20th Century .....	2
MUS 321– Composition and Improvisation .....	2
MUS 322– Private Composition and Improvisation.....	2
MUS 323 - Form and Analysis.....	2
MUS 328 – Basic Arranging .....	2
MUS 331 - Fundamentals of Conducting .....	2
MUS 354 – Intro to Music Technology .....	2
MUS 358 – Jazz/Gospel Harmony .....	3
MUS 415 –Music and Worship .....	2
MUS 421,422 - Advanced Composition (private).....	4
MUS 423- Electro-Acoustical Composition.....	2
MUS 470 - Senior Recital .....	1
MUS 472 – Major Jury .....	0
MUS 490 - Senior Seminar.....	2
Applied music major area .....	8
Applied electives and MUS 101-107 (Piano majors may sub. Mus elec for 101/2)	5
Music electives.....	2
Music organization each term.....	0
<b>Miscellaneous Elective Component (13 credits)</b>	

**Composition Major Suggested Program Plan****FIRST YEAR: Fall (14 cr.)**

ENG 101-College Writing I .....	3
LIB 101-Info Literacy .....	1
PMN 101-Intro to Spiritual Form .....	2
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1 .....	3
MUS 171-Major Jury .....	0
MUS 176-Piano Prof. Jury 1 .....	0
MUS 190 –Freshman Seminar .....	1
Applied Music .....	2
Music Elective .....	1
Music Organization** .....	0

**SECOND YEAR: Fall (15 cr.)**

BIB 201-New Testament Lit .....	3
ENG 201 or 202 Global Lit .....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 213-West. Music to 1700 or MUS 319 .....	2
MUS 221-Ear Training 3 .....	1
MUS 223-Theory 3 .....	3
MUS 271-Major Jury .....	0
MUS 276-Piano Prof. Jury 3 .....	0
Applied Music .....	2
Applied Music Elective .....	1
Music Organization** .....	0

**THIRD YEAR: Fall (16 cr.)**

Foreign Language I .....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 225 Elem. Counterpoint .....	2
MUS 319-Music 19 <sup>th</sup> Century or MUS 213 .....	2
MUS 321- Composit & Improv. ....	2
MUS 331- conducting. ....	2
MUS 354 - Intro. to Mus. Tech. ....	2
MUS 328- Basic Arranging ....	2
Applied Music Elective .....	1
Music Organization** .....	0

**FOURTH YEAR: Fall (14 cr.)**

MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 352-Music of Div. Cult. ....	3
MUS 421-Adv. Composition .....	2
MUS 236 -Songwriting .....	2
MUS 490-Senior Seminar .....	2
Music Elective .....	1
Electo-Acoustical Comp. ....	2
Applied Music Elective .....	2
Music Organization** .....	0

**FIRST YEAR: Spring (15 cr.)**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
HIS 113/114-World History I or II .....	3
MUS 100 Concert Attendance .....	0
MUS 122-Ear Training 2 .....	1
MUS 124-Theory 2 .....	3
MUS 159 – Studio Class .....	0
MUS 172-Major Jury .....	0
MUS 177-Piano Prof. Jury 2 .....	0
Applied Music .....	2
Music Organization** .....	0

**SECOND YEAR: Spring (16 cr.)**

PHI 101 Intro to Philosophy .....	3
PMN 201 Nyack Heritage .....	1
Social Science Elective .....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 214-Music of 18 <sup>th</sup> Century or MUS 320 .....	2
MUS 222- Ear Training 4. ....	1
MUS 224-Theory 4 .....	3
MUS 272-Major Jury .....	0
MUS 277 Piano Proficiency .....	0
Applied Music .....	2
Applied Music Elective .....	1
Music Organization** .....	0

**THIRD YEAR: Spring (15 cr.)**

Foreign Language II .....	3
Electives .....	2
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 320-Music 20 <sup>th</sup> Century or MUS 214 .....	2
MUS 358- Jazz/Gospel Harm. ....	3
MUS 322-Adv. Composition .....	2
MUS 323-Form & Analysis .....	2
Applied Music Elective .....	1
Music Organization** .....	0

**FOURTH YEAR: Spring (15 cr.)**

Electives .....	6
Liberal Arts Electives .....	4
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 415-Music and Worship .....	2
MUS 422-Adv. Composition .....	2
MUS 470-Senior Recital .....	1
MUS 472-Major Jury .....	0
Music Organization** .....	0

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

## ORCHESTRAL INSTRUMENTS - MUS.B.

Primary Faculty:

Dr. Marie Kenote, Dr. Tammy Lum, Dr. Lars Frandsen, Dr. Sue Lane Talley

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 must be completed on their major instruments. 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 277) by audition or jury exam as described in the Music Handbook.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Orchestral Instruments:

All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music Handbook.

<b>Liberal Arts and Sciences Core Component (29 credits)</b>	<b>Credits</b>
LIB 101 - Information Literacy.....	1
+ 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 ( <i>replaces SOC 347 in core</i> ).....	3
MUS 123- Theory 1 ( <i>replaces core Math elective</i> ).....	3
Social Science elective.....	3
MUS 213,214- Music History ( <i>replaces ARH core credit</i> ).....	4
<b>Foreign Language Component</b> .....	6
+ 1 year (2 semesters) of the same language	
<b>Bible and Ministry Minor Curriculum</b> .....	9
<b>Major Field Component (58 credits)</b>	
MUS 100- Concert Attendance each term.....	0
MUS 190 Freshman Seminar.....	1
MUS 121,122 - Ear-training 1,2.....	2
MUS 123,124 – Theory 1,2 ( <i>MUS 123 replaces core MAT 3</i> ).....	3
MUS 159- Studio Class each term.....	0
MUS 171,2; 271,2; 371,2; 471,2 – Major Jury Examinations.....	0
MUS 176- Piano Proficiency Jury 1.....	0
MUS 177- Piano Proficiency Jury 2.....	0
MUS 213, 214 - Western Music to 1700 and Music of 18 <sup>th</sup> Cent ( <i>replaces ARH core credit</i> ).....	0
MUS 221,222 - Ear-training 3,4.....	2
MUS 223,224 – Theory 3,4.....	6
MUS 225 - Elementary Counterpoint.....	2
MUS 276- Piano Proficiency Jury 3.....	0
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 358 – Jazz/Gospel Harmony.....	3
MUS 331 -Fundamentals of Conducting.....	2
MUS 354 – Intro to Music Technology.....	2
MUS 370 - Junior Recital.....	1
MUS 415 –Music and Worship.....	2
MUS 470 - Senior Recital.....	1
MUS 490 - Senior Seminar.....	2
MUS 475 - Concerto Requirement.....	0
EDM 351 – Instrumental Pedagogy.....	1
Applied music major area.....	16
Music electives.....	4
Music organization each term.....	0

### Miscellaneous Elective Component (18 credits)

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

## Orchestral Instruments Major Suggested Program Plan

### FIRST YEAR: Fall (14 cr.)

ENG 101-College Writing I .....	3
LIB 101-Info Literacy.....	1
PMN 101-Intro to Spiritual Form.....	2
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1.....	3
MUS 171-Major Jury.....	0
MUS 176-Piano Prof. Jury 1 .....	0
MUS 190 –Freshman Seminar .....	1
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

### SECOND YEAR: Fall (15 cr.)

BIB 201-New Testament Lit.....	3
ENG 201 or 202 Global Lit.....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 213-West. Music to 1700 or MUS 319 .....	2
MUS 221-Ear Training 3. ....	1
MUS 223-Theory 3.....	3
MUS 271-Major Jury.....	0
MUS 276-Piano Prof. Jury 3 .....	0
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

### THIRD YEAR: Fall (16 cr.)

Foreign Language I.....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 225 Elem. Counterpoint.....	2
MUS 319-Music 19 <sup>th</sup> Century or MUS 213 .....	2
MUS 358-Jazz/Gospel Harmony .....	3
MUS 331- Fund of Conducting. ....	2
MUS 354 - Intro. to Mus. Tech.....	2
MUS 371-Major Jury.....	0
Applied Music.....	2
Music Organization** .....	0

### FOURTH YEAR: Fall (15 cr.)

Electives .....	4
Liberal Arts Electives.....	2
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 321- Composit & Improv. ....	2
MUS 352-Music of Div. Cult.....	3
MUS 471-Major Jury.....	0
MUS 490-Senior Seminar.....	2
Applied Music.....	2
Music Organization** .....	0

### FIRST YEAR: Spring (15 cr.)

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
HIS 113/114-World History I or II.....	3
MUS 100 Concert Attendance.....	0
MUS 122-Ear Training 2 .....	1
MUS 124-Theory 2 .....	3
MUS 159 – Studio Class.....	0
MUS 172-Major Jury.....	0
MUS 177-Piano Prof. Jury 2 .....	0
Applied Music.....	2
Music Organization** .....	0

### SECOND YEAR: Spring (16 cr.)

PMN 201 Nyack Heritage .....	1
PHI 101 Intro to Philosophy .....	3
Social Science Elective.....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class.....	0
MUS 214-Music of 18 <sup>th</sup> Century or MUS 320.....	2
MUS 222- Ear Training 4. ....	1
MUS 224-Theory 4 .....	3
MUS 272-Major Jury.....	0
MUS 277 Piano Proficiency.....	0
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

### THIRD YEAR: Spring (15 cr.)

Foreign Language II.....	3
Electives .....	4
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 320-Music 20 <sup>th</sup> Century or MUS 214 .....	2
MUS 323-Form & Analysis .....	2
MUS 370-Junior Recital.....	1
MUS 372-Major Jury.....	0
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

### FOURTH YEAR: Spring (14 cr.)

Electives .....	8
EDM 350 - Ind. Study/Pedagogy.....	1
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 415-Music and Worship.....	2
MUS 470-Senior Recital .....	1
MUS 472-Major Jury.....	0
MUS 475 - Concerto Req. ....	0
Applied Music.....	2
Music Organization** .....	0

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



## **MUSIC - B.A.**

### **Primary Faculty:**

Dr. Marie Kenote, Dr. Tammy Lum, Dr. Lars Frandsen, Dr. Dana Talley, Dr. Sue Lane Talley

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.

120 credit hours, distributed as follows, are required for the Bachelor of Arts degree in Music:

### **Liberal Arts and Science Core Component.....34**

+(please see School of Music handbook for benchmark requirements in core subjects)

Music majors take MUS 123 instead of a MAT elective

^Music Majors: take MUS 352 (Music of Diverse Cultures) in place of SOC 347

### **Foreign Language Component (12 credits)..... 12**

+2 years (4 semesters) of the same language

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

### **Major Field Component (47 credits)**

MUS 159- Studio Class each semester (when taking applied lessons) ..... 0

+ MUS 190- Freshmen Seminar..... 1

+ MUS 121,122 - Ear Training 1,2..... 2

+ MUS 123,124 – Theory 1,2 (MUS 123 replaces MAT in core) ..... 3

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

MUS 319 - Music of the 19th Century ..... 2

MUS 320 - Music of the 20th Century ..... 2

MUS 354 – Intro to Music Technology ..... 2

MUS 415 - Music and Worship ..... 2

MUS 490 – Senior Seminar ..... 2

MUS-Electives ..... 8

Applied music major area ..... 11

Music Organization each semester ..... 0

MUS 100- Concert Attendance each semester..... 0

\* Students taking MUS 123- Theory 1 (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.

### **General Electives Component (12 credits)**

Liberal Arts electives ..... 12

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

## Music Major Suggested Program Plan

### FIRST YEAR: Fall (14 cr.)

ENG 101-College Writing I.....	3
LIB 101-Info Literacy.....	1
PMN 101-Intro to Spiritual Form.....	2
MUS 100 Concert Attendance.....	0
MUS 121-Ear Training 1.....	1
MUS 123-Theory 1.....	3
MUS 159 – Studio Class.....	0
MUS 171-Major Jury.....	0
MUS 190 – Freshman Seminar.....	1
Applied Music.....	1
MUS electives.....	2
Music Organization**.....	0

### SECOND YEAR: Fall (16 cr.)

BIB 201-New Testament Lit.....	3
ENG 201 or 202 Global Lit.....	3
Art History Elective.....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 213-West. Music to 1700 or MUS 319.....	2
MUS 221-Ear Training 3.....	1
MUS 223-Theory 3.....	3
MUS 271-Major Jury.....	0
Applied Music.....	1
Music Organization**.....	0

### THIRD YEAR: Fall (15 cr.)

BIB 303-Christian Thought.....	3
Foreign Language I.....	3
HIS 113 - History of World Civ. I.....	3
MUS 100 - Concert Attendance.....	0
MUS 159 - Studio Class.....	0
MUS 319 – Music of 19th Century or MUS 213.....	2
MUS 352-Music of Div. Cult.....	3
MUS 371-Major Jury.....	0
Applied Music.....	1
Music Organization**.....	0

### FOURTH YEAR: Fall (15 cr.)

Foreign Lang. Intermediate I.....	3
PHI 101 Intro to Philosophy.....	3
Liberal Arts electives.....	4
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 471-Major Jury.....	0
MUS 490-Senior Seminar.....	2
Applied Music.....	1
MUS electives.....	2
Music Organization**.....	0

+music organizations may be taken for 0 credit.

### FIRST YEAR: Spring (15 cr.)

BIB 102-Old Testament Lit.....	3
ENG 102-College Writing II.....	3
Science Elective.....	3
MUS 100 Concert Attendance.....	0
MUS 122-Ear Training 2.....	1
MUS 124-Theory 2.....	3
MUS 159 – Studio Class.....	0
MUS 172-Major Jury.....	0
Applied Music.....	1
MUS elective.....	1
Music Organization**.....	0

### SECOND YEAR: Spring (15 cr.)

PMN 201 Nyack Heritage.....	1
Liberal Arts electives.....	2
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 214- Music of 18th Century or MUS 319.....	2
MUS 222- Ear Training 4.....	1
MUS 224- Theory 4.....	3
MUS 272-Major Jury.....	0
Applied Music.....	1
MUS electives.....	5
Music Organization**.....	0

### THIRD YEAR: Spring (16 cr.)

BIB/REL/THE(hist.) elective.....	3
Foreign Language II.....	3
HIS 114 - History of World Civ. II.....	3
Liberal Arts electives.....	2
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 320 – Music of 20th Century or MUS 214.....	2
MUS 354 - Intro. to Mus. Tech.....	2
MUS 372-Major Jury.....	0
Applied Music.....	1
Music Organization**.....	0

### FOURTH YEAR: Spring (14 cr.)

Foreign Lang. Intermediate II.....	3
Social Science elective.....	3
Liberal Arts electives.....	5
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 415-Music and Worship.....	2
MUS 472-Major Jury.....	0
Applied Music.....	1
MUS elective.....	1
Music Organization**.....	0

## **MUSIC EDUCATION - MUS.B.**

*Primary Faculty:*

Dr. Sue Lane Talley, Dr. Marie Herseth Kenote, Dr. Tammy Lum, Dr. Lars Frandsen, Dr. Dana Talley

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, professional certification for teaching in the public schools is open only to those holding a master's degree and having three years teaching experience; this curriculum, therefore, leads to recommendation for the initial 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 Educating All Students test (EAS-L), the Content Specialties Test (CST), and the Teacher Performance Assessment (edTPA). The candidate must take the School of Education Admissions Test (SEAT) at least once before the end of the sophomore year to demonstrate proficiency in academic literacy skills and pass the exam prior to admission to methods courses. It is recommended that the candidate take the EAS-L and CST during junior/senior year, as passing scores are required for admission to student teaching. The edTPA is a video-taped assessment completed during student teaching.

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teacher preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs within the previous reporting year, in official documents. Nyack College's Music Education programs had fewer than ten program completers per year and are prohibited from publishing program pass rate data. However, the institutional pass rates for undergraduate and graduate program completers combined are below:

<u>Graduation Years</u>	<u>2015-16</u>	<u>2016-17</u>
Nyack College overall pass rates	90%	87%
NY State Average Overall pass rates	81%	tbd

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.

### **Program Assessment**

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Content Specialty Test (CST)	Licensure Test	Junior year
2. Teaching Competencies Rubric (TCR)	Student Teaching	Senior year
3. Clinically-based project: edTPA	Senior Seminar	Senior year

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 be eligible to apply for 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 Community Service to Students hours.

3. Satisfactory grade point average (overall GPA of 3.0, 3.0 in music courses, and 3.0 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 SEAT proficiency exam for the School of Education.
5. Satisfactory faculty review of professional attitudes and behaviors on the Assessment of Dispositions, having met at least 80% of the dispositional expectations.
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, freshmen applicants will be expected to demonstrate the following criteria:

- Minimum high school GPA of 3.0
- SAT/ACT scores representing the top half of test takes in each domain of Math, Reading, and Writing (SAT: Math, Evidence-Based Reading and Writing, and Essay; or ACT: Math, Reading, Writing.) The SAT Essay is not optional to Education beginning 2019-20 admission.

Applicants wishing to transfer into the program, or in cases where the SAT/ACT scores are insufficient or not readily available will be expected to present a college grade point average of not less than 3.0 on a four-point scale (including a coursework in each of the Math, Reading and Writing domains). Each education and education-related course must be a grade of C or better in order to transfer as applicable to the Education programs.

### **Disposition Requirements**

In addition to evaluation of content, pedagogical, and professional knowledge and skills, Music Education majors are evaluated on their attitudes and behaviors in class, in field experience, and in relating to peers, faculty, and college/schools staff as indicators of the appropriateness of their dispositions for the education profession. The Assessment of Dispositions form will be utilized in five phases:

- Phase I- Introduction to the School of Ed: candidate self-assessment
- Phase II- Exiting EDU 246 Foundations of Ed: professor assessment
- Phase III- Application for Admission to the School of Ed: faculty assessment by committee
- Phase IV- Application for Admission to Student Teaching: faculty assessment by committee
- Phase V- Program Completion: faculty assessment by committee

Candidates must meet at least 80% of the dispositional expectations at Phase III and IV reviews.

### **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 100 hours of supervised observations prior to beginning their student teaching experience. Part of these observations will be done in conjunction with EDU 246 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, Community Service to Students hours 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 receive satisfactory faculty review of professional attitudes and behaviors on the Assessment of Dispositions, having met at least 80% of the dispositional expectations. One Faculty Recommendation form must also be submitted from a specialization (MUS) professor.
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 3.0, not less than 3.0 in all of their Education courses, and not less than 3.0 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 Educating All Students test (EAS-L), 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 February 1 junior year for Fall student teaching or May 1 junior year for Spring student teaching.

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:

All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music Handbook.

<b>Liberal Arts and Sciences Core Component (31 credits)</b>	<b>Credits</b>
LIB 101 - Information Literacy.....	1
+ MUS 190 - Freshman Music Seminar .....	1
+ 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
Laboratory Science .....	4
EDU 445 – Educating a Diverse Population ( <i>replaces SOC 347 in core</i> ) .....	3
MAT elective- .....	3
PSY 101- General Psychology .....	3
MUS 213,214- Music History ( <i>replaces ARH core credit</i> ) .....	4
<b>Language Requirement (3 credits)</b>	
One semester foreign language requirement. ....	3
<b>Bible and Ministry Minor Curriculum .....</b>	<b>9</b>
<b>Major Field Component (97 credits)</b>	
MUS 100 – Concert attendance each sem (except when Stu Teaching).....	0
+ MUS 101,102 - Piano Class 1 and 2 (except piano majors).....	2
MUS 103 - Fundamentals of Singing (except voice majors).....	1
MUS 105 - Beg Guitar Techniques or- MUS 106 Baroque Recorder Class.....	1
+MUS 121,122 - Ear-Training 1,2.....	2
+MUS 123,124 – Theory 1,2 .....	6
MUS 159- Studio Class each semester (except when Student Teaching).....	0
MUS 171,2; 271,2; 371,2; 471,2 – Major Jury Examinations.....	0
+MUS 201,202 - Piano Class 3 and 4 (except piano majors).....	2
MUS 213 - Western Music to 1700, Music of 18 <sup>th</sup> Cent ( <i>replaces core ARH</i> ) .....	1
MUS 221,222 - Ear-Training 3,4.....	2
MUS 223,224 – Theory 3,4.....	6
MUS 233 - Singer's Diction .....	2
MUS 319 - Music of the 19th Cent .....	2
MUS 320 - Music of the 20th Cent .....	2
MUS 323 - Form and Analysis.....	2
MUS 328 – Basic Arranging .....	2
MUS 331- Fund of Conducting .....	2
MUS 352 - Music of Diverse Cultures .....	2
MUS 354 - Introduction to Music Technology .....	2
MUS 358 – Jazz and Gospel Harmony .....	3
MUS 361 – Chamber Music (2 semesters required).....	0
MUS 332 -Conducting Methods .....	2
MUS 470 - Senior Recital .....	1
MUS 490 - Senior Seminar .....	2

Applied music major area .....	14
Music Organization each semester (Student Teaching requires second per/sem).	0
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 353 – The Exceptional Child.....	3
EDU 441 - The Christian Teacher (Worldview requirement) .....	2
EDM 345 - Strings Methods.....	1
EDM 346 - Brass Methods.....	1
EDM 347 - Woodwinds Methods .....	1
EDM 348 - Percussion Methods.....	1
EDM 441 - Music in the Elementary School.....	3
EDM 444 - Music in the Secondary School.....	3
EDM 470 - Student Teaching Seminar.....	2
EDM 493 - Supervised Student Teaching of Music in the Elementary School.....	5
EDM 495 - Supervised Student Teaching/Music in Middle and/or High School...	5
Field Experience – EDU 191, 292, EDM 391, and 392	
<b>Total credits required</b> .....	<b>140</b>

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

### FIRST YEAR: Fall (15 cr.)

ENG 101-College Writing I .....	3
LIB 101-Info Literacy .....	1
PMN 101-Intro to Spiritual Form. ....	2
MUS 100 Concert Attendance .....	0
MUS 103 – Fund. of Sing##. ....	1
MUS 101 –Piano Class I* .....	1
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1 .....	3
MUS 159 – Studio Class .....	0
MUS 171-Major Jury .....	0
MUS 190 –Freshman Seminar .....	1
Applied Music .....	2
2 Music Organizations** .....	0

### SECOND YEAR: Fall (15 cr.)

ENG 201 or 202 Global Lit .....	3
EDU 258 – Dev. & Learn. Theory ...	3
EDU 291 – Field Experience .....	0
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 201 –Piano Class III* .....	1
MUS 213-West. Music to 1700 .....	2
MUS 221-Ear Training 3. ....	1
MUS 223-Theory 3 .....	3
MUS 271-Major Jury .....	0
Applied Music .....	2
2 Music Organizations** .....	0

### THIRD YEAR: Fall (17 cr.)

BIB 201-New Testament Lit .....	3
EDM 345 – Strings Methods .....	1
Foreign Language I .....	3
MUS 100 - Concert Attendance .....	0
MUS 159 - Studio Class .....	0
MUS 319 – Music of 19 <sup>th</sup> Century ..	2
MUS 328 –Basic Arranging. ....	2
MUS 331 – Fund. Of Conducting ....	2
MUS 361 – Chamber Mus. ....	0
MUS 371-Major Jury .....	0
Applied Music .....	2
2 Music Organizations** .....	0
MUS 233-Singer's Diction .....	2

### FOURTH YEAR: Fall (16 cr.)

EDM 347 – Woodwinds Methods ....	1
EDM 441 – Mus in Elem. Sch. ....	3
EDU 391 Field Experience .....	0
EDU 445 – Educating Div. Pop. ....	3
MAT elective .....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 358- Jazz/Gospel Harm. ....	3
MUS 471-Major Jury .....	0
MUS 490-Senior Seminar .....	2
Applied Music .....	1
2 Music Organizations** .....	0

### FIFTH YEAR: Fall (12 cr.)

EDM 470 – St. Teaching Sem .....	2
EDM 493 – St. Teaching Elem. ....	5
EDM 495 – St. Teaching Mid/High ..	5

### FIRST YEAR: Spring (16 cr.)

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
EDU191 – Field Experience .....	0
EDU 246 – Found of Ed. ....	3
MUS 100 Concert Attendance .....	0
MUS 102 –Piano Class II* .....	1
MUS 122-Ear Training 2 .....	1
MUS 124-Theory 2 .....	3
MUS 159 – Studio Class .....	0
MUS 172-Major Jury .....	0
Applied Music .....	2
2 Music Organizations** .....	0

### SECOND YEAR: Spring (17 cr.)

EDU 259 – Tch. & Learn. Strat. ....	3
EDU 292 – Field Experience .....	0
PSY 101 – Intro to Psych .....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 202 –Piano Class IV* .....	1
MUS 214- Music of 18 <sup>th</sup> Century ....	2
MUS 222- Ear Training 4. ....	1
MUS 224- Theory 4 .....	3
MUS 272-Major Jury .....	0
MUS 354 - Intro. to Mus. Tech .....	2
Applied Music .....	2
2 Music Organizations** .....	0

### THIRD YEAR: Spring (17 cr.)

EDM 346 – Brass Methods .....	1
EDU 353 - Exceptional Child .....	3
HIS 113/114 – His. of Wd. Civ. I/II ..	3
PMN 201 Nyack Heritage .....	1
MUS 100 Concert Attendance .....	0
MUS 105 Beg. Guitar Tech. or	
MUS 106 Beg. Recorder .....	1
MUS 159 – Studio Class .....	0
MUS 320 – Music 20 <sup>th</sup> Century ....	2
MUS 323 – Form & Analysis .....	2
MUS 332 – Cond Meth .....	2
MUS 361 – Chamber Mus. (RCK) ..	0
MUS 372-Major Jury .....	0
Applied Music .....	2
2 Music Organizations** .....	0

### FOURTH YEAR: Spring (15 cr.)

EDM 348 – Percussion Methods ....	1
EDM 444 – Mus in Sec. Sch. ....	3
EDU 247 - Health Issues .....	1
EDU 392 Field Experience .....	0
EDU 441 – Christian Teach. ....	2
Lab Science elective .....	4
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 472-Major Jury .....	0
Applied Music .....	1
MUS 470 - Senior Recital .....	1
Music Organization** .....	0
MUS 352-Music of Div. Cult .....	2

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

~ Music organizations may be taken for 0 or 1 credit.

## MUS 103 – Fundamentals of Singing, is not required for Music Education voice majors. The credit is to be replaced with one music elective credit.

## KEYBOARD INSTRUMENTS - MUS.B.

Primary Faculty:

Dr. Tammy Lum , Dr. Sue Lane Talley, Margrit Zimmermann

The experiences in this degree program are designed to prepare qualified students for graduate study and professional pursuits in the fields of piano, organ, or harpsichord. The following are requirements for the Piano major. Organ and Harpsichord students follow the requirements of the Instrumental Performance major.

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).

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Keyboard Instruments:

All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music Handbook.

Liberal Arts and Sciences Core Component (29 credits)	Credits
LIB 101 - Information Literacy.....	1
+ 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 ( <i>replaces SOC 347 in core</i> ).....	3
MUS 123- Theory 1 ( <i>replaces core Math elective</i> ).....	3
Social Science elective.....	3
MUS 213,214- Music History ( <i>replaces HIS core credit</i> ).....	4
<b>Foreign Language Component</b> .....	6
1 year (2 semesters) of the same language	
<b>Bible and Ministry Minor Curriculum</b> .....	9
<b>Major Field Component (63 credits)</b>	
MUS 100- Concert Attendance each semester.....	0
MUS 159- Studio Class each term .....	0
+ MUS 190- Freshman Seminar.....	1
+ MUS 121,122 - Ear-training 1,2.....	1
+ MUS 123,124 – Theory 1,2 ( <i>MUS 123 replaces MAT elective 3</i> ).....	3
+ MUS 171,2; 271,2; 371,2; 471,2 - Major Jury Examinations .....	0
MUS 206 - Piano Accompaniment (4 semesters required).....	4
MUS 213, 214 - West Mus to 1700/Music of 18 <sup>th</sup> Cent ( <i>replaces HIS113</i> ) .....	0
+ MUS 221,222 - Ear-training 3,4.....	2
+ MUS 223,224 – Theory 3,4 .....	6
MUS 225 - Elementary Counterpoint.....	2
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 358 – Jazz/Gospel Harmony .....	3
MUS 331 - Fundamentals of Conduct .....	2
MUS 350 - Piano Literature .....	1
MUS 354 – Intro to Music Technology .....	2
MUS 370 - Junior Recital .....	1
MUS 415 - Music and Worship .....	2
MUS 361 – Chamber Music.....	1
MUS 452 – Piano Literature 2 .....	1
MUS 470 - Senior Recital .....	1
MUS 490 - Senior Seminar.....	2
MUS 475 - Concerto Requirement.....	0
EDM 349 - Piano Pedagogy .....	1
Applied music.....	16
Music electives.....	2
Music organization each term.....	0
<b>Miscellaneous Elective Component (13 credits)</b>	
Miscellaneous electives .....	10
Liberal Arts electives.....	3



Total credits required ..... 120

**Keyboard Instruments Major Suggested Program Plan**

**FIRST YEAR: Fall (14 cr.)**

ENG 101-College Writing I .....	3
LIB 101-Info Literacy.....	1
PMN 101-Intro to Spiritual Form.....	2
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 190 –Freshman Seminar .....	1
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1.....	3
MUS 171-Major Jury.....	0
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

**SECOND YEAR: Fall (15 cr.)**

BIB 201-New Testament Lit.....	3
ENG 201 or 202 Global Lit.....	3
Elective.....	1
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 213-West. Music to 1700 or MUS 319 .....	2
MUS 221-Ear Training 3. ....	1
MUS 223-Theory 3.....	3
MUS 271-Major Jury.....	0
Applied Music.....	2
Music Organization** .....	0

**THIRD YEAR: Fall (16 cr.)**

Foreign Language I.....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 206 – Piano Accomp. ....	1
MUS 319-Music 19th Century or MUS 213 .....	2
MUS 321- Composit & Improv. ....	2
MUS 358- Jazz/Gospel Harmony..	3
MUS 331 – Fund of Conducting. ...	2
MUS 350 – Piano Literature .....	1
MUS 371-Major Jury.....	0
Applied Music.....	2
Music Organization** .....	0

**FOURTH YEAR: Fall (15 cr.)**

Elective.....	1
Liberal Arts Electives .....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 206 – Piano Accomp. ....	1
MUS 225 Elem. Counterpoint.....	2
MUS 352-Music of Div. Cult.....	3
MUS 433 Orch Conduct. (RKL) ....	1
MUS 471-Major Jury.....	0
MUS 490-Senior Seminar.....	2
Applied Music.....	2
Music Organization** .....	0

**FIRST YEAR: Spring (15 cr.)**

BIB 102-Old Testament Lit.....	3
ENG 102-College Writing II .....	3
HIS 113/114-World History I or II	3
MUS 100 Concert Attendance .....	0
MUS 122-Ear Training 2 .....	1
MUS 124-Theory 2 .....	3
MUS 159 – Studio Class .....	0
MUS 172-Major Jury .....	0
Applied Music .....	2
Music Organization** .....	0

**SECOND YEAR: Spring (15 cr.)**

PMN 201 Nyack Heritage .....	1
PHI 101 Intro to Philosophy .....	3
Social Science Elective .....	3
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
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
Applied Music .....	2
Music Organization** .....	0

**THIRD YEAR: Spring (16 cr.)**

Foreign Language II .....	3
Electives .....	2
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 206 – Piano Accomp. ....	1
MUS 361 – Chamber Music.. ..	1
MUS 320-Music 20th Century or MUS 214 .....	2
MUS 354 - Intro. to Mus. Tech .....	2
MUS 323-Form & Analysis .....	2
MUS 370-Junior Recital .....	1
MUS 372-Major Jury .....	0
MUS 452 – Piano Literature 2 .....	1
Applied Music .....	2
Music Organization** .....	0

**FOURTH YEAR: Spring (14 cr.)**

Electives .....	5
EDM 349 – Piano Pedagogy .....	1
MUS 100 Concert Attendance .....	0
MUS 159 – Studio Class .....	0
MUS 206 – Piano Accomp. ....	1
MUS 415-Music and Worship .....	2
MUS 470-Senior Recital .....	1
MUS 472-Major Jury .....	0
MUS 475 - Concerto Req. ....	0
Music Electives .....	2
Applied Music .....	2
Music Organization** .....	0

## MUSIC in WORSHIP – B.S.

Primary Faculty:

Dr. Marie Kenote, Dr. Tammy Lum, Dr. Lars Frandsen, Willana Mack, Dr. Dana Talley, Dr. Sue Lane Talley

The Music in Worship major is designed to train musicians for leadership positions in the church and community as music worship leaders, keyboardists and instrumentalists, choir directors, sounds and recording engineers, and songwriters. The course of study includes specialized training in contemporary worship music, studio recording, composition, and arranging, as well as Biblical studies which help support and develop the character and spirituality of an effective worship leader. An audition is required, for which the student must prepare two pieces of their choice demonstrating readiness to enter a college degree program.

1.	The student will develop a cognitive approach to the language and syntax of worship music, its harmony, form and structure.
2.	The student will have a broad knowledge and understanding of music history and literature and will be able to use this knowledge in the performance of worship music.
3.	The student will excel at worship music performance by mastering the basics of music theory and applying them to the aural development, kinesthetic processes, and aesthetic sensitivities that form the basis of professional caliber musicianship.

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

All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music Handbook.

Liberal Arts and Sciences Core Component (32 credits)	Credits
LIB 101 - Information Literacy .....	1
+ ENG 101-102 - College Writing I and II .....	6
+ ENG 201 or 202 - Global Literature I or II .....	3
+ HIS 113 -114 - History of World Civilization I and II .....	6
PHI 101 - Introduction to Philosophy .....	3
MUS 352 – Music of Diverse Cultures ( <i>replaces SOC 347 in core</i> ) .....	3
MAT Elective (replaced by MUS 123) .....	3
Social Science elective .....	3
Science Elective .....	3
<b>Foreign Language Component (6 cr.)</b> .....	6
+ 1 year (2 semesters) of the same language; Italian, German or French	
<b>Bible and Ministry Minor Curriculum</b> .....	15
•BIB 316 Psalms is the required Bible/Theology elective for this major.	

<b>Major Field Component (47 credits)</b>	
MUS 100 – Concert Attendance each term.....	0
*MUS 101-102 Functional Piano I and II .....	2
**MUS 103 -Fund of Singing 105 Beg Guitar Tech or 106 Recorder .....	1
+ MUS 190 – Freshmen Seminar .....	1
MUS 115 – Music Appreciation .....	3
+ ***MUS 121,122 - Ear-training 1,2.....	2
+ ***MUS 123,124 – Theory 1,2 (MUS 123 replaces MAT in core).....	3
MUS 159- Studio Class each term (when taking applied lessons).....	0
MUS 171-2; 271-2; 371-2; 471-2 – (when taking applied lessons).....	0
MUS 176- Piano Proficiency Jury 1 .....	0
MUS 177- Piano Proficiency Jury 2.....	0
MUS 221,222 - Ear-training 3,4 .....	2
MUS 223,224 – Theory 3,4.....	6
MUS 236 Songwriting or MUS 328 Basic Arranging.....	2
MUS 276- Piano Proficiency Jury 3.....	0
MUS 277 – Piano Proficiency .....	0
MUS 329 – Theory and Harmony of Contemporary Worship Music .....	2
MUS 331 – Fundamentals of Conducting .....	2
MUS 332 – Conducting Methods and Pedagogy (NYC) or MUS 334 (RK).....	2
MUS 354 – Intro to Music Technology .....	2
MUS 357 – Hymnology and Psalmody.....	2
MUS 359 – Surv of Contemp Worship Music or MUS 318 Gospel Music Hist 1..	2
MUS 415 – Music and Worship .....	2
MUS 336- Worship Leading (4 semesters required).....	2
MUS 476 - Oratorio or Cantata (Vocal majors only) .....	0
Applied music .....	8
Music 259, 267, 268, 269, 270 or 361 Chamber Music (2x).....	0

Music organization each term..... 0

### Miscellaneous Elective Component (20)

Miscellaneous electives ..... 20

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

*\*All keyboard majors will replace MUS 101 and 102 with 2 credits of music electives.*

*\*\* All keyboard and guitar majors will take MUS 103. All vocalists will take MUS 106 or MUS 105.*

### Music in Worship Major Suggested Program Plan

#### FIRST YEAR: Fall (15 cr.)

ENG 101-College Writing I..... 3  
LIB 101-Info Literacy..... 1  
PMN 101-Intro to Spiritual Form..... 2  
MUS 100 Concert Attendance..... 0  
MUS 101 Class Piano 1..... 1  
MUS 190 –Freshman Seminar ..... 1  
MUS 121-Ear Training 1 ..... 1  
MUS 123-Theory 1..... 3  
MUS 159 – Studio Class..... 0  
MUS 171-Major Jury ..... 0  
MUS 176 – Piano Prof. Jury 1 ..... 0  
Applied Music..... 1  
MUS electives ..... 1  
Music Organization\*\* ..... 0  
MUS 336-Worship Leading..... 1

#### SECOND YEAR: Fall (16 cr.)

BIB 201-New Testament Lit..... 3  
ENG 201 or 202 Global Lit..... 3  
MUS 100 Concert Attendance..... 0  
MUS 159 – Studio Class..... 0  
MUS 115 –Music Appreciation ..... 3  
MUS 221-Ear Training 3. .... 1  
MUS 223-Theory 3..... 3  
MUS 271-Major Jury ..... 0  
MUS 276 – Piano Prof Jury 3 ..... 0  
Applied Music..... 1  
MUS electives ..... 1  
Music Organization\*\* ..... 0  
MUS 336-Worship Leading..... 1

#### THIRD YEAR: Fall (16 cr.)

BIB 303-Christian Thought..... 3  
HIS 113 - History of World Civ. I..... 3  
MUS 100 - Concert Attendance..... 0  
MUS 159 - Studio Class..... 0  
MUS 329 – Theory & Harmony of Contemporary Worship Music ..... 2  
MUS 331 – Fund of Conducting. ... 2  
MUS 352-Music of Div. Cult..... 3  
MUS 371-Major Jury ..... 0  
Applied Music..... 1  
MUS electives ..... 2  
Music Organization\*\* ..... 0

#### FOURTH YEAR: Fall (14 cr.)

Electives ..... 2  
Foreign Language I..... 3  
PHI 101 Intro to Philosophy ..... 3  
Liberal Arts elective..... 1  
MUS 100 Concert Attendance..... 0  
MUS 159 – Studio Class..... 0  
MUS 359 – Survey of Contemp. Worship Music or MUS 318 ..... 2  
MUS 490-Senior Seminar..... 2  
Applied Music..... 1  
Music Organization\*\* ..... 0

#### FIRST YEAR: Spring (16 cr.)

BIB 102-Old Testament Lit. .... 3  
ENG 102-College Writing II ..... 3  
Science Elective ..... 3  
MUS 100 Concert Attendance ..... 0  
MUS 102 Class Piano 2 ..... 1  
MUS 122-Ear Training 2 ..... 1  
MUS 124-Theory 2 ..... 3  
MUS 159 – Studio Class ..... 0  
MUS 172-Major Jury ..... 0  
MUS 177 – Piano Prof. Jury 2 ..... 0  
Applied Music ..... 1  
Music Organization\*\* ..... 0  
MUS 336-Worship Leading ..... 1

#### SECOND YEAR: Spring (14 cr.)

Electives ..... 4  
PMN 201 Nyack Heritage ..... 1  
MUS 100 Concert Attendance ..... 0  
MUS 103, 105, or 106 ..... 1  
MUS 159 – Studio Class ..... 0  
MUS 222- Ear Training 4. .... 1  
MUS 224- Theory 4 ..... 3  
MUS 272-Major Jury ..... 0  
MUS 277-Piano Proficiency Req. .... 0  
Applied Music ..... 1  
MUS electives ..... 2  
Music Organization\*\* ..... 0  
MUS 336-Worship Leading ..... 1

#### THIRD YEAR: Spring (15 cr.)

BIB 316 Psalms. .... 3  
HIS 114 - History of World Civ. II ..... 3  
MUS 332 – Conduct Methods. .... 2  
MUS 100 Concert Attendance ..... 0  
MUS 159 – Studio Class ..... 0  
MUS 354 - Intro. to Mus. Tech ..... 2  
MUS 357 – Hymn. & Psalmody ..... 2  
MUS 372-Major Jury ..... 0  
Applied Music ..... 1  
MUS electives ..... 2  
Music Organization\*\* ..... 0

#### FOURTH YEAR: Spring (14 cr.)

Electives ..... 5  
Foreign Language II ..... 3  
Social Science elective ..... 3  
MUS 100 Concert Attendance ..... 0  
MUS 159 – Studio Class ..... 0  
MUS 415-Music and Worship ..... 2  
MUS 472-Major Jury ..... 0  
MUS 476-Oratorio/Cantata Req.. .... 0  
Applied Music ..... 1  
Music Organization\*\* ..... 0

## VOICE - MUS.B.

Primary Faculty:

Willana Mack, Dr. Dana Talley, Dr. Sue Lane Talley

This degree program is designed to prepare qualified students for professional performance in classical, Broadway, or Jazz singing, graduate study in this field, or teaching voice privately.

Applied requirements for Voice 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 277) 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, Broadway, Jazz, Oratorio, and concert performing careers.

120credit hours, distributed as follows, are required for the Bachelor of Music degree in Voice:

All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music Handbook.

### Liberal Arts and Sciences Core Component (29 credits) Credits

LIB 101 - Information Literacy.....	1
+ ENG 101-102 - College Writing I and II.....	6
ENG 201 or 202 - Global Literature I or II.....	3
+ HIS 113 or114 - History of World Civilization I or II.....	3
PHI 101 - Introduction to Philosophy.....	3
MUS 352 – Music of Diverse Cultures ( <i>replaces SOC 347 core credit</i> ).....	3
MUS 123- Theory 1 ( <i>replaces core Math elective</i> ).....	3
Social Science elective.....	3
MUS 213,214- Music History ( <i>replaces ARH core credit</i> ).....	4

### Foreign Language Component (6 credits)..... 6

1 year (2 semesters) of the same language (Italian, French or German)

### Bible and Ministry Minor Curriculum..... 9

### Major Field Component (69 credits)

MUS 100 – Concert Attendance each term.....	0
+ MUS 101,102 – Functional Piano.....	2
+ MUS 121,122 - Ear-training 1,2.....	2
+ MUS 123,124 – Theory 1,2 ( <i>MUS 123 replaces MAT</i> ).....	3
MUS 159 – Studio Class each term.....	0
+ MUS 171,2; 271,2; 371,2; 471,2 –Major Jury Examinations.....	0
MUS 176- Piano Proficiency Jury 1.....	0
MUS 177- Piano Proficiency Jury 2.....	0
+ MUS 190 – Freshman Seminar.....	1
MUS 213, 214 - West Music to 1700/Music of 18 <sup>th</sup> Cent ( <i>replace ARH</i> ).....	0
MUS 218- History of Broadway, or MUS 351- History of Opera or MUS 201/2... 2	
+ MUS 221,222 - Ear-training 3,4.....	2
+ MUS 223,224 – Theory 3,4.....	6
MUS 233 - Singer's Diction.....	2
MUS 234 – Vocal Literature 1.....	2
MUS 235- Singer's Diction II.....	2
MUS 237- Acting for the Musical Stage.....	2
MUS 276- Piano Proficiency Jury 3.....	0
MUS 277- Piano Proficiency.....	0
MUS 319 - Music of the 19th Century.....	2
MUS 320 - Music of the 20th Century.....	2
MUS 323 – Form and Analysis.....	2
MUS 331 – Fund. Of Conducting.....	2
MUS 338 – Acting for the Musical StageII or MUS 238- Vocal Lit. 2.....	2
MUS 321 - Composition and Improvisation or MUS 236 Songwriting.....	2
MUS 354 - Introduction to Music Technology.....	2
MUS 365/6 - Opera or Musical Theater Workshop (two semesters minimum)....	2
MUS 370 - Junior Recital.....	1
MUS 410 –Auditioning and Career Preparation.....	2
MUS 415 –Music and Worship.....	2
MUS 470 - Senior Recital.....	1
MUS 490 - Senior Seminar.....	2
EDM 350 – Vocal Pedagogy.....	1

Applied music major area .....	16
Music electives .....	2
Music organization each term.....	0
<b>Miscellaneous Elective Component (7)</b>	
Miscellaneous electives .....	7
<b>Total credits required .....</b>	<b>120</b>

### ***Voice Major Suggested Program Plan***

#### **FIRST YEAR: Fall (14 cr.)**

ENG 101-College Writing I.....	3
PMN 101-Intro to Spiritual Form. ....	2
MUS 100 Concert Attendance.....	0
MUS 101 – Class Piano I.....	1
MUS 159 – Studio Class.....	0
MUS 190 –Freshman Seminar.....	1
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1.....	3
MUS 171-Major Jury.....	0
MUS 176-Piano Prof. Jury 1 .....	0
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

#### **SECOND YEAR: Fall (16 cr.)**

BIB 201-New Testament Lit.....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 213-West. Music to 1700 or MUS 319 .....	2
MUS 221-Ear Training 3. ....	1
MUS 223-Theory 3.....	3
MUS 233-Singer's Diction.....	2
MUS 271-Major Jury.....	0
MUS 276-Piano Prof. Jury 3 .....	0
MUS 331 Fund of Conducting .....	2
Applied Music.....	2
Elective.....	1
Music Organization** .....	0

#### **THIRD YEAR: Fall (15 cr.)**

ENG 201 or 202 Global Lit.....	3
Foreign Language I.....	3
MUS 100 Concert Attendance.....	0
MUS 159 – Studio Class.....	0
MUS 319-Music 19th Century or MUS 213 .....	2
MUS 234 – Vocal Lit. I .....	2
MUS 237 Acting for the Mus. Stage I .....	2
MUS 371-Major Jury.....	0
Applied Music.....	2
Music Elective .....	1
Music Organization** .....	0

#### **FOURTH YEAR: Fall (15 cr.)**

HIS 113/114-World History I or II	3
Social Science Elective	3
MUS 100 Concert Attendance	0
MUS 159 – Studio Class	0
MUS 218 Hist. of Broadway Theater	0
MUS 238, or MUS 251	2
MUS 352-Music of Div. Cult.	3
MUS 471-Major Jury	0
MUS 490-Senior Seminar	2
Applied Music	2
Music Organization**	0

#### **FIRST YEAR: Spring (15 cr.)**

BIB 102-Old Testament Lit.	3
ENG 102-College Writing II	3
LIB 101-Info Literacy.....	1
MUS 100 Concert Attendance	0
MUS 102 – Class Piano II	1
MUS 122-Ear Training 2	1
MUS 124-Theory 2	3
MUS 159 – Studio Class	0
MUS 172-Major Jury	0
MUS 177-Piano Prof. Jury 2	0
Music Elective .....	1
Applied Music	2
Music Organization**	0

#### **SECOND YEAR: Spring (15 cr.)**

PHI 101 Intro to Philosophy	3
PMN 201 Nyack Heritage	1
MUS 100 Concert Attendance	0
MUS 159 – Studio Class	0
MUS 214-Music of 18th Century or MUS 320	2
MUS 222- Ear Training 4.	1
MUS 224-Theory 4	3
MUS 235-Adv. Singer's Diction	2
MUS 272-Major Jury	0
MUS 277-Piano Proficiency Req	0
Applied Music	2
Elective	1
Music Organization**	0

#### **THIRD YEAR: Spring (15 cr.)**

Elective	3
Foreign Language II	3
MUS 100 Concert Attendance	0
MUS 159 – Studio Class	0
MUS 321 – Comp & Improv or MUS 236 - Songwriting .....	2
MUS 338 Act for Mus. Stage II .....	2
MUS 320 - Music 20th Century or MUS 214	2
MUS 370-Junior Recital	1
MUS 372-Major Jury	0
Applied Music	2
Music Organization**	0

#### **FOURTH YEAR: Spring (15 cr.)**

EDM 350 – Vocal Pedagogy	1
MUS 100 Concert Attendance	0
MUS 159 – Studio Class	0
MUS 354 - Intro. to Mus. Tech.....	2
MUS 410 – Auditioning and Career Preparation	2
MUS 415-Music and Worship	2
MUS 470-Senior Recital	1
MUS 472-Major Jury	0
Music Electives	2
Elective	3
Applied Music	2
Music Organization**	0

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

## GOSPEL PERFORMANCE MAJOR - MUS.B.

Primary Faculty:

Dr. Lars Frandsen, Dr. Marie Kenote, Dr. Tammy Lum, Willana Mack, Dr. Dana Talley, Dr. Sue Lane Talley

The Bachelor of Music in Gospel Music Performance offers students the opportunity to pursue a degree which is not only focused in Gospel Music but which includes a strong biblical, academic, and classical foundation within the major. Graduates with a B.M. Degree in Gospel Music Performance may be employed as solo or studio recording artists, church music ministers, graduate students in Performance or other related music areas, music journalists and reviewers, as well in many other supporting careers. (see Recommended Performance Repertoire found in School of Musichandbook). Students not majoring in keyboard are required to demonstrate Piano Proficiency (MUS 277) by audition or jury exam. All courses that require passing with a specific grade to meet School of Music benchmark standards are designated with a (+) and the specifics are listed in the School of Music Handbook.

The student will develop a cognitive approach to the language and syntax of worship music, its harmony, form and structure.
The student will have a broad knowledge and understanding of music history and literature and will be able to use this knowledge in the performance of worship music.
The student will excel at worship music performance by mastering the basics of music theory and applying them to the aural development, kinesthetic processes, and aesthetic sensitivities that form the basis of professional caliber musicianship.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Gospel Performance:

Liberal Arts and Sciences Core Component (29 credits)	Credits
LIB 101 – Information Literacy.....	1
ENG 101-102 – College Writing I and II.....	6
+ ENG 201 or 202 – Global Literature I or II.....	3
+ HIS 114 – History of World Civilization II.....	3
PHI 101 – Introduction to Philosophy.....	3
MUS 123 – Theory 1 ( <i>replaces core Math elective</i> ).....	3
MUS 213,214 – Music History ( <i>replaces ARH core credit</i> ).....	4
MUS 352 – Music of Diverse Cultures ( <i>replaces SOC 347 core credit</i> ).....	3
Social Science elective.....	3
<b>Foreign Language Component (6 credits)</b> .....	6
1 year (2 semesters) of the same language (Italian, French or German)	
<b>Bible and Ministry Minor Curriculum (12 credits)</b>	
BIB 102 - Old Testament Literature.....	3
BIB 201 - New Testament Literature.....	3
BIB 316- Psalms.....	3
PMN 101 - Intro to Spiritual Formation.....	2
PMN 201 - Nyack Heritage.....	1
<b>Major Field Component (62 credits)</b>	
MUS 100 – Concert Attendance (required each term).....	0
+ MUS 101,102 – Piano Class (piano majors 2 sem. MUS 206).....	2
+ MUS 121,122 – Ear Training 1, 2.....	2
+ MUS 123,124 – Theory 1,2 ( <i>MUS 123 replaces MAT</i> ).....	3
MUS 159 – Studio Class (required each term).....	0
+ MUS 171,2; 271,2; 371,2; 471,2 – Major Jury Examinations.....	0
+ MUS 190 - Freshman Seminar.....	1
MUS 176- Piano Proficiency Jury 1.....	0
MUS 177- Piano Proficiency Jury 2.....	0
MUS 213, 214 – West Music to 1700/Music of 18 <sup>th</sup> Cent ( <i>replace ARH</i> ).....	0
MUS 221, 222 – Ear Training 3,4.....	2
MUS 223 – Theory 3.....	3
MUS 358 – Jazz Gospel Harmony.....	3
MUS 276- Piano Proficiency Jury 3.....	0
MUS 236 – Songwriting.....	2
MUS 336 – Worship Leading (2 semesters required).....	2
MUS 277 – Piano Proficiency Requirement (Except Keyboard Majors).....	0
MUS 318 – Gospel Music History I.....	2
MUS 324 – Gospel Music History II.....	2
MUS 319 – Music of the 19th Century.....	2
MUS 331 – Fund. of Conducting.....	2
MUS 349 – Music Business II.....	2

MUS 354 – Introduction to Music Technology.....	2
MUS 357 – Hymnology and Psalmody.....	2
MUS 360 – Seminar in Cont. Gospel Performance .....	2
MUS 370 – Junior Recital .....	1
MUS 375/376 – Field Work .....	2
MUS 415 – Music and Worship .....	2
MUS 470 – Senior Recital .....	1
MUS 490 – Senior Seminar .....	2
Applied music (May include 6 credits of MUS 156 or MUS 290) .....	16
Music organization required each term .....	0
<b>Miscellaneous Elective Component (13 credits)</b>	
Miscellaneous electives .....	13
<b>Total credits required .....</b>	<b>120</b>

### ***Gospel Performance Major Suggested Program Plan***

#### **FIRST YEAR: Fall (15 cr.)**

BIB 102-Old Testament Lit.....	3
ENG 101-College Writing I.....	3
MUS 100 Concert Attendance.....	0
*MUS 101 Piano Class I .....	1
MUS 121 Ear Training 1 .....	1
MUS 123-Theory 1.....	3
MUS 159 Studio Class.....	0
MUS 171 Major Jury .....	0
MUS 176-Piano Prof. Jury 1.....	0
MUS 190 Freshman Seminar .....	1
Applied Music.....	2
Music Organization** .....	0
Music .....	
MUS 336 Worship Leading.....	1

#### **SECOND YEAR: Fall (15 cr.)**

BIB 201-New Testament Lit.....	3
HIS 114 World Civ II.....	3
PMN 21 Nyack Heritage .....	1
MUS 100 Concert Attendance.....	0
MUS 159 Studio Class.....	0
MUS 213 Western Mus to 1700 .....	2
MUS 221 Ear Training 3. ....	1
MUS 223 Theory 3 .....	3
MUS 271 Major Jury .....	0
Applied Music.....	2
Music Organization** .....	0

#### **THIRD YEAR: Fall (15 cr.)**

Foreign Language .....	3
Social Science Elective.....	3
Elective .....	2
MUS 100 Concert Attendance.....	0
MUS 159 Studio Class.....	0
MUS 276-Piano Prof. Jury 3.....	0
MUS 336 Worship Leading.....	1
MUS 318 Gospel Music History .....	2
MUS 331 Fund. Of Cond. ....	2
MUS 371-Major Jury .....	0
Applied Music.....	2
Music Organization** .....	0

#### **FOURTH YEAR: Fall (16 cr.)**

Elective.....	2
MUS 100 Concert Attendance.....	0
MUS 159 Studio Class.....	0
MUS 319 Mus. Of 19 <sup>th</sup> Cent.....	2
MUS 352 Music of Div. Cult. ....	3
MUS 354 Intro to Music Tech .....	2
MUS 357 Hymn. & Psalm. ....	2
MUS 375 Field Work.....	1
MUS 490 Senior Seminar .....	2
MUS 471 Major Jury .....	0
Applied Music.....	2
Music Organization** .....	0

#### **FIRST YEAR: Spring (16 cr.)**

PMN 101 Intro to Spiritual Form .....	2
ENG 102 College Writing II.....	3
LIB 101 Info Literacy.....	1
MUS 100 Concert Attendance .....	0
*MUS 102 Piano Class II .....	1
MUS 122 Ear Training 2 .....	1
MUS 124 Theory 2 .....	3
MUS 159 Studio Class .....	0
MUS 172 Major Jury .....	0
MUS 177-Piano Prof. Jury 2.....	0
MUS 236 Songwriting .....	2
Applied Music.....	2
Music Organization** .....	0
MUS 336 Worship Leading.....	1

#### **SECOND YEAR: Spring (15 cr.)**

ENG 201 or 202 Global Lit.....	3
BIB 316 Psalms .....	3
Elective.....	1
MUS 100 Concert Attendance.....	0
MUS 159 Studio Class.....	0
MUS 214 Mus of 18 <sup>th</sup> Cent .....	2
MUS 222 Ear Training 4. ....	1
MUS 358- Jazz/Gosp. Harmony.....	3
MUS 272 Major Jury .....	0
MUS 277 Piano Proficiency .....	0
Applied Music.....	2
Music Organization** .....	0

#### **THIRD YEAR: Spring (14 cr.)**

Foreign Language .....	3
Elective .....	3
MUS 100 Concert Attendance .....	0
MUS 159 Studio Class.....	0
MUS 324- Gospel Music History II .....	2
MUS 349 Music Bus. II .....	3
MUS 370-Junior Recital.....	1
MUS 372-Major Jury .....	0
Applied Music.....	2
Music Organization** .....	0

#### **FOURTH YEAR: Spring (15 cr.)**

PHI 101 Intro. to Philosophy .....	3
Elective.....	4
MUS 100 Concert Attendance.....	0
MUS 159 Studio Class.....	0
MUS 360 Sem. In Cont. G.M. ....	2
MUS 376 Field Work.....	1
MUS 415 Music and Worship .....	2
MUS 470 Senior Recital .....	1
MUS 472 Major Jury .....	0
Applied Music.....	2
Music Organization** .....	0

\* MUS 101, MUS 102, Class Piano I & II will be replaced by 2 semesters of MUS 206 for Keyboard Majors.

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

## MUSIC - A.S.

Primary Faculty:

Dr. Marie Kenote, Dr. Tammy Lum, Dr. Lars Frandsen, Dr. Dana Talley, Dr. Sue Lane Talley

The A.S. in Music degree is a two-year program designed to provide training in music reading, analysis, and performance which will enhance the skills needed for employment in music related fields. The intention of this degree is to provide music skills, experience, and knowledge appropriate for music related occupations rather than to prepare for transferring into a four-year degree program. Persons currently employed in music business or ministry may find the two-year degree program of particular value. The degree may also appeal to students who desire a credible but significantly shortened preparations for employment in fields requiring knowledge of music at this level. An audition is required for which the student must prepare two pieces of their choice demonstrating readiness to enter a college music degree program.

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

<b>Liberal Arts and Science Core Component</b> .....	19
LIB 101 - Information Literacy.....	1
ENG 101-102 - College Writing I and II.....	6
HIS 113 ,114 - History of World Civilization I and II .....	6
Social Science elective .....	3
Science elective .....	3

<b>Bible and Christian Ministry Curriculum</b> .....	9
--	---

### Major Field Component (26 credits)

MUS 100- Concert Attendance each semester.....	0
MUS 190- Freshman Seminar.....	1
MUS 115 Music Appreciation .....	3
MUS 121,122 - Ear Training 1,2.....	2
MUS 123,124 – Theory 1,2.....	6
MUS 354 – Intro to Music Technology .....	2
MUS 171-272 Jury Major (once a year) .....	0
MUS-Electives .....	8
Applied music major area .....	4
Conducted Music Organization each semester .....	0

### General Electives Component (6 credits)

Miscellaneous electives .....	6
-------------------------------	---

<b>Total credits required</b> .....	<b>60</b>
-------------------------------------	-----------

### A.S. in Music Major Suggested Program Plan

#### FIRST YEAR: Fall

PMN 101-Intro to Spiritual Form.....	2
MUS 110–Freshman Mus Sem.....	2
ENG 101-College Writing I .....	3
MUS electives.....	3
Applied Music.....	1
Music Organization** .....	0
MUS 100 Concert Attendance.....	0
PMN 201-Nyack Heritage.....	1
MUS 115-Music Appreciation .....	3

#### SECOND YEAR: Fall

BIB 201-New Testament Lit.....	3
MUS 122-Ear Training 2 .....	1
MUS 124-Theory 2.....	3
HIS 113-World Civ I.....	3
MUS-Elective .....	1
Applied Music.....	1
Liberal Arts Elective .....	3
MUS 100 Concert Attendance.....	0
Music Organization** .....	0

#### FIRST YEAR: Spring

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
MUS 121-Ear Training 1 .....	1
MUS 123-Theory 1.....	3
MUS-Elective .....	2
Liberal Arts Elective .....	1
Applied Music.....	1
LIB 101-Info Literacy.....	1
MUS 100 Concert Attendance.....	0
MUS 172- Jury Exam Major .....	0
Music Organization** .....	0

#### SECOND YEAR: Spring

HIS 114- World Civ II .....	3
MUS Electives.....	3
MUS 354-Intro to Technology.....	2
Social Science Elective.....	3
Liberal Arts Elective .....	3
Applied Music.....	1
MUS 100 Concert Attendance.....	0
MUS 272- Jury Exam Major .....	0
Music Organization** .....	0

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



# **College of Graduate and Professional Programs**

*Dr. Bennett Schepens, Assistant Provost & Dean*

## **Alliance Graduate School of Counseling**

*Dr. Antoinette Gines-Rivera, Program Director*

### **Primary Faculty:**

Dr. Andrew Mercurio (Director / MFT), Dr. Elaine Eng, Dr. Michael Gillern, Dr. Antoinette Gines-Rivera, Dr. Deanna Kwan, Dr. Anna Flores Locke, Dr. Donald Skinner, Dr. Lisa Steiner, Dr. Iliámaris Rivera Walter

**History of AGSC** AGSC was founded in 1999 by Dr. Craig Ellison, together with the faculty of the Alliance Theological Seminary, as a vehicle to address the mental health needs of the local churches. He sought the integration of faith and learning as the foundation of the ministry of mental health counseling.

Currently, AGSC offers two degrees:

1. A 63-credit Master of Arts in Mental Health Counseling, offered at both campuses
2. A 61-credit Master of Arts in Marriage and Family Therapy, only at the Rockland Campus

**Purpose:** The purpose of the Master of Arts in Mental Health Counseling and the Master of Arts in Marriage and Family Therapy is to provide a comprehensive academic and training program to prepare individuals seeking employment as clinicians in mental health settings such as hospitals, social service agencies, private practice, and church counseling centers.

Effective 2006, New York State began to license mental health practitioners such as Mental Health Counselors and Marriage and Family Therapists. The AGSC programs are designed to meet the educational requirements for licensure as a mental Health Counselor or a Marriage and Family Therapist in New York State. Graduates of both programs are eligible to seek employment towards meeting the supervised experience required for licensure. Graduates will have up to two years to meet the experience requirement and MHC must pass a licensure qualifying examination in order to complete New York State licensure requirements.

### **MENTAL HEALTH COUNSELING- M.A.**

The American Counseling Association has defined 'counseling' as a "professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals." (2014 ACA Code of Ethics). AGSC emphasizes the importance of understanding behavior within the context of human development, respectful of the uniqueness of the individual as *imago deo*, while aware of the impact of societal oppression and systems of injustice. AGSC strives to facilitate the student's development in both ethical and compassionate practice, as well as counselor self-care.

### **NYS MHC Licensure Requirements:**

"Practitioners, called Mental Health Counselors, are trained in counseling and psychotherapy to treat individuals with mental and emotional disorders and other behavioral challenges. Mental health counselors address mental health, human relationship, education and career concerns within ethical, developmental, preventive and treatment contexts. Mental health counselors demonstrate a concern for the short-term and long-term well-being of individuals, couples, families, groups and organizations.

Mental health counselors are dedicated to the optimal functioning of individuals, families and organizations. The mental health counselor uses standard mental health assessment and evaluation protocols, develops patient psychosocial histories, writes treatment plans, documents patient progress, facilitates consultation and referral with other providers, and implements discharge plans." For further information see: <http://www.op.nysed.gov/prof/mhp/>

### **MHC Mission Statement:**

The MA-MHC of the Alliance Graduate School of Counseling is committed to developing students to be mental health practitioners that are professionally licensed, emotionally mature, clinically sound, professionally competent, and spiritually grounded to do God's healing work in broken lives, couples and families.

### **MHC Learning Objectives:**

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

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

## MHC Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
Benchmark A GCN 522: Foundations of Mental Health Counseling GCN 504: Psychopathology GCN 603: Counseling and Human Development	Courses	First year, first semester
Benchmark B GCN 502: Theories & Foundations of Counseling GCN 601: Principles & Methods of Counseling GCN 702: Ethics & Professional Issues	Courses	First year, second semester
Benchmark C Counselor Preparation Comprehensive Examination (CPCE)	National Test	Last year of studies
GCN 701: Psychology and Theology	Course	Year of studies
Site Supervisor Evaluation of Students' clinical skills. GCN 791, 792 (fall) and 792 (spring)	Surveys	Evaluation completed
Program Assessment Survey	Senior Exit Interview	Prior to graduation
Alumni Evaluation Survey	Survey	1 to 2 years after Graduation

## MHC Core Values

- Adherence to the highest ethical standards of the counseling profession and the Christian faith.
- Fundamental respect for people in their ethnic, socio-economic, religious and gender diversity.
- Recognition of the essential and primary place of God (Father, Son and Holy Spirit) in the healing process as the source of health and healing.
- Consistent and continuing commitment by the counselor to maintain a personal walk with God through the practice of spiritual disciplines such as Bible study, prayer, fasting and biblical meditation.
- Maintenance of self-care (physical, spiritual, emotional and relational) for the counselor's own well-being.
- Importance of participation and service in the local church and its worldwide mission. Commitment to an open-universe model of epistemology and therapeutic intervention, integrating theory, research and practice, with respect for and utilization of both the empirical and the supernatural.
- Importance of life-long continuing education in counseling, psychology and theology beyond the Master's degree in counseling.
- Commitment to the advancement of the counseling field and in particular, Christian counseling, through such activities as participation in professional association, excellence in scholarship, and education of the broader Christian community.

## MHC Admission Requirements

Please refer to the Admissions section of the catalog for requirements for admissions and matriculation. Admission into the MHC program is **not** a guarantee of graduation. Admission is an opportunity for the student to successfully fulfill all requirements established in order to graduate from the program with a Master of Arts degree.

## Foundational Courses (27 credits) (these must be completed prior to GCN 791: Practicum)

*GCN 522 – Foundation of Mental Health Counseling .....	2
GCN 501 – Perspectives on Counselor Formation.....	2
*GCN 502 – Theories & Foundations of Counseling .....	3
GCN 503 – Research Methods & Analysis.....	3
*GCN 504 – Psychopathology.....	3
*GCN 601 – Principles & Methods of Counseling.....	2
GCN 602 – Measurement & Assessment.....	3
*GCN 603 – Counseling & Human Development .....	3

GCN 604 – Group Dynamics & Therapy .....	3
*GCN 702 – Ethics and Professional Issues .....	3

\*Benchmark Courses- students must have a minimum grade of a “B” in each of these courses

### Clinical Instruction (9 credits)

Requirements for commencement of GCN 791 Practicum

- Must have a cumulative GPA of no less than 3.00 (B)
- Must have completed 15 sessions of Personal Counseling

GCN 791 – Counseling Practicum (Summer pre-req. for GCN 792) .....	3
--	---

GCN 792 – Counseling Internship (Fall/Spring).....	6
--	---

*(students not completing internship hours will be required to register for decelerated hours and may be placed in continuation status until hours are completed)*

### Advanced Courses (18 credits)

GCN 605 – Marriage and Family Counseling .....	3
GCN 615 – Social and Cultural Foundations of Counseling .....	3
GCN 610 – Career Development (Rockland only- residency course).....	3
GCN 616 – Counseling Clients with Chemical Addictions .....	3
GCN 617 – Crisis Intervention Strategies for Trauma and Abuse .....	3
GCN 618 – Theology in Mental Health Counseling .....	3

### Capstone Course (3 credits)

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

*(pre-reqs: GCN 501,502,503,504,522,601,602,603,604,605 & 618)*

### Electives (6 credits)

### CPCE Comprehensive Exam (0 credits)

GCN 799 – CPCE Comprehensive Exam .....	0
---	---

- *Online students also take GCN 560 Residency in January and August*

### MA-MHC Two year curriculum plan (full time)

#### FIRST YEAR: Fall (14 credits)

GCN 522-Found of M.H.C.....	2
GCN 502- Theory/Found Couns .....	3
GCN 503- Resrch Meth/Analysis .....	3
GCN 504-Psychopathology.....	3
GCN 603- Human Develop .....	3

#### SECOND YEAR: Summer (12 credits)

GCN 791- Practicum .....	3
GCN 615- Soc/Cult Fnd Cnslg.....	3
Electives 605,616, 617 or 618 .....	6

#### SECOND YEAR: Fall (12 credits)

GCN 792-Internship.....	3
GCN 610-Career Development .....	3
Electives 605,616, 617 or 618 .....	6
GCN 799- CPCE .....	0

\*the online MA in Mental Health Counseling requires a yearly residency component.

#### FIRST YEAR: Spring (13 credits)

GCN 501-Persp Counsel Form.....	2
GCN 601-Princ/Meth Counsel .....	2
GCN 602-Measure/Assessment.....	3
GCN 604- Group Dyn/Therapy .....	3
GCN702- Ethics/Prof Issues .....	3

#### SECOND YEAR: Spring (12 credits)

GCN 792-Internship.....	3
GCN 701-Psych & Theology .....	3
Electives 605,616, 617 or 618 .....	6
*GCN 799- CPCE.....	0

*\* if not completed in Spring*

### **MA- MHC Three year curriculum plan (part time)**

#### **FIRST YEAR: Fall (8 credits)**

GCN 522-Found of M.H.C. ....	2
GCN 504-Psychopathology .....	3
GCN 603- Human Develop.....	3

#### **SECOND YEAR: Summer (8 credits)**

GCN 501-Persp Counsl Form. ....	2
GCN 615- Soc/Cult Fnd Cnslg.....	3
Electives 605,616, 617 or 618 .....	3

#### **SECOND YEAR: Fall (9 credits)**

GCN 503- Resrch Meth/Analys .....	3
GCN 604- Group Dyn/Therapy.....	3
GCN 610-Career Developmnt .....	3

#### **THIRD YEAR: Summer (9 credits)**

GCN 791- Practicum.....	3
Electives 605,616, 617 or 618 .....	6

#### **THIRD YEAR: Fall (6 credits)**

GCN 792-Internship.....	3
Electives 605,616, 617 or 618 .....	3
GCN 799- CPCE.....	0

#### **FIRST YEAR: Spring (8 credits)**

GCN 502- Theor/Found Couns.....	3
GCN 601-Princ/Meth Counsel .....	2
GCN702- Ethics/Prof Issues .....	3

#### **SECOND YEAR: Spring (9 credits)**

GCN 602-Measure/Assessmnt .....	3
Electives 605,616, 617 or 618 .....	6

#### **THIRD YEAR: Spring (12 credits)**

GCN 792-Internship.....	3
GCN 701-Psych & Theology.....	3
*GCN 799- CPCE.....	0

*\* if not completed in Spring*

---

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

1. A minimum of 63 semester hours of graduate-level coursework as defined by the program. Transfer coursework credit from accredited colleges or universities with a minimum grade of B (3.0) which have been completed within seven years of admission into the program may be requested. These transfer coursework credits may not exceed 15 semester hours. Graduate transfer credits may not be used both for transfer credit and prerequisites. Students must take 51 of their 63 credits at their designated primary site. New York City students in the Master of Arts in Mental Health Counseling program must take GCN 610 Career Development at the Rockland site to meet the NYS residency requirement.
2. Students are expected to engage in counselor-in-training therapy (individual, marital, or family counseling) with a licensed therapist for a minimum of 15 sessions. Students are responsible for fees for service. This requirement should be completed within the first calendar year of enrollment at AGSC. Counseling must be completed before the first day of class for GCN 791 Practicum. No more than two hours per week of counselor-in-training therapy may be counted toward the requirement. See office for necessary forms to verify Compliance and Completion of therapy.
3. Participation in group therapy is required as a part of GCN 604 Group Dynamics and Therapy. This therapy may not be counted as meeting the requirement for counselor-in-training (see above). Student is responsible for fee for service. The student and therapist must submit the necessary forms to verify completion. Further details provided by Group Dynamics faculty.
4. A minimum of 700 clock hours of supervised practicum and internship experience in an approved setting, 40% of which must be direct client contact.
5. Satisfactory completion of a Program Assessment exit interview with the faculty of the Alliance Graduate School of Counseling. The interview is to be scheduled by the student during the last semester of the student's program.
6. After completing all required coursework, students will be required to take GCN 799 Counselor Preparation Comprehensive Exam in the last year prior to graduation. A grade of Pass or Fail will be noted on the student's final transcript. Students will only be allowed to take the CPCE one time. GPA is not affected by the results of the comprehensive exam. A passing score is not required for graduation from program.
7. The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding Ceremony Banquet where the student's academic performance will be recognized and scholarly and internship awards will be granted.
8. All coursework (including clinical experience) must be completed within seven (7) years of admission.
9. The Master of Arts in Mental Health Counseling online format requires a residency component.

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

## **Marriage and Family Therapy – M. A.**

### **Mission Statement**

Graduates of the MFT program are grounded in Christian principles that are integrated with foundational marriage and family theory and practice. They are prepared to work in a wide range of faith-based and non-faith based academic and non-academic settings, delivering care from a biopsychosocial-spiritual perspective for individuals, couples and families. Together with our parent institution, our program values and promotes diversity and multi-ethnicity while also retaining a focus on the unique needs and challenges of urban settings. An equally important objective is our commitment to being a Christian resource in the New York metropolitan area and the tristate region of NY, NJ, CT and beyond.

### **MFT Student Learning Outcomes**

1. Students will demonstrate an understanding of 9 relational-systemic theories for comprehensive and adaptive clinical approaches.
2. Students will develop a methodology of utilizing spiritual resources for mental health and demonstrate and integration of Christian faith with MFT practice.
3. Students will develop skills for clinical joining, assessment, treatment planning, therapeutic interventions, referral and termination.
4. Students will develop an awareness of diversity issues among individual, couples, families and marginalize communities with demonstrated sensitivity and respect in clinical practice.
5. Students will demonstrate understanding and applied knowledge of ethical and professional standards of the MFT profession.
6. Students will understand their unique personality, familiar, cultural and experiential influences as they interact and influence their clinical work.
7. Students will experience personal and relational growth and demonstrate self-care and compassion for others.

### **Assessment**

Assessment	Context	Location in F/T Program
General Genogram Project	Course	Frist year, first semester
MFT505 Evaluative Assessment - Rubric	Course	First year, first semester
MFT605 Evaluative Assessment - Rubric	Course	First year, second semester
MFT604 Evaluative Assessment - Rubric	Course	First year, second semester
MFT734 Evaluative Assessment - Rubric	Course	First year, second semester
Ethnicity Genogram Project	Course	Frist year, Summer
Theory Case Study Paper	Course	Frist year, Summer
Sexuality Genogram Project	Course	Second year, first semester
Dyadic Supervisor Evaluation	Dyadic Supervision	Second year, first or second semester
Therapist Sensitivity Survey	Internship Site	Second year, second semester
Site Supervisor Evaluation Form	Internship Site	Second year, second semester
Graduate Exit Survey	Senior Exit Interview	Prior to graduation
Alumni Survey	Survey	Post-graduation
Employer Survey	Survey	Post-graduation

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

1. Satisfactory completion of 61 semester hours of graduate-level coursework as defined by the program. Transfer credit from accredited colleges or universities with a minimum grade of B (3.0) which has been completed within seven years of admission into the program may be requested. These transfer coursework credits may not exceed 15 semester hours. Graduate transfer credits may not be used both for transfer credits and prerequisites.
2. Students must engage in counselor-in training therapy (individual, couple or family counseling) with a licensed therapist for a minimum of 15 sessions. Students are responsible for fees for service. This requirement should be completed within the first calendar year of enrollment at AGSC. No more than two hours per week of counselor-in-training therapy may be counted toward this requirement. See AGSC office for necessary forms to verify Compliance and Completion of therapy.
3. Satisfactory completion of a 400 hour Internship over a minimum of 12 months. Direct Client Contact (counseling) will comprise 300 hours while Live Clinical Observation will comprise 100 hours. A minimum of 50% of the total direct client contact hours (counseling hours) must be relational therapy (couples and families), while 50% of the total 300 counseling hours may involve individual and/or group therapy.

4. Satisfactory completion of a professional exit interview with the faculty of the Alliance Graduate School of Counseling. The interview is to be scheduled during the spring semester of the student's final term.
5. The degree will be granted when all of the program requirements have been satisfactorily met. Participation at Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding ceremony where the student's performance will be recognized and scholarly and internship awards will be granted.
6. All coursework (including clinical experience) must be completed within seven (7) years of admission.

### **MFT Cohort Structure**

The MA in Marriage and Family Therapy is organized with a cohort structure. Each entering class will journey together through this program by taking a sequenced progression of coursework. Courses are generally scheduled on Tuesday afternoon and evening; and Thursday afternoon and evening. Internship times will be scheduled during other days throughout the week.

### **MFT Program Sequences**

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

- 1) Full-Time Sequence – a 2 year intense program of study with a 12 month Internship (12-13 credit hours per Fall/Spring Semesters)
- 2) Part-Time Sequence – a 3 year program of study with a 12 month Internship (8-9 credit hours per Fall/Spring Semester)

[Note: The goal of finishing the Full-Time Sequence in 2 years and the Part-Time Sequence in 3 years cannot be guaranteed. If the Internship experience is delayed or prolonged, additional time may be needed.]

For each sequence above, students are scheduled to attend courses year-round (Fall/ Winterim/ Spring/ Summer) with small breaks between semesters. There are usually no courses during the month of August. The Internship for each sequence runs for 12 consecutive months). Though not encouraged, it is possible for students to switch their program sequence after they have started their course of study.

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

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

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

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

MFT 501 – Perspectives on Counselor Formation .....	2
<i>Students may substitute any NT /OT / TH Elective for MFT 501</i>	
MFT 503 – Research in MFT(Prereqs MFT505B,MFT605B) .....	3
MFT 602 – Measurement & Assessment .....	1
MFT 620 – Ethnicity Issues in MFT (Prereqs MFT505B,MFT605B) .....	2
MFT 621 – Ethnicity & Diversity (Prereqs MFT505B,MFT605B) .....	1
MFT 609 – Marit. Ther: Assess. & Treatment (Prereqs MFT505B,605B).....	3
MFT 610 – Fam. Ther: Assess. & Treatmnt (Prereqs MFT505B,MFT605B) .....	3
MFT 705 – Theories Mrrg & Fam Ther III (Prereqs MFT505B,MFT605B)....	1
MFT 706 – Sex Therapy (Prerequisite MFT609) .....	3
MFT 707 – Children & Adol in Mrrg & Fam Ther (Prerequisite MFT610).....	2
MFT 708 – Abusive & Addictive Fam Syst (Prereqs MFT505B,MFT605B) .....	2
MFT 709 – Marriage & Family Enrichment.....	2
MFT 733 – Med & Mental Illness Fam Ther (Prereqs MFT505B,MFT605B)...	2
MFT 734 – Spirituality in Marrg & Fam Ther (Prereqs MFT505B,MFT605B)..	2

### **Internship (15 credits)**

MFT 604 – MFT Ethics, Family Law and Professional Issues .....	3
MFT 737 – Clinical Observation .....	3
MFT 794 – Class Supervision/Clinical Evaluation .....	2
MFT 795 – Group Supervision/Clinical Evaluation .....	3

MFT 796 – Dyadic Supervision/Clinical Evaluation .....4  
*(students not completing internship hours will be required to register for decelerated hours and may be placed in continuation status until hours are completed)*

**Electives (2 credits)**

MFT – Elective.....2

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

**MFT Program Plan (2 years)**

**FIRST YEAR: Fall**

MFT 603-Indiv/Family Dev. ....3  
MFT 504 Psychopathology. ....3  
MFT 508- Theor/Pers Found.....3  
MFT 505-Theories of MFT 1 .....3  
MFT 691- MFT Practicum I .....1

**SECOND YEAR: Summer**

MFT 609- Marital Therapy.....3  
MFT 620- Ethnicity Iss in MFT .....2  
MFT 602- MFT Meas/Assess .....1  
MFT 737- Clinical Observ I.....1  
\*MFT 796- Dyadic Superv. II .....2  
*\*if not taken in Spring*

**SECOND YEAR: Fall**

MFT 501-Persp Couns Form. ....2  
MFT 707-Child/Adol in MFT .....2  
MFT 501- Persp Couns Form .....2  
MFT 706- Sex Therapy .....3  
MFT 708- Abus/Addc Fam Sys.....2  
MFT 737- Clinical Observ II.....1  
MFT 796- Dyadic Superv. II .....2

**FIRST YEAR: Spring/Winterim**

MFT 509-Premarital Counsel.....1  
MFT 605-Theories of MFT II .....1  
MFT 604-Ethics/Legal/Prof Iss.....3  
MFT 503- Research in MFT .....3  
MFT 734- Spirituality in MFT .....2  
MFT 709- Marr/Fam Enrich.....2  
MFT 610- Family Therapy .....3  
MFT 796- Dyadic Superv. I .....2

**SECOND YEAR: Spring/Winter**

MFT 621-Ethnicity/Diversity .....1  
MFT 705- Theories of MFT III .....1  
MFT 733- Med/Mental III MFT.....2  
MFT 737- Clinical Observ III .....1  
MFT 794- Class Supervision.....2  
MFT 795- Group Supervision.....3  
MFT 770- MFT Electives .....2

**MFT Program Plan (3 years)**

**FIRST YEAR: Fall**

MFT 603-Indiv/Family Dev. ....3  
MFT 508- Theor/Pers Found.....3

**SECOND YEAR: Fall**

MFT 504 Psychopathology. ....3  
MFT 505-Theories of MFT 1 .....3  
MFT 691- MFT Practicum I .....1

**THIRD YEAR: Summer**

MFT 609- Marital Therapy.....3  
MFT 620- Ethnicity Iss in MFT .....2  
MFT 602- MFT Meas/Assess .....1  
MFT 737- Clinical Observ I.....1  
\*MFT 796- Dyadic Superv. II .....2  
*\*if not taken in Spring*

**THIRD YEAR: Fall**

MFT 501-Persp Couns Form. ....2  
MFT 707-Child/Adol in MFT .....2  
MFT 706- Sex Therapy .....3  
MFT 708- Abus/Addc Fam Sys.....2  
MFT 737- Clinical Observ II.....1  
MFT 796- Dyadic Superv. II .....2

**FIRST YEAR: Spring/Winterim**

MFT 509-Premarital Counsel.....1  
MFT 604-Ethics/Legal/Prof Iss.....3  
MFT 709- Marr/Fam Enrich.....2

**SECOND YEAR: Spring/Winter**

MFT 605-Theories of MFT II .....1  
MFT 503- Research in MFT .....3  
MFT 610- Family Therapy .....3  
MFT 796- Dyadic Superv. I .....2

**THIRD YEAR: Spring/Winterim**

MFT 621-Ethnicity/Diversity .....1  
MFT 705- Theories of MFT III .....1  
MFT 733- Med/Mental III MFT .....2  
MFT 737- Clinical Observ III.....1  
MFT 794- Class Supervision.....2  
MFT 795- Group Supervision.....3  
MFT 770- MFT Electives .....2  
MFT 734- Spirituality in MFT .....2

If the third year is taken  
over two years, program  
extends to four years.

*The option to audit AGSC courses is available **only** for individuals who fall into one of the three following groups: (1) AGSC alumni, (2) ATS students taking designated AGSC elective courses, and (3) current AGSC students who have fulfilled their elective requirements as well as non-degree students. Individuals who have not been admitted into either degree may not audit any AGSC course.*

## **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 3 academic programs; A.S./B.S. in Business Administration or Accounting, Master in Business Administration (M.B.A.), and Master of Science in Organizational Leadership (MSOL).

### **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 students.

**Academically Excellent:** Develop students to articulate, demonstrate, and analyze theories, terms, and concepts as it applies to scholarship.

**Globally Engaged:** Demonstrate clear global awareness, by using theories from various areas of business and applying them to global situations.

**Intentionally Diverse:** Communicate effectively and creatively with individuals, teams, and large groups and demonstrate their ability to utilize diverse points of view as a means to solving problems.

**Personally Transforming:** Integrate biblical, spiritual, and professional principles to encourage personal growth and development.

**Socially Relevant:** Demonstrate a clear understanding of the major functional areas of business and the ability to creatively apply techniques and theories within organizations.

### **Program Assessment**

Outlined below are assessments used to gauge the effectiveness of our programs.

Assessment	Context	Location in Program
1. ETS Major Field Achievement Test National exam assessing subject matter knowledge in business and related courses	Administered as a final exam during Senior Year	Spring Semester
2. Comprehensive examinations	Required in business and accounting "core" courses	ECO201, ECO202, BUS 428, and BUS 470
3. Capstone course designed to measure student mastery of essential theoretical and methodological issues associated with business and accounting	Required Senior Year course	Business Policy & Strategic Management

*No prior year assessments. Assessments were instituted Fall 2009.*



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

*Primary Faculty:* Dr. Gerard Becker (MBA Program Director), Prof. James Muckell

### **Mission Statement**

The Master of Business Administration program at Nyack College is committed to providing students with an academic curriculum that focuses on an action based learning model that integrates theory, research and application to real world issues. Through the courses, the MBA program seeks to foster learning environments that stimulate entrepreneurial thinking and enables students to utilize their knowledge to create and launch innovative business ventures.

### **MBA Program Structure**

The Master of Business Administration is a graduate studies program that is offered in two locations: Nyack, NY and New York City, NY. The 16-month program is comprised of 12 courses, 3 research seminars, and an Entrepreneurial Capstone Project (ECP). To maximize student learning and the quality of the student-faculty exchange, students are divided into small cohort groups and remain together throughout the MBA program. Students enrolled in Manhattan take classes on two 4-hour weekday evenings. Students enrolled at the Nyack campus take classes on Saturdays for an 8-hour period. Students enrolled in the Manhattan cohorts must meet a New York state residency requirement by enrolling in the 3-credit "Business Research Methods" course (BUS 604) on the Nyack campus on Saturdays.

### **Entrepreneurial Capstone Project (ECP)**

The Entrepreneurial Capstone Project (ECP) is the culmination of the Master of Business Administration program/degree and is associated with three (3) credits. Initially, a concept proposal is developed and evaluated based on its originality, probability for success and its socially responsible aspects. This provides our learners with the unique ability to carefully construct an entrepreneurial idea before embarking on the creation of a viable and sustainable business plan.

Once the concept proposal is approved, the capstone project is to create the integrated components of a formal business plan or a proposed major change recommendation for, or within an existing organization. Each learner is assigned an industry leading faculty member to provide consultative guidance in the development of the business plan. It is expected that the entrepreneurial capstone project will be presented in a manner that exhibits requisite disciplines in scholarly research, as well as foundational expertise with fundamental business disciplines including, but not limited to, leadership, finance, marketing, critical thinking, operations and change management.

The format and details for the ECP requirements are distributed by the MBA Director and reviewed during three seminars that are conducted during the program. The adviser for the ECP will be assigned by the MBA Director, and will be the student's primary contact throughout the ECP process. A formal business plan presentation is required and evaluated by three faculty members at the conclusion of the process at Seminar III, or no later than 45 days before the end of the sixteen program months to allow for finalization of any required modifications to the formal business plan. If not completed, the student will be dismissed from the program.

The unique characteristics of this approach include the concept proposal development; integration and leverage of entrepreneurial and socially responsible traits; application of each core discipline of learning during the program; association with an industry leading adviser; and the ability to present a formal business plan presentation.

### **Program Requirements for Graduation**

1. A total of 42 credits with a minimum GPA of 3.0, with the lowest passing grade in any given class being a B-. The available grades that students in the M.B.A. program can receive are A, A-, B+, B, B-, F, and FX.
2. Successful completion of a written Entrepreneurial Capstone Project (ECP) that meets the requirement of MBA and APA publication guidelines. The final version must be professionally edited by an editor approved by the MBA Program Office to ensure compliance with APA guidelines, and submitted to and approved by the MBA Director.
3. All tuition and fees paid in full.

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

Students must complete all requirements of the program within sixteen months and maintain a 3.0 GPA. Students who do not meet the 3.0 GPA requirements for graduation after being enrolled in the 16 month MBA program will be dismissed from the program. They may appeal their dismissal and request up to two trimesters - eight (8) additional months - to complete any unfinished course work or ECP requirements if their appeal is approved. Students who have not completed their Entrepreneurial Capstone Project after the sixteen month program will automatically be registered for ECP Continuation (BUS 798) for up to two consecutive quarters as necessary to complete the Entrepreneurial Capstone Project.

The ECP Continuation (BUS 798) course is offered for zero credits and carries a fee equal to tuition for one credit hour each term a student is registered for it. A grade of NC is applied.

If all academic requirements are not completed following the extension period, students wishing to continue must apply for re-admission, re-take classes as necessary to meet current degree requirements at time of re-admission and pay the applicable tuition costs (unless a Program On Hold request has been approved).

Students from cohorts that began before the Fall 2010 term who wish to continue pursuing their degree may appeal to the dean's office for an extension.

**CORE COURSES (27 credits):**

BUS 603 – Managerial Economics .....	3
BUS 604 – Business Research Methods.....	3
BUS 605 – Operations Management (Online).....	3
BUS 606 – Strategic Global Marketing Management .....	3
BUS 607 – Financial Management.....	3
BUS 609 – Entrepreneurship.....	3
BUS 610 – Managerial Thought and Ethical Implications.....	3
BUS 611 – Strategic Information Systems Management (Online).....	3
BUS 616 – International Accounting.....	3

**CONCENTRATIONS (9 credits):**

**Marketing**

BUS 661 – Consumer and Organization Buyer Behavior .....	3
BUS 662 – Market Research.....	3
BUS 664 – Channel Management.....	3

**Finance**

BUS 671 – International Finance.....	3
BUS 672 – Mergers and Acquisitions .....	3
BUS 673 – Investment and Portfolio.....	3

**Entrepreneurial Management**

BUS 665 – Managing Human Talent .....	3
BUS 667 – Negotiation and Conflict Resolution .....	3
BUS 668 – Creativity and Innovation for Sustainable Success .....	3

**Accounting**

BUS 675 – Financial Reporting and Analysis .....	3
BUS 676 – Corporate Taxation.....	3
BUS 677 – CPA Preparation and Review.....	3

**Entrepreneurial (6 credits):**

BUS 771 – Entrepreneurial Seminar Series I .....	1
BUS 772 – Entrepreneurial Seminar Series II .....	1
BUS 773 – Entrepreneurial Seminar Series III .....	1
BUS 798 – Entrepreneurial Capstone Project Continuation .....	0
BUS 799 – Entrepreneurial Capstone Project .....	3

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

*Primary Faculty:* Dr. Anita Underwood (Director)

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

#### **Mission Statement**

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

#### **Student Learning Outcomes**

Through theoretical models, research and application:

#### **Socially Relevant**

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

#### **Academic Excellence**

- Students design and conduct research an action research thesis that contributes to Positive Leadership and Organizational Publication of research project in ProQuest – an academic online thesis and dissertation database (optional)
- Demonstrate information literacy competencies through successful completion of online courses, ability to access articles from scholarly journals via electronic databases and ability to accurately document references using APA Publications guidelines
- Graduates accepted in Ph.D. programs

#### **Globally Engaged**

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

#### **Intentionally Diverse**

- Opportunity for current and emerging leaders to enhance their leadership perspectives by engaging in a learning dialogue with professionals from diverse organizational backgrounds

#### **Personally Transforming**

- Provide self-assessment tools and process to help leaders have a better self-awareness of leadership strengths and weaknesses
- Demonstrate knowledge, tools, and process that indicate a self-reflective awareness of one's leadership values, skills, and development needs to enhance leadership potential
- Offer a holistic approach to leadership, through an integration of Christian and spiritual practices with theories and research on leadership

#### **MSOL Program Assessment**

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Design and submit a written empirical based research proposal.	Review and approval by IRB committee.	Monthly during 2 <sup>nd</sup> trimester
2. Design, conduct and complete an empirical based action research thesis that demonstrates: Integration of theory, research and application, Contributions to positive organizational change, Meets APA publication guidelines.	Evaluation by thesis committee and oral defense.	The end of the 3 <sup>rd</sup> trimester.
3. Written evaluation of knowledge of leadership and organizational theory.	Required curriculum on leadership. Written submission of chapters 1 & 2 of thesis.	All 10 courses during the 12 month program. 3 <sup>rd</sup> trimester and completion of the program.
4. Demonstration of scholarship and meeting of criteria for thesis publication.	Submission and acceptance by ProQuest.	After thesis defense/end of the program.

Assessment results are evaluated on an annual basis for program improvement. No individual student is identified in the evaluation of the program data. Results are reported below with percentage of students in each performance category. For MSOL the assessment is based on both quality and meeting the location in program.

### **MSOL PROGRAM STRUCTURE**

The Master of Science in Organizational Leadership is a graduate studies program offered through the School of Business and Leadership. It is offered in two locations: Nyack, NY and New York City, NY. The 12-month program is comprised of 10 courses, 3 thesis seminar classes, and an action research thesis. To maximize student learning and the quality of the student faculty exchange, students are divided into small cohort groups and remain together throughout the MSOL program. Students enrolled in NYC take classes on two 4-hour weekday evenings. Student enrolled at the Nyack campus take classes on Saturdays for an 8-hour period. Students enrolled in the NYC cohorts must meet a New York state residency requirement by enrolling in the 1-credit "Thesis Seminar I" class (LDG 670) on the Nyack campus on Saturdays.

### **Thesis**

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

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

- Enhance critical thinking and writing skills.
- Strengthen information literacy skills through reading scholarly journals
- Integrate theory, course work and application
- Understand the policy and ethics regarding protection of human participants in conducting research
- Develop skills in recognizing, stating and solving problems objectively and systematically
- Understand the value of database change management strategies
- Refine oral and written presentation techniques

Finally, the thesis is intended to create a positive change in the organization for which it is designed. The format and details for the thesis requirements are distributed by the MSOL Lead Faculty.

### **PROGRAM REQUIREMENTS FOR GRADUATION**

- A total of 33 credits with a minimum GPA of 3.0, with the lowest passing grade in any given class being a B-. The available grades that students in the MSOL program can receive are A, A-, B+, B, B-, F and FX.
- Successful completion of a written thesis that meets the requirements of MSOL and APA publication guidelines. The final version must be professionally edited to ensure compliance with APA guidelines, and submitted to and approved by the MSOL lead professor.
- All tuition and fees paid in full.

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

### **MASTER THESIS & GRADING POLICY**

Due to the nature of the program, MSOL students may not withdraw from Seminar courses or Thesis Completion unless notification is received by the first day of the term. If the student fails to notify the academic and Registrar's Office of their withdrawal by the first day of the terms, and fails to complete the required assignments, a grade of "FX" will be applied and the student will be required to re-take the course. Students who fail Seminar and/or Completion courses and need to retake them will be required to pay applicable tuition costs for the course retakes.

Students who do not meet the requirements for graduation after being enrolled in the 52-week MSOL program have up to one (1) additional year to complete any unfinished course work or thesis requirements. Students who have not completed their thesis at this point will be automatically registered for Thesis Continuation (LDG798) for up to 3 consecutive semesters as necessary to complete the thesis.

A grade of 'NC' (no credit) will be applied to the student's academic record for Thesis Continuation (LDG798), and a non-refundable fee is assessed each semester a student is registered for Thesis Continuation (LDG798).

If all academic requirements have not been completed at the end of the one (1) year extension, students wishing to continue must appeal to the Dean's office for re-admission. If this appeal is approved, students will have to re-take classes as necessary to meet degree requirements at time of re-admission and pay the applicable tuition costs. No other additional extensions will be granted beyond this.

Students from previous cohorts who started before the Fall 2009 semester who wish to continue pursuing their degree may appeal to the dean's office for re-admission.

**First Trimester**

LDG 640 – Foundations of Organizational Leadership.....	3
LDG 650 – Ethical Leadership .....	3
LDG 660 – Principles of Research Methods .....	3

**Second Trimester**

LDG 670A – Thesis Seminar I .....	1
LDG 680 – Global Leadership and Diversity .....	3
LDG 690 – Organizational Communication and Leadership .....	3
LDG 770 – Organizational Culture and Team Building.....	3
LDG 710A – Thesis Seminar II .....	1

**Third Trimester**

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

## ***Degree Completion Program***

### **ORGANIZATIONAL MANAGEMENT- B.S. /ORGANIZATIONAL MANAGEMENT- B.P.S.**

*Primary Faculty:*

Dr. Elena Murphy (Assessment Faculty)

#### **Mission**

The Bachelor of Science in Organizational Management 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 OM 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 Management program will be able to:

##### **Academically Excellent:**

- Demonstrate the ability skills in the use of technology, communication, and research as it relates to scholarship.
- Develop analytical thinking skills as tools for problem solving in the workplace.

##### **Globally Engaged:**

- Demonstrate fluency in using ethical theories as a framework for positioning organizations as responsible, global citizens

##### **Intentionally Diverse:**

- Demonstrate the ability to utilize diverse perspectives as a means to solving problems and initiating change within an organizational context

##### **Personally Transforming:**

- Develop process in which to assess and promote personal growth, development and life-long learning

##### **Socially Relevant:**

- Demonstrate the ability to use a multidisciplinary approach to understand organizations. Understand the process of how to bring about positive change and growth within organization

#### **PROGRAM ASSESSMENT**

The following assessments are used to assess program effectiveness.

Assessment	Description	Location in Program
Final Paper for Organizational Theory & Design	Grade	2 <sup>nd</sup> course in Term 1
Final Paper for The Manager as Change Agent	Grade	3rd course in Term 1
Final Paper in Research Project I	Grade	1 <sup>st</sup> course in Term 1
Presentation in Organizational Behavior	Group Presentation Grade	2 <sup>nd</sup> course in Term 2
Exam in Global Leadership	Midterm Exam Grade	4 <sup>th</sup> course in Term 1
Presentation/Debate in Business Law & Ethics	Grade	3 <sup>rd</sup> course in Term 2
Final Paper for Research Project 2	Grade	4 <sup>th</sup> course in Term 2
Presentation in Research Project 2	Grade	4 <sup>th</sup> course in Term 2

#### **ORGANIZATIONAL MANAGEMENT PROGRAM STRUCTURE**

The Bachelors of Science (BS)/Bachelors of Professional Studies (BPS) in Organizational Management is a program for adult learners requiring 120 credits for completion. The program is conducted in three terms. Students are required to complete 36 credits in 16 months. 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. Whenever a cohort has fewer than 10 members the college reserves the right to merge this cohort with another cohort in order to maintain an educationally viable group.

During the 16 month program classes meet one night per week for four hours, with an additional weekly online component. In addition, occasional Saturday classes are required at three points in the program.

### DEGREE REQUIREMENTS

The accelerated Bachelor's Degree program is a three term program with 12 credits each. Students enter the program with between 60 and 84 transferable college credits. Students who come in with fewer than 84 credits earn the other credits through the assessment of prior learning, credit by examination, and/or additional transfer credits to bring them to 84 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 36 credits in the Organizational Management program.

### NYACK COLLEGE POLICY FOR PRIOR LEARNING

- Allows adult students enrolled in Organizational Management program 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 the American Council of Education (ACE) and National College Credit Recommendation Service (National CCRS).
- Accepts college credit for military training as indicated by ACE.
- Dictates that students can use ACE and National CCRS 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.

120 credit hours, distributed as follows, are required for the Bachelor of Science and Bachelor of Professional Studies degrees:

### Core Curriculum: Assessed Credit Breakdown:

Course	B.P.S.	B.S.
Liberal Arts Elective	0 credits	22 credits
Basic Communication *	6 credits	6 credits
American Civilization Elective*	3 credits	3 credits
World Civilization Elective*	3 credits	3 credits
Western Civilization Elective*	3 credits	3 credits
Art History Elective*	3 credits	3 credits
Math Elective*	3 credits	3 credits
Science Elective*	3 credits	3 credits
Miscellaneous	60 credits	38 credits
Total	84 credits	84 credits

*\*These courses are offered in traditional terms, but often in a fast track format. A student may not enroll in a general education course other than English if he or she is carrying more than two incompletes.*

### Major Curriculum:

Course	Credits
<b>Term I</b>	
HUM 301 Found. of Critical & Systemic Thinking	3 credits
BUS/SOC 325 Org. Theory & Design	3 credits
BUS 343 The Manager as Change Agent	3 credits
SOC 413 Research Project I	2 credits
LIB 101 Information Literacy	1 credit
<b>Term II</b>	
BUS 309 Managerial Accounting & Finance	3 credits
BUS 405 Organizational Behavior	3 credits
BUS 463 Global Leadership	3 credits
BUS 434 Business Law & Ethics	3 credits
<b>Term III</b>	
SOC 409 Research Methods & Statistics	3 credits
BUS 464 Knowledge Management	3 credits
BUS/ECO 419 Economics & Marketing	3 credits
SOC 414 Research Project II	3 credits

## ACCOUNTING – B.S. (Corporate track)

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. This training retains a strong liberal arts core, the essence of what it means to be "truly educated", that emphasizes writing, literature, history, philosophy, and the social and natural sciences. 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. All Nyack students earn a Bible minor and are given opportunities to go on foreign missions trips which broaden their global perspectives. 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.

CPA licensure requires 150 credit hours of study in all states, including 33 hours of accounting. However, many students find that although they desire a career in accounting, CPA licensure is not their goal. This program, offering a total of 120 credit hours, includes 27 credits in accounting, immediately qualifying our graduates for entry-level positions in the accounting departments or major corporations and other organizations. Should their goals change in the future, graduates still have the option to pursue CPA licensure.

International Students (and Americans seeking experience abroad): "Due to the outstanding reputation of the U.S. CPA certification and the AICPA (American Institute for Certified Public Accountants) around the world, some foreign PAOs (Professional Accounting Organizations) may recognize and give credit for the CPA's U.S. education and/or experience." *Journal of Accountancy, July 2013.*

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.

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

**Liberal Arts and Science Core Component**..... 35

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

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

### Major Field Component (70 credits)

BUS 101 – Introduction to Business.....	3
BUS 201,202 – Principles of Accounting.....	6*
BUS 327 – Business Communications.....	3
BUS 301,302 – Intermediate Accounting .....	6*
BUS 311 – Cost and Managerial Accounting.....	3*
BUS 312 – Accounting with Computers .....	3*
BUS 331 – Principles of Marketing.....	3
BUS 232 – Principles of Management.....	3
BUS 333,334 – Principles of Finance.....	6
BUS 335,336 – Business Law .....	6
BUS 341 – Management Information Systems.....	3
BUS 415 – Federal Income Tax .....	3
BUS 403 – Auditing.....	3
BUS 411 – Advanced Accounting .....	3
BUS 428 – Business Ethics.....	3
BUS 470 – Business Policy and Strategic Management .....	3
BUS 458 – Operations Management .....	3
ECO 101 – Personal Economics and Finance.....	1
ECO 202 – Microeconomics.....	3
BUS 235 – Business Calculus and Applications .....	3

\*indicates Accounting Course

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



### ***Accounting Major Suggested Program Plan***

#### **FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form. ....	2
BUS 101-Intro. To Business .....	3
ECO 201-Macroeconomics.....	3
ENG 101-College Writing I.....	3
HIS 113-Hist. Of World Civ. I .....	3
ECO 101-Personal Econ/Finance ..	1
LIB 101-Information Literacy.....	1

#### **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**

BUS 301-Intermed. Accounting I ....	3
BUS 311-Cost/Managerial Acct. ....	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 428-Business Ethics.....	3
SOC 347-Cont American Soc.....	3
BUS 312-Acct. with Computers .....	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
BUS 235- Bus Calculus & Apps.....	3

#### **SECOND YEAR: Spring**

BUS 202-Accounting II.....	3
BUS 232-Princ. Of Management ....	3
Laboratory Science .....	3
BUS 327 Business Comm. ....	3
BIB 303 Christian Thought.....	3

#### **THIRD YEAR: Spring**

BUS 302-Intermed. Accounting II. ...	3
BUS 334-Princ. Of Finance II .....	3
BUS 336-Business Law II .....	3
Fine Arts requirement .....	3
BUS 415-Federal Income Tax .....	3

#### **FOURTH YEAR: Spring**

BUS 411-Adv. Accounting .....	3
BUS 470-Business Policy .....	3
BUS 458 – Operations Mgt. ....	3
BIB-Elective .....	3
Misc.Elective .....	1

## **ACCOUNTING – B.S. (CPA/Honors track)**

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. This training retains a strong liberal arts core, the essence of what it means to be "truly educated", that emphasizes writing, literature, history, philosophy, and the social and natural sciences. 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. All Nyack students earn a Bible minor and are given opportunities to go on foreign missions trips which broaden their global perspectives. 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.

CPA licensure requires 150 credit hours of study in all states, including 33 hours of accounting. This four year program provides all 33 hours of accounting and permits students to take the CPA exam upon graduation. For those who desire to earn 150 credit hours for licensure as soon as possible, 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.

International Students (and Americans seeking experience abroad): "Due to the outstanding reputation of the U.S. CPA certification and the AICPA (American Institute for Certified Public Accountants) around the world, some foreign PAOs (Professional Accounting Organizations) may recognize and give credit for the CPA's U.S. education and/or experience." *Journal of Accountancy, July 2013.*

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

**Liberal Arts and Science Core Component** ..... 35

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

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

### **Major Field Component (81 credits)**

BUS 101 – Introduction to Business.....	3
BUS 201,202 – Principles of Accounting.....	6*
BUS 242 – Personal Finance .....	3
BUS 327 – Business Communications.....	3
BUS 301,302 – Intermediate Accounting .....	6*
BUS 311 – Cost and Managerial Accounting.....	3*
BUS 312 – Accounting with Computers .....	3*
BUS 331 – Principles of Marketing.....	3
BUS 232 – Principles of Management.....	3
BUS 333,334 – Principles of Finance.....	6
BUS 335,336 – Business Law .....	6
BUS 341 – Management Information Systems.....	3
ECO 362 – Money and Banking.....	3
BUS 415 – Federal Income Tax .....	3
BUS 403 – Auditing.....	3
BUS 411 – Advanced Accounting .....	3
BUS 428 – Business Ethics.....	3
BUS 470 – Business Policy and Strategic Management .....	3
BUS 458 – Operations Management .....	3
ECO 101 – Personal Economics and Finance.....	1
ECO 202 – Microeconomics.....	3
BUS 235 – Business Calculus and Applications .....	3
BUS 408 – Corporate Taxation .....	3*
BUS 416 – Financial Reporting and Analysis.....	3*

\*indicates Accounting Course

**Total credits required ..... 130**

***Accounting Major Suggested Program Plan***

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form..... 2  
BUS 101-Intro. To Business ..... 3  
ECO 201-Macroeconomics..... 3  
ENG 101-College Writing I..... 3  
HIS 113-Hist. Of World Civ. I ..... 3  
ECO 101-Personal Econ/Finance .. 1  
LIB 101-Information Literacy..... 1

**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**

BUS 301-Intermed. Accounting I .... 3  
BUS 311-Cost/Managerial Acct. .... 3  
BUS 331-Princ. Of Marketing ..... 3  
BUS 333-Princ. Of Finance I ..... 3  
BUS 335-Business Law I ..... 3  
ECO 362-Money & Banking..... 3

**FOURTH YEAR: Fall**

BUS 403-Auditing..... 3  
BUS 341-Mgmt. Of Info. Sys. .... 3  
BUS 428-Business Ethics..... 3  
SOC 347-Cont American Soc..... 3  
BUS 408-Corporate Taxation ..... 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  
BUS 235- Bus Calculus & Apps..... 3

**SECOND YEAR: Spring**

BUS 202-Accounting II..... 3  
BUS 232-Princ. Of Management .... 3  
Laboratory Science ..... 3  
BUS 327 Business Comm. .... 3  
BIB 303 Christian Thought..... 3

**THIRD YEAR: Spring**

BUS 302-Intermed. Accounting II... 3  
BUS 334-Princ. Of Finance II ..... 3  
BUS 336-Business Law II ..... 3  
Fine Arts requirement ..... 3  
BUS 415-Federal Income Tax ..... 3

**FOURTH YEAR: Spring**

BUS 411-Adv. Accounting ..... 3  
BUS 470-Business Policy ..... 3  
BUS 458 – Operations Mgt. .... 3  
BIB-Elective ..... 3  
BUS 416- Financial Report/Analys . 3  
BUS 312-Acct. with Computers ..... 3

## **BUSINESS ADMINISTRATION– B.S.**

*Primary Faculty, Rockland:*  
*Primary Faculty, NYC:*

Dr. Susanne Hartl (Department Chair, Rockland), Dr. Gordon Boronow  
Dr. Gerard Becker (Department Chair, NYC)

### **Mission**

Under the mission of Nyack College, the Business Department exists to develop creative leaders centered on biblical values for global practice. Educational programs are 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, 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.

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

**Liberal Arts and Science Core Component** ..... 35

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

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

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

### **Major Field Component (54 credits)**

BUS 101 – Introduction to Business.....	3
BUS 201,202 – Principles of Accounting.....	6
BUS 232 – Principles of Management.....	3
BUS 331 – Principles of Marketing.....	3
BUS 333 – Principles of Finance I.....	3
BUS 335 – Business Law I.....	3
BUS 341 – Management Information Systems.....	3
BUS 428 – Business Ethics.....	3
BUS 470 – Business Policy and Strategic Management.....	3
ECO 202 – Microeconomics.....	3
BUS 235 – Business Calculus and Applications.....	3
CSC-Elective (104 or above) or BUS 312-Accounting with Computers.....	3
Electives in upper level Business and Economics courses.....	15

### **Miscellaneous Elective Component (10 credits)**

Miscellaneous electives ..... 10

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

### **Concentrations (15 credits)**

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

#### **Accounting Concentration;** Choose any 5 of the following:

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

#### **Economics Concentration:** Any 5 of the following:

ECO 312-Int. Macro	ECO 341-International Econ.
ECO 313-Int. Microeconomics	ECO 345-Enter. Ind. Econ
ECO 327-Hist. Of Econ. Thgt.	ECO 362-Money and Banking
ECO 340-Econ. Development	ECO 440-Econ. Of Social Issues

**Finance Concentration**

BUS 334-Principles of Finance II Plus any 4 of the following:

BUS 242-Personal Finance	ECO 362-Money & Banking
BUS 311-Cost/Managerial Acct.	BUS 415-Federal Income Tax.
BUS 351-Securities & Invest	BUS 410- Case Analysis in Financial Management

**Management Concentration:** Choose any 5 of the following:

BUS 246-Non-Profit Organ.	BUS 413-Product Management
BUS 311-Cost/Managerial Acct.	BUS 424-Sales Force Management
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. Envir.
BUS 348-Retail Mgmt.	
BUS 412-Project Management	

**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 Sports

**Marketing Concentration**

BUS 338-Marketing Research Plus any 4 of the following:

BUS 315-Global Business	BUS 413-Product Mgmt.
BUS 327-Business Comm.	BUS 363-Public Relation
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 349-Music Business II	BUS 454- Entrepreneurship
BUS 412- Project Management	BUS 347- Music Business I

**Business Administration Major Suggested Program Plan****FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form. .... 2  
 BUS 101-Intro. To Business ..... 3  
 ECO 201-Macroeconomics..... 3  
 ENG 101-College Writing I..... 3  
 HIS 113-Hist. Of World Civ. I ..... 3

**SECOND YEAR: Fall**

BIB 201-New Testament Lit. .... 3  
 BUS 201-Accounting I..... 3  
 ENG 201 or 202-Global Lit. I or II ... 3  
 CSC-Elective or BUS 312..... 3  
 Liberal Arts elective ..... 1  
 Foreign Language ..... 3

**THIRD YEAR: Fall**

BIB 303 Christian Thought..... 3  
 BUS 331-Princ. Of Marketing ..... 3  
 BUS 333-Princ. Of Finance I ..... 3  
 BUS 335-Business Law I ..... 3  
 Laboratory Science ..... 4

**FOURTH YEAR: Fall**

BUS 428-Business Ethics..... 3  
 BUS-electives..... 6  
 Elective ..... 5

**FIRST YEAR: Spring**

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

**SECOND YEAR: Spring**

BUS 202-Accounting II .....3  
 BUS 232-Princ. Of Management.....3  
 MAT 330-Statistics.....3  
 BUS-elective .....3  
 PMN 201-Nyack Heritage .....1  
 Foreign Language.....3

**THIRD YEAR: Spring**

BIB-Elective.....3  
 BUS 341-Mgmt. Of Info. Sys. ....3  
 Fine Arts requirement .....3  
 BUS 235- Bus Calculus & Apps .....3  
 SOC 347-Cont American Soc.....3

**FOURTH YEAR: Spring**

BUS 470-Business Policy.....3  
 BUS-electives.....6  
 Elective .....3

## **BUSINESS ADMINISTRATION – 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.

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

<b>Core Component (26 credits)</b>	<b>Credits</b>
PMN 101 – Introduction to Spiritual Formation .....	2
BIB 102 – Old Testament Literature .....	3
BIB 201 – New Testament Literature .....	3
LIB 101 – Information Literacy .....	1
ENG 101,102 – College Writing I and II .....	6
PMN 201 – Nyack Heritage .....	1
Laboratory Science elective .....	4
Social Science elective (pick one of 4) .....	3
Core elective, choose one: ENG 201, 202, PHI 101, or math elective .....	3
<b>Major Field Component (24 credits)</b>	
BUS 101 – Introduction to Business .....	3
BUS 201,202 – Principles of Accounting .....	6
BUS 331 – Principles of Marketing .....	3
BUS 232 – Principles of Management .....	3
ECO 201,202 – Economics .....	6
CSC-Elective (104 or above) <u>or</u> BUS 312-Accounting with Computers .....	3
<b>Miscellaneous Elective Component (10credits)</b>	
Liberal Arts electives .....	1
Miscellaneous electives .....	9
Recommended: HIS 113, HIS 114, or core electives	
<b>Total credits required .....</b>	<b>60</b>

### ***Business Administration Major (A.S.) Suggested Program Plan***

<b>FIRST YEAR: Fall</b>	<b>FIRST YEAR: Spring</b>
PMN 101-Intro to Spiritual Form. .... 2	BIB 102-Old Testament Lit. ....3
BUS 101-Intro. To Business ..... 3	ECO 201-Macroeconomics .....3
ENG 101-College Writing I..... 3	ENG 102-College Writing II .....3
Social Science elective ..... 3	Electives .....5
Electives ..... 3	LIB 101-Info Literacy .....1
PMN 201-Nyack Heritage ..... 1	
<b>SECOND YEAR: Fall</b>	<b>SECOND YEAR: Spring</b>
BIB 201-New Testament Lit. .... 3	BUS 202-Princ. Of Accounting II .....3
BUS 201-Princ. Of Accounting I .... 3	BUS 232-Princ. Of Management.....3
ECO 202-Microeconomics ..... 3	Core Elective .....3
BUS 331-Princ. Of Marketing ..... 3	Laboratory Science .....4
Elective ..... 1	CSC-Elective (104 or above).....3
Liberal Arts Elective ..... 1	

**Online programs include prescribed courses to fulfill miscellaneous credits**

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

<b>Core Component (24 credits)</b>	<b>Credits</b>
REL 314 World Religions.....	3
PHI 102 – Introduction to Ethics .....	3
ENG 101,102 – College Writing I and II .....	6
BIO 222- Environmental Science .....	3
PSY 101 General Psychology .....	3
MAT 101- College Mathematics .....	3
DEV 110- Academic Life Skills .....	3

<b>Major Field Component (27 credits)</b>	
BUS 101 – Introduction to Business.....	3
BUS 201 – Principles of Accounting.....	3
BUS 331 – Principles of Marketing.....	3
BUS 232 – Principles of Management.....	3
BUS 344 – Human Resource Management.....	3
BUS 333 – Principles of Finance .....	3
ECO 201 –Macroeconomics.....	3
ECO 202 –Microeconomics.....	3
BUS 315- Global Business .....	3

<b>Miscellaneous Elective Component (9 credits)</b>	
*LIB 101 – Information Literacy .....	1
SOC 101- Introduction to Sociology .....	3
*MUS 115A- Music Appreciation .....	2
CSC 242- Webpage Design .....	3
*(Qualified students may substitute PLA 102 Prof Experience for MUS/LIB .....	3)

**Total credits required ..... 60**

***\*Qualified students may substitute PLA 102, Prior Learning Experience to cover 3 credits.***

## **School of Education – Graduate**

Dr. JoAnn Looney- Dean

### **Primary Faculty:**

Dr. JoAnn Looney (Dean, TESOL Program Director) ), Miriam Velez (Inclusive Education Coordinator), Dr. Marie White, Dr. Christine Willardl (Childhood Ed and Childhood Special Ed Program Director), Dr. Bennett Schepens

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School of Education reserves the right to make changes to the Assessment Systems, specifically admission to and exit from the programs, based upon anticipated revisions made by the New York State Department of Education and accreditors.

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

Nyack College offers a variety of master's programs for educators. Qualified students seeking to obtain the initial level of New York State teacher certification may pursue the program for Initial Certification in Childhood Education, Childhood Special Education, or Teaching English to Speakers of Other Languages (TESOL). Initially certified teachers may pursue additional certification, professional certification, or certification extension through strands of these programs as well.

Students enrolled at the NYC campus must meet a residency requirement by taking EDG 660 at the Nyack campus. Please refer to the Admissions section of the catalog for admissions requirements.

### **Mission and Learning Goals**

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

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

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

#### **Service**

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

#### **Academics**

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

#### **Leadership**

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



**Teaching**

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

**SOE Electronically Collected Material Policy**

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

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

Student name  
Course name  
Instructor name  
Course information

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

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

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

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

### **Admission Prerequisites for Initial Certification**

1. BA/BS in English, Foreign Language, History, Mathematics, Social Studies, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or more of Mathematical Processes, totaling 30 credits of grade C or better. Transcribed courses for transfer credit must be as recent as 7 years or less.
2. 6 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology
4. Evidence of computer literacy.
5. Submission of scores for the Graduate Record Examination (GRE)

### **Admission Prerequisites for Additional NY Certification**

1. A valid NY State teaching license
2. 6 credits of Historical & Social Science Concepts (with grades of at least C)
3. 6 credits of Scientific Processes (with grades of at least C)
4. 6 credits of Mathematical Processes (with grades of at least C)
5. Submission of Scores for the Graduate Record Examination (GRE)

### **Admission Prerequisites for Non-Certification Track**

1. A bachelor's degree
2. Evidence of computer literacy

### **Program Requirements**

1. A minimum of 39 or 45 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0. Specifically, a grade of B- or better is required in each course, or the course must be repeated.
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
4. Satisfactory demonstration of teaching competencies through the construction of a clinically-based project.
5. Satisfactory completion of Internship and Seminar or Practicum.
6. Passing scores on the relevant NY State certification exams (Non-Certification track excluded).

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

### **Admission to Practicum**

Candidates will be required to satisfy the following before starting Practicum:

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. (Non-Certification excluded)
  - a. Initial Certification Practicum (50 hours)
    - Educating All Students-Literacy (EAS-L)
    - Multi-Subject Childhood Content Specialty Test (CST)
  - b. Additional Certification Practicum (Two 10-day placements)
    - Multi-Subject Childhood Content Specialty Test (CST)
4. Completion of program coursework
5. Fingerprinting clearance

### **Admission to Student Teaching/Internship**

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

1. The candidate must be a fully-admitted matriculated student and 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 Internship/Student Teaching 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 internship/student teaching placements may not be arranged.
3. All prerequisite coursework, including practicum, must be satisfied.
4. The candidate must have passing scores on the certification exams for New York State: EAS-L, and Multi-Subject: Teachers of Childhood CST.
5. Some districts require interviews between the student teacher and cooperating teacher. The student must meet with the cooperating teacher (and/or principal) preceding the student teaching semester.
6. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 6 months prior to student teaching/internship 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.

### Field and Practicum Experiences

Field experiences totaling 90+ hours are integrated with specific courses throughout the program. For additional certification, an additional 10 days of lower elementary and 10 days of upper elementary practicum experiences are required beyond the early course-dependent field experiences. For initial certification, an additional 50-hour practicum and an internship at each of the lower and upper elementary levels are required beyond the course-dependent field experiences.

### Assessments

In addition to course-level assessments (units, clinical performance assessments, papers, exams, etc.) and state certification examinations, three program-level assessments are prerequisites to graduation. 1) Successful completion of capstone clinical experiences (practicum/internship) are required. 2) At least one clinically based project is required of each candidate, which will be produced through the practicum and/or internship experience. 3) A final comprehensive exam, based on coursework selected during the program, will be administered in the semester prior to graduation.

### Program Assessment

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
Content Specialty Test (CST)	Licensure Test	End of Program
Teaching Competencies Rubric (TCR)	Practicum	End of Program
Clinically-based project	Practicum	End of Program

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teacher preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs for initial certification within the previous reporting year, in official documents. Nyack College's Childhood Education M.S. program had fewer than ten program completers for initial certification and is prohibited from publishing individual program pass rate data. However, the institutional pass rates for undergraduate and graduate programs combined are below:

Graduation Years	2015-16	2016-17
Nyack College Overall Pass Rates	90%	87%
NY State Average Overall Pass Rates	81%	tbd

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

### **Initial or Additional Certification and Non-Certification**

#### **CHILDHOOD EDUCATION CURRICULUM (36-45 credits)**

##### **Required Courses (15 credits)**

EDG 500 – Educational Research and Statistics.....	3
EDG 512 - Character Education .....	3
EDG 520 – Child Development and Learning Theories.....	3
EDG 530 - The Inclusive Classroom .....	2
co-requisite EDG 730 – Field Experience for Inclusive Classroom.....	0
co-requisite EDG 660 – Current Topics in Education.....	1
EDG 532 – Exceptional Child .....	3
co-requisite EDG 732 – Field Experience for Exceptional Child .....	0

##### **Language and Literacy (9 credits)**

EDG 511 - Integrating Curricular Literacy Skills .....	3
EDG 545 - Literacy .....	3
co-requisite EDG 745 – Field Experience for Literacy.....	0
EDG 652 - Teaching Eng. Lang. Learners and Bilingual Students.....	3

##### **Content and Curriculum (9 credits)**

EDG 563 - Methods of Social Studies .....	3
co-requisite EDG 763 - Field Experience for Methods of Soc. Studies.....	0
EDG 564 - Methods of Science .....	3
co-requisite EDG 764 - Field Experience for Methods of Science .....	0
EDG 565 - Methods of Math .....	3
co-requisite EDG 765 - Field Experience for Methods of Math.....	0

##### **Capstone Component**

###### **Option A: seeking a recommendation for certification (12 credits)**

EDG 547 - Health Issues for Educators.....	1
EDG 615 – Practicum for Childhood Education.....	3
EDG 590 - Seminar for Professional Experience.....	2
EDG 594 - Internship for Childhood Education Grades 1-3.....	3
EDG 595 - Internship for Childhood Education Grades 4-6.....	3

###### **Option B: seeking a recommendation for additional certification (6 credits)**

EDG 766 –Childhood Education Practicum: Lower .....	3
EDG 767 –Childhood Education Practicum: Upper .....	3

###### **Option C: Non-Certification track (3 credits)**

EDG 615 –Practicum for Childhood Education .....	3
--	---

##### **Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam .....	0
------------------------------------	---

### **Childhood Education Initial Certification**

#### **Suggested Program Plan**

##### **SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 520-Dev & Learnng Theories .....	3
EDG 530-Incl Classroom.....	2
EDG 730 – Field for Incl Classrm.....	0
EDG 660 – Current Topics .....	1

##### **SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 565-Methods of Math.....	3
EDG 765-Field for Methods Math.....	0

##### **SEMESTER IV: Fall**

EDG 545-Literacy .....	3
EDG 745-Field for Literacy .....	0
EDG 563-Methods of Social Studies....	3
EDG 763-Field for Methods Soc Stud..	0
EDG 615-Practicum in Child Ed .....	3
EDG 652-Tching ELLs and Biling .....	3

##### **SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills.....	3
EDG 532-Exceptional Child .....	3
EDG 732-Field for Exceptional .....	0
EDG 547-Health Issues.....	1
EDG 564-Methods of Science .....	3
EDG 764-Field for Methods Science...	0

##### **SEMESTER V: Spring**

EDG 590-Professional Seminar .....	2
EDG 594-Internship Ch Ed 1-3.....	3
EDG 595-Internship Ch Ed 4-6.....	3

**Childhood Education Additional Certification**  
**Suggested Program Plan**

**SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 520-Dev & Learning Theories .....	3
EDG 530-Incl Classroom.....	2
EDG 730-Field for Incl Classrm.....	0
EDG 660 – Current Topics .....	1

**SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 565-Methods of Math.....	3
EDG 765-Field for Methods Math.....	0

**SEMESTER IV: Fall**

EDG 545-Literacy .....	3
EDG 745-Field for Literacy .....	0
EDG 563-Methods of Social Studies....	3
EDG 763-Field for Methods Soc Stud..	0
EDG 652-Tching ELLs & Bilingual.. ....	3

**SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills.....	3
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional .....	0
EDG 564-Methods of Science .....	3
EDG 764-Field for Methods Science...	0

**SEMESTER V: Spring**

EDG 766-Practicum: Lower .....	3
EDG 767-Practicum: Upper.....	3

**Childhood Education Non-Certification**  
**Suggested Program Plan**

**SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 520-Dev & Learning Theories .....	3
EDG 530-Incl Classroom.....	2
EDG 730 – Field for Incl Classrm.....	0
EDG 660 – Current Topics .....	1

**SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 565-Methods of Math.....	3
EDG 765-Field for Methods Math.....	0

**SEMESTER IV: Fall**

EDG 545-Literacy .....	3
EDG 745-Field for Literacy .....	0
EDG 563-Methods of Social Studies....	3
EDG 763-Field for Methods Soc Stud..	0
EDG 615-Practicum in Child Ed .....	3
EDG 652-Tching ELLs and Biling .....	3

**SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills.....	3
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional .....	0
EDG 764-Field for Methods Science...	0
EDG 564-Methods of Science .....	3

Suggested plans are subject to change  
based on course offering adjustments.

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

*This program is nationally recognized by the Council for Exceptional Children (CEC).*

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

### **Admission Prerequisites for Initial Certification**

1. BA/BS in English, Foreign Language, History, Mathematics, Social Studies, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or more of Mathematical Processes, totaling 30 credits of grade C or better. Transcribed courses for transfer credits must be as recent as 7 years or less.
2. 6 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology.
4. Evidence of computer literacy.
5. Submission of scores for the Graduate Record Examination (GRE)

### **Admission Prerequisites for Additional NY Certification**

- 1.A valid NY State teaching license
- 2.6 credits of Historical & Social Science Concepts (with grades of at least C)
- 3.6 credits of Scientific Processes (with grades of at least C)
4. 6 credits of Mathematical Processes (with grades of at least C)
5. Submission of Scores for the Graduate Record Examination (GRE)

### **Admission Prerequisites for Non-Certification Track**

- 1.A bachelor's degree
2. Evidence of computer literacy

### **Program Requirements**

1. A minimum of 30, 36, or 42 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0. Specifically, a grade of B- or better is required in each course, or the course must be repeated.
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
4. Satisfactory demonstration of teaching competencies through the construction of a clinically-based project.
5. Satisfactory completion of Internship and Seminar or a Practicum at each level.
6. Passing scores on the relevant NY State certification exams. (Non-Certification track excluded).

### **Program requirements for non-Certification**

A minimum of 30 credit hours of graduate level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours, must be 3.0 or better, and must be as recent as 7 years or less.

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

In addition to the general admission requirements listed in the catalog, admission to the B.S./M.S. Childhood Special Education program requires the following items:

1. Submission of departmental application.
2. Completion of 30 hours Community Service to Students Hours (It is recommended that candidates complete this requirement immediately following completion of the freshmen year).
3. Satisfactory grade point average (overall GPA of 3.0, 3.0 in education, and 3.0 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 SEAT proficiency exam for the School of Education.
5. Satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations.
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 1090 or more for all three sections, or ACT equivalent of at least 21) and a high school grade point average of not less than 3.0 on a four point scale. 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 college grade point average of not less than 3.0 on a four point scale. Each education and education-related course must be a grade of C or better in order to transfer as applicable to the Education programs. Students transferring in large numbers of credits should present a GPA closer to the 3.0 requirements outlined below so admission to the School of Education is not delayed. "Before admission to the department and to third year education methods courses, the candidate must have an overall cumulative grade point average of 3.0, a 3.0 grade point average in education and core related education courses, and a 3.0 in courses of the academic area of specialization.

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

1. A minimum of 118 credit hours undergraduate-level coursework and 34 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0. Specifically, a grade of C or better is required in each undergraduate education course and a grade of B- or better is required in each graduate course, or the course must be repeated.
3. Passing grades on the relevant NY State certification exams (currently listed as Educating All Students Test-Literacy , the Multi-Subject: teachers of Childhood Content Specialty Test and the Students with Disabilities Content Specialty Test).
4. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
5. Satisfactory demonstration of teaching competencies through the construction of a clinically-based project.
6. Satisfactory completion of Student Teaching and Seminar.

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

#### **Admission to Practicum**

Candidates will be required to satisfy the following before starting Practicum:

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. (Non-Certification excluded)
  - a. Initial Certification Practicum (50 hours)
    - Educating All Students-Literacy (EAS-L)
    - Multi-Subject: Teachers of Childhood Content Specialty Test (CST)
  - b. Additional Certification Practicum (Two 15-day placements)
    - Students with Disabilities Content Specialty Test (CST)
    - Multi-Subject: Teachers of Childhood Content Specialty Test (CST)
4. Completion of program coursework.
5. Fingerprinting clearance

#### **Admission to Student Teaching/Internship**

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

1. The candidate must be a fully-admitted matriculated student and 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 Internship/Student Teaching 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 internship/student teaching placements may not be arranged.
3. All prerequisite coursework, including practicum, must be satisfied.
4. The candidate must have passing scores on the relevant certification exams for New York State (currently listed as, the Educating All Students- Literacy , the Multi-Subject: Teachers of Childhood Content Specialty Test, and the Students with Disabilities Content Specialty Test).
5. Some districts require interviews between the student teacher and cooperating teacher. The student must meet with the cooperating teacher (and/or principal) preceding the student teaching semester.
6. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 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.

### Field Experiences

Field experience is required at the level of certification sought prior to student teaching. For a first certification, 150+ hours and internships are required; for a second certification, 90+ hours and two 10-days practicum experiences are required. Candidates in the integrated 5-year program must complete 100 hours of field experience in grades 1-6, an additional 140 hours with special education students in special education classrooms, and student teaching in both special education and general education classrooms.

### Assessments

In addition to course-level assessments (units, papers, exams, etc.) and state certification examinations, three program-level assessments are prerequisites to graduation. 1) Successful completion of capstone clinical experiences (practicum/internship) are required. 2) At least one clinically-based sample is required of each candidate, which will be produced through practicum/internship/student teaching experiences. 3) A final comprehensive exam, based on coursework selected during the program, will be administered in the semester prior to graduation.

### Program Assessment

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
Content Specialty Test (CST)	Licensure Test	End of Program
Teaching Competencies Rubric (TCR)	Practicum	End of Program
Clinically-based project	Practicum	End of Program

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teacher preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs for initial certification within the previous reporting year, in official documents. Nyack College's Childhood Special Education M.S. and B.S./M.S. programs each had fewer than ten program completers for initial certification in and are prohibited from publishing individual program pass rate data. However, the institutional pass rates for undergraduate and graduate programs combined are below:

Graduation Years	2015-16	2016-17
Nyack College Overall Pass Rates	90%	87%
NY State Average Overall Pass Rates	81%	tbd

### CHILDHOOD SPECIAL EDUCATION - M.S.

#### Initial or Additional Certification and Non-Certification

#### CHILDHOOD SPECIAL EDUCATION CURRICULUM (30-42 Credits)

##### Required Courses (12 credits)

EDG 500 – Educational Research and Statistics.....	3
EDG 512 - Character Education .....	3
EDG 530 - The Inclusive Classroom .....	2
co-requisite EDG 730 Field Experience for Inclusive Classroom.....	0
co-requisite EDG 660 Current Topics in Education .....	1
EDG 532 - Exceptional Child.....	3
co-requisite EDG 732 Field Experience for Exceptional Child.....	0

##### Content and Curriculum (12 credits)

EDG 533 - High Incidence Disabilities.....	3
co-requisite EDG 733 Field Experience for High Incidence Disab.....	0
EDG 534 - Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention .....	3
co-requisite EDG 734 Field Experience for Autism/Low Inc Disab .....	0
EDG 536 - Special Education Behavior Management.....	3
co-requisite EDG 736 Field Experience for Behavior Management.....	0
EDG 654 - Special Ed. Assess., Eval., Diagnosis and IEP Development.....	3



**Required Courses Dependent on Certification Option:****Option for those holding Childhood initial certification (6 credits)**

EDG 738 - Special Ed Practicum: Lower .....	3
EDG 739 - Special Ed Practicum: Upper .....	3

**Option for those holding another initial certification (12 credits)**

EDG 545 - Literacy .....	3
co-requisite EDG 745 Field Experience for Literacy .....	0
EDG 652 - Teaching English Language Learners & Bilingual Students .....	3
EDG 738 - Special Ed Practicum: Lower .....	3
EDG 739 - Special Ed Practicum: Upper .....	3

**Option for those seeking an initial recommendation for certification (18 cr.)**

EDG 619 - Special Education Practicum .....	3
EDG 545 - Literacy .....	3
co-requisite EDG 745 Field Experience for Literacy .....	0
<i>One of the following courses that address reading:</i>	
EDG 511 - Integ. Learning Stand. For Curric. Lit. Skills into Curric.....	3
EDG 652 - Teaching English Language Learners & Biling Students .....	3
EDG 547 - Health Issues for Educators.....	1
EDG 590 - Seminar for Professional Experience.....	2
EDG 592 - Internship for Special Education in Grades 1-3 .....	3
EDG 593 - Internship for Special Education in Grades 4-6 .....	3

**Option for those holding another initial certification (6 credits)**

EDG 545- Literacy - Special Ed Practicum: Lower .....	3
Co-requisite EDG 745 Field Experience for Literacy.....	0
EDG 619 - Special Education Practicum .....	3

**Required Assessments (0 credits)**

EDG 675 - Comprehensive Exam .....	0
------------------------------------	---

Suggested plans are subject to change based on course offering adjustments.

**Childhood Special Ed. Initial Certification**  
**Suggested Program Plan****SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 530-Incl Classroom.....	2
EDG 660-Current Topics .....	1
EDG 730-Field for Incl Classrm.....	0
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional.....	0

**SEMESTER II: Spring**

EDG 533-High Inc Disabilities .....	3
EDG 733-Field for High Inc Disab .....	0
EDG 534-Autism/Low Inc Disab.....	3
EDG 734-Field for Autism/Low .....	0
EDG 545-Literacy .....	3
EDG 745-Field for Literacy .....	0
EDG 547-Health Issues .....	1

**SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 652-Tching ELLs and Biling .....	3

**SEMESTER IV: Fall**

EDG 536-Sp Ed Beh Man .....	3
EDG 736-Field for Beh Mangmt.....	0
EDG 619-Practicum in Sp Ed.....	3
EDG 654-Assessment Eval IEP .....	3

**SEMESTER V: Spring**

EDG 590-Professional Seminar .....	2
EDG 592-Internship Sp Ed 1-3.....	3
EDG 593-Internship Sp Ed 4-6.....	3

**Childhood Special Ed. Additional Certification for those already holding Childhood initial certification**  
**Suggested Program Plan****SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 530-Incl Classroom.....	2

**SEMESTER II: Spring**

EDG 533-High Inc Disabilities .....	3
EDG 733-Field for High Inc Dis .....	0

EDG 660-Current Topics .....	1
EDG 730-Field for Incl Classrm.....	0
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional.....	0

EDG 534-Autism/Low Inc Disab.....	3
EDG 734-Field for Autism/Low.....	0

#### **SEMESTER III: Summer**

EDG 512-Character Education.....	3
----------------------------------	---

#### **SEMESTER IV: Fall**

EDG 536-Sp Ed Beh Man .....	3
EDG 736-Field for Beh Managmt.....	0
EDG 654-Assessment Eval IEP .....	3
EDG 738-SpEd Pract: Lower .....	3
EDG 739-SpEd Pract: Upper .....	3

### ***Childhood Special Ed. Additional Certification for those already holding another initial certification Suggested Program Plan***

#### **SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 530-Incl Classroom.....	2
EDG 660-Current Topics .....	1
EDG 730-Field for Incl Classrm.....	0
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional.....	0

#### **SEMESTER II: Spring**

EDG 533-High Inc Disabilities .....	3
EDG 733-Field for High Inc Dis .....	0
EDG 534-Autism/Low Inc Disab.....	3
EDG 734-Field for Autism/Low.....	0
EDG 545-Literacy .....	3
EDG 745-Field for Literacy .....	0

#### **SEMESTER III: Summer**

EDG 512-Character Education.....	3
EDG 652-Tching ELLs and Biling.....	3

#### **SEMESTER IV: Fall**

EDG 536-Sp Ed Beh Man .....	3
EDG 736-Field for Beh Mangmt.....	0
EDG 654-Assessment Eval IEP .....	3
EDG 738-SpEd Pract: Lower .....	3
EDG 739-SpEd Pract: Upper .....	3

### ***Childhood Special Ed. Non-Certification Suggested Program Plan***

#### **SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 530-Incl Classroom.....	2
EDG 660-Current Topics .....	1
EDG 730-Field for Incl Classrm.....	0
EDG 532-Exceptional Child.....	3
EDG 732-Field for Exceptional.....	0

#### **SEMESTER II: Spring**

EDG 533-High Inc Disabilities .....	3
EDG 733-Field for High Inc Dis .....	0
EDG 534-Autism/Low Inc Disab.....	3
EDG 734-Field for Autism/Low.....	0
EDG 545-Literacy .....	3
EDG 745-Field for Literacy .....	0

#### **SEMESTER III: Summer**

EDG 512-Character Education.....	3
----------------------------------	---

#### **SEMESTER IV: Fall**

EDG 536-Sp Ed Beh Man .....	3
EDG 736-Field for Beh Mangmt.....	0
EDG 654-Assessment Eval IEP .....	3
EDG 619-SpEd Pract: .....	3

## **CHILDHOOD SPECIAL EDUCATION -- B.S./M.S.**

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

*This program is nationally recognized by the Association for Childhood Education International (ACEI) and the Council for Exceptional Children (CEC).*

### **UNDERGRADUATE LIBERAL ARTS AND SCIENCES CURRICULUM (76-79 Credits)**

#### **Liberal Arts and Science Core Component<sup>^</sup> (49\* credits)**

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

Laboratory Science electives (one life science and one physical science)	8
EDU 445 - Educating a Diverse Society (in place of SOC 347).....	3
ENG 101,102 - College Writing I and II .....	6
ENG 201/202 - Global Literature I or II .....	3
FNA 240 - Fine Arts in the Elementary Classroom (as FNA elective) .....	3
HIS 113 - History of World Civilization I (no HIS 114) .....	3
HIS 213,214 - U.S. History I and II (additional core requirement).....	6
LIB 101 - Information Literacy.....	1
Mathematics elective.....	3
MAT 211 - Math for Elementary Teachers (in addition to MAT elective) .....	3
PED 211 - Physical Education for Educators (additional core requirement) .....	1
PSY 101 - General Psychology (as Social Science elective).....	3
(PHI 101 is replaced with additional liberal arts requirement within the major.)	
*Foreign language component (1 year (2 semesters) of the same language) .....	6

#### **Bible and Ministry Curriculum (12 credits)**

BIB 102 - Old Testament Literature .....	3
BIB 201 - New Testament Literature .....	3
BIB 303 - Christian Thought.....	3
PMN 101 - Introduction to Spiritual Formation.....	2
PMN 201 - Nyack Heritage .....	1

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

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

### **UNDERGRADUATE PEDAGOGICAL CURRICULUM (37 credits)**

EDU 221 - Teaching with Technology .....	1
EDU 246 - Foundations of Education .....	3
EDU 247 - Health Issues .....	0
EDU 258 - Development and Learning Theory .....	3
EDU 259 - Teaching and Learning Strategies.....	3
EDU 321 - Technology Applications for Teachers I.....	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 336 - Methods in Teaching Math .....	3
EDU 421 - Technology Applications for Teachers II.....	1
EDU 441 - The Christian Teacher.....	2
Educational electives .....	6
Field Experience - EDU 191, 292, 391, 391S,392 and 392S.....	2

### **GRADUATE PEDAGOGICAL CURRICULUM (27 credits)**

#### **Required Courses (12 credits)**

EDG 500 Educational Research and Statistics.....	3
EDG 512 - Character Education.....	3
EDG 530 - The Inclusive Classroom .....	2
co-requisite EDG 660 Current Topics.....	1
co-requisite EDG 730 Field Experience for Inclusive Classroom.....	0

EDG 532 – Exceptional Child .....	3
co-requisite EDG 732 Field Experience for Exceptional Child.....	0
<b>Special Education (15 credits)</b>	
EDG 533 - High Incidence Disabilities .....	3
co-requisite EDG 733 Field Experience for High Incidence Disabilities .....	0
EDG 534 - Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention .....	3
co-requisite EDG 734 Field Experience for Autism/Low Incidence Dis .....	0
EDG 536 - Special Education Behavior Management.....	3
co-requisite EDG 736 Field Experience for Behavior Management.....	0
EDG 619 - Special Education Practicum .....	3
EDG 654 - Special Ed. Assess., Evaluation, Diagnosis and IEP Development.	3
<b>Required Assessments (0 credits)</b>	
EDG 675 - Comprehensive Exam .....	0
<b>STUDENT TEACHING AND SEMINAR (12 Credits)</b>	
EDG 590 - Seminar for Professional Experience.....	2
EDG 591 - Student Teaching Special Education 1-3/4-6.....	5
Choose one of the following: .....	5
EDU 492 - Student Teaching: Lower	
EDU 493 - Student Teaching: Upper	
<b>Academic Areas of Specialization</b>	
These specialization courses fulfill the liberal arts electives slots in the Major Suggested Program Plans.	
<i>Note: Areas of Specialization that are followed by an * are also available at the New York City Campus.</i>	
<b>Communication and the Arts (15 credits)</b>	
COM 108 - Public Speaking .....	3
ENG 364 - Writing Theory .....	3
Music History or Art History elective .....	2
Drama, Writing, Communications, Art, or Music electives .....	7
<b>English (15 credits) *</b>	
ENG 353 - English Grammar and Phonology .....	3
ENG 364 - Writing Theory .....	3
ENG - electives (upper-level).....	9
<b>English with TESOL Emphasis (15 credits)</b>	
ENG 201 or 202 - Global Literature (whichever was not taken in the core) .....	3
LIN 353 - English Grammar and Phonology.....	3
LIN 354 - Second Language Acquisition .....	3
ENG elective .....	3
LIN Elective (LIN 342, 352, 411 or 415) .....	3
<b>Health and Science (18 credits)</b>	
BIO 115 - Principles of Nutrition .....	3
PED 234- Personal Health Strategies .....	3
Physical Education, Sociology, Psychology, or Science electives.....	12
<b>Math/Science/Technology (15 credits) *</b>	
MAT - elective .....	3
Science elective .....	4
Math, Science, or Technology Electives.....	8
<b>Social Studies (18 credits) *</b>	
HIS 201 –Intro to Historical Inquiry .....	3
HIS 215 - American Government .....	3
HIS 255 - World Cultural Geography.....	3
HIS, ECO or ANT electives (upper level) .....	9

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

**FIRST YEAR: Fall**

EDU 191–1 <sup>st</sup> Yr Field Experience	
EDU 246-Found. of Education	3
ENG 101-College Writing I	3
HIS 113-Hist. of West. Civ. I	3
LAN-Elective	3
PED 211-PE for Educ	1
PMN 101-Intro to Spiritual Form	2

**SECOND YEAR: Fall**

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

**THIRD YEAR: Fall**

EDU 321-Tech Apps for Tchrs I	1
EDU 331-Meth. in Science	3
EDU 332-Meth. in Soc. Stud.	3
EDU 333-Teaching Literacy I	3
EDU 391-3 <sup>rd</sup> Yr Field Experience	0
EDU 391S- Seminar for Field	1
EDU elective	3
MAT 211-Math Elem. Teachers	3

**FOURTH YEAR: Fall**

EDU elective	3
EDG 500-Ed Research	3
EDG 530-Incl Classroom	2
EDG 660-Current Topics	1
EDG 730-Field for Incl Classrm	0
EDG 532-Exceptional Child	3
EDG 732-Field for Except Child	0

**FOURTH YEAR: Summer**

EDG 512-Character Education	3
Liberal Arts Elective	3

**FIFTH YEAR: Fall**

EDG 536-Sp Ed Beh Man	3
EDG 736-Field for Beh Mangmt	0
EDG 619-Sp Ed Prac	3
EDG 654-Assessment/Eval IEP	3
Liberal Arts Electives	3

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit.	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 Lit.	3
EDU 259-Tchg & Lrng Strategies	3
EDU 292-2 <sup>nd</sup> Yr Field Experience	
FNA 240-Fine Arts in Elem. Class	3
HIS 214-U.S. History II	3
Physical Science	4

**THIRD YEAR: Spring**

BIB 303-Christian Thought	3
EDU 334-Teaching Literacy II	3
EDU 336-Methods in Math	3
EDU 392-3 <sup>rd</sup> Yr Field Experience	0
EDU 392S- Seminar for Field	1
EDU 445-Educ. Div. Pop.	3
Liberal Arts Electives	3

**FOURTH YEAR: Spring**

EDU 247-Health Issues	0
EDU 441-Christian Teacher	2
EDG 533- High In Dis	3
EDG 733- Field for High In Dis	0
EDG 534- Autism/Low Inc Dis	3
EDG 734- Field for Autism/Low	0
Liberal Arts Electives	3/6**

**FIFTH YEAR: Spring**

EDG 590-Professional Seminar	2
EDG 591-Stu Teaching Spec Ed 1-3/4-6	5
EDU 421-Tech Apps for Tchrs II	1
EDU 492/493-Stu Tchg: Upper/Lower	5

*NOTE: Suggested plan subject to change based on course offering adjustments.*

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

## **INCLUSIVE EDUCATION – M.S.**

The Inclusive Education program has been designed to meet the academic requirements for obtaining a professional teaching certificate in New York State. The program fulfills the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. Students can choose to complete the program with a track for Bilingual Education (in their existing area of certification). The State of New York certification procedures require that recommended candidates also make personal application for a certificate extension and/or a professional teaching certificate. This Master of Science focuses on Inclusive Education, emphasizing meeting the educational needs of all learners.

### **Admission Prerequisites**

1. Initial/Provisional New York State or ACSI teaching certification or evidence or having met all requirements for a teaching certificate is necessary for admission to the Inclusive Education programs; students with equivalent out-of-state certification may be accepted.
2. Submission of scores for the Graduate Record Examination (GRE)

### **Program Requirements**

1. A minimum of 30 credit hours of graduate-level coursework. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average of 3.0 on a scale of 4.0
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Division.

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

### **Field Experiences**

Field experiences are required for the Exceptional Child course and for the track leading to the Bilingual Education certification extension.

### **Assessments**

In addition to course-level assessments (units, papers, exams, etc.) a final comprehensive exam, based on coursework selected during the program, will be administered in the semester prior to graduation.

### **Program Assessment**

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
1. Differentiated Unit	EDG 530	Beginning of program
2. Learning Segment	Final Pedagogical Course	End of Program
3. Comprehensive Exam	Exit Exam	End of Program

## **INCLUSIVE EDUCATION - M.S.**

### **Professional Certification**

30 credit hours, distributed as follows, are required for the Master of Science degree:

#### **Required Courses (9 credits)**

EDG 500- Educational Research and Statistics .....	3
EDG 530–The Inclusive Classroom .....	2
EDG 532–The Exceptional Child.....	3
EDG 660–Current Topics in Education .....	1
EDG 732–Field for Exceptional Child .....	0

#### **Content and Curriculum (21 credits)**

EDG 511–Integrating Curricular Literacy Skills .....	3
EDG 512–Character Education .....	3
EDG 514–Integrating Lrng Standards for Soc. Stud. into the Curriculum .....	3
EDG 515–Integrating Lrng Standards for Math and Tech. into the Curriculum.....	3
EDG 516–Integrating Lrng Standards for Sci. and Tech. into the Curriculum.....	3
EDG 652–Teaching English Language Learners and Bilingual Students .....	3
Education elective– .....	3

#### **Required Assessments (0 credits)**

EDG 675–Comprehensive Exam .....	0
----------------------------------	---

**Total credits required .....** **30**

**Inclusive Education: Suggested Program Plan****SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 532-Exceptional Child.....	3
EDG 530-Incl Classroom.....	2
EDG 660-Current Topic.....	1
EDG 732 Field for Exc. Child.....	0

**SEMESTER III: Summer**

EDG 652-Teaching ELLs.....	3
----------------------------	---

**SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills .....	3
EDG 512-Character Education .....	3
EDG 515-Integrating Math/Tech .....	3

**SEMESTER IV: Fall**

EDG 514-Integrating Soc Stud.....	3
EDG 516-Integrating Science/Tech .....	3
Education elective .....	3

Suggested plan subject to change  
based on course offering  
adjustments.

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

30 credit hours, distributed as follows, are required for the Master of Science degree:

**Required Courses (9 credits)**

EDG 500- Educational Research and Statistics .....	3
EDG 532-The Exceptional Child .....	3
Co-requisite EDG 732 Field for Exception. Child) 0 .....	0
EDG 530-The Inclusive Classroom .....	2
EDG 660-Current Topics in Education .....	1

**Bilingual Content and Curriculum (2sugg1 credits)**

EDG 511-Integrating Curricular Literacy Skills .....	3
EDG 552-Bilingual Education .....	3
Co-requisite EDG 753-Field for Bilingual Education .....	0
EDG 652-Teaching English Language Learners and Bilingual Students.....	3
Co-requisite EDG 752-Field for ELLs and Bilingual Students.....	0
EDG 656-Language, Literacy, & Learning in the ELL and/or Bilingual Classrm .	3
EDG 657-Multicultural Foundations.....	0
Co-requisite EDG 757-Field for Multicultural Foundations.....	0
LIN 653- Grammar and Phonology .....	3
LIN 654- Second Language Acquisitions .....	3

**Required Assessments (0 credits)**

EDG 675-Comprehensive Exam .....	0
----------------------------------	---

**Total credits required .....** **30**

Suggested plan subject to change based on course offering adjustments.

**Inclusive Education—Track Leading to Bilingual Education Extension: Suggested Program Plan****SEMESTER I: Fall**

EDG 500-Ed Research.....	3
EDG 552-Bilingual Education.....	3
EDG 530-Incl Classroom.....	2
EDG 660-Current Topic.....	1
EDG 753 Field for Bilingual Ed.....	0

**SEMESTER III: Summer**

EDG 652-Teaching ELLs & Biling. ....	3
EDG 752- Field for ELLs & Biling. ....	0

**SEMESTER II: Spring**

EDG 511-Int. Curr. Lit. Skills .....	3
EDG 656-Lang, Lit, & Lrn in ELL/Bil.....	3
LIN 654- Second Lang. Acquisition.....	3

**SEMESTER II: Spring**

EDG 532-Exceptional Child.....	3
EDG 732-Field Exceptional Child .....	0
EDG 657- Multicult. Foundations .....	3
EDG 757-Field for Mult Found .....	3
LIN 653- Grammar and Phonology .....	3

## **TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES - M.S.**

The Teaching English to Speakers of Other Languages (TESOL) curriculum for the M.S. for Additional Certification have been designed to meet the academic requirements for obtaining initial and professional teaching certificates in New York State. The program fulfills the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. Students who complete the program will meet the New York State requirements for teacher certification in ESL classrooms grades K-12. The State of New York certification procedures require that recommended candidates also make personal application for a certificate.

The Teaching English to Speakers of Other Languages (TESOL) curriculum for the M.S. Non-Certification Track is a degree program that has been designed to meet the academic needs of those interested in the field of TESOL but not interested in K-12 teacher certification. The curriculum is registered with the Department of Higher Education of the State of New York.

### **Admission Prerequisites for Initial or Additional Certification**

1. BA/BS in English/Linguistics, Foreign Language, History/Social Science/Anthropology, Mathematics, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or more of Mathematical Processes, totaling 30 credits of grade C or better. Transcribed courses for transfer credit must be as recent as 7 years or less.
2. 12 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology.
4. Evidence of computer literacy.
5. Submission of scores for the Graduate Record Examination (GRE)

### **Admission Prerequisites for the Non-Certification Track**

1. BA/BS in English/Linguistics, Foreign Language, History/Social Science/Anthropology, TESL, composition, literature, education, one of the sciences; or 30 credits of B or better in one of the previously listed fields
2. 12 credits of a language other than English (or the college level equivalent).

### **Program Requirements**

1. A minimum of 30 credit hours of graduate-level coursework for the M.S. Non-Certification Track; a minimum of 33 credit hours of graduate-level coursework for the M.S. Additional Certification program. Transfer credit from regionally accredited colleges or universities may not exceed 12 credit hours and must be 3.0 or better.
2. A minimum grade point average in the program of 3.0 on a scale of 4.0. Specifically, a grade of B- or better is required in each course, or the course must be repeated.
3. Satisfactory completion of a written comprehensive exam with the faculty of the Nyack College Graduate Education Department.
4. Satisfactory demonstration of teaching competencies through the construction of a clinically-based project.
5. Satisfactory completion of either Internship and Seminar or Practicum experiences.

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

### **Admission to Practicum**

Candidates will be required to satisfy the following before starting Practicum:

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. (Non-Certification excluded)
  - a. MAT Initial Certification Practicum (50 hours)
    - Educating All Students-Literacy (EAS-L)
    - English to Speakers of Other Languages Content Specialty Test (ESOL-CST)
  - b. MS Additional Certification Practicum (Two 15-day placements)
    - English to Speakers of Other Languages Content Specialty Test (ESOL-CST)
4. Completion of program coursework
5. Fingerprinting clearance

### **Field Experiences**

Field experience is integrated with specific courses throughout the program, plus clinical experience.

- M.S. Additional Certification –Minimum of 65 hours of course-dependent field experience, one 10-day practicum at the elementary level, and one 10-day practicum at the secondary level.
- M.S. Non-Certification Track –Minimum of 65 hours course-dependent field experience plus one 50-hour practicum.



## Assessments

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

## Program Assessment

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
Content Specialty Test (CST)	Licensure Test	End of Program
Teaching Competencies Rubric (TCR)	Practicum/Internship	End of Program
Clinically-based project	Practicum/Internship	End of Program

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teacher preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs for initial certification within the previous reporting year, in official documents. Nyack College's TESOL M.A.T. program had fewer than ten program completers for initial certification and is prohibited from publishing individual program pass rate data. However, the institutional pass rates for undergraduate and graduate programs combined are below:

<u>Graduation Years</u>	<u>2015-2016</u>	<u>2016-17</u>
Nyack College overall pass rates	90%	87%
NY State Average Overall pass rates	81%	tbd

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES - M.S.

### Additional Certification

#### TESOL CURRICULUM (33 credits)

##### Required Special Education Course (6 credits)

EDG 500 – Educational Research and Statistics.....	3
EDG 532 - The Exceptional Child.....	3
co-requisite EDG 732 – Field Experience for Exceptional Child .....	0

##### Content and Curriculum (21 credits)

EDG 670 – TESOL Methods and Materials .....	3
co-requisite EDG 770 - Field Experience for Methods & Materials.....	0
EDG 671 – TESOL Methods: Language Arts .....	3
co-requisite EDG 771 - Field Experience for Methods: LA .....	0
EDG 672 – TESOL Methods: CBI & SIOP .....	3
co-requisite EDG 772 - Field Experience for Methods: CBI & SIOP.....	0
EDG 673 – TESOL Curriculum, Testing, and Assessment.....	3
LIN 653 – Grammar and Phonology .....	3
LIN 654 – Second Language Acquisition.....	3
Elective (choose one) EDG 643, 652, 677, 678, LIN 652 or 656 .....	3

##### Capstone Component (6 credits)

EDG 621 – Additional Certification Practicum for TESOL: Elementary .....	3
EDG 622 – Additional Certification Practicum for TESOL: Secondary .....	3

##### Required Assessments (0 credits)

EDG 675 - Comprehensive Exam .....	0
------------------------------------	---

## TESOL Additional Certification

### Suggested Program Plan

**SEMESTER I: Fall**

EDG 500-Ed Research (501,2,3) .....	3
EDG 670-TESOL Meth & MatrIs. ....	3
EDG 770-Field for Meth & Mat .....	0
LIN 653-Grammar & Phonology .....	3

**SEMESTER III: Summer**

EDG 673-Curr, Test, Assmt.....	3
EDG 678-Teaching Adult ELLs .....	3

**SEMESTER II: Spring**

EDG 671-TESOL Meth: Lang Ar.....	3
EDG 771-Field for Meth LA .....	0
EDG 672-TESOL Meth: CBI.....	3
EDG 772-Field for Meth: CBI.....	0
LIN 654-2nd Lang Acquisition .....	3

**SEMESTER IV: Fall**

EDG 532-Exceptional Child.....	3
EDG 732-Field for Excep Child .....	0
EDG 621-Practicum: Elementary.....	3
EDG 622-Practicum: Secondary.....	3

Suggested plan subject to change  
based on course offering adjustments.

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES – M.S.****Non-Certification Track****TESOL CURRICULUM (30 credits)****Content and Curriculum (24 credits)**

EDG 670 – TESOL Methods and Materials .....	3
co-requisite EDG 770 - Field Experience for Methods & Materials.....	0
EDG 671 – TESOL Methods: Language Arts .....	3
co-requisite EDG 771 - Field Experience for Methods: LA .....	0
EDG 672 – TESOL Methods: CBI & SIOP .....	3
co-requisite EDG 772 - Field Experience for Methods: CBI & SIOP.....	0
EDG 673 – TESOL Curriculum, Testing, and Assessment.....	3
LIN 653 – Grammar and Phonology .....	3
LIN 654 – Second Language Acquisition.....	3
Elective (choose two) EDG 643, EDG 652, EDG 677, EDG 678.....	6

**Additional Course (3 credits)**

Elective (choose one) EDG 505, 512, or 532 .....	3
--	---

**Capstone Component (3 credits)**

EDG 620 – Practicum for TESOL .....	3
-------------------------------------	---

**TESOL Non-Certification Track****Suggested Program Plan****SEMESTER I: Fall**

EDG 670-TESOL Meth & MatrIs. ....	3
EDG 770-Field for Meth & Mat .....	0
LIN 653-Grammar & Phonology .....	3

**SEMESTER III: Summer**

EDG 673-Curr, Test, Assmt.....	3
EDG Elective.....	3

**SEMESTER IV: Fall**

EDG Elective.....	3
EDG Elective.....	3
EDG elective .....	3

**SEMESTER II: Spring**

EDG 671-TESOL Meth: Lang Ar.....	3
EDG 771-Field for Meth LA .....	0
EDG 672-TESOL Meth: CBI.....	3
EDG 772-Field for Meth: CBI.....	0
LIN 654-2nd Lang Acquisition .....	3

**Suggested plan subject to change based on course offering adjustments.**

## ***School of Education- Undergraduate***

Dr. JoAnn Looney, Dean

### ***Primary Faculty:***

Dr. JoAnn Looney, Dr. Marie White, Miriam Velez, Dr. Jonathan Gates (English Dept. Chair for Adolescence Ed: English)

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

### **Mission**

The mission of the Undergraduate 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.

***Student Learning Goals*** Therefore, it becomes the goals of this unit to:

#### Service

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

#### Academics

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

#### Leadership

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

#### Teaching

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

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Adolescence Education (GR 7-12), Childhood Education (Gr 1-6), Early Childhood Education (Birth to Gr 2) and combination Early Childhood-Childhood Education (Birth to Gr 6) 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 Adolescence Education curriculum leads to recommendation for the initial certificate for teaching (7-12) adolescents in the schools of New York; the Childhood Education curriculum leads to recommendation for the initial certificate for teaching students in Grades 1-6; the Early

Childhood Education curriculum leads to recommendation for the initial certificate for teaching students birth through Grade 2; the combines Early Childhood-Childhood curriculum leads to recommendation for two initial certificates for teaching birth through Grade 2 and Grades 1-6. 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 certification exams: Educating All Students-Literacy (EAS-L), Content Specialty Test (CST), and Teacher Performance Assessment (edTPA). The candidate must take the School of Education Admissions Test (SEAT) before the end of the sophomore year to demonstrate proficiency in academic literacy skills and pass the exam prior to admission to methods courses. It is recommended that the candidate take the EAS-L and CST during junior year, as passing scores are required for admission to student teaching. The edTPA is a video-taped assessment which is completed during student teaching.

Title II, Section 207 of the Higher Education Act requires all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teach preparation and licensing. Additionally, institutions must publish licensure test pass rate information for all programs, with ten or more students who completed their prescribed programs within the previous reporting year, in official documents. Nyack College's Adolescence Education, Childhood Education, and Early Childhood Education B.S. programs each had fewer than ten program completers and are prohibited from publishing individual program pass rate data. However, the institutional pass rates for undergraduate and graduate program completers combined are below:

<u>Graduation Years</u>	<u>2015-2016</u>	<u>2015-16</u>
Nyack College overall pass rates	90%	87%
NY State Average Overall pass rates	81%	tbd

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.

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 may send a HEAP certification application form and a copy of their transcript to the address indicated on the ACSI application. Once the application and transcript have been evaluated they will receive a 5-year renewable teaching certificate in the area in which their degree was granted.

#### **Admission to the Institution with a Declared Education Major**

In addition to the general admission requirements listed in the Admissions section of the catalog, freshman applicants will be expected to demonstrate the following criteria:

- Minimum high school GPA of 3.0
- SAT/ACT scores representing the top half of test takers in each domain of Math, Reading, and Writing (SAT: Math, Evidence-Based Reading and Writing, and Essay; or ACT: Math, Teaching, Writing). The SAT Essay is not optional for Education beginning 2019-20 admission.

Applicants wishing to transfer into the program, or in cases where the SAT/ACT scores are insufficient or not readily available, will be expected to present a college grade point average of not less than 3.0 on a four point scale (including coursework in each of the Math, Reading, and Writing domains). Each education and education-related course must be a grade of C or better in order to transfer as applicable to the Education programs.

#### **Formal Admission to the School of Education programs.**

In addition to the general admission requirements listed in the catalog, formal admission to the School of Education programs (generally at the end of sophomore year) requires the following items:

1. Submission of departmental application.
2. Completion of 30 Community Service to Students Hours. (pre-approved).
3. Satisfactory grade point average (overall GPA of 3.0, 3.0 in Education, and 3.0 in area of specialization). Specifically, a grade of C or better is required in each education or education-related course, or the course must be repeated. Childhood/Early Childhood education-related courses include MAT 211 Math for Elementary Teachers and PED 211 Physical Education for Educators; there are no Adolescence Education: English education-related courses.
4. Passing score on the School of Education Admissions Test (SEAT) proficiency exam.
5. Satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations.
6. Approval by School of Education faculty.

### Admission to Student Teaching

One semester of the senior year is devoted to full-time supervised student experiences in local public, private, or Christian schools at two different levels. Candidates enrolled in this curriculum will be required to satisfy the following before registering for student teaching:

1. The candidate must receive a satisfactory faculty review of professional attitudes and behaviors on the Undergraduate Assessment of Dispositions, having met at least 80% of the dispositional expectations. One Faculty recommendation form must also be submitted from a specialization professor.
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 3.0, an average of not less than 3.0 in his or her area of specialization and, and an average of not less than 3.0 in education and education-related courses. Childhood/Early Childhood education-related courses include MAT 211 Math for Elementary Teachers and PED 211 Physical Education for Educators; there are no Adolescence Education: English education-related courses.
5. The candidate must have passing scores on the Educating All Students-Literacy (EAS-L), 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 February 1 Junior year for Fall student teaching or May 1 Junior year for Spring student teaching.
7. The candidate must possess fingerprinting/background check clearance.

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.

### Program Language Requirements

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

6 credits in the same language.

Passing grade in an Advanced Placement exam.

Competency shown through NY State-recognized exam.

C or better at Elementary level II or one course at the Intermediate level or above.

### Program Field Experiences

In addition to 30 hours of Community Service to Students, 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 Community Service to Students Hours as a prerequisite to admission to student teaching. 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 Teaching Competencies Rubric and the edTPA. Student samples will be electronically collected and randomly selected (see School of Education Electronically Collected Material Policy).

The following assignments are used to assess program effectiveness.

Assessment	Context	Location in Program
Content Specialty Test (CST)	Licensure Test	Junior year
Teaching Competencies Rubric	Student Teaching	Senior year
Clinically-based project	Senior Seminar	Senior year

In addition to evaluation of content, pedagogical, and professional knowledge and skills, Education majors are evaluated on their attitudes and behaviors in class, in field experience, and in relating to peers, faculty, and college/schools staff as indicators of the appropriateness of their dispositions for the education profession. The Assessment of Dispositions form will be utilized in five phases:

- Phase I- Introduction to the School of Ed: candidate self-assessment
- Phase II- Exiting EDU 246 Foundations of Ed: professor assessment
- Phase III- Application for Admission to the School of Ed: faculty assessment by committee
- Phase IV- Application for Admission to Student Teaching: faculty assessment by committee
- Phase V- Program Completion: faculty assessment by committee

Candidates must meet at least 80% of the dispositional expectations at Phase III and IV reviews.

### **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 NCATE or external accreditation review as well. The retention period for these electronic materials is indefinite.

In addition to the student's work, electronically collected and archived materials may include the following information: Student Name, Course Name, Instructor Name and Course Information. Questions or concerns about this process may be directed to the Dean of the School of Education.

### **Academic Areas of Specialization**

*Note: Areas of Specialization that are followed by an \* are also available at the New York City Campus.*

#### **Adolescence Education Program Specializations:**

##### **English (36 credits)**

See the program's Major Field Component for specifics.

#### **Childhood/Early Childhood Program Specializations:**

These specialization courses fill the Liberal Arts Elective slots in the Major Suggested Program Plans.

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

COM 108 - Public Speaking .....	3
ENG 364 - Writing Theory .....	3
Music History or Art History elective .....	2
Drama, Writing, Communications, Art, or Music electives .....	7

#### **English (15 credits) \***

ENG 353 - English Grammar and Phonology .....	3
ENG 364 - Writing Theory .....	3
ENG-literature electives (upper-level).....	9

#### **English with TESOL Emphasis (15 credits)**

ENG 201 or 202 - Global Literature (whichever was not taken in the core) .....	3
LIN 353 - English Grammar and Phonology.....	3
LIN 354 - Second Language Acquisition .....	3
ENG-elective .....	3
LIN Elective (LIN 342, 352, 411 or 415) .....	3

#### **Health and Science (18 credits)**

BIO 115 - Principles of Nutrition .....	3
PED 234- Personal Health Strategies .....	3
Physical Education, Sociology, Psychology, or Science electives.....	12

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

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

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

HIS 201 –Intro to Historical Inquiry .....	3
HIS 215 - American Government .....	3
HIS 255 - World Cultural Geography.....	3
HIS, ECO or ANT electives (upper level) .....	9

## **ADOLESCENCE EDUCATION - B.S.**

### **English Specialization**

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

#### **Program Assessment**

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

**Liberal Arts and Science Core Component**<sup>^</sup> ..... 32

<sup>^</sup>*Education majors take HIS 213 (U.S. History I) in place of HIS 114 (World Civilization II), EDU 445 (Educating a Diverse Society) in place of SOC 347 (Contemporary American Society), 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** ..... 12

#### **Major Field Component (36 credits)**

ENG 202 - Global Literature II .....	3
ENG 353 - English Grammar and Phonology .....	3
ENG 354 - Second Language Acquisition .....	3
ENG 364 - Writing Theory .....	3
ENG 463 - Shakespeare.....	3
ENG 470 – Senior Seminar .....	3
ENG 239 - Adolescent Literature.....	3
ENG Electives	
British Literature Elective .....	3
American Literature Elective .....	3
ENG electives (9 through advisement).....	9

#### **Education Component (41 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 Applications for Teachers I .....	1
EDU 353 – Exceptional Child .....	3
EDU 421 - Technology Applications for Teachers II .....	1
EDU 441 - The Christian Teacher (Worldview requirement) .....	2
EDS 318 – General Methods in Teaching Grades 7-12 .....	3
EDS 323 - Special Methods for Teaching English for Middle and Adolescent 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, 292, EDS 391, 391S, 392 and 392S .....	2

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

**Adolescence Education Major Suggested Program Plan  
English Specialization**

**FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form. ....	2
ENG 101-College Writing I.....	3
Foreign Language.....	3
PSY 101-General Psychology.....	3
PMN 201-Nyack Heritage.....	1
LIB 101-Info Literacy.....	1
HIS 113-Hist. of World Civ. I.....	3

**SECOND YEAR: Fall**

EDU 221-Teaching w/ Techno.....	1
EDU 258-Dev & Lrng Theory.....	3
ENG 201-Global Literature I.....	3
HIS 213-US History I.....	3
MAT-Math elective.....	3
Laboratory Science.....	4

**THIRD YEAR: Fall**

EDU 353- Exceptional Child.....	3
EDS 391-3 <sup>rd</sup> Yr Field Experien..0	
EDU 391S- Seminar for Field...1	
EDS 318-General Methods.....	3
ENG 353-Eng. Gram. & Phon.....	3
ENG 364-Writing Theory.....	3
ENG 463-Shakespeare.....	3

**FOURTH YEAR: Fall**

EDS 494-Student Teaching.....	5
EDS 495-Student Teaching.....	5
EDS 470-Seminar.....	2
EDU 421-Tech Apps for Tchrs II....	1

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
EDU 191-1 <sup>st</sup> Yr Field Experience.....	3
EDU 246-Found. of Education.....	3
ENG 102-College Writing II.....	3
Foreign Language.....	3
ENG-elective.....	3

**SECOND YEAR: Spring**

BIB 201-New Testament Lit.....	3
EDU 259-Tchg & Lrng Strategies.....	3
EDU 292-2 <sup>nd</sup> Yr Field Experience.....	3
ENG 202-Global Literature II.....	3
ENG 239-Adoles Literature.....	3
ENG-elective.....	3
FNA-Requirement.....	3

**THIRD YEAR: Spring**

EDS 323-Special Methods.....	3
EDS 334-Literacy Integration.....	3
EDS 392-3 <sup>rd</sup> Yr Field Exp.....0	
EDU 392S- Seminar for Field...1	
EDU 321-Tech Apps for Tchrs.....	1
ENG 354-Second Lang. Acq. ....	3
ENG elective.....	3
EDU 445-Educating Div Soc.....	3

**FOURTH YEAR: Spring**

BIB 303-Christian Thought.....	3
EDU 247-Health Issues.....	1
EDU 441-Christian Teacher.....	2
ENG-elective.....	6
ENG 470-Topics in Literature.....	3

Suggested plan subject to change based on course offering adjustments



## CHILDHOOD EDUCATION - B.S.

*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..... 43**

*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
LIB 101 - Information Literacy.....	1
Mathematics elective .....	3
EDU 445 - Educating a Diverse Society (in place of SOC 347 Contemporary American Society) .....	3
FNA elective .....	3
HIS 213,214 - U.S. History I <u>and</u> 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
Life Science (as Laboratory Science elective) .....	4
Physical Science (add'l core science) .....	4
PED 211 - Physical Education for Educators (add'l core requirement) .....	1
<i>(PHI 101 is replaced with additional liberal arts requirement within the major)</i>	

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

1 year (2 semesters) of the same language

### **Bible and Ministry Minor Curriculum ..... 12**

### **Major Field Component (51 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 and Learning Strategies.....	3
EDU 321 - Technology Applications for Teachers 1 .....	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 336 - Methods in Teaching Math .....	3
EDU 421 - Technology Applications for Teachers 2 .....	1
EDU 353 – Exceptional Child .....	3
EDU 441 - The Christian Teacher (Worldview requirement) .....	2
EDU 470 - Senior Seminar .....	2
EDU 492 & 493 - Student Teaching .....	10
EDU - electives .....	5
Field Experience - EDU 191, 292, 391, 391S, 392, and 392S.....	2

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

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

\*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 191-1 <sup>st</sup> Yr Field Experience.....	3
EDU 246-Found. of Education.....	3
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I.....	3
LAN-Elective .....	3
PED 211-PE for Educ .....	1

#### **SECOND YEAR: Fall**

EDU 221-Teaching w/ Techno..1	
EDU 258-Dev & Lrng Theory.....	3
ENG 201 or 202-Glob Lit. I or II.....	3
HIS 213-U.S. History I.....	3
Life Science.....	4
Liberal Arts Elective .....	3

#### **THIRD YEAR: Fall**

EDU 353- Exceptional Child .....	3
EDU 321-Tech Apps for Tchrs.....	1
EDU 331-Meth. in Science .....	3
EDU 332-Meth. in Soc. Stud.....	3
EDU 333-Teaching Literacy I .....	3
EDU 391-3 <sup>rd</sup> Yr Field Experien.....	0
EDU 391S-Seminar in Field.....	1
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
EDU 421-Tech Apps for Tchrs.....	1

#### **FIRST YEAR: Spring**

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

#### **SECOND YEAR: Spring**

BIB 201-New Testament Lit.....	3
EDU 259-Tchg & Lrng Strategies.....	3
EDU 292-2 <sup>nd</sup> Yr Field Experien..1	
FNA elective.....	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 in Math .....	3
EDU 392-3 <sup>rd</sup> Yr Field Experien.....	0
EDU 392S-Seminar in Field.....	1
Liberal Arts Electives .....	3
EDU 445-Educ. Div. Soc. ....	3

#### **FOURTH YEAR: Spring**

EDU 247-Health Issues .....	0
EDU 441-Christian Teacher.....	2
EDU elective .....	3
Liberal Arts Electives .....	9/12**

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

**Suggest plans subject to change based on course offering adjustments.**

## EARLY CHILDHOOD EDUCATION (Birth-Grade 2) - B.S.

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

### Liberal Arts and Science Core Component<sup>^</sup> ..... 43

<sup>^</sup> 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
LIB 101 - Information Literacy .....	1
Mathematics elective .....	3
EDU 445 - Educating a Diverse Society (in place of SOC 347 Contemporary American Society) .....	3
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
Life Science (as Lab Science elective) .....	4
Physical Science (add'l core science) .....	4
PED 211 - Physical Education for Educators (add'l 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 ..... 12

#### Major Field Component (52 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 .....	1
EDU 333 - Methods of Teaching Literacy I .....	3
EDU 334 - 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
EDU 421 – Technology Applications for Teachers 2 .....	1
EDU 353 – Exceptional Child .....	3
ECE 311 - Health and Wellness for Educators .....	3
ECE 342 - Early Childhood Leadership & Management .....	3
EDU 441 - The Christian Teacher (Worldview requirement) .....	2
ECE 470 - Senior Seminar .....	2
ECE 491,492 - Student Teaching: I & II .....	10
Field Experience - EDU191, ECE293, 391, 391S, 392, 392S and 393...2	

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

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

\*Require 131 total credits

### Total credits required ..... 128-131

## Early Childhood Education Major Suggested Program Plan

### FIRST YEAR: Fall

PMN 101-Intro to Spiritual Form. ....	2
EDU 191-1 <sup>st</sup> Yr Field Experience .....	
EDU 246-Found. of Ed.....	3
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I.....	3
LAN-Elective .....	3
Liberal Arts Electives.....	3

### SECOND YEAR: Fall

EDU 258-Dev & Lrning Theory .....	3
EDU 221-Teaching w/ Techno.....	1
FNA elective .....	3
HIS 213-U.S. History I.....	3
MAT-Elective .....	3
PED 211-PE for Educators.....	1
Life Science.....	4

### THIRD YEAR: Fall

EDU 353 – Exceptional Child .....	3
ECE 337-Inf Todd Dev. & Env.....	3
ECE 311- Health/Wellness. ....	3
ECE 391-3 <sup>rd</sup> Yr Field Experien.....	0
ECE 391S- Seminar in Field.....	1
ECE 393-3 <sup>rd</sup> Yr Field Experien.....	0
EDU 321-Tech Apps for Tchrs.....	1
EDU 333-Teaching Literacy I .....	3
MAT 211-Math Elem. Teachers.....	3

### FOURTH YEAR: Fall

ECE 342-EC Lead/Mgmt .....	3
EDU 441-Christian Teacher.....	2
BIB 303- Christian Thought.....	3
Liberal Arts Electives.....	6/9*

### FIRST YEAR: Spring

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
LAN-Elective .....	3
PSY 101-General Psychology.....	3
PMN 201-Nyack Heritage .....	1
Liberal Arts Elective .....	3
LIB 101-Info Literacy.....	1

### SECOND YEAR: Spring

BIB 201-New Testament Lit.....	3
ECE 250-EC Observ. & Assess .....	3
ECE 293- EC OE Field Experie.....	1
EDU 259-Tch & Lrn Strategies .....	3
HIS 214-U.S. History II.....	3
Physical Science.....	4

### THIRD YEAR: Spring

ECE 338-EC Pro & Curriculum.....	3
ECE 392-3 <sup>rd</sup> Yr Field Experien.....	0
ECE 392S –Seminar in Field.....	1
EDU 334-Teaching Literacy II .....	3
ENG 201 or 202-Glob Lit. I or II.....	3
Liberal Arts Electives .....	3
EDU 445-Educ. Div. Soc. ....	3

### FOURTH YEAR: Spring

EDU 247-Health Issues .....	0
ECE 470-Senior Seminar .....	2
ECE 491-Student Teaching.....	5
ECE 492-Student Teaching.....	5
EDU 421-Tech Apps for Tchrs.....	1

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

*Suggest plan subject to change based on course offering adjustments.*

## **EARLY CHILDHOOD-CHILDHOOD EDUCATION (Birth-Grade 6) - B.S.**

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

### **Liberal Arts and Science Core Component<sup>^</sup> ..... 43**

<sup>^</sup> 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
LIB 101 - Information Literacy .....	1
Mathematics elective .....	3
EDU 445 - Educating a Diverse Society (in place of SOC 347 ) .....	3
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
Life Science (as Laboratory Science elective) .....	4
Physical Science (additional core science) .....	4
PED 211 - Physical Education for Educators (additional core req) .....	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 ..... 12**

### **Major Field Component (64 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 and Learning Strategies .....	3
EDU 321 - Technology Applications for Teachers 1 .....	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 336 - Methods in Teaching Math .....	3
EDU 421 - Technology Applications for Teachers 2 .....	1
EDU 353 – Exceptional Child .....	3
EDU 441 - The Christian Teacher (Worldview requirement) .....	2
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 311 – Health and Wellness for Educators .....	3
ECE 342 - Early Childhood Leadership & Management .....	3
ECE 470 - Senior Seminar .....	2
ECE 491 - Student Teaching: I .....	5
EDU 492 or EDU493 - Student Teaching: Lower or Upper .....	5
EDU elective .....	3
Field Experience - EDU 191, ECE 293, 391, 391S,392, 392S and 393..2	

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

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

\*Require 143 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 191-1 <sup>st</sup> Yr Field Experience .....	
EDU 246-Found. of Ed .....	3
ENG 101-College Writing I .....	3
HIS 113-Hist. of World Civ. I .....	3
LAN-Elective .....	3

**SECOND YEAR: Fall**

EDU 221-Teaching w/ Techno .....	1
EDU 258-Dev & Lrng Theory .....	3
ENG 201 or 202-Global Lit. I or II .....	3
HIS 213-U.S. History I .....	3
MAT-Elective .....	3
Life Science .....	4

**THIRD YEAR: Fall**

EDU 353 – Exceptional Child .....	3
ECE 311-Health/Wellness .....	3
ECE 391-3 <sup>rd</sup> Yr Field Experie. ....	0
ECE 391S- Seminar in Field .....	1
ECE 393-3 <sup>rd</sup> Yr Field Experie. ....	0
EDU 321-Tech Apps for Tchrs. ....	1
EDU 333-Teaching Literacy I .....	3
MAT 211-Math Elem. Teachers .....	3

**FOURTH YEAR: Fall**

EDU 331-Meth. in Science .....	3
EDU 332-Meth. in Soc. Stud. ....	3
PED 211-PE for Educators .....	1
ECE 342-EC Ldrship & Mgt. ....	3
EDU 441-Christian Teacher .....	2
FNA elective .....	3

**FIFTH YEAR: Fall**

ECE 470-Senior Seminar .....	2
ECE 491-Student Teaching. ....	5
EDU 492/3-Student Teaching. ....	5
EDU 421-Tech Apps for Tchrs. ....	1

**FIRST YEAR: Spring**

BIB 102-Old Testament Lit. ....	3
ENG 102-College Writing II .....	3
LAN-Elective .....	3
PSY 101-General Psychology .....	3
PMN 201-Nyack Heritage .....	1
Liberal Arts Elective .....	3
LIB 101-Info Literacy .....	1

**SECOND YEAR: Spring**

BIB 201-New Testament Lit. ....	3
ECE 250-EC Observ. & Assess. ....	3
ECE 293- EC OE Field Experience .....	
EDU 259-Tch & Lrn Strategies .....	3
HIS 214-U.S. History II .....	3
Physical Science .....	4

**THIRD YEAR: Spring**

BIB 303 – Christian Thought .....	3
ECE 338-EC Pro & Curriculum. ....	3
ECE 392-3 <sup>rd</sup> Yr Field Experien. ....	0
ECE 392S-Seminar in Field .....	1
EDU 334-Teaching Literacy II .....	3
Liberal Arts Electives .....	6

**FOURTH YEAR: Spring**

EDU 247-Health Issues .....	0
EDU elective .....	3
EDU 336-Methods in Math .....	3
Liberal Arts Electives .....	6/9*
EDU 445-Educ. Div. Soc. ....	3

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

*Suggested plan subject to change based on course offering adjustments.*

# **Cheryl Phenicie School of Nursing**

Dr. Inseon Hwang, Dean

## **Nursing Component**

Primary Faculty, Rockland:

Dr. Inseon Hwang, Grace Matthew (Lab Coordinator), Dr. Maureen Kroning, Dr. Rexi Thomas

*The Nursing program at Nyack College is a competitive degree. Only students who meet the Nursing requirements will be allowed to continue and compete for the limited spots in the Nursing program. Students not eligible to continue toward Nursing will be advised to either complete the Liberal Arts and Sciences degree or change to a Bachelor's degree utilizing their earned credits.*

## **Vision and Mission**

The vision of the School of Nursing is to send Christian nurses into the world to show Christ's love as they minister to the healthcare needs of hurting people. With this vision, the mission is to educate, encourage, equip, connect, and mobilize Christian nurses to meet the healthcare needs of global communities.

The nursing major is designed to equip students to become general nurses. They will combine nursing skills, knowledge, and a service attitude in order to provide compassionate care and advocacy for others. The curriculum also provides students with the background for advanced studies and further professional careers.

## **Program Objectives**

Graduates of the Nyack School of Nursing will be equipped to:

1. Affirm Godly living as foundational to the Christian nursing practice.
  - a. Practice spiritual disciplines of prayer, faith, scripture reading, and obedience to God.
  - b. Express a willingness to serve others to the glory of God.
  - c. Assert the power of prayer in healing.
2. Value each person as created in the image of God.

Provide nursing care to diverse populations with sensitivity to cultural variations.  
Advocate for the dignity and worth of the clients they serve and their professional colleagues.  
Consider diverse social, economic, religious, and cultural traditions of individuals, families, and communities in planning for health care needs.
3. Affirm a Christian worldview of health as being in harmony with God.

Synthesize knowledge from the humanities, biological, social, and nursing sciences to promote health and well-being of individuals and communities around the globe.  
Improve the health of individuals and communities through an interdisciplinary approach to health promotion and disease prevention.  
Use evidence-based nursing therapeutics to provide holistic health care to clients.  
Identify the client's conception of health and meaningfulness of the illness experience.
4. Understand the reciprocal relationship between the environment and the health of individuals and communities.
  - a. Advocate for healthy environments to improve the health status of communities.
  - b. Facilitate continuity of care across a variety of health care settings.
5. Affirm the nursing practice as an advocacy for those in need.
  - a. Demonstrate excellence in technical skills in the delivery of professional nursing care.
  - b. Recognize social, political, economic, and organizational avenues for influencing positive change in health care policy.
  - c. Provide a compassionate presence to all who suffer.
  - d. Communicate effectively in verbal, nonverbal, and written form.
  - e. Acquire and discriminate between vast amounts of health care information in order to determine the best practice for client care.
  - f. Maintain nursing practices within professional/legal standards, ethical/moral standards, and with sensitivity to the client's cultural differences.
6. Recognizes service to others as essential to the professional nursing practice.
  - a. Affirm personal transformation resulting from service to others.
7. Develop cultural competence in the delivery of holistic nursing practice.
  - a. Considers the client's conception of health, illness, and the parameters of nursing care when planning nursing interventions.

*Note: The nursing curriculum, courses and requirements are subject to approval and revision as the program undergoes review by accreditation bodies, including the New York State Education Department and the Commission on Collegiate Nursing Education.*

### 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

Assessment		Context	Location in Program
1	Chemistry Test		First year
2	Test of Essential Academic Skills (TEAS)		Fall (first year)
3	Kaplan		Fall (second year)
4	Human Anatomy and Physiology Exam (HAPS)		Fall (second year/end of APII)

### Admission to the Nursing Component

Qualified students in the Nursing prerequisite curriculum apply to the nursing major following success completion of the KAPLAN Entrance Exam. All prerequisite courses must be completed prior to entering the nursing major. Students are admitted competitively to the nursing major.

#### Prerequisites for Nursing Major:

- Completion of the TEAS exam upon admission to Nyack College. Low scoring students will be asked to change their majors. Students who score in the mid-high range will be able to analyze potential weaknesses in pre-nursing knowledge in order to better prepare themselves for the Kaplan Entrance Exam.
- Submission of Choice of Major Form to the Registrar's Office.
- Completion of prerequisite courses including College Algebra, Essentials of Chemistry, Principles of Nutrition, Anatomy and Physiology I, College Writing I and II, and General Psychology in order to take Kaplan Nursing Entrance Exam.
  - Science courses must have been completed in the last 7 years at the point of admissions to the Nursing Program and have a grade of C+ or greater.
  - Students who do not achieve a C+ in Chemistry during their first attempt will be asked to choose another major.
- Cumulative GPA of 2.7 or higher
- Cumulative GPA of 2.7 in math and science courses with a C+ or higher in each course.
- Completion of additional prerequisites of Anatomy & Physiology II and Microbiology with C+ or higher.
- Complete PSY 101 with a C or higher.
- Nursing Major Application with essay
- Must meet or exceed the national average score on the Kaplan Nursing Entrance Exam within 2 attempts. (If students do not pass the exam on their 2<sup>nd</sup> attempt, they will not be considered for entrance into the School of Nursing and will have to select another major).
- Students must complete an application to enter the clinical phase no later than the end of the semester prior to the semester in which they seek to be admitted. An \$1000 nonrefundable nursing entrance fee is assessed and reflected in the billing statement when entering nursing major.
- Once students have completed all of their requirements for admission to the Nursing program, the department will review all paperwork and choose the best students for our program in a selective process. Admission is not guaranteed.

Freshmen students must have a minimum college GPA of 2.5 at the end of their first year to be considered for the Nursing Major in the sophomore year. Freshmen who do not meet the GPA or TEAS and Kaplan test minimums will not be invited to the Nursing Major and will need to select another major.



Once admitted to the School of Nursing, students are not permitted to take courses outside of Nyack College.

### **Transfer Policies**

Transfer applicants to full-time programs are expected to have completed the academic preparation required of students entering as freshmen. If required courses were not taken in high school, the equivalent courses may be taken at the college level prior to transfer.

To transfer to the nursing major, students must meet the following criteria:

- Meet general admission requirements
- Completion of the TEAS exam upon admission to Nyack College. Low scoring students will be asked to change their majors. Students who score in the mid-high range will be able to analyze potential weaknesses in pre-nursing knowledge in order to better prepare themselves for the Kaplan Entrance Exam.
- Cumulative gpa of 2.75 or higher.
- Academic record free of Incomplete grades (including withdrawals)
- Cumulative gpa of 2.5 or higher for the following core courses: A& P 1 and 2, 1 semester of Chemistry, Microbiology, College Algebra, and Principles of Nutrition
- Students who transfer in 3 credit Chemistry courses without a lab will be required to take the GOB Chemistry exam in addition to the TEAS exam. Students who receive a passing score on both exams will be permitted to take a 1 credit lab and progress towards admission into the nursing program. Students who do not obtain a passing score on either exam will be required to take the full 4 credit Chemistry course at Nyack College.
- Must meet or exceed the national average on the Kaplan Nursing Entrance Exam

Additional criteria considered for admission include secondary school performance, college performance, recommendations, results of required examinations, and leadership qualities reflected in school and community extracurricular activities. An interview, additional testing, or specific coursework may be requested at the discretion of the program or the Dean of the Nursing program.

Students will be accepted based on the availability of clinical practicum sites. Admission is at the discretion of the program.

Students who do not meet the GPA or TEAS and Kaplan test minimums will not be invited to the Nursing Major and will need to select another major.

### **Transfer Credits**

The College may grant credit according to our transfer credit policy and Nursing degree requirements. There is a 7 year limit for science course transfers.

Math and science courses must have a C+ to be transferrable.

Syllabi from previous program may be requested to ensure course equivalency.

Nursing clinical credits are not transferrable (NURxxx courses) Certain non clinical NUR courses may be transferred at the discretion of the program.

### **Clinical Practicum**

From the second semester of the sophomore year, students will engage in clinical practices in various clinical settings. Participation in clinical courses requires:

- Negative drug screening test
- Criminal background check with a 'no record' verification
- American Heart Association Health Care Provider CPR Certification
- Complete Immunization record
- Proof of physical and mental ability to perform in the role of a nursing student.
- Health exam within one year

The student may be assigned day and/or evening clinical rotations that may occur during the week and/or on the weekend over the course of the program. The student is responsible for obtaining transportation to and from all clinical sites.

### **Progression Policy**

To progress in the Nursing Program, students must meet the following criteria:

- Maintain a cumulative GPA of 2.7 or higher
- Successful completion of all required nursing courses with a grade of "C+" or greater.

- Conditionally admitted students must complete all of the requirements stipulated in their admissions letters before progressing to the next semester or they will be dismissed from the Nursing program.
- Unsatisfactory clinical grades or an "F" in the clinical warrants entire nursing course be retaken.
- Achieve satisfactory completion of nationally standardized tests throughout the curriculum
- Achieve satisfactory clinical evaluations and clinical skills laboratory performance as well as meet the course didactic requirements to progress in the nursing clinical phase.
- Demonstration of godly living and satisfactory standards of conduct.

#### Course Failures:

- Students may repeat only one math and one science course. A failure on the course retake will lead to dismissal from the Nursing Major.
- Failure of Chemistry will leader to dismissal from the Nursing major.
- Failure of any three prerequisite courses required for Nursing (PSY 101 and ENG 101/102) will lead to dismissal from the Nursing Major.
  - o A required nursing course may be repeated only once
  - o A single nursing course failure will lead to probation
  - o Failut to maintain a GPA of 2.7 will result in probation.
  - o Failure of two nursing courses leads to dismissal
  - o Any required course failed with a D+ or lower must be repeated at Nyack College.

-A Withdrawal from any required course is considered a course failure.

-Students repeating a Nursing Course must complete the entire course, including laboratory and clinical component of the course.

To progress from sophomore to junior year the student must meet the following criteria:

- Cumulative GPA of 2.7 or higher
- Complete both science and nursing courses in sophomore year with a grade of "C+" or higher.
- Complete PSY 244 (Human Growth and Development) with a C+ or higher.
- Complete prerequisites of BIO 214, BIO 220 with a C+ or higher
- Successfully complete the sophomore level comprehensive clinical skills competency examination in the clinical skills laboratory.
- Achieve a passing score in the Pharmacology, Lab, and calculations exam before any clinical course beginning with NUR 393
  - Students are to achieve a grade of 90% on the first attempt. Students who do not achieve a 90% on first attempt will have a second opportunity to pass the calculation exam. Students are required to achieve a 100% on the second attempt. Failure to achieve a 100% on the second attempt is a failure of the calculation exam and students will not be permitted to continue with nursing clinical courses. If a student is absent on the day of the exam, the students' score will be a "0".

To progress from junior to senior year the student must meet the following criteria:

- Cumulative GPA of 2.7 or higher
- Complete all nursing courses in junior year with a grade of "C+" or greater.
- Complete BIO315, MAT 340 or PSY337, and PSY 342
- Achieve a passing score in the Pharmacology, Lab and calculations exam before any clinical course beginning with NUR 393
  - Students are to achieve a grade of 90% on the first attempt. Students who do not achieve a 90% on first attempt will have a second opportunity to pass the calculation exam. Students are required to achieve a 100% on the second attempt. Failure to achieve a 100% on the second attempt is a failure of the calculation exam and students will not be permitted to continue with nursing clinical courses. If a student is absent on the day of the exam, the students' score will be a "0".

#### Eligibility for Licensure

Students who successfully complete the requirements for graduation with a Bachelor of Science degree with a major in nursing will be eligible to take the National Council Licensure Examination (NCLEX-RN). Students must meet all requirements in the state in which they wish to take the examination. The Dean of the School of Nursing will assist students in their application to the State Board for licensure.

Students seeking licensure in states other than New York must maintain continual contact with those states and the academic advisor to insure that the program leads to licensure. Students must check with the state agency where licensure is desired for its requirements.

#### **Additional Core and Bible/Ministry requirements**

*BIB 201 New Testament Literature .....	3
*PMN 201 Nyack Heritage .....	1
Art History Elective .....	3
SOC 347 Contemporary American Society .....	3
BIO 301- Genetics Seminar .....	3
BIO 315- Human Pathophysiology .....	3
PSY 337- Statistics for Social Science .....	3

#### **Major Field Component (53 credits)**

NUR 201 – Introduction to Professional Nursing.....	3
NUR 203 - Principles of Pharmacology .....	3
NUR 204 – Health Assessment across the Lifespan .....	3
NUR 290 - Foundations for Nursing Practice .....	4
NUR 301 - Worldview Perspectives: Christian Nurse .....	3
NUR 302 - Evidence for Nursing Practice .....	3
NUR 393 - Adult Health Alterations I .....	4
NUR 391 – Nursing of Women and Childbearing Families.....	4
NUR 392 – Nursing Care of Children and Adolescents .....	4
NUR 394 – Adult Health Alterations II .....	4
NUR 402 - Management and Leadership in Nursing.....	3
NUR 403 - Transitions to Professional Nursing Practice .....	3
NUR 490 – Community Health Perspectives .....	4
NUR 491 – Mental Health Nursing .....	4
NUR 493 - Health Alterations III .....	4

**Total credits required** ..... **124**

#### ***Nursing Component Suggested Program Plan***

##### **FIRST YEAR: Fall**

PMN 101-Intro to Spirit Form.....	2
ENG 101-College Writing I.....	3
HIS 113-Hist. of World Civ. I .....	3
MAT 110-College Algebra .....	3
PSY 101-General Psychology. ....	3
CHE 103-Essent of Chemistry.....	4

##### **SECOND YEAR: Fall**

ENG 201 or 202-Glob Lit. I or II .....	3
BIO 214-Anatomy & Phys II.....	4
BIO 220 – Microbiology.....	4
BIB 102- Old Testament Lit.....	3
ARH Elective .....	3

##### **THIRD YEAR: Fall**

MAT 340- Statistics for Soc. Sci .....	3
NUR 301- Worldview Xn Nurse .....	3
NUR 393 – Adult Hlth Alter I .....	4
PSY342 – Abnormal Psych .....	3
BIO 315- Hum Pathophysiology...3	

##### **FOURTH YEAR: Fall**

NUR 394- Adult Health Alter. II .....	4
NUR 490- Comm Hlth Persp .....	4
NUR 491- Mental Health Nurs .....	4
NUR 402- Mgmt/Lead in Nursi.....	3

##### **FIRST YEAR: Spring**

ENG 102-College Writing II .....	3
HIS 114-Hist. of World Civ. II.....	3
BIO 213-Anatomy & Phys I.....	4
LIB 101-Info Literacy.....	1
PSY 244-Human Growth/Dev.....	3
BIO 115- Principles of Nutrition .....	3

##### **SECOND YEAR: Spring**

NUR 204- Health Assessment.....	3
NUR 203- Princ Pharmacology .....	3
NUR 201 – Intro Prof Nursing.....	3
NUR 290 – Found Nurs Pract.....	5
PMN 201 – Nyack Heritage .....	1

##### **THIRD YEAR: Spring**

BIO 301- Genetics Seminar.....	3
NUR 391-Nurs Wom/Childbear .....	4
NUR 392- Nursing Care Chi/Ad.....	4
NUR 302 – Evid of Nurs Pract.....	3

##### **FOURTH YEAR: Spring**

NUR 403 – Trans Prof Nurs Pr.....	3
NUR 493 – Health Alterations II .....	4
ARH Elective .....	3
SOC 347- Cont American Soc.....	3
BIB201- New Testament Lit.....	3

# **School of Social Work**

Dr. Kwiryung Yun, Dean

## **MASTER of SOCIAL WORK-M.S.W.**

*Program Director:*

Dr. Janet E. Furness

*Primary Faculty:*

Dr. Stacey Barker, Erica Ponteen-Babasola, Dr. Kwiryung Yun

The mission of the M.S.W. program is to prepare students in a Christian context with knowledge, values, and skills of the social work profession for competent and compassionate service and leadership, with integrity, to increase the well-being of all people and promote just and caring communities locally, nationally, and globally.

Students who complete the MSW degree are prepared for advanced social work practice and leadership in public and private agencies that serve the community. The program values of justice, compassion and service are directly derived from our Christian teachings and the values of the profession of social work.

Towards the fulfillment of the mission of Master of Social Work program, five goals have been identified:

### **MSW Program Goals**

1. To provide a curriculum that equips students for competent practice with knowledge, values, and skills of the social work profession guided by a person-in-environment framework, strengths perspective and evidence based practice, respect for human diversity, and a global perspective.
2. To provide a transformational learning environment that models integration of Christian faith with learning that helps students grow personally, professionally, and spiritually, and promote their compassion and commitment to the calling that is consistent with the Christian values of loving God and serving all people.
3. To prepare students for service and leadership in public and private sectors including faith-based organizations responding to community needs.
4. To produce students who are able to identify and think critically about the multiple causes of problems, the nature and dynamics of change, and strategies for bringing about reconciliation and social justice with particular attention to underserved urban populations.
5. To provide a stimulating, challenging, and supportive environment that facilitates students' commitment to on-going growth and development.

### **A. Traditional MSW Program**

The Traditional program is designed for students who have completed a bachelor's degree from a regionally accredited college or university. The Traditional M.S.W. program is a 63-credit graduate level course of study which can be completed either full-time or part-time. The full-time program in social work is designed to be completed in four consecutive semesters. The part-time program in social work is designed to be completed in six to eight consecutive semesters. All full-time work should be completed in two years and all part-time work should be completed within a maximum of four years.

### **B. Advanced Standing MSW Program**

An Advanced Standing option is available for those students who enter the program with a B.S.W. from a CSWE accredited program within seven years of graduation and meet the admission requirements. The advanced standing program is a 33-credit graduate level course of study. Courses begin in the summer following acceptance into the program. Students accepted to the Advanced Standing program must complete the degree within five semesters.

### **C. Experienced and Employed Social Service Practitioners' (EESSP) Program**

The EESSP program is designed for traditional part time (not full time) students in the Clinical specialization only who have completed a bachelor's degree from a regionally accredited college or university, are already employed in a social service setting with credentialed social work supervisors for at least six months, and are able to complete the required internship hours in their place of employment. *The employment agency must meet the criteria for employment based internships.* The 63-credit full-time EESSP program in social work is designed to be completed in six consecutive semesters. Students in the EESSP program are required to complete 450 hours each academic year (225 hours each semester, totaling 900 hours and 16 credits by graduation). These hours are completed in a department different than the one where employed at acceptance to the program with a supervisor who functions as employment and field placement supervisor.

## **Admission Requirements**

### **Life or Work Experience Policy**

Academic credit for life experience and/or previous work experience is **not** given in whole or in part. This includes credit toward field instruction, volunteer work, field placement, or required or elective courses.

#### **A. MSW Traditional Program & Experienced and Employed Social Service Practitioners Program (63 cr):**

1. A baccalaureate degree from a regionally accredited college or university.
2. A broad liberal arts background with a minimum of 21 hours including the following prerequisites: Communication Skills (3 credit hours), College Writing (3 credit hours), Statistics (3 credit hours), Biological Sciences (3 credit hours), Human Biology or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior, Sociology (3 credit hours), Psychology (3 credit hours) and Humanities and/or History: philosophy, religion, arts, government, political science economics, history, literature (6 credit hours). Where these prerequisites do not appear on an applicant's transcript, they may be completed at Nyack College and any accredited college or university, including community colleges.

All prerequisites for admission must be completed by the end of the first semester in the program except statistics which may be completed by the close of the spring semester. All offers of admission are conditional upon the successful completion of the undergraduate prerequisite coursework.

3..Cumulative grade point average (GPA) of 2.75 on all undergraduate course work OR where a cumulative undergraduate GPA of 2.50-2.74 is reflected and all other requirements are met, a student may be admitted on provisional status.

4..Submission of three recommendation forms from professional/academic references familiar with the applicant's ability to succeed in a graduate program.

5..Submission of two essays:

- a. A personal statement discussing reasons for selecting social work as a profession and Nyack's MSW Program.
- b. An essay demonstrating critical thinking skills.

6.A personal interview will be conducted in most cases.

#### **B. Advanced Standing Program (33 cr):**

1..Applicants for the Advanced Standing program must have graduated within the last seven years with a BSW from an undergraduate social work program accredited by the Council on Social Work Education.

2..Applicants who graduated from an undergraduate social work program accredited by the Council on Social Work Education within the last seven years and have two years of human service work during those seven years will be considered for the Advanced Standing program.

3..Applicants must document a cumulative grade point average of 3.0 on the last 60 upper division courses (including all Social Work courses and the six prerequisites). If the applicant has a 2.7 to 3.0 GPA on the last 60 credits leading to the bachelor's degree but an otherwise strong application, consideration may be given for admission to the Advanced Standing program. Submission of three recommendation forms is required: one of the letters of recommendation from an academic source, and others from an employer, professional colleague, and/or community associate.

4..Applicants must submit a copy of their final Field Evaluation form OR a letter from the BSW Field Director if the student is currently in field placement and a field evaluation form is not available at the time the application is completed.

5..Submission of two essays:

- a. A personal statement discussing reasons for selecting social work as a profession and Nyack's MSW Program.
- b. An essay demonstrating critical thinking skills.

6..A personal interview will be conducted in most cases.

## Bridge Preparation for Advanced Standing students:

Upon acceptance into the Advanced Standing Program, students will participate in an orientation period. For students not earning the BSW from Nyack College, the course SWK 562 Social Work and Christianity will be required during the summer of acceptance into the program. Other applicable summer courses may be offered: at least one core advanced practice course, electives, and a writing course expanding the Advanced Standing year to a 10 - 12 month program, depending on the student.

### Academic Standing

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses.

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine graded semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine graded semester hours or one calendar year. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree program will be informed of probationary status or dismissal by the school dean or Graduate Program Director. Non-degree students will be informed of probationary status or dismissal by the Provost.

## B.Traditional Program Curriculum

### A. Generalist Year (30 cr)

The generalist year is 30 semester credit-hours. It includes a professional core of 24-credits, and 2 field placements (6 credits). The field placement is 450 hours of agency-based field work that complements the generalist year of study. Students must satisfactorily complete the two semesters of generalist field placement work to advance to the specialization year field experience.

Students must maintain a 3.0 GPA to remain in the program.

*The Generalist Curriculum courses are the following. These must be completed sequentially and prior to the advanced practice year:*

Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK 514	Human Behavior in the Social Environment I	3		SWK 554	Human Behavior in the Social Environment II	3	
SWK 516	Generalist SWK Practice I with Individuals And Families	3		SWK 556	Generalist SWK Practice II with Groups, Organizations, And Communities	3	
SWK 534	Foundations Of Social Justice: Diversity, Power & Oppression	3		SWK 555	Social Welfare Policy & Services	3	
SWK 562	Social Work & Christianity	3		SWK 558	SWK Research Methods	3	
SWK 517	Field Instruction & Seminar I	3		SWK 557	Field Instruction & Seminar II	3	
Total Credits		15		Total Credits		15	

### B. Areas of Specialization Curriculum (33 cr)

Students who have completed the Generalist year or who are in the Advanced Standing Program will select one of the two specializations:

1. Clinical Social Work Practice
2. Leadership in Organization & Communities

The Specialization year is 33 credit hours over two semesters full-time and four semesters part-time. It includes a professional core of 19 credits, two electives (6 credits) in Clinical and three (9 credits) in Leadership, and two field placements (8 credits). The field placements are 600 hours of agency field work that run consecutively beginning in

fall through the end of spring semester, 300 hours each semester. Students who are admitted into the Advanced Standing Program complete this year of study.

Students must maintain a 3.0 GPA average in their graduate coursework. Students must satisfactorily complete field placement work to receive the M.S.W. degree. Students must complete their M.S.W. program course work within five years of admission to the program.

*C..The Advanced Practice Curricula include the following sequences for specialization areas. All courses in each specialization must be completed sequentially. Selected courses in each specialization may serve as an elective/electives for the other specialization if students so choose in advisement.*

CLINICAL SOCIAL WORK PRACTICE SPECIALIZATION COURSE REQUIREMENTS					
Course Title		Cr.	Course Title		Cr.
FALL SEMESTER			SPRING SEMESTER		
SWK616	Clinical Social Work Practice I W/ Individuals	3	SWK656	Clinical Social Work Practice II W/ Families	3
SWK626	Advanced Clinical Assessment & Diagnosis	3	SWK658	Clinical Social Work Practice III W/ Groups	3
SWK628	Social Work Program & Practice Evaluation	3	SWK657	Field Instruction & Seminar IV	4
SWK617	Field Instruction & Seminar III	4	SWK699	Professional Seminar II: Research & Practice	3
SWK649	Professional Seminar I: Compassion, Spirituality & Self-Care	1		Elective	3
	Elective	3			
TOTAL CREDITS		17	TOTAL CREDITS		16

LEADERSHIP IN ORGANIZATIONS & COMMUNITIES SPECIALIZATION COURSE REQUIREMENTS						
Course Title			Cr.	Course Title		Cr.
FALL SEMESTER			SPRING SEMESTER			
SWK636	Leadership & Organizational Practice I	3	SWK676	Leadership & Organizational Practice II: Program Design & Proposal Writing	3	
SWK646	Leadership in Community Practice	3	SWK699	Professional Seminar II: Research & Practice	3	
SWK628	Social Work Program & Practice Evaluation	3	SWK657	Field Instruction & Seminar IV	4	
SWK617	Field Instruction & Seminar III	4		Elective	3	
SWK649	Professional Seminar I: Compassion, Spirituality & Self-Care	1		Elective	3	
	Elective	3				
TOTAL CREDITS		17	TOTAL CREDITS		16	

## Experienced and Employed Social Service Practitioner (EESSP) Curriculum

CLINICAL SOCIAL WORK PRACTICE CONCENTRATION COURSE REQUIREMENTS (EESSP)					
<b>A. First Academic Year</b>					
Course Title			Cr.		
FALL SEMESTER			SPRING SEMESTER		
SWK514	Human Behavior in the Social Environment I	3	SWK554	Human Behavior in the Social Environment II	3
SWK534	Foundations of Social Justice: Diversity, Power & Oppression	3	SWK555	Social Welfare Policy & Services	3
TOTAL CREDITS		6	TOTAL CREDITS		6

**B. Second Academic Year**

Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK562	Social Work & Christianity		3	SWK558	Social Work Research Methods		3
SWK516	Generalist Social Work Practice I With Individuals & Families		3	SWK556	Generalist Social Work Practice II With Groups, Organizations & Communities		3
SWK628	Social Work Program & Practice Evaluation		3		Elective		3
SWK517	Field Instruction & Seminar I		3	SWK557	Field Instruction And Seminar II		3
TOTAL CREDITS			12	TOTAL CREDITS			12

**Third Academic Year**

Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK616	Clinical Social Work Practice I with Individuals	3	SWK656	Clinical Social Work Practice with Families	3		
SWK626	Advanced Clinical Assessment & Diagnosis	3	SWK658	Clinical Social Work Practice II with Groups	3		
	Elective	3	SWK699	Professional Seminar II	3		
SWK649	Professional Seminar I	1	SWK657	Field Instruction & Seminar IV	4		
SWK617	Field Instruction & Seminar III	4					
TOTAL CREDITS			14	TOTAL CREDITS			13

**LEADERSHIP IN ORGANIZATIONS & COMMUNITIES SPECIALIZATION  
COURSE REQUIREMENTS (EESSP)**

**First Academic Year**

Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK514	Human Behavior in the Social Environment I		3	SWK554	Human Behavior in the Social Environment II		3
SWK534	Foundations of Social Justice: Diversity, Power & Oppression		3	SWK555	Social Welfare Policy & Services		3
TOTAL CREDITS			6	TOTAL CREDITS			6

**B. Second Academic Year**

Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK562	Social Work & Christianity		3	SWK558	Social Work Research Methods		3
SWK516	Generalist Social Work Practice I With Individuals & Families		3	SWK556	Generalist Social Work Practice II With Groups, Organizations & Communities		3
SWK646	Leadership in Community Practice		3		Elective		3
SWK517	Field Instruction & Seminar I		3	SWK557	Field Instruction And Seminar II		3
TOTAL CREDITS			12	TOTAL CREDITS			12

**Third Academic Year**

Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK636	Leadership & Organizational Practice I		3	SWK676	Leadership & Organizational Practice II		3
	Elective		3		Elective		3
SWK628	Social Work Program & Practice Evaluation		3	SWK699	Professional Seminar II		3
SWK649	Professional Seminar I		1	SWK657	Field Instruction & Seminar IV		4
SWK617	Field Instruction & Seminar III		4				
TAL CREDITS			14	TOTAL CREDITS			13



## **SOCIAL WORK - B.S.**

*Primary Faculty, Rockland:*  
*Primary Faculty, NYC:*

DeVonne Allen (ABD) BSSW Field Coordinator, Dr. Carol Awasu (Program Dir)  
Erica Ponteen-Babasola (Field Director), Dr. Kwi Ryung Yun (Program  
Coordinator, NYC Campus)

### **Mission of the Bachelor of Science in Social Work Program:**

The mission of the Nyack College Bachelor of Science in Social Work (BSSW) program is to prepare students in a Christian context to be generalist social work professionals who provide service with competence, compassion, and the highest ethical integrity.

Equipping students with the knowledge, values, and skills of the social work profession, our program aims to raise social workers who can enhance the well-being of all people and communities, and promote a just and caring environment in a complex and interrelated global society.

In order to fulfill the mission, the Baccalaureate Social Work program has three goals: first, to prepare students to be generalist social work practitioners who are guided by a person-in-environment framework, respect for human diversity, scientific inquiry, and a global perspective; second, to provide a transformational learning environment that facilitates a love for learning and prepares students for graduate education, especially in social work; and third, to provide a learning environment that models an integration of Christian faith with learning, and prepares students to serve with compassion and the highest ethical integrity.

### **Student Learning Goals- Program Competencies:**

Graduates of Nyack College's BSSW program will:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
11. Integrate their personal Christian faith with professional social work practice.

### **Accreditation**

The Nyack College BSSW program is accredited by the Council of Social Work Education (CSWE). This nationally recognized accreditation allows social work graduates the opportunity to apply for advanced standing in a MSW degree (advanced standing means that graduates may complete a MSW in on year, rather than the standard two years).

### **Admission to the BSSW Program**

Admission to the social work program is a two-tiered process. First, students declare social work as their major upon admittance to Nyack College, or transfer into the social work major upon approval of the BSW Program Director/Coordinator. Second, in order to continue as a Social Work major and be permitted to take junior and senior level courses, students must complete the BSW application and be accepted in the social work program.

To apply for admission to the social work program, students must:

1. Complete the general admissions requirements listed in the catalog.
2. Complete approximately 50 credits.
3. Complete the prerequisite courses for the BSSW program listed below
4. Obtain a minimum cumulative grade point average of 2.5 and a minimum cumulative grad point average of 2.75 in social work courses.
5. Demonstrate appropriate professional social work standards and behaviors.
6. Submit the BSW program application in March of the sophomore year. Students who do not meet these requirements will not be allowed to continue in the social work major and should meet with their social work advisor to discuss further academic plans.

### **Prerequisites for the BSSW program**

SWK 101 - Introduction to Social Work & Social Welfare  
SWK 246 or PSY 243 Interpersonal Communication Skills  
LIB 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 225 - 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 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). Students complete at least 450 hours at social service agencies under the supervision of professional social workers. Student also attend field instruction seminars. Field placement begins in September and ends in May.

*Note: A student whose grade point average is below 2.5 may not be allowed to start field instruction.*

### Degree Requirement

1. The BSSW requires completion of 120 credits, including 40 credits in required Social Work courses, a minimum cumulative gpa of 2.5, a minimum cumulative grade point average of 2.75 in the major, and completion of specific liberal arts requirements for the Social Work program.
2. Students must also satisfy the college's general education requirements.

### Liberal Arts and Sciences Core (44 credits)

Social Work majors have specific courses replacing some courses in the standard core, as well as additional requirements counted as core.

<b>Liberal Arts and Science Core Component</b> .....	43
LIB 101 Information Literacy .....	1
ENG 101-102 College Writing I and II .....	6
PSY 101 General Psychology .....	3
SOC 101 Intro to Sociology .....	3
POL 215 American Government.....	3
BIO 225 Human Biology .....	3
ENG 201 or 202 Global Literature I or II .....	3
HIS113-114 World Civilization I and II .....	6
PHI 101 Intro to Philosophy .....	3
Art History Elective .....	3
Mathematics Elective .....	3
SWK 246 or PSY 243 Interpersonal Communication Skills.....	3
SWK 328,PSY 337 or MAT 340 Stats for Soc. Workers/Soc. Science/Beh. Sci.3	
<i>^Social Work Majors: take SOC 101 (Introduction to Sociology) as major-specific Social Science elective.</i>	
<b>Language Requirements (6 credits)</b>	
<b>Bible and Ministry Minor Curriculum</b> .....	15
PMN 101 Introduction to Spiritual Formation .....	2
BIB 101 Old Testament Lit.....	3
BIB 201 New Testament Lit.....	3
BIB 301 or 302 BIB Docs I or II.....	3
BIB, REL or Historical THE elective.....	3
PMN 201 Nyack Heritage .....	1
<b>Social Work Major Component</b> .....	40
SWK 101 - Introduction to Social Work and Social Welfare.....	3
SWK 242 – Social Work and Christianity .....	3
SWK 314 - Human Behavior in the Social Environment I .....	3
SWK 324 –Foundations of Social Justice: Diversity/Power/Oppression .....	3
SWK 354 - Human Behavior in the Social Environment II .....	3
SWK 355 – Social Welfare Policy and Services.....	3
SWK 357 - Field Experience and Pre-practice Seminar .....	2
SWK 358– Social Work Research Methods.....	3
SWK 416 – Generalist Social Work Practice I with Indiv. & families.....	3
SWK 417 - Field Instruction and Seminar I .....	4
SWK 456 – Generalist Social Work Practice II w/ Groups, Org & Comm.....	3
SWK 457 - Field Instruction and Seminar II .....	4
SWK 499 - Integrative Seminar .....	3
<b>Miscellaneous Elective Component (16 credits)</b>	
Miscellaneous electives .....	16
<b>Total credits required</b> .....	<b>120</b>

## ***Social Work Major Suggested Program Plan***

### **FIRST YEAR: Fall**

PMN 101-Intro to Spiritual Form. ....	2
LIB 101-Info. Literacy .....	1
ENG 101-College Writing I.....	3
HIS 113-World Civilization I .....	3
SWK 101-Intro. to Social Work .....	3
SOC 101- Intro. To Sociology .....	3

### **SECOND YEAR: Fall**

BIB 102-Old Testament Lit.....	3
BIO 225-Human Biology .....	3
SWK 242- Christianity & SWK.....	3
Foreign Language .....	3
ENG 201 or 202-Glob Lit. I or II .....	3

### **THIRD YEAR: Fall**

BIB 303 Christian Thought.....	3
SWK 314-Human Behavior I.....	3
SWK 324-Found of Social Just.....	3
SWK 328/PSY 337/MAT 340 Stats Elect.....	3
Electives .....	6

### **FOURTH YEAR: Fall**

SWK 416-SW Practice w/ Ind/Fam.	3
SWK 417-Field Instrn. & Sem. I.....	4
Electives .....	6

### **FIRST YEAR: Spring**

ENG 102-College Writing II .....	3
HIS 114-World Civilization II .....	3
Art History elective .....	3
PSY 101-General Psych.....	3
PHI101-Intro.To Philosophy.....	3

### **SECOND YEAR: Spring**

BIB 201-New Testament Lit.....	3
Foreign Language.....	3
POL 215-Amer Government.....	3
MAT-Mathematics Elective .....	3
SWK 246-Interpers Comm Skill.....	3
PMN 201-Nyack Heritage.....	1

### **THIRD YEAR: Spring**

BIB-Elective.....	3
SWK 354-Human Behavior II .....	3
SWK 357-Field Experience.....	2
SWK 358-SW Research Meth. ....	3
SWK 355- Soc Welf Pol/Serv .....	3

### **FOURTH YEAR: Spring**

SWK 456-SW Pr w/ Org/Com.....	3
SWK 457-Field Instrn. & Sem. II.....	4
SWK 499-Integrative Seminar .....	3
Electives .....	4

## Course Descriptions

*Not all courses listed below are offered annually and some are offered only at certain campuses. Consult the appropriate department head for more information on course rotation and location.*

### **ANTHROPOLOGY (ANT) Traditional Undergraduate**

*All courses meet liberal arts elective requirements.*

#### **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. (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. (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. (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. (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. (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. 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. (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. 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. (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, 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.(Liberal Arts elective)

#### **ANT 480-Topical Directed Study (1-3)**

Topical independent study in an approved topic in Anthropology. Permission of the Department Head and Dean is required. (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. (Liberal Arts elective)

### **ARCHEOLOGY (ARC) Graduate**

#### **ARC 501- Land of the Bible: Israel Field Study (3)**

This course is a study of the physical, historical and cultural features of the land of the Bible with an emphasis on how those elements influenced and affected settlement, communication, biblical and extra biblical history. It assumes that the student has completed the course Historical Geography of the Land of the Bible. Preparatory assigned readings and map studies will maximize the student's learning experience during their travel in Israel. Relevant archaeological, historical, and biblical information will be presented in our field study to integrate the student's learning experience. *Offered Spring.*

#### **ARC 502- El Araj Excavation Project (3)**

Students will participate in a two week session of the archaeological excavation at el-Araj (New Testament Bethsaida). Students will be introduced to a multi-disciplinary approach of archaeology, history, geography, and philology in their investigation of this biblical site.

## **ART HISTORY (ARH) *Traditional Undergraduate***

*All courses meet liberal arts elective requirements.*

### **ARH 101- Introduction to the Visual Arts (3)**

A survey of the visual arts from ancient Egypt to the present. Open to all students and particularly designed for the non-major, this course introduces students to the global history of art and educates them in visual literacy, critical reading, critical thinking, effective speaking, and effective writing. This course satisfies the liberal arts core fine arts requirement.

### **ARH 120- Visual Arts at the Metropolitan Museum (3)**

The Metropolitan Museum of Art in New York City holds one of the richest and most diverse collections of art anywhere in the world. A survey of the visual arts from ancient Egypt to the present utilizing the resources of the Metropolitan Museum of Art. Following an introductory class, all others will meet in the galleries of the museum. This course satisfies the liberal arts core fine arts requirement.

## **BIBLE (BIB) *Traditional Undergraduate***

*Note: all BIB courses are liberal arts electives with the exception of BIB 303.*

### **BIB 102-Old Testament Literature (3)**

An introduction to the study of Old Testament literature. This course is an overview of the content, genre and theology of the Old Testament books, studied in the context of their historical, geographical, and cultural background. (fulfills core curriculum requirement)

### **BIB 103- Introduction to Biblical Studies (3)**

A first course for those intending to major in Biblical and Theological Studies, introducing the student to the most important issues, names, publications, institutions, traditions, and employment opportunities related to the academic study of the Bible. (does not fulfill any Bible and Christian Ministry minor requirements).

### **BIB 201-New Testament Literature (3)**

An examination of the development of redemptive history throughout the New Testament in the context of its geographical and cultural background. Key themes and selected critical issues are discussed with a view to aiding students develop a biblically-informed worldview. (fulfills core curriculum requirement)

### **BIB 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. Pre-requisite BIB 201. (May not take THE 301 or THE302)

### **BIB 312-The Bible and Science (3)**

A survey of current approaches to the relationship between Scripture and modern scientific methodologies. The apologetic value of such integrative thought will be covered. Prerequisite: BIB 102 or permission of instructor. (Same as THE 312) (fulfills worldview requirement)

**Note:** BIB 313 through BIB 327 fulfill the Old Testament elective requirement for the Biblical and Theological Studies Major..

### **BIB 313-Genesis (3)**

Exposition of Genesis emphasizing its theological teaching; some attention to Pentateuchal criticism and parallel Near Eastern literature. Prerequisite: BIB 102.

### **BIB 314-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 318 – Wisdom Literature (3)**

A study of the Old Testament Wisdom Literature books Proverbs, Job, Ecclesiastes, and Song of Songs. The theology and literary characteristics of Old Testament Wisdom Literature will be studied in the context of ancient Near Eastern, Apocryphal, and New Testament Wisdom Literature.

### **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 322-Pre-Exilic Minor Prophets: Social Justice in Prophetic Literature (3)**

This course examines the eighth century B.S. prophetic literature of Amos, Hosea, and Micah with an introduction to the Book of the Twelve. Particular attention is paid to the historical and social background and to the themes of justice, righteousness, and covenant love. 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.

**BIB 327- The Faith of Ancient Israel (3)**

This course examines the faith of ancient Israel as expressed in the literature of the Old Testament. Consideration is given to the historical and cultural context. The course approaches the Old Testament as good news waiting to be heard. Prerequisite: BIB 102.

*Note: BIB 328 through BIB 369 (except for BIB 331) fulfill the New Testament elective requirement for Biblical and Theological Studies*

**BIB 328—Early Jewish and Christian 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. (Same as CHE 415)

**BIB 334 – Life of Jesus (3)**

This course will provide a deep knowledge about the life of Jesus, in-depth analysis of the Gospel of Matthew and be able to pattern ministry after the model set by Jesus during his earthly ministry.

**BIB 336 Parables (3)** Exposition of selected passages and themes from the parables of Jesus. Prerequisite: BIB 201.

**BIB 337- Luke (3)**

Exposition of selected passages and themes from the Third Gospel. Prerequisite: BIB 201

**BIB 338- Jesus and His Jewish World (3)**

An introduction to the land, language and literature of Second temple Judaism, which illuminates the presentations of Jesus in the gospels. An orientation to the materials and methods for studies in Ancient Judaism and Christian Origins.

**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 369-John (3)**

Exposition of selected passages and themes of the Fourth Gospel. Surveys some critical issues. Prerequisite: BIB 201.

**BIB 381-Land of the Bible I (3)**

A course designed to introduce the student to the historical, geographical, and archaeological background to the biblical world through the Persian period.

**BIB 382-Land of the Bible II (3)**

A course to introduce the student to the historical, geographical, and archaeological background to the biblical world during the Hellenistic and Roman periods.

**BIB 384-Geographical and Historical Setting of the Bible (3)**

Introduction to the geography, history, and archeology of Israel in biblical times. (On location; considerable study prior to going to Israel is required.) (Same as ANT 384, HIS 384)

**BIB 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. (Same as HIS 385)

**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, TopkapiPalace). (same as ANT 386 and HIS 386).

**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.

**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 THE 301 or THE 302

**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: THE 301 or THE 302.

**BIB 460-Topics in Bible and Theology (3)**

Selected topics not currently offered in the areas of Biblical and Theological studies.

**BIB 470 Seminar (3)**

Analysis of selected problems and themes in biblical interpretation and theology by means of student research, presentation, and discussion.

**BIOLOGY (BIO) Traditional Undergraduate**

*All four-credit science courses include a lab component and 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)**

An introductory course that covers the basic principles of biology. Topics include a survey of the chemical, cellular, and genetic aspects of living organisms. The relevance to man and the environment is emphasized. The course includes lecture and laboratory components. (designed for non-majors)

**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. Students who take this course may not take BIO216. The course includes lecture and laboratory components. (designed for non-majors)

**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 (3-4)**

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. No lab component: does not satisfy Core Curriculum Laboratory Science requirement.)

**BIO 120- Introductory Biology 1 (3)**

An introductory course that covers the basic principles of biology. Topics include a survey of the chemical, cellular, and genetic aspects of living organisms. The relevance to man and the environment is emphasized. The course includes lecture only and is designed for non-majors.

**BIO 121- Introductory Biology II (3)**

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. Students who take this course may not take BIO 225. The course includes lecture only and is designed for non-majors.

**BIO 127- General Biology 1 (4)**

An introductory course that covers the basic principles of biology. Topics include a survey of the chemical, cellular, and genetic aspects of living organisms. The relevance to man and the environment is emphasized. The course is designed for non-majors and includes lecture and lab.

**BIO 128- General Biology 2 (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. This course is designed for non-majors and includes lecture and lab.

**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 or museum. The course includes laboratory, lecture, and recitation components. Prerequisites: CHE 103 or Department permission.

**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. The course includes lecture, laboratory, and recitations components. Prerequisites: BIO213 or department permission.

**BIO 216-Human Biology (4)**

A survey and analysis of the eleven organ systems of the human body. Some topics covered include the structure and functions of the digestive, respiratory, structural, excretory, endocrine and nervous systems. This course includes lecture and laboratory components. Students who take this course may not take BIO 108.

**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. Prerequisites: CHE 103 or Department permission.

**BIO 221- Microbiology Lab (1)**

Specifically designed as a stand-alone series of labs to facilitate the need of students who need a 1-credit lab component. Prerequisite: 3 credit Microbiology lecture course.

**BIO 222- Environmental Science (4)**

This course is an introduction to topics and disciplines necessary to comprehend and evaluate current environmental issues and future challenges in balancing the demands of urbanization with the natural world. Specific topics include ecology and evolution, conservation of biodiversity, natural resources, nature preserve management, human population growth, energy, environmental hazards, pollution, and treatment, waste management, climate change and sustainability. A field trip will be planned to a local Wastewater/Sewage Treatment Plant or Wildlife Conservation site.

**BIO 225- Human Biology (3)**

A survey and analysis of the eleven organ systems of the human body. Some topics covered include the structure and functions of the digestive, respiratory, structural, excretory, endocrine and nervous systems. Students who take this course may not take BIO 121. The course includes lecture only and is designed for non-majors.

**BIO 301-Genetics Seminar (3)**

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 310- Genetics (4)**

This course is a study of the basic principles of classical and molecular genetics, encompassing Mendelian inheritance, chromosome function, linkage and recombination mapping, cellular processing of biological information, recombinant DNA technology, and genomics. The focus of the course is on the genetics of eukaryotes, with emphasis on medical and agricultural applications. The prokaryotic system will also be introduced and contrasted with eukaryotic genetics.

**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. Pre-requisites: BIO 213 and BIO 214.



**BIO 340- Biochemistry (4)**

This course is a survey of biochemical principles, the structure, function, and metabolism of the constituents of life- water, protein, carbohydrates and lipids. Other topics covered include enzyme kinetics, metabolic pathways and integration of metabolism.

**BIO 351- Molecular and Cellular Biology (4)**

This course covers the biological principles relating to cellular and subcellular levels of structure and function. Topics include introductory biochemistry and molecular biology as well as the fundamentals of cell structure and physiology.

**BUSINESS (BUS) *Traditional Undergraduate*****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 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 232-Principles of Management (3)**

Covers the basic managerial functions of planning, organizing, motivating, and controlling. Includes a review of organization and management theories and methods. Focuses on management problems in profit and not-for-profit sectors.

**BUS 235- Business Calculus & Applications (3)**

Introduction to Calculus with applications to business and economics. Topics covered are functions, limits, continuity, differentiation and integration of functions of a single variable, optimization problems, exponentials and logarithmic functions, and growth models.

**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 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 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 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 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 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 381-Outreach from a Business Perspective (1)**

Students will reside in local urban hotel in downtown Cancun. During the stay all will perform physical labor while assisting in the construction of an orphanage, minister to local people through street ministry, and visit local Christian owned businesses and receive biblical instruction from YWAM missionaries.

**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 408- Financial Accounting and Analysis (3)**

Designed as a continuation of the advanced accounting course, this course will cover special accounting procedures and problems with respect to entities and subjects not previously addressed; including Income Tax Accounting, Leases, Pension Plans and Retirement Benefits, Foreign Exchange, and SEC reporting. The course requires the student to solve numerous problems ("mini-cases") as demonstration of mastery of the subject matter.

**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.

**BUS 413-Product Management (3)**

This course is prepares students for careers in product management and includes concepts such as new product introduction, positioning, product line management, pricing, strategy, product pruning, extensions and enhancements. Prerequisites: BUS 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 416- Corporate Taxation (3)**

This course is designed to help students understand the functions of a corporate tax department and its responsibilities with respect to tax reporting, tax determination, and tax defense. Corporate tax rules in the United States, which were significantly affected by the Tax Cuts and Jobs Act of 2017, and around the world, have allowed corporations to plan strategies to achieve the lowest tax rate or burden on a global basis. This course explores these rules and also introduces students to the tax rules surrounding other business entities, such as partnerships and S Corporations.

**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 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 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 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.

**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 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.

**BUSINESS ADMINISTRATION (BUS) Graduate - MBA****Core Courses****BUS603: Managerial Economics (3)**

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

**BUS604: Business Research Methods (3)**

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

**BUS605: Operations Management (3) Online Course**

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

**BUS606: Strategic Global Marketing Management (3)**

The course trains students in global marketing management by engagement in current and evolving strategic marketing processes and decision tools. The elements of globalization are integrated into the learning to develop a comprehensive global marketing strategy, inclusive of environment, forecasting, advertising, target marketing and budgetary/financial issues. The course assesses the role of consumerism in American society, helping students to understand the ethical issues inherent in marketing strategies.

**BUS607: Financial Management (3)**

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

**BUS609: Entrepreneurship (3)**

This course will focus on the definition, exploration, examination and evaluation of the entrepreneurial mindset. Specific focus will be applied to the theoretical and practical application of entrepreneurship. A deep understanding and examination of social entrepreneurship will occur through exhaustive case analyses and real world examples of successful and derailed entrepreneurial ventures. The dark side of entrepreneurial ventures will be explored so as to reaffirm the necessity and requirements for positive social entrepreneurial approaches.

**BUS610: Managerial Thought & Ethical Implications (3)**

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

**BUS611: Strategic Information Systems Management (3) Online Course**

This course will prepare students to create or participate in creating a strategic plan for an organization's Information systems/Technology function and understand the requirements for alignment with corporate goals. Strategy is about connecting a vision for the future with goals and actions that enable success. Strategy also provides the foundation for establishing priorities. The course will synthesize traditional planning concepts with contemporary topics transforming organizational landscapes. Globalization, "cloud" architectures, and co-created value networks driven by technological innovations have emerged as new imperatives for technology strategists. These current issues will be deeply explored throughout the course. In addition, the student must look beyond the status quo and project into an uncertain future. Students will complete a framework of an information systems/technology plan.

**BUS616: International Accounting (3)**

The course examines the differences between US GAAP and IFRS in particular to large bank balance sheets, the netting of derivatives, off-balance-sheet positions such as structured investment vehicles (SIV), and contingent liabilities, etc, which all would create challenges in measuring the true worth or size of a balance sheet to the largest banks in the world today. The convergence of the two standards is in the middle of a rollout, additional resources are also devoted to small and medium-sized entities (SMEs), with concern over reporting standards, disclosure, and clarification on the differences between the two standards, etc.

**Concentrations**

**Choose one concentration; you will take three (3) classes in your concentration.**

**Entrepreneurial Management****BUS665: Managing Human Talent (3)**

This course will focus on the dynamics required for defining, acquiring, training and retaining human talent for entrepreneurial organizations. The student will examine human talent constructs from an equity, optimization, measurement and life cycle perspective. Measurement will focus on the acquisition, allocation and retention perspectives; optimization will examine the alignment culture and capabilities aspects; and the life cycle will analyze first impressions, growth and retention of the talent resource pool. This will enable the student to holistically understand all relevant and pertinent aspects of managing human talent for an entrepreneurial organization.

**BUS667: Negotiation & Conflict Resolution (3)**

This course provides the student with various approaches to negotiation and conflict resolution. Various models of conflict and relevant negotiation strategies will be analyzed, explored and examined. The models will include the circle of conflict; triangle of satisfaction; boundary model; as well as rights and powers and trust. Social responsibility will be examined in the context of what lies beyond the conflict as well as the social styles exhibited and enacted during negotiation processes. Upon completion of the course, the student will be enabled to understand the various dimensions of conflict, negotiation as well as beyond the conflict.

**BUS668: Creativity & Innovation for Sustainable Success (3)**

This course will focus on the dynamics between organizational creativity and innovation for sustained positive success. Organizational innovation will be explored through case studies, group projects, and associated student lectures. Creativity will be examined in the context of the existent or formative organizational constructs and overarching objectives. General approaches to innovation, creativity as well as their impact on existent and entrepreneurial organizational sustainability will prepare the student for leading similar initiatives.

**Marketing****BUS661: Consumer & Organization Buyer Behavior (3)**

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

**BUS662: Market Research (3)**

The course provides students with the understanding and tools that are useful to managers for decision-making. This will include the review and use of data collection techniques, data tabulation, analysis, interpretation of results and marketing implications.

**BUS664: Channel Management (3)**

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

**Finance****BUS671: International Finance (3)**

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

**BUS672: Mergers & Acquisitions (3)**

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

**BUS673: Investment & Portfolio (3)**

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

**Accounting****BUS675: Financial Reporting & Analysis (3)**

Prepares students to be financial detectives, showing how to take a closer look at reported accounting numbers and how to look behind those numbers to really understand what is going on in a company. The book is aimed not only at those charged with the responsibility for preparing financial statements, but also those who will use financial statements for making decisions. This helps readers learn how to perform better audits, improve cash flow forecasts, undertake realistic valuations, conduct better comparative analyses, and make more informed judgments about the performance of management.

**BUS676: Corporate Taxation (3)**

The course is designed to help students to understand the functions of a Corporate Tax Department in a financial institution and its responsibilities with respect to tax reporting, tax determination, and tax defense. Corporate tax rules in US and in developed countries created many tax arbitrages and allow corporate tax dept. to plan tax strategies to achieve the lowest tax rate or burden on a global

basis. While the maximum tax rate in the US is 35% for the US corporations, most US corporations are able to achieve a lower tax rate through offshore establishments and tax deferral, the students will be able to see the many aspects of techniques used in corporate America such as carryover of tax attributes, personal holding companies, affiliated corporations, etc., many of these techniques can be considered as borderline by tax authorities. This course will also help students to understand the effect of corporate tax in state and local tax planning, since many big US corporation conduct businesses in multi-jurisdiction, and across different countries.

#### **BUS677: CPA Preparation & Review (3)**

To prepare students for the requirement of the CPA exam in a small class environment, dedicated in achieving the passing grade in all four parts. The latest AICPA-released pass rates for the CPA exam are approximately 45%-48%. As a CPA Examination candidate, the student is required to be thoroughly familiar with the entire examination methodology – from the time of application, to the time of taking the examination until all four sections are passed. The student will learn how the process works, what rules govern the progress, what requirements to meet, and the responsibilities the candidate must undertake in order to pass the exam. (Format will be video lectures and slides, guided seminars, core study materials, and textbooks)

#### **Entrepreneurial Capstone Project**

##### **BUS771: Entrepreneurial Seminar Series I (1)**

An overview of the research process; development of the entrepreneurial project proposal; applicable literature review process; clear definition of the market opportunity and/or desired state for the proposed major organizational change. At the conclusion of the seminar, and prior to the Entrepreneurial Seminar II, the student will provide a completed project proposal, initial literature review, and methodology for the project. The proposal will be reviewed and approved for submission to the college's institutional review board for research approval (if applicable) prior to commencement of the following seminar attendance.

##### **BUS772: Entrepreneurial Seminar Series II (1)**

This seminar provides an overview of the research process; review of proposed research and attendant market opportunities and/or proposed major organizational changes; development of an entrepreneurial Capstone project plan; required activities to complete the research proposal (if not approved at this juncture); design and development of a project outline; and a review of data collection and analysis techniques and approaches. At the conclusion of the seminar, the student will provide a completed project plan, project outline and complete the requirements for an approved research proposal. Approval of the research proposal and applicable IRB review is required before any research may be undertaken in fulfillment of the entrepreneurial Capstone project.

##### **BUS773: Entrepreneurial Seminar Series III (1)**

Presentation of proposed entrepreneurial ventures and/or major change recommendation(s). Each presentation will include a formalized critique process by the student's peers for potential improvements prior to final submission. Once completed, the student will participate via the online eCompanion to review the final checklist for a completed project, make any required/suggested modifications, and submit the final project and attendant presentation materials for final School of Business and Leadership review and approval.

##### **BUS799: Entrepreneurial Capstone Project (3)**

The Nyack College Graduate School of Business and Leadership Entrepreneurial Project is the culmination of the Masters of Business Administration program/degree and is associated with three (3) credits. Initially, a research/project proposal will be submitted for review, approval and IRB review (if required/applicable). Once the proposal is approved, the project based on the learning's throughout the program and is based on either a new entrepreneurial venture (a formal business plan) or a proposed major change recommendation for or within an existing organization (fully supported organizational change proposal). It is expected that the entrepreneurial project will be presented in a manner that exhibits requisite disciplines in scholarly research, as well as foundational expertise with fundamental business disciplines including, but not limited to, leadership, finance, marketing, critical thinking, operations and change management.

### **CHURCH DEVELOPMENT (CD) *Alliance Theological Seminary***

#### **CD 500/600/700 Directed Study (1-6)**

Independent study in church development under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**CD 510 Introduction to Pastoral Counseling (3)** See Counseling (CN 510).

**CD 511 Urban Church and the Poor (3)** See Urban Ministries (UR 511).

**CD 540 Urban Church Models (3)** See Urban Ministries (UR 540).

**CD 541 Urban Evangelism (3)** See Urban Ministries (UR 541)

#### **CD 601 Proclamation & Communication (3)**

This course is designed to develop introductory communication skills— verbal, personal and written. Course topics will include communication theories, overview of sermonic structures, written communications such as grant proposals, support letters, bulletins, newsletters, brochures, etc. Each student will develop personal skill, confidence, and technique.

**CD 641 Pastoring the Urban Church (3)** See Urban Ministries (UR 641).

**CD 642 Urban Church Planting and Growth (3)** See Urban Ministries (UR 642).

**CD 644 Women in Urban Ministry (3)** See Urban Ministries (UR 644).

#### **CD 660 Chinese Preaching I (3)**

Students will develop their preaching skills and explore the importance of preaching, methods of sermon construction, varieties and types of sermons, and the dynamics of delivery, with a particular emphasis on Chinese ethnic contexts.

**CD 665 Korean Preaching I (3)**

An exploration of preaching for the Korean-American church with special attention given to the "narrative preaching" method. Students taking this course will engage with *plot* and *story dynamic* elements in their preaching in order to deliver impactful messages to the Korean-American church.

**CD 701 Worship Arts and Disciplines (3)**

A biblical and historical study of corporate and individual worship, focusing on key principles to address the substance and form of worship. Students learn to construct and lead worship experiences for God's people and explore the spiritual disciplines directly related to corporate worship.

**CD 702 Working with People (3)**

This course is designed to help students learn to effectively address the interpersonal dynamics involved in evangelism and pastoral counseling.

**CD 711 Advanced Communication (3)**

This course applies advanced structures for speaking, personal empowerment, audience analysis, intrinsic motivation, speaking techniques, coaching lab, vocal care. Outside resource people—including a writing editor, speech pathologist, exegete and veteran pastor—will provide specialized insights. (*Prerequisite: CD 601*)

**CD 712 Leading Change & Conflict Resolution (3)**

This course focuses on the dynamics of instituting planned change in churches and mission structures. It also identifies major sources of conflict that commonly appear within a faith community and studies them from spiritual and psycho/social perspectives. Students will develop personal skills in resolving (and pre-empting) unhealthy conflict.

**CD 715 Missional Leadership (3)**

This course teaches contemporary theories of leadership and the necessary skills for missional implementation. Attention in this course will be given to the mission and vision development, along with the strategies necessary for effective missional leadership.

**CD 714 Leadership Development for the Urban Church (3)** See Urban Ministries (UR 714).**CD 721 Pastoral Methods (3)**

A consideration of pastoral methods and procedures, including weddings, ministry to the dying, membership classes, business meetings, publicity, filing systems, etc. Denominational polity and practices are presented.

**CD 726 Divine Healing (3)**

An investigation of biblical, theological and psychological perspectives on spiritual, emotional and relational healing. Special consideration will be given to historic C&MA thought with regard to Jesus Christ as healer. (Also TH 726)

**CD 730 Alliance Theology and Ministry (3)**

A focus on the doctrinal distinctives of The Christian and Missionary Alliance (sanctification, healing, eschatology, ecclesiology) within its historical evangelical context. Students are prepared for ordination or consecration in the C&MA. (Also TH 730)

**CD 741 Preaching in the Urban Context (3)** See Urban Ministries (UR 741).**CD 750 Introduction to Korean Ministry (3)**

A ministry-focused survey of the Korean-American church, its cultural characteristics, and pastoral needs. Students taking this course will focus on key methods with which to minister to the Korean-American church in its historical, cultural and social context.

**CD 751 Pastoral Counseling in the Korean Church (3)**

An exploration of counseling according to the social and cultural settings in the Korean-American church. Students will learn about counseling issues such as anxiety, depression, and anger, and will study various counseling methods.

**CD 754 Preaching in the Chinese Church Context (3)**

The course will explore the unique cultural diversity of the Chinese Church and provide students with tools and skills to preach the Word of God, for the purpose of life transformation, within the Chinese Church context.

**CD 755 Personal Leadership Development in the Chinese Church Context (3)**

The course will explore the spiritual formation of a leader and the foundational skills needed to lead the Chinese Church. This course will focus on the work of the Holy Spirit in the leader and the ministry skills that flow from the empowering of the Holy Spirit.

**CD 756 Pastoral Ministry in Chinese Church Context (3)**

The course will explore pastoral methods in the Chinese church context with an emphasis on pastoral counseling.

**CD 757 Contemporary Issues in Chinese Ministry (3)**

The course will explore contemporary issues in Chinese ministry, including language, culture, and contextualization.

**CD 758 Leadership from the Second Chair (3)**

The course will explore skills and methods of leadership for those serving in non-senior leadership roles within the Chinese church context. The course will primarily focus on leadership in the American Born Chinese ministry context.

**CD 759 Planting and Growing Healthy Next Generation Ministry (3)**

The course will explore methods and models of church planting for American Born Chinese ministries, and will explore methods in growing healthy American Born Chinese ministries within the Chinese Church.

**CD 760 Chinese Preaching II (3)**

Students will improve their preaching skills through a study of Chinese preaching and a comparison between Chinese and Western preaching styles. Strengths and weaknesses of preaching in the context of the Chinese congregation are discussed.

**CD 761 Worship in the Chinese Church (3)**

The central task of the Christian community is worship. This class seeks to understand the historical and biblical foundations of worship, explores its cultural and social influence in the Chinese context, and presents a working guide for worship preparation.

**CD 762 Leadership and Pastoral Ministry in the Chinese Church (3)**

This course explores the biblical and theological foundations of church ministries and their implications for the Chinese church in North America. Various philosophies and techniques of pastoral ministry and their applications to the Chinese congregation are examined, including preparing and conducting membership classes and business meetings, ministering to the sick/dying, and performing a wedding.

**CD 763 Planting and Growing Healthy Chinese Churches (3)**

The course will explore the different models for church planting and church growth in the Chinese Church context. It includes an introduction and overview of biblical and contemporary principles of church growth with attention given to the understanding of culture, social assimilation, pastoral leadership and diagnostic analysis in the church growth process.

**CD 764 Pastoral Counseling & Care for the Chinese Church (3)**

Different aspects of caring for a Chinese congregation including the training and nurturing of church leaders; utilizing lay people in shepherding roles; helping church families and individuals during times of transition; structuring a counseling ministry that includes crisis, premarital, marital and other areas of need will be explored.

**CD 765 Korean Preaching II (3)**

A further exploration of preaching for the Korean-American church, focusing on expository preparation and cogent delivery. Students will engage with diverse homiletical tools such as contextual studies, exegesis, and syllogism.

**CD 766 Worship in the Korean Church (3)**

A study of corporate and individual worship in the Korean-American church, focusing on key principles such as Biblical doctrine, worship traditions throughout history, and forms of worship. Students will also learn to construct and lead Sunday worship, special events (e.g. baptism, communion, weddings, funerals, dedications, etc.), and seasonal events (e.g. Christmas, Easter, etc.) within the Korean-American cultural context.

**CD 767 Leadership & Pastoral Ministry in the Korean Church (3)**

This course explores the biblical and theological foundations of church ministries and their implications for the Korean church in North America. Various philosophies and techniques of pastoral ministry and their applications to the Korean congregation are examined, including preparing and conducting membership classes and business meetings, ministering to the sick/dying, and performing a wedding.

**CD 769 Issues in Second Generation Ethnic Ministry (3)**

Socio-organizational, cultural and psychological aspects of conflicts in second-generation ethnic churches in North America will be examined. When the natures of the conflicts are understood, resolution for the conflict and direction for the second-generation ethnic ministry can be suggested.

**CD 770-779 Seminars in Church Development (3)**

Seminars developed to consider additional topics not included in the standard church development curriculum.

**CHEMISTRY (CHE) Traditional Undergraduate**

*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 lecture, laboratory and recitation components. Corequisites: MAT110 or instructor permission.

**CHE 104-Essential of Chemistry Lab Workshop (1)**

Laboratory experiments designed to illustrate the principles of general, organic, and biochemistry. This course is designed for students who need a 1 credit chemistry lab component.

**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.

**COUNSELING (CN) Alliance Theological Seminary**

*(AGSC) Indicates a course offered in conjunction with The Alliance Graduate School of Counseling.*

**CN 508B Theoretical & Personal Foundations of MFT (AGSC-MFT) (3)**

This course will provide a theoretical foundation for effective marriage and family therapy. Students will be exposed to basic family systemic constructs such as circular causality, process dynamics, differentiation, family structure and intergenerational influences upon family functioning. These concepts will be further internalized as students engage in a core motto of this program: "You cannot lead people to places you are unwilling to go yourself." Students will apply and personalize core systemic concepts to their respective families of origin and current nuclear families. Further, "self-as-therapist" issues will be examined by an assessment of one's interpersonal skills.



that may enhance or impede professional effectiveness. In addition, self-exploration will involve a discovery of personality-type theory that will impact both personal and professional life.

**CN 509 Pre-Marital Counseling (AGSC-MFT) (1)**

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

**CN 510 Introduction to Pastoral Counseling (3)**

An introduction to the principles and methods of counseling in a pastoral setting. Students will develop a sound biblical and theological foundation for the ministry of pastoral counseling. Fundamental counseling skills will be presented with emphasis on the evaluation of individuals, couples, and families to determine the severity of problems being presented. Networking with professional and community resources to develop a complete care plan for the counselees will also be emphasized.

**CN 605 Marriage and Family Counseling: Foundations (AGSC) (3)**

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

**CN 614 Urban Counseling Issues (3)**

This course is designed to explore and address counseling issues unique to urban reality and life. Fundamental principles and practices for counseling in a multiethnic and cross-cultural context of diversity will be evaluated and considered. (Also UR614)

**CN 709 Marriage & Family Enrichment (AGSC-MFT) (2)**

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

**CN 710 Counseling Issues & Human Sexuality (AGSC) (3)**

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

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

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

**CN 713 Gender Issues (AGSC) (3)**

An examination of the major issues in working with men and women, both in counseling and in the work of the church. Topics will include womanhood, the role of mentoring, crisis pregnancy counseling, the role of fatherhood, infertility, and depression. Education toward biologically, psychologically, and spiritually healthy practices will be presented.

**CN 714 Counseling for Survivors of Abuse (AGSC) (3)**

A comprehensive study of treatment for survivors of family violence and sexual abuse. Integrated study of the impact of trauma and abuse, faith-based practice and an overview of important issues and concerns. Students will participate in the counseling experience as part of the learning process.

**CN 718 Addictive Behaviors (AGSC) (3)**

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

**CN 719 Marriage & Family Counseling: Theories and Strategies (AGSC) (3)**

A continuation of GCN 605 with the focus on the theoretical and practical application of therapy with married couples and families. Prerequisite: CN605.

**CN 720 Christian Approach to Life-Threatening Illnesses (AGSC) (3)**

A course designed to help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and caregivers who are dealing with life-threatening and life-debilitating illnesses..

**CN 721 Crisis Counseling (AGSC) (3)**

Consideration of crises faced by the counselor and appropriate approaches for helping those in crisis. Crises such as death, debilitating illness, illegitimate pregnancy, child and/or spouse abuse, drug abuse, suicide and accident/disaster trauma are considered.

**CN 722 Anxiety and Mood Disorders (AGSC) (3)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of the anxiety and mood disorders.

**CN 724 Counseling & Divorce Recovery (AGSC) (3)**

A clinical and practical study for the counseling of people going through a divorce. An integrated study of the impact of divorce upon the person, their family and community. Students will participate in counseling experiences in the classroom.

**CN 729 Pre-Marital Counseling (3)**

This course is typically offered at the Puerto Rico site.

**CN 770-779 Seminars in Counseling (may be AGSC) (3)**

Seminars developed to consider additional topics not included in the standard counseling curriculum.

**CN 770 MFT Seminar- Father Loss (AGSC-MFT) (1)**

This seminar focuses on the profound mental, spiritual and relational wounds that may be associated with the experience of the absence or loss of one's father. "Father-loss" that results from death, divorce, detachment (emotional and physical ) or destruction (neglect and abuse) will be examined along with practical coping strategies for managing grief, anger, impaired identity formation, intimacy fears, and "father hunger".

**CN 770 MFT Seminar - Manhood (AGSC-MFT) (1)**

The manifestations of male depression, shame, grandiosity, and patriarchy will be explored in this seminar. Masculine identity formation with a distorted dependence upon "performance", "domination" and "objectification of women" will be evaluated through cultural, biblical and psychological lenses. Healthy models of Christian manhood will be presented along with relevant guidelines for development and growth.

**CN 770 MFT Seminar – Marriage Enrichment Group (AGSC-MFT) (1)**

This course is an experiential marital enrichment group that meets for 9 consecutive weeks. Married couples from all stages (newlyweds to those married for decades) will meet in a safe, encouraging, and confidential environment led by a licensed marriage and family therapist. The focus of the group will be educational and interactive with the goal of increasing marital intimacy by acquiring new insights and relational skills.

**CN 770 MFT Seminar – History of Sexuality (AGSC-MFT) (2)**

This seminar will present a positive biblical theology sexuality and an overview of the historical development of sexuality from the New Testament era to the present day. Particular focus will be given to the Church's teaching and canonical law related to celibacy, marital sexuality, lust, adultery, prostitution and rape. Influential Church Fathers, (e.g., Jerome, Origin, Augustine, etc.); Medieval Theologians (e.g., Thomas Aquinas, Albertus Magnus, St/ Bede, etc.); Protestant Reformers (e.g., John Calvin, Martin Luther, etc.) and numerous post-Reformation theologians, revivalists, evangelists, and Puritans will be examined. The legacy of sex-negative teaching and shameful sexual restrictions will be explored with practical implications for the Church of the 21<sup>st</sup> century.

**CN 780 Counseling & Global Engagement (AGSC) (3)**

These courses cover topics of interest such as Cross Cultural Communication and Counseling in countries/regions such as Kenya, Europe and Cuba.

**COMMUNICATIONS (COM) *Traditional Undergraduate*****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 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 195- Radio Workshop (1)**

Provides the students a practical environment to experience, learn, and practice the craft of live radio production at Nyack College's on-air FM radio station WNYK 88.7 FM.

**COM 201- Introduction to Digital Photography (3)**

An introductory course to orient the student to digital photography. Fee included for equipment purchase.

**COM 210- Storytelling for Communications (3)**

This course introduces students to effective story development methods to successfully create and critique storytelling techniques utilized in various communication mediums.

**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 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)**

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. (same as ENG 235)

**COM 236-Basic Audio Production (3)**

Survey of radio station theories in organization and programming, including show production and special production, including news, remote broadcasts, and general radio format.

**COM 243-Interpersonal Communication (3)**

Theoretical understanding of the communication process and practical application of communication skills. Attention is given to such influences as perception, self-concept, emotion, and cultural context on communication. Practical exercises will develop such skills as perception checking, active listening, self-disclosure, and assertiveness.

**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. Prerequisite: COM 109.

**COM 247- Production Fundamentals (3)**

This survey course will introduce students to the basic concepts of audio, radio, and video production with emphasis on technical competency and practical application in a production environment. Students will complete and critique production exercises for technical and aesthetic aspects of form and content.

**COM 307- Aesthetics and Design (3)**

An exploration of theatre design approaches and aesthetic practices with special emphasis upon techniques and skills associated with crafting live stage productions.

**COM 314 Television Aesthetic (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-Screenwriting (3)**

This class introduces students to effective screenwriting methods and industry formatting standards.

**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-Communication, Culture and Technology (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. (same as ENG 330)

**COM 337-Voice and Articulation (3)**

This course introduces students to effective voice development and articulation delivery methods to successfully create and critique speech performances.

**COM 390- Seminar and Practicum: Internship**

This course provides students the opportunity to gain work experience, sample careers within their concentration and build their resumes. In addition, it follows a seminar format in which students process together their internship experiences through discussions, journaling and mentoring.

**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 413-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 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 421- Communications Senior Seminar (3)**

This course provides students with the opportunity to re-engage the practical, theoretical, and substantive knowledge acquired in all Communication department core courses. This seminar revisits the basic principles and practices of communication studies through critical thought application and holistic integration of the major field component courses. The pedagogical emphasis of the course is to challenge students to consolidate, assess, and sharpen learned skills fundamental to the discipline. Prerequisite: ALL major field component courses.

**COM 428-Media Ethics (3)**

An examination of ethical questions related to human communication.

**COM 434- 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.

**COM435- 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 and Film Production (3)**

Students will be introduced to advanced concepts of video production and aesthetics. Students will produce short projects surveying the technical and artistic elements of single-camera and multi-camera production. Elements of pre-production,, production, and post-production will be covered and the class will participate in video production work for various departments on campus.

**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 490-Seminar and Practicum: Internship**

This course continues to provide students the opportunity to gain work experience, sample careers within their concentration and build their resumes. In addition, it follows a seminar format in which students process together their internship experiences through discussions, journaling and mentoring.

**CHURCH AND SOCIETY (CS) *Alliance Theological Seminary*****CS 500/600/700 Directed Study (1-6)**

Independent study in applied social science under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**CS 501 People as Social and Cultural Beings (3)**

This course enables students to learn and experience the dynamics of cross-cultural ministry. It identifies aspects of culture and worldview that shape people's perception of experience with a view to how this impacts Christian communication and ministry. It considers worldview change dynamics, cross-cultural communication and the theological implications of a cross-cultural perspective.

**CS 502 The Church as a Social & Cultural Institution (3)**

This course explores the role of the church in Holistic mission in society. We will begin with a theological foundation about the purpose and nature of the church and the kingdom of God. The second part will develop a framework for holistic mission and the Church's engagement in society. After which, we will consider case studies of the church's engagement with society from a theological, practical, and missiological perspective.

**CS 770-779 Seminars in Church and Society (3)**

Seminars developed to consider additional topics not included in the standard church and society curriculum.

**COMPUTER SCIENCE (CSC) *Traditional Undergraduate*****CSC 101- Introduction to Computer Science (3)**

This course is designed to provide students with some of the fundamental ideas of the science of computing. Topics include computer hardware, hardware organization, the Internet, computer programming, limits of computing, networking, varied uses of computers, and ethical considerations. This course counts toward the major and minor in computer science.

**CSC 102- Computer Literacy (1)**

This course is designed for students who want to gain a basic working knowledge of computers and computing environment. Students will become acquainted with basic computer components, computer terminology, and the use of the computer as a tool. Students will learn to use Apple Mac Operating Systems, Microsoft Windows Operating Systems, and various internet applications. They will also develop basic skills in information search strategies, information security, and information management.

**CSC 112-Introduction to Programming I (3)**

An introduction to computer programming using Visual Basic or 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.

**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.

**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.

**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.

**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 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 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 346 – Cyber Law and Computer Ethics (3)**

This course reviews cyber law; a law that deals with the internet's relationship to technological and electronic elements, including computers, software, hardware and information systems. Because cyber laws vary by jurisdiction and country, enforcement is challenging, and restitution ranges from fines to imprisonment. This course explores the issues and ethics that technology professionals face today.

**CSC 349- Desktop Support and ITIL (3)**

Course introduces the IT Infrastructure Library (ITIL) which leads the student to view information technology from an IT Service Management (ITSM) approach, rather than a product approach. This course will explore why IT departments are now aligning their services to better support a company's technology infrastructure and software using the ITIL framework.

**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, (2) 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 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.

**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 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.

**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 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.

**CSC472-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 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) *Traditional Undergraduate***

**CRJ 101-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.

### **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) Open to non-majors.

### **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) Prerequisite: CRJ 101 or departmental permission.

### **CRJ 315-Criminology (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.

### **CRJ 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: CRJ 101 and CRJ 245

### **CRJ 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. Open to non-majors.

### **CRJ 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.

### **CRJ 345-Comparative Criminal Justice (3)**

This course will examine the American criminal justice system against non-US systems for students to recognize that differing policies, practices and procedures occur. Students will understand how varying countries investigate and arrest; prosecute, defend and adjudicate criminal cases; as well as understand what is deemed as appropriate punishment. The social, cultural, and political background of different systems of justice will be introduced and discussed for an in-depth understanding.

### **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. Prerequisite: CRJ 101 and CRJ 245.

### **CRJ 386- Restorative Justice (3)**

This course introduces students to the philosophy and principles of restorative justice including its historical and theological roots. The course examines traditional government response to crime and the principles of restorative justice. The course brings together a wide range of perspectives encompassing historical, philosophical, religious, political, sociological, criminological, economic, and legal considerations. The roles of offender, victim, church, state, and community are examined in the context of crime and justice. The course provides a critical assessment of the importance of the spiritual dimension of restorative transformation. Prerequisite: CRJ 245 and CRJ 342 and 90 credits must be earned.

### **CRJ 390- Pre-Internship Seminar (3)**

This seminar is only for those planning on completing a Criminal Justice internship. Students planning on interning must complete this course the semester immediately prior to interning. This seminar will help students to locate potential sites, identify objectives, develop professional credentials, review intern etiquette and responsibilities, and complete appropriate paperwork. This is a pass/fail course. Students who fail will not be permitted to intern. Students with significant unexcused absences will not be permitted to complete the internship track. Prerequisite: a minimum of 90 credits and a cumulative GPA of 2.7 or higher. Completion of CRJ 330,390 and 402.

### **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) Prerequisites: CRJ Major with 60 credits.

### **CRJ 437- Computer Forensics and Investigations (3)**

This course teaches students a comprehensive understanding of our computer forensics and how to apply the latest theories and practices of criminal justice investigation relating to digital information. The course provides students the fundamental knowledge and hands-on-practice to gain an understanding of the overall investigative process. Topics include: computer operating system architectures, storage medium structures, malicious software detection, identity theft, internet-based fraud, child exploitation, hacking, compromised systems, and phishing.

Students are introduced to the importance of digital evidence controls, how to process crime and incident scenes, details of data acquisition, computer forensic analysis, e-mail investigations, and image file recovery. The course provides current real-world case studies and solutions that can be adapted to criminal investigations. The course is designed to help students understand the basics of compute and forensics and investigation. Prerequisites: CRJ 101 and CRJ 315

#### **CRJ 460- Special Topics (3)**

Formal course given infrequently. Course will explore in depth a comparatively narrow subject that may be topical or of special interest. The specific title will be entered on the student's transcript. Open to non-majors.

#### **CRJ 465- Senior Seminar in Criminal Justice (3)**

This course is a capstone course designed to synthesize the information and insights from other courses in the curriculum. It includes computer-based research in crime trends and causes; a research project that evaluates criminal justice policy-making; an assessment of each senior Criminal Justice major's knowledge of the system through the administration of a nationally based criminal justice achievement examination, and exposure to components of the criminal justice system through field trips and special presenters. In the final weeks, students will be prepared to either enroll in graduate work or seek employment. Prerequisite: Senior status and all other Criminal Justice courses will be completed the semester enrolled. This course is open to CRJ seniors only.

#### **CRJ 470- Capstone Seminar (3)**

This course serves as a capstone to the educational experience of the student. A capstone project will be completed by the student which identifies a critical problem within criminal justice. The student will develop either a policy or program which addresses the concern. The project will use standard social scientific research methods and will have a specific organizational structure. A committee comprised of one criminal justice faculty member and a professional specific to the project's focus will assess the project. The final project must be bound and presented to the department before a grade will be issue. This course is for students who will not be pursuing an internship. Prerequisite: Senior status and all other CRJ courses will be completed the semester enrolled.

#### **CRJ 490-Criminal Justice Internship (3)**

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. Pre-requisite: CRJ 390 and must have earned 90 credits.

### **DEVELOPMENTAL STUDIES (DEV)**

*Note: All developmental courses are equivalent to 3 seat hours, whether they carry academic credit of 0, 1 or 2 credits. Students must repeat developmental education courses for which they earn a grade of C- or below. One repeat is allowed before students will be in jeopardy of academic dismissal from the institution. When a student scores on Writeplacer and Sentence Skills are discrepant, the Writeplacer Score dictates placement.*

#### **DEV 101-Fundamentals of Writing (1)**

This course will assist students in developing mastery of the fundamental concepts and skills necessary for applying the writing process at the college level. Emerging college level skills will be bolstered by working on topics such as agreement, modifiers, diction/logic, and sentence boundaries, leading to editing/revision. Development of written responses to college level readings will be emphasized and an online lab component for skills practice and assessment will be utilized. A diagnostic skills assessment will be given at the beginning and end of this course. Prerequisite: a score of 20-53 on the Sentence Skills section and 0-4 on the Writeplacer Essay of the Accuplacer Placement Test.

#### **DEV 103-Foundation of Literature (1)**

This course will introduce students to several genres of literature including essays, poems and short stories which will be used to reinforce college level reading skills. College level vocabulary development as well as literal and interpretive comprehension will be emphasized. Students will be challenged to interact with literature by means of class discussion, group investigation, personal response-journaling, and an online lab component for skills practice and assessment. Prerequisite: A score of 20-53 on the Reading section of the Accuplacer Placement test.

#### **DEV 104- Math Essentials (1)**

This course will provide a combination of essential math skills necessary for everyday application. Topics will include computation with integers, fractions, and decimals, problem solving with percentages, estimation, ordering, number sense, and word problems. Additional topics may be covered. This course will improve college level proficiency of mathematic concepts and skills for enhanced mathematic performance. A diagnostic skills assessment will be given at the beginning and end of the course and an online tool is used to enhance content mastery. Prerequisite: A score of 20-53 on the Math section of the Accuplacer Placement test.

#### **DEV 106- Foundations of Algebra (3)**

This course will provide the necessary foundational skills for college level mathematics and algebra. Topics will include operations with real numbers, algebraic expressions and equations, linear equations, and word problems. This course will develop consistent proficiency of concepts and skills expected for college level mathematics and algebra performance. A diagnostic skills assessment will be given at the beginning and end of this course and an online tool is used to enhance content mastery. Prerequisite: A score of 54-75 on the Math section of the Accuplacer Placement test.

#### **DEV 107-Critical Thinking (3)**

This problem-solving course will equip students with the tools necessary to analyze current world events and philosophies within a Christian framework. Students will learn to communicate effectively at the college level with clarity, depth, precision, logic, accuracy, fairness, breadth, and relevance. Topics will include constructing arguments, discerning facts from opinion, using bias-free language, and gathering supportive evidence for an issue from valid and reputable sources. Students will engage in group discussion and team debates. Course placement is determined according to the Accuplacer Placement Test Holistic Score Description for the Writeplacer Essay. A response must state "...shows clear and reasoned analysis of the issue" in order to be placed out of this course.

**DEV 110-Academic Life Skills (3)**

A course in the techniques, tools, and strategies required for success in the college arena. Students discover the meaning and advantages of pursuing a Christian liberal arts education. 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 determining one’s strengths, gifts, and talents, as well as creating a purpose-guided individualized college plan, and developing crucial time management skills, measurable goal setting, organizational strategies, and tools for decreasing test anxiety and overall college readiness.

**DEV 111-Intermediate Writing (3)**

This course is intended to help students achieve consistent mastery of concepts and skills necessary for application of the writing process at the college level. Students will effectively compose unified, well-developed, coherent essays with correct usage of mechanical conventions, such as grammar, spelling, and punctuation. Students will respond to a variety of college level readings with attention to logic, transitions, mature vocabulary, and arrangement of ideas. MLA documentation style will be emphasized and employed. Students will take the Writeplacer Essay as an exit assessment. Prerequisite: A score from 53-75 on the Sentence Skills section and a 5-8 on the Writeplacer Essay of the Accuplacer Placement Test.

**DEV 112-Introduction to College Readings (3)**

This course will engage students in gaining consistent mastery of college level reading proficiency across the disciplines. Students will gauge point of view and intended audience, recognize organizing principles in a paragraph or passage, synthesize information, and analyze the logic an author employs when making an argument as well as how language is used to achieve purpose. Course objectives will be met by means of class discussion, group investigation, personal response-journaling, and an online lab component for skills practice and assessment. Prerequisite: A score of 54-75 on the Reading section of the Accuplacer Placement test.

**CHRISTIAN LEADERSHIP IN THE GLOBAL CONTEXT (DML)*****Alliance Theological Seminary – DMin.*****DML 801 -Orientation (2)**

Through in-classroom experiences, reading assignments and an intentional church immersion experience, this initial D.Min. course (DML801) guides and prepares students for the main aspects of the D.Min. program. Students are to attend and participate in all class sessions as they work to develop and maintain an open mind and heart attitude toward the content of the program and the classmates in their cohort.

**DML 802- Orientation (1)**

As in Orientation Part 1, students will participate in this church immersion learning experience during their second module on campus. DML802 continues to guide and prepare students for the main aspects of the D.Min. program. Students are to attend the Sunday church immersion visit. There are no additional readings for this class and only the one immersion visit with a written assignment to be submitted.

**Core Courses****DML 811 -Spiritual Formation For Leadership (4)**

This course guides the student through a series of readings and exercises that reveal the points of spiritual vulnerability and strength of most leaders. It considers the spiritual journeys of both biblical and contemporary Christian leaders—some with great influence in the global arena—in order to demonstrate the spiritual disciplines and qualities required of Christians who lead the people of God effectively.

**DML 812- Leadership Skills For Ministry (4)**

This course exposes the student to contemporary models of leadership in use or considered for use by the global Church. Students will work to identify and access their own leadership style with a view towards strengthening their skills in leading others within the Christian church.

**DML 813- Selecting and Developing New Leaders (4)**

Students are exposed to current leadership theory and practice and apply the theoretical framework against various global (from around the world) models for selecting and training leaders. Increased understanding of the student’s personal leadership style as well as practical tools for mentoring new leaders along the way.

**DML 814 Effective Ministry in Today’s Globalized Environment (4)**

This course considers various global, cultural, social, and religious dynamics at work in our world today that impact the ministry and leadership context. It strives both to make the student aware of these changes and to prepare the student for dealing with them creatively and effectively in ministry.

**DML 871- Seminar I (1)**

To be taken during Module #2 on campus, this course is intended to move the D.Min. student from a general area of ministry interest to a viable research question. It will introduce students to basic concepts in research methods and ready the student for writing the project proposal. Pass/Fail.

**DML 872- Seminar II (1)**

To be taken during Module #3 on campus, this course intends to enable the D. Min. student to think through his or her research design and to prepare his or her research instruments for the IRB. Pass/Fail.

**DML 873 -Seminar III (1)**

To be taken during Module #4 on campus, this course intends to enable the D. Min. student begin the writing process. Pass/Fail.



**DML 89- Oral Candidacy Qualifying Exam (0) P/F**

After successful completion of orientation and all four core courses, students must pass the candidacy qualifying oral examination. Using a rubric, the exam evaluates the level to which each student has attained personal and professional development goals, examines their progress and learning through the courses and seminars, and assesses their ability to write a doctoral project. Consideration of written course work to date will be factored into the assessment of the latter. Achieving candidacy status formally grants the student eligibility to receive the degree upon satisfactory completion of the remaining requirements.

*Spirituality concentration***DML 921- Following in the Steps of Spiritual Mentors (4)**

This course is a study of historical and contemporary Christians who have led the way in spiritual formation through their personal lives. The student will note aspects of the spiritual journey that are common and unique to the various figures and be guided in a process to implement the lessons learned into their own spiritual disciplines.

**DML 922- Guiding Others in Their Spiritual Journey (4)**

This course enables students to glean principles in the art of spiritually mentoring others from various spiritual mentors-leaders. It considers typical phases of Christians' spiritual growth pattern. The student will formulate a spiritual development model for mentoring others.

*Global Outreach concentration***DML 925- Contemporary Models of Evangelism (4)**

This course considers significant church planting and evangelism models in use around the world with a view towards critiquing and glean important principles from them. The student will formulate a model for Christian outreach suited to their own ministry context.

**DML 926 -Christian Communication for a New Generation (4)**

This course exposes the student to contemporary trends in communication theory as used in urban and mass media contexts in order to evaluate their usefulness for communicating the gospel. Students will formulate a communication model for their ministry context.

**DML 994 -997Doctoral Project Stage I-IV (1-2) Pass/Fail.****DML 999 Final Doctoral Project (0)**

The D.Min. degree program requires a written Final Doctoral Project that addresses both the nature and practice of ministry applied to a specific ministry setting with the potential for application in other ministry contexts. It will reflect the student's depth of theological insight in relation to ministry. Guidelines for proposing, writing, defending, and presenting the project may be found in the DMIN student handbook.

**DML 998 Doctoral Project Continuation (0)****DRAMA (DRA) Traditional Undergraduate****DRA 104 Introduction to Dance (3)**

An introduction to movement dance and choreography. Students will be introduced to a variety of dance styles, dance/movement terminology, research topics in dance history, a biblical foundation for dance.

**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.

**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. (same as MUS 218)

**DRA 219 African American Theatre (3)**

In this course, students will read plays, view videos, and listen to music to discover the qualities that made 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 231 Modern Drama (3) (For Course description see ENG 231)**

**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.

**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 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 472-Fundamentals of Play Directing (3)**

Contains basic elements of directing with laboratory in theatrical problems and short scenes. Prerequisite: DRA 205.

**ECONOMICS (ECO) Traditional Undergraduate**

*All classes meet the liberal arts elective requirement.*

**ECO 101- Personal Economics and Finance (1)**

This course provides comprehensive advice for getting one's finances in order based on the Bible's timeless principles on money and stewardship. Students will learn how to determine their current financial situation, design a long-term, workable financial plan, spend, give, save, and invest wisely, and get out of debt. Having taken this course, students should have the confidence to make sound financial decisions.

**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. (Meets Social Science Core)

**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 under-developed 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 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.

## **ADOLESCENCE EDUCATION (EDS) *Traditional Undergraduate***

### **EDS 318- General Methods in Teaching Grades 7-12 (3)**

A student teaching prerequisite designed to prepare Adolescence 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 323-Special Methods for Teaching English in Middle Childhood and Adolescence 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 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 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: Adolescence (0)**

Thirty-five hours of field experience in grades 7-9 in the area of English. Co-requisite: EDS 318 and 391S

### **EDS 391S- Seminar for Third Year Fall Field Experience: Adolescence (1)**

Designed to support third year clinical experiences by examining current research-based practices with the goal of developing the knowledge, skills and professional behaviors specific to teaching and learning in their content area. A professional journal will be required.

### **EDS 392-Third Year Spring Field Experience: Adolescence (0)**

Thirty-five hours of field experience in grades 10-12 in the area of English. Co-requisite: EDS 334 and 391S.

### **EDS 392S-Seminar for Third Year Spring Field Experience: Adolescence (1)**

Designed to support third year clinical experiences by examining current research-based practices with the goal of developing the knowledge, skills and professional behaviors specific to teaching and learning in their content area. A professional journal will be required.

### **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 EDU 421, 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) *Traditional Undergraduate***

### **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 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. Prerequisite: School of Education approval.

**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. Pre-requisite: School of Education approval. Co-requisite: ECE 337, ECE 391S.

**ECE 391S-Seminar for Third Year Fall Field Experience: Early Childhood (1)**

Designed to support third year clinical experiences by examining current research-based practices with the goal of developing the knowledge, skills and professional behaviors specific to teaching and learning in their content area. A professional journal will be required.

**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. Pre-requisite: School of Education approval. Co-requisite: ECE 338, ECE 392S

**EDS 392S-Seminar for Third Year Fall Field Experience: Early Childhood (1)**

Designed to support third year clinical experiences by examining current research-based practices with the goal of developing the knowledge, skills and professional behaviors specific to teaching and learning in their content area. A professional journal will be required.

**ECE 393- Elementary Literacy Field Experience (0)**

Required for EDU 333 Methods of Teaching Literacy I. Ten hours of supervised field experience in primary elementary level or upper elementary level literacy.

**ECE 470-Senior Seminar (2)**

Philosophical and practical problems of the early childhood experience of student teaching. Analysis of curricular theory, child guidance and decision-making, and consideration of other contemporary issues in Christian and public school education. Co-requisite: ECE 491, ECE 492 and EDU 421.

**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 (EDG) *Graduate School of Education***

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

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

### **EDG 505-Foundations of Education (3)**

A course for students to study the educational foundations of the U.S. Education system with a particular emphasis on the philosophical, political, legal, economic, and sociological perspectives.

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

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

### **EDG 512-Character Education (3)**

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

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

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

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

The focus of this course is to develop a model and specific activities for integrating New York State learning standards in math, with technology applied as a tool and vehicle for assessing, generating, processing and transferring needed information. Participants will learn how to effectively implement techniques which will lead to student's mastery of skills and content, both in class and on New York State testing. Masters program students will learn how to teach their students to meet the seven Learning Standards for Mathematics, Science, and Technology (MST), with an emphasis on standards 1,3,6, and 7, at all three levels (elementary, intermediate, commencement) as identified by the New York State Department of Education. Strategies for teaching skills and content for all seven standards will, however, be addressed.

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

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

### **EDG 520-Child Development and Learning Theories (3)**

This course examines theories regarding cognitive, social and moral development of children emphasizing their application to instructional practice. Behavioral, motivational and cognitive influences on learning and their subsequent effects on academic performance are explored.

### **EDG 530-The Inclusive Classroom (2)**

This course is designed to provide the general and special education classroom teacher with the knowledge, skills, and dispositions needed for successful inclusive teaching. This is an introduction to the nature and characteristics of the learning and behavior challenges that students with special needs face in the general education classroom, and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion. The emphasis will be on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. A documented 20 hours of field experience are required in an inclusive setting.

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

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

### **EDG 533-High Incidence Disabilities (3)**

Current trends in program organization, curriculum development and adaptation, teaching strategies for students along the higher incidences, specifically learning disabilities, etc are reviewed and evaluated. Emphasis is on research-based best practices compatible with various learning styles, environments, and cultures. The course focuses on selecting and developing curricula based on learner's academic and social abilities, attitudes, and interests; applying adaptive methods including use of technologies for instruction and effective management of

teaching and learning. Methods to facilitate social interaction skills for school and in transition to other environments will be explored. A documented 20 hours of field experience are required in individualized instruction of a student with special learning needs.

**EDG 534-Autism Spectrum Disorder and Other Low Incidence Disabilities: Understanding and Intervention (3)**

The focus of the course is to develop an understanding of autism spectrum disorders as well as other low incidence disabilities and acquiring effective academic and social interventions to help affected students learn and participate fully in the classroom. The course provides an overview of autism spectrum disorders, their identification and etiology and best practices in programs and services for students identified as autistic as well as other low incidence disabilities. A documented 20 hours of field experience observation in a classroom that has students with moderate and/or severe disabilities are required. Prerequisite: EDG 532. Prerequisite: EDG 532.

**EDG 536- Special Education Behavior Management (3)**

This course provides the student with practical strategies and techniques in both behavior modification and developing positive classroom communities that support learning for all students. Emphasis is placed on teaching students across the full range of exceptionalities and developmental levels. Self-monitoring skills that empower them to take ownership for their learning as well as social behavior are explored. Further, these behavior management skills are contingent on effective assessment methodologies, which are also studied and practiced as an integral part of the course. A documented 10 hours of field experience in a classroom that has students with emotional/behavioral issues are required.

**EDG 545-Literacy (3)**

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

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

Provides candidates with the means to identify and prevent tobacco, drug/substance abuse, child abuse and maltreatment, and child abduction. Candidates will be able to provide safety education and provide instruction in fire and arson prevention. Candidates will also be trained in violence prevention and communicable disease awareness/prevention, including AIDS awareness. Students will be trained in Harassment, Bullying and Discrimination Prevention and Intervention. All components, including DASA, will be presented with the time and content as required by New York State Education requirements for certification.

**EDG 548-Dignity for All Students (DASA) Training (0)**

Provides candidates with the 6 hours of training mandated by New York State in Harassment, Bullying and Discrimination Prevention and Intervention for additional certification students.

**EDG 552-Bilingual Education (3)**

This introductory course will explore the history as well as legal and political issues in bilingual education programs in the United States from a sociolinguistic and psycholinguistic perspective. Students will examine models of bilingual education programs and compare them to other approaches to the education of English language learners. 20 hours of field experience is required.

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

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

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

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

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

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

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

Philosophical and practical problems of the classroom experience of student teaching. Analysis of curricular theory, classroom management and decision-making, and consideration of other contemporary issues in Christian and public school education.

**EDG 591-Student Teaching Special Education Grades 1-3/4-6** (Designed for students in the BS/MS Childhood Special Education Initial Certification program to provide practice within an educational setting with students with exceptionalities at the childhood developmental level. Students are placed in special education grades 1-3 if their childhood education placements were in grades 4-6; or, they are placed in special education grades 4-6 if their childhood education placements were in grades 1-3. Weekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or collaborative consultation techniques that they employ.

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

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

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

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

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

Application of professional knowledge and skills in an assigned class at the Grades 1-3 school level under the direction of a fully certified

cooperating teacher and with the supervision of Nyack College Education faculty. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

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

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

**EDG 596-Internship for TESOL in Grades K-6 (3)**

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. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

**EDG 597-Internship for TESOL in Grades 7-12 (3)**

Application of professional knowledge and skills in an assigned class at the Grades 7-12 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Internships are a minimum of 25 full days in each placement or 4 hours a day for 38 days in each placement.

**EDG 603-edTPA Continuation (0)**

Students are required to enroll in edTPA continuation' if they have not successfully passed two sections or more of the edTPA and require a new videotaped learning segment. They will pay a fee equal to two credit hours of graduate tuition.

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

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

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

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

**EDG 620-Practicum in TESOL (3)**

A formal internship in the TESOL classroom that is at least 50 hours. The experience will give exposure to teaching and teacher roles in the TESOL classroom. The candidate will observe and participate in a variety of disciplines within the experience and a variety of instructional strategies during the experience.

**EDG 621-Additional Certification Practicum for TESOL: Elementary (3)**

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. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

**EDG 622-Additional Certification Practicum for TESOL: Secondary (3)**

Application of professional knowledge and skills in an assigned class at the Grades 7-12 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

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

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

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

Designed to prepare classroom teachers in inclusive and bilingual settings by developing the knowledge, strategies, and dispositions necessary. This will be achieved by examining key topics such as second language acquisition, strategies, assessment, and placement methods. Primary focus will be on content-based instruction, cooperative learning techniques, scaffolding, and the Cognitive Academic Language Learning Approach. 15 hours of field experience is required for the Bilingual Extension track.

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

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

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

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

**EDG 657- Multicultural Foundations (3)**

This course is a study of the social and cultural factors that affect the educational processes. This course will examine multicultural education through a focus on the historical, sociological and philosophical foundations of education. Includes an overview of multicultural/multilingual curricula with a focus on culturally/linguistically-responsive instruction. The course is designed to help candidates examine how race, ethnicity, and culture influences students' experiences in school and to implement a multicultural approach to teaching. 20 Hours of field experience is required.

**EDG 660-Current Issues in Education (1)**

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

**EDG 670-TESOL Methods and Materials (3)**

A course designed to offer a foundation in on the historical progression of the major TESOL methods and a review of the general concepts of teaching the four skills and two databases (syntax & lexicon) to English language learners. Students also review the need for professional development, examine a system for evaluating published materials, and examine technology as a tool for learning English. Additionally all students will complete 15 hours of field experience in an ESL classroom. Co-requisite: EDG 770 Field Experience for TESOL Methods and Materials.

**EDG 671-TESOL Methods: Language Arts (3)**

A course designed to offer a foundation to teach language arts to English language learners (ELL). Techniques for teaching English language skills in reading, writing, listening, speaking, grammar, and vocabulary will be demonstrated, discussed, and practiced. Students will examine theories and principles of TESOL and will have an opportunity to implement these principles in practical experience. Technological applications will be examined. Additionally all students will complete 15 hours of field experience in an ESL classroom. Co-requisite: EDG 771 Field Experience for TESOL Methods: Language Arts.

**EDG 672-TESOL Methods: CBI & SIOP (3)**

A course designed to offer a foundation in Content-Based Instruction (CBI) and Sheltered Instruction and Observation Protocol (SIOP) to teach English language learners (ELL). Techniques for teaching English language skills via content-specific reading, writing, listening, and speaking in math, science and social studies will be demonstrated, discussed, and practiced. Students will examine theories and principles of TESOL and have an opportunity to implement these principles in practical experience. Technological applications will be examined. Additionally all students will complete 15 hours of field experience in an ESL classroom. Pre-requisite: EDG 670 TESOL Methods and Materials. Co-requisite: EDG 772 Field Experience for TESOL Methods: CBI & SIOP.

**EDG 673-TESOL Curriculum, Testing, and Assessment (3)**

A course for students to investigate approaches, theories, concepts, processes and issues related to designing ESL curricula and assessing their English language learners (ELLs). The course objective is to equip student to critically assess, design and evaluate language programs and assessment techniques and tools.

**EDG 730-Field experience for EDG 530 Inclusive Classroom (0)**

A twenty-hour field experience co-requisite to EDG 530 Inclusive Classroom.

**EDG 732-Field experience for EDG 532 Exceptional Child (0)**

A twenty-hour field experience co-requisite to EDG 532 Exceptional Child

**EDG 733-Field experience for EDG 533 High Incidence Disabilities (0)**

A twenty-hour field experience co-requisite to EDG 533 High Incidence Disabilities

**EDG 734-Field experience for EDG 534 Autism Spectrum Disorder and other Low Incidence Disabilities (0)**

A twenty-hour field experience co-requisite to EDG 534 Autism Spectrum Disorders and other Low Incidence Disabilities.

**EDG 736-Field experience for EDG 536 Behavior Management (0)**

A ten-hour field experience co-requisite to EDG 536 Behavior Management.

**EDG 738-Additional Certification Practicum for Special Education: Lower Elementary (3)**

Application of professional knowledge and skills in an assigned class at the Grades 1-3 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

**EDG 739-Additional Certification Practicum for Special Education: Upper Elementary (3)**

Application of professional knowledge and skills in an assigned class at the Grades 4-6 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

**EDG 745-Field Experience for Literacy (0)**

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

**EDG 752-Field Experience for EDG 752 Teaching English Language Learners & Bilingual Students (0)**

Students will understand and observe the use of standards-based practices and strategies to the planning, implementation, and management of literacy instruction for English language Learners. Students will observe classroom organization, teaching strategies for developing, choosing and adapting classroom resources for ELLs and for bilingual students. (15 hours)

**EDG 753-Field Experience for EDG 552 Bilingual Education (0)**

Students are required to complete a bilingual field experience in a bilingual school setting. The experience will assist students in studying, critiquing, and experiencing some of the contextual factors that influence bilingual education. The experience will be documented with a written artifact. (20 hours)



**EDG 757-Field Experience for EDG 657 Multicultural Foundations (0)**

Students will engage in classroom observations in interactions with culturally and linguistically diverse students and in teaching interviews. They will observe culturally appropriate practices, assisting and interacting with cooperating of culturally and linguistically diverse students of all backgrounds (20 hours).

**EDG 763-Field Experience for Methods of Social Studies (0)**

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

**EDG 764-Field Experience for Methods of Science (0)**

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

**EDG 765-Field Experience for Methods of Math (0)**

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

**EDG 766-Additional Certification Practicum for Childhood Education: Lower Elementary (3)**

Application of professional knowledge and skills in an assigned class at the Grades 1-3 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

**EDG 767-Additional Certification Practicum for Childhood Education: Upper Elementary (3)**

Application of professional knowledge and skills in an assigned class at the Grades 4-6 school level under the direction of a fully certified cooperating teacher and with the supervision of Nyack College Education faculty. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

**EDG 770-Field Experience for TESOL Methods and Materials (0)**

A 15-hour field experience co-requisite to EDG 670 TESOL Methods and Materials.

**EDG 771-Field Experience for TESOL Methods: Language Arts (0)**

A 15-hour field experience co-requisite to EDG 671 TESOL Methods: Language Arts.

**EDG 772-Field Experience for TESOL Methods: CBI & SIOP (0)**

A 15-hour field experience co-requisite to EDG 672 TESOL Methods: CBI & SIOP.

**EDG 775- Seminar in Education (1-3)**

Seminars developed to consider additional topics in education.

**EDUCATION (EDU) *Traditional Undergraduate*****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 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 (0/1)**

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, including DASA, 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)**

This course examines the contributions that psychology can make to educational practice. Theories regarding cognitive, social, and moral development of children from birth to grade 12 are examined and how these theories and research are of use to educators. The learning process is investigated using both behavioral and cognitive theories along with motivational factors. (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. Corequisite: EDU 292 or for Early Childhood Education majors ECE 250 and EDU 293. (liberal arts elective) Course fee applies.

**EDU 292-Second Year Field Experience (1)**

Twenty hours of field experience with emphasis on tutoring. Required for EDU 259.

**EDU 321-Technology Applications for Teachers I (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 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 and introduces theories, practices, and materials for teaching and assessing 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. Corequisite: EDU 392. Prerequisites: EDU 246, EDU 258, EDU 259, School of Education approval.

**EDU 336-Methods in Teaching Math in Elementary School (3)**

Methods and materials in teaching math for grades 1-6. Laboratory experience. Prerequisites: MAT 101, EDU 246, EDU 258, EDU 259, School of Education approval. Corequisite: EDU 392.

**EDU 353-The Exceptional Child (3)**

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 377- Educating Children in Poverty: Southeast Asia**

This is a service learning intensive course that provides students with the opportunity to investigate the educational and social contexts of children who live in extreme poverty in Southeast Asia. The focus will be on the nature and consequences of poverty as it impacts children's learning and development. Students will study the societal and global responses to poverty, and the methods of people in the community to educate children born into poverty. Through their service learning activities, students will participate in developing resiliency among the children in the educational community. Students will be immersed in education as a social science, work with children in a private school, visit government and non-government organizations that deal with social issues originating from poverty, such as human trafficking, street children, and crime.

**EDU 391-Third Year Fall Field Experience: Childhood (0)**

Thirty-five hours of tutoring and other 1<sup>st</sup>-6<sup>th</sup> classroom responsibilities. Required for EDU 331 Methods of Science and EDU 332 Methods of Social Studies. Prerequisite: School of Education approval.

**EDU 391S- Seminar for Third Year Fall Field Experience: Childhood (1)**

Designed to support third year clinical experiences by examining current research-based practices with the goal of developing the knowledge, skills and professional behaviors specific to teaching and learning in their content area. A professional journal will be required.

**EDU 392-Third Year Spring Field Experience: Childhood (0)**

Thirty-five hours of field experience in 1<sup>st</sup>-6<sup>th</sup> grade school setting. Required for EDU 334 Literacy II, 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. Prerequisite: School of Education approval.

**EDU 392S- Seminar for Third Year Fall Field Experience: Childhood (1)**

Designed to support third year clinical experiences by examining current research-based practices with the goal of developing the knowledge, skills and professional behaviors specific to teaching and learning in their content area. A professional journal will be required.

**EDU 397- Educating Children in Poverty: Southeast Asia**

This is a service learning intensive course that provides students with the opportunity to investigate the educational and social contexts of children who live in extreme poverty in Southeast Asia. The focus will be on the nature and consequences of poverty as it impacts children's learning and development. Students will study the societal and global responses to poverty, and the methods of people in the community to educate children born into poverty. Through their service learning activities, students will participate in developing resiliency among the children in the educational community. Students will be immersed in education as a social science, work with children in a private school, visit government and non-government organizations that deal with social issues originating from poverty, such as human trafficking, street children, and crime.

**EDU 421- Technology Applications for Teach II (1)**

This course investigates the use of technology as a tool to analyze the effects of assessment on student achievement. Building on concepts and skills acquired in EDU 221 and EDU 321, this course introduces students to using assessment analysis tools on the assessments that they create for their future classes. Co-requisite with Student Teaching. Prerequisites: EDU 321.

**EDU 441-The Christian Teacher (2)**

This course is designed to be a capstone class in the School of Education. The teacher candidate will examine how Christian Education has been emphasized and practiced historically. Areas of emphasis include highlighting how Jesus taught, the early church, the Reformation era, the religious education movement in America, the issues facing Christian teachers and Christian schools today. The teacher candidate will also explore the distinctives that are unique to Christian Schools. Further, an emphasis will be made to learn to communicate, model and teach the central values of the historic Christian faith in a contemporary classroom setting. A distinct focus of the course also include the faith, learning, and transformation concept, and the importance of a philosophy of Christian Education. Prerequisite: School of Education approval.

**EDU 442-Current Topics in Education (2/3)**

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 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 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 421, EDU 492, EDU 493.

**EDU 480- Independent Study (1-3)**

Course number used for special topics classes, including edTPA Continuation.

**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) *Traditional Undergraduate***

*See MUSIC courses under School of Music*

**TESOL (EDT) *Traditional Undergraduate*****EDT 341-TESOL: Methods and Materials (3)**

Includes demonstrations, discussions, and practice in teaching of all six English language skills areas including listening, speaking, reading, writing, grammar and vocabulary. Additionally, students will apply techniques for teaching English to speakers of other languages using communicative and integrative approaches. Students will also review the history of teaching methods and evaluate published materials.

**EDT 342-Methods in TESOL: Language Arts (3)**

This course focuses on techniques for teaching English language skills in reading, writing, grammar, and vocabulary. It includes demonstrations, discussions, and practice in developing and using language arts specific material. Students will also review and enact principles for designing ESOL materials designed for reading and writing arts.

**EDT 343-Methods in TESOL: Math, Science and Social Studies (3)**

This course focuses on techniques for teaching mathematics, science, and social studies in the ESL classroom. Students will focus on adapting materials and classroom practice for sheltered English instruction. A variety of assessment methods are examined. (Offered even years)

**EDT 344- Teaching Adult English Language Learners (3)**

Students investigate the goals, principles, and practices of teaching adult English language learners in Adult Basic Education and English for Specific Purposes in order to explore theoretical issues associated with ELLs, to provide them with opportunities to reflect on US programs and on human processes of adult learning, and to help to become more skillful at making appropriate teaching decisions that will nurture language learning among adult language students.

**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 448- TESOL Program Development and Administration (3)**

This course prepares students for the role of program administrator through a survey of practical issues related to language program administration including developing an ELL program; program sustainability; the physical teaching environment; curriculum selection; teacher training; TESOL standards; language proficiency exams; assessing students for placement; working with volunteer groups; and cultural considerations.

## **ENGLISH (ENG) Traditional Undergraduate**

*All classes meet liberal arts elective requirement.*

### **Writing Courses**

First time students who enter Nyack College with a 600 Critical Reading 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 to achieve the final goal: an effective essay. Students learn a variety of strategies for creating thesis statements, openings, closings, transitions, supporting middle paragraphs, sentence structures, and appeals to audience. Students also learn the rudiments of conducting research using print and electronic sources and of integrating others' findings into their essays, with appropriate documentation and flow of ideas.

#### **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.

#### **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 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 Adolescence 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)**

Global Literature I surveys literature from a variety of cultures and belief systems, from the beginning of literature as we know it until the mid 17<sup>th</sup> Century. The course enables students to sense how and why literature emerges from and speaks to our humanity, even as it focuses on the differences and similarities between literary traditions, social philosophies, and worldviews of the East and the West. Students' appreciation for literature will be sharpened and broadened by reading critically recognized works in a variety of genres (epic, drama, poetry, and prose), as well as through class discussion, class activities, written assignments, and examinations. Prerequisite: ENG 101

#### **ENG 202 Global Literature II (3)**

Global Literature II surveys literature from a variety of cultures and belief systems, from the mid 17<sup>th</sup> Century to the late 20<sup>th</sup> Century. The course enables students to sense how and why literature emerges from and speaks to our humanity, even as it focuses on the differences and similarities between literary traditions, social philosophies, and worldviews of the East and the West. Students' appreciation for literature will be sharpened and broadened by reading critically recognized works in a variety of genres (biography, drama, poetry, and prose), as well as through class discussion, class activities, written assignments, and examinations. 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. (same as DRA 231)

**ENG 235-Introduction to Journalism (3)**

See COM 235 (same as COM 235)

**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 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 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 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 Brontës, 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 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, Dostoyevsky, 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 major's 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.

**COUNSELING (GCN) Alliance Graduate School of Counseling**

**\*RBP= Completion of these courses is Required before commencement of Practicum: GCN 791**

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

**GCN 500/600/700 Directed Study (1-6)**

Independent study in counseling under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**GCN 501 Perspectives on Counselor Formation (2) \*RBP**

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

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

An investigation of the major theories of counseling with an emphasis on integrative approaches to the helping profession. Course content is included in the CPCE 'Helping Relations' content area. Offered fall and spring.

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

A survey course of the concepts and techniques of hypothesis testing, research design and analysis used in clinical research and program evaluation. Course content is included in the CPCE "research and program evaluation" content area. Offered fall and summer.

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

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

**GCN 522 Foundations of Mental Health Counseling (2) \*RBP**

This course provides an overview of the field of mental health counseling including its history and philosophy. Mandatory first year course. Course content is included in the CPCE "professional orientation and ethics" content area. Offered spring, summer, and fall.

**GCN 560- Residency year 1 (0)**

MHC student orientation course to build student and faculty connections, be introduced to the writing center, online technology, and library service.

**GCN 601 Principles and Methods of Counseling (2) \*RBP**

This course introduces a variety of methods used in counseling with an emphasis on integrative approaches to the helping profession. Emphasizes relational nature of counseling through in-class exercises. Course content is included in the CPCE "Helping Relations" content area. Offered spring and summer. Prerequisite: GCN 502

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

A survey of basic concepts and tests used in diagnosis and treatment of individual, marriage, and family problems with selective training in the use of several major instruments. Course content is included in the CPCE "Appraisal" content area. Prerequisite: GCN 503, GCN. Offered spring.

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

An overview of the major theories, issues, and data of developmental psychology covering early childhood through late adulthood. Course content is included in the CPCE "Human Growth and Development" content area. Offered fall and spring.

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

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

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

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

Examination of marriage and family systems and dynamics, including the causes of conflict and dysfunctional relational patterns, and the understanding of counseling principles and processes designed to aid the counselor in resolving conflict and in the healing of relationships. MHC students may substitute MFT 505 for this course. Offered fall and spring.

**GCN 610 Career Development (3)**

An in-depth study of the theories, concepts, and issues regarding career counseling including an introduction to various career assessment inventories. This course fulfills the NYS "residency" requirement and therefore is only offered at Rockland-ATS campus. Course content is included in the CPCE "Career and Lifestyle Development" content area. Offered fall and spring.

**GCN 615 Social and Cultural Foundations of Counseling (3)**

This course is an overview of multicultural counseling focusing on the impact of societal expectations and cultural norms on the client. Course content is included in the CPCE "Social and Cultural Foundations" content area. Offered spring and summer.

**GCN 616 Counseling Clients with Chemical Addictions (3) #**

*# open to ATS students; cross-listed as CN 616*

This course is an in-depth study of the major theories, concepts, issues and data in the diagnosis and treatment of chemical addictions. Will explore evidence-based treatment approaches. Offered fall and summer.

**GCN 617 Crisis Intervention Strategies for Trauma and Abuse (3)**

This course considers an overview of the field of crisis counseling with an in-depth perspective of various crises, such as intimate partner violence (IPV), sexual assault, and posttraumatic stress disorder (PTSD). It also fulfills the NYC requirement of training for mandated reporters of child abuse. Offered spring and summer.

**GCN 618 Theology in Mental Health Counseling (3)**

This course will cover the foundations of Christian theology, revelation, and Holy Scripture. Emphasis will be on how these topics are processed in a clinical counseling setting. Offered spring and summer.

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

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

An examination of relationships between psychology and theology, and an evaluation of underlying assumptions and purposes. Integrative approaches to various significant issues are explored with the aim of clarifying understanding of human beings. *Capstone class*. Prerequisites: GCN 501, GCN 502, GCN 504, GCN 601, GCN 603, GCN 604. Offered spring.

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

An overview of the legal, ethical, and professional issues currently facing mental health counselors as addressed by the American Counseling Association (2014) Code of Ethics. Particular attention is given to matters involving confidentiality, informed consent, conflicts of interest, counselor values, transference and countertransference issues, advertising, and potential dual relationship conflicts. Variation in state mental health laws will also be discussed (predominately focused on NY, NJ and CT, but may include states that students are considering for future licensure). Course content is included in the CPCE "Professional Orientation and Ethics" content area. Offered spring and summer.

**Elective Courses: Mental Health Counseling students must complete 6 credits of elective courses.**

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

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

*Open to ATS students, cross-listed as CN 710*

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

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

*Open to MFT and ATS students, cross-listed as MFT 711 and CN 711 respectively*

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

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

*Open to ATS students, cross-listed as CN 713*

This course will address the major issues in working with men and women, both in counseling and in the work of the church. Topics will include womanhood, the role of mentoring, crisis pregnancy counseling, the role of fatherhood, infertility, and depression. Education toward biologically, psychologically, and spiritually healthy practices will be presented. Offered spring or summer.

**GCN 714 Counseling for Survivors of Abuse (3)#**

*Open to ATS students, cross-listed as CN 714*

A comprehensive study of treatment for survivors of family violence and sexual abuse. Integrated study of the impact of trauma and abuse, faith-based practice and an overview of important issues and concerns. Students will participate in the counseling experience as part of the learning process. Offered Spring.

**GCN 716 Disorders of Childhood & Adolescence (3)**

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

**GCN 717 Play Therapy (3)**

An overview of a counseling approach called "play therapy" which is applicable within both school and clinical practice settings. While targeted for use with pre-school and school-aged children, play therapy can also be adapted to work with adolescent, adult, and geriatric populations. Offered spring or summer.

**GCN 720 Christian Approach to Life-Threatening Illnesses (3)#**

*Open to ATS students, cross-listed as CN 720*

A course designed to help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and caregivers who are dealing with life-threatening and life-debilitating illnesses. Offered spring.

**GCN 722 Anxiety and Mood Disorders (3)#**

*Open to ATS students, cross-listed as CN 722*

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of the anxiety and mood disorders. Offered fall and spring.

**GCN 723 Personality & Dissociative Disorders (3)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of personality and dissociative disorders. Prerequisite: GCN 504. Offered spring.

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

*Open to ATS students, cross-listed as CN 724*

A clinical and practical study for counseling women going through a divorce. An integrated study of the impact of divorce upon the woman, their family and community. Students will participate in counseling experiences in the classroom. Offered spring.

**GCN 731 Cognitive Behavior Therapy – CBT (3)**

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

**GCN 732 Eating Disorders (3)**

A course to help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and significant others who are dealing with eating disorders. The role of culture and societal norms as it impacts this issue will be explored. Various factors, as well as modes of treatment, will be discussed. Offered spring.

**GCN 738 Brief Solution-Focused Cognitive Therapy (3) #**

*# open to ATS students, cross-listed as CN 738*

This course is an introduction to the theory and practice of Brief Solution-Focused Therapy. This course will involve learning how to apply brief counseling strategies in order to empower clients and facilitate solution development. Offered biannually, fall.

**GCN 739 Counseling & Life Coaching (3) #**

*# Open to ATS students, cross-listed as CN 739*

This course is an introduction to Christian Life Coaching exploring the models, techniques and available resources for use in coaching and differentiates the principles/practices of coaching from counseling. Offered fall.

**GCN 742 Counseling for Grief and Loss (3) #**

*# open to ATS students, cross-listed as CN 742*

This course will help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and caregivers who are dealing with bereavement, grief, and loss. These issues will be explored through a Christian perspective. Offered spring.



**GCN 770 Counseling Seminars (1-3)#**

*Open to MFT and ATS students, may be cross-listed as MFT 770 and CN 770 respectively at program discretion*

These courses cover topics of interest such as: PTSD, and sand tray. Presentations will be made by prominent therapists/professors in the field of counseling. Offered fall, spring or summer.

**GCN 780 Study Abroad (1-3)#**

*Open to MFT and ATS students, may be cross-listed as MFT 780 and CN 780 respectively at program discretion*

These courses cover topics of interest such as Cross Cultural Communication and Counseling in the Ukraine, Global Engagement: Europe, or Perspectives on Counselor Formation: Israel. Two trips are planned for 2015-2016; Central America ; Honduras, and Europe: Greece.

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

This course serves as the Practicum clinical experience and is the prerequisite to GCN 792. It focuses on essentials of the counseling process in a mental health setting. The student will complete a minimum of 100 hours in a mental health setting over a 10-week academic term. Of the 100 clinical hours, a minimum of 40 hours must be "direct service" to clients. Accumulated hours that exceed the minimum requirements noted above, are not transferable to the GCN 792 course requirements. There will be 1 supervisory hour by an on-site licensed mental health clinician for each 15 hours of practicum. Students will participate in a weekly seminar class at AGSC where they will discuss ethical and professional issues. Evaluation by onsite supervisor and seminar faculty, of student s' acquisition of fundamental clinical skills will determine their readiness to commence clinical instruction in an intern. Offered spring and summer. Prerequisites: GCN 501,502, 503, 504, 522, 601, 602, 603, 604 and 701.

**GCN 792 Counseling Internship II (1-3)**

Student will complete a minimum of 600 hours in a mental health setting providing counseling services in a variety of modalities. The 600 hours must include 240 "direct service " hours. Supervision will be provided by an onsite licensed mental health clinician. There will be 1 supervisory hour for each 15 hours of internship. The 600 hours are to be completed in a minimum of two academic terms. Credit hours will be assigned in accordance with the number of academic terms (fall, spring, summer) needed to complete the required clinical hours. Prerequisites:, GCN 791.

**GCN 793 Counseling Internship III (1-3)**

Students will complete the remainder of the required 600 mental health counseling internship hours as a continuation of GCN 791 and GCN 792. Students will register for GCN 793 for their final three credits, completing the total 9 credits, unless a students requires additional time to complete internship hours. In this case, the student will be advised to register for one or two credits and complete their requirements over two semesters. 1 credit = 100 total hours/40 face to face. 2 credits = 200 hours/80 face to face. 3 credits = 300 hours/120 face to face.

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

The CPCE is administered by the National Board for Certified Counselors and "is designed to assess counseling students' knowledge of counseling information." The results of the CPCE are utilized for program assessment as well as serve as a guide for students who plan to take the NCE. The NCE and the CPCE test the following 8 content areas: Human Growth and Development (GCN 603); Helping Relations (GCN 502 and GCN 601); Social and Cultural Foundations (GCN 615); Group Work (GCN604); Career and Lifestyle Development (GCN 610); Appraisal (GCN 602); Research and Program evaluation (GCN 503); and Professional Orientation and Ethics (GCN 522 & GCN 702). See "2015-16 AGSC Student Handbook" for additional information regarding the CPCE. The CPCE will be administered during the student's last semester in the program. Grade is Pass/Fail.

\* *RBI=Required Before Internship*

† *To be taken the semester of graduation.*

**HISTORY (HIS) Traditional Undergraduate**

*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 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 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--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.

**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 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.

**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 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 5<sup>th</sup> 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 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 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 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 385- Rome Field Study Trip (3)** (For course description see BIB 385)**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 Anatolia (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 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.

**HIS 501-History and Land of the bible (333 BCE – 135 CE) (3)**

The course will examine the history of the Jewish people in the land of Israel during the Persian, Hellenistic and early Roman periods beginning with the return from Babylonian exile in 538 B.C. Focus will be given on the historical framework of the period, the development of religious ideas and institutions, and the seminal influences that shaped early Judaism and Christianity. *Offered Fall.*

**HIS 502-Historical Geography of the Land of the Bible (3)**

This course is a study of the physical features of the land of the Bible, with an emphasis upon the geographical elements of the various regions and how the geography influenced and affected settlement, communication, biblical and extra biblical history. Assigned readings, preparatory map studies, and classroom lectures provide the background necessary for the content of the course. Relevant archaeological, historical, and biblical material is integrated into the lectures and correlated with focus on the major sites, the ancient network of roads, and the geographical elements. The main emphasis of the class is geography and its influence upon the history we read in the biblical text. Because the vast majority of biblical history is given in the Old Testament, there is an Old Testament thrust to the class, but associated with material from the Hellenistic and early Roman Periods (including the New Testament). The regions studied include: Benjamin, Judah, Philistia, Shephelah, Dead Sea, Sea of Galilee, Samaria, Jordan Valley, Jezreel Valley, Sharon Plain, Negev, Galilee, Bashan ("Golan Heights") and in modern Jordan the biblical regions of Gilead, Ammon, Madaba Plateau, Moab, and Edom. The last two weeks will include assignments for maps pertaining to events in the Persian, Hellenistic and Roman periods. These set the geopolitical stage of the New Testament period. *Offered Fall.*

**HONORS (HUM) Traditional Undergraduate****HUM 100- Humanities Lab (0)****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)****HUM 260/360- 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 (IC) Alliance Theological Seminary****IC 500/600/700 Directed Study (1-6)**

Independent study in intercultural studies under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**IC 501 Perspectives on Mission (3)**

This course is an introduction to the interdisciplinary field of missiology and considers the biblical, theological, historical, and anthropological foundations for Christian mission in the contemporary global scene.

**IC 503 Theology of Mission (3)**

This course is typically offered at the Puerto Rico site.

**IC 601 Global Expansion of the Church (3)**

This course is designed to help students understand and begin to use methods for doing theology in context. It wrestles with the tension between the call to biblically authentic interpretations of the gospel and the call to understand the gospel in socio-cultural contexts. The focus of this class is on method. It is concerned with methods of theologizing in context in order to communicate the gospel and disciple new believers.

**IC 602 Cultural Immersion and Social Analysis (3)**

This course enables students to learn the theory and practice of ethnography. Students learn to study a cultural group through interviewing and participant observation. They also learn how to use what they learn about a group's worldview to shape a relevant communication of the gospel in that community. Uniquely this class spends nine days living together in New York City while they interview people from a chosen cultural community. (*Pre-requisite: CS501*)

**IC 603 Doing Theology in Context (3)**

This course enables students to understand and begin to use methods for doing theology in context. It invites the student to wrestle with the tension between the authority of the gospel as revealed in scripture and the various ways in which the gospel is expressed and communicated in historical-cultural contexts. The class uses a seminar format in which each student leads at least one of the discussions. (*Also TH 603; Pre-requisite: CS501*)

**IC 604 Christian Encounter with World Religions (3)**

This course follows a study of the major world religions. We will examine the history and beliefs of eight major world religions with particular attention given to the biography of key leaders, religion in contemporary context, and Christian mission to the adherents of each major religion. The assignments will provide students an opportunity to visit worship sites of various religions and learn how to engage people of other faiths.

**IC 606 Field Project in Christian Witness (3)**

This course will guide students in the use of their personal, social-cultural, biblical and theological skills as they engage non-Christian individuals and groups in the world.

**IC 720 Theology of Power Encounter (3)**

A survey of biblical teaching, church history and ethnographic data concerning the encounter of the gospel with non-divine power. Principles are developed for ministry to those involved with non-divine power. (Also TH 720)

**IC 721 Christian Witness in the Context of Poverty (3)**

This course analyzes the various contexts of poverty in order to understand the lives of the poor more deeply and to inform our response to their plight. It enables the student to gain a deeper understanding of the macro and micro levels of poverty, the scriptural response to poverty, and discusses a variety of Christian models for responding to poverty in North America and around the world. Students interview a homeless person and visit church based and para-church based ministries to the poor in their region. Throughout the class the question of Christian witness among the poor is kept in view.

**IC 722 Tentmaking as a Mission Strategy (3)**

This course surveys the current challenges in mission that call for a strategy of doing mission in a professional occupation (tentmaking) in a foreign country. It looks at some historical models of tentmaking, considers ethical issues related to this strategy, critiques tentmaker strategies, provides guidelines for doing missions as a tentmaker, and surveys the opportunities open to tentmaking missions around the world.

**IC 723 Engaging the Muslim World (3)**

An overview of the Muslim faith and ritual practice. Various approaches to Christian witness among Muslim people are analyzed for mission strategy.

**IC 724 Intercultural Leadership Dynamics (3)**

Globalization is changing our world. Ministry is rarely mono-cultural today. It is often cross-cultural and multicultural. Thus the task of leadership development needs to operate with this multiple culture context in mind. Generally, in the past, leadership development has been a slave to a Western perspective and theory. This course seeks to uncover the images and metaphors of leadership from outside the Western perspective, which bring a global corrective to the practice of developing leaders. In the process, students will walk through self-assessment to better understand themselves as followers and leaders.

**IC 725 Christian Witness among Buddhists (3)**

This course studies history, social-cultural contexts, theological assumptions and practice of Theravada and Mahayana Buddhist traditions in Southeast and East Asia. It also considers the history of missions among Buddhists in these regions of the world. The study moves from these subjects to its primary goal of considering effective methods of evangelism among Buddhists of these two major traditions in Asia. Students may substitute Buddhist temple visits and interviews for some of the reading and writing assignments.

**IC 770-779 Seminars in Intercultural Studies (3)**

Seminars developed to consider additional selected topics not included in the standard intercultural studies curriculum.

**IC 799 Capstone Project (3)**

**Students will either participate in a Second Continent Experience or successfully complete a Comprehensive Exam**

The second continent writing project is based on a new second continent mission experience that is not less than eight weeks and that has been approved by the student's advisor and the mission leader on the field. During the time that students spend in the field (the second continent missions situation) they will gather data for their writing project.

**IC 798 Capstone Project Continuation (0)****INTERCULTURAL STUDIES (ICS) *Traditional Undergraduate*****ICS 205- Introduction to Racial Reconciliation (3)**

Course provides an overview on the historical and current challenges of race and culture in American society. The course will examine how unresolved racial tensions have impacted the church and missions in America, the contributing factors that justify a need for racial reconciliation, an analysis of current reconciliation models and an expanded view of the Kingdom of God as It relates to diversity and reconciliation.

**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.

**ICS 228-Introduction to Women in Ministry (3)** (For course description see PMN 228) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 252-Leading Others (3)** (For course description see PMN 252) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 335- International Relief and Crisis Management(3)**

This course examines historical and current approaches to international relief by government agencies, United Nations, and the Non-governmental Organizations (NGO's). Students will learn to study and analyze socio-cultural, political, and natural barriers to rescue and relief of human suffering on a global scale. Topics include aid structures, best practices, global partnership, disaster and famine relief, and the use of RRT and CERT teams.

**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. Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 337- Sustainable Development (3)**

Students will explore and analyze the sustainable approach to addressing the development needs of the present without jeopardizing the well-being of the future. Sustainable development actions and interventions utilize a community assets approach to development in contrast to a charity-centered approach to the needs of the poorest of the poor. Students will learn through texts, class-time interaction with development professionals, case study exploration, and project design.

**ICS 340- Survey of Developing Nations (3)**

This course is an introduction to developing nations with a special focus on the global south. This survey course explores the impact of economic, political and societal forces on under-developed nations and societies. This course stands alone but may be considered a companion course to International relief and Development which explores the development challenges faced in these developing nations, and the organizations and activities designed to provide development support. Students will develop a basic understanding of the developing world with special attention given to the role and health of the church.

**ICS 341-Orality and 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 PMN 341) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 343-Culture and Communication (3)** (For course description see ANT 343, liberal arts elective) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 346-Cross-Cultural Adjustment (3)** (For course description see ANT 346, meets liberal arts elective) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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 postmodern and post-Christian societies. (liberal arts elective) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 350-Power Encounter (3)** (For course description see PMN 350) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 351- Theology of Mission and Social Justice (3)**

This course will take the student through the biblical and theological framework of the nature and scope of God's mission and His commitment to kingdom justice. God is on a mission to the whole world and has enlisted us as his coworkers (I Cor. 3:9). To participate effectively in that mission one must understand God's purposes and why it is so important for us to be engaged with Him in this task.

**ICS 357- English, the Arts and Gospel in a Cross Cultural Environment (3)**

This course will use the creative arts to teach English and present the gospel. Students will tour Hungary's unique cultural sites dating from Roman times and the Turkish, Austrian, Nazi and Soviet occupations, to freedom. Join Hungarian nationals to learn local customs and cuisine, and partner with ministries in their ongoing work. Engage disenfranchised populations by working with the Roma people group (gypsies) and orphans. This course includes a required 3-day pre-Winterim training workshop to prepare students for a short term English teaching experience. Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 358-Community Development in Context (3)**

A service-learning intensive course that confronts the realities of contextual community transformation. Biblical foundations, challenges, and transformative theories will be studied, observed and applied on site. Faculty instruction will build the framework for students as they work directly with an International Community Development organization. Site will vary according to the instructor. Course fee will vary depending on location. (Same as CED 358/PMN 358/YMN 358) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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. Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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. Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**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) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

**ICS 459- International Relations and Political Economy (3)**

This course explores the political, diplomatic, and economic problems facing developed, developing, and transitional societies.

**ICS 460- Topics in Intercultural Studies (1-3)**

Selected topics not currently offered in Intercultural Studies.

**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) *Traditional Undergraduate*****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 160- Topics (1-3)**

Selected topics not currently offered in Interdisciplinary Studies.

**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

### **LAN 501 Readings in Postbiblical Hebrew I: Dead Sea Scrolls (3)**

Students will acquire the necessary skills for translating and interpreting the Dead Sea Scrolls in their original language. While the social history and material culture relevant to this corpus will be discussed, particular attention will be paid to understanding the vocabulary, idioms, orthography, and grammar of the scrolls. *Offered Spring.*

### **LAN 601 Readings in Postbiblical Hebrew II: Readings in the Tannaim (3)**

This course provides an introduction to postbiblical Hebrew for those who are already conversant with the linguistic structures of biblical Hebrew. We will study the basic features of Mishnaic Hebrew grammar, vocabulary, and syntax while simultaneously reading and translating a number of selections drawn from the literature of the Tannaim. *Offered Fall.*

### **LAN 604 Greek Readings: Synoptic Gospels (3)**

Seminar Greek readings course in Matthew, Mark and Luke. The focus of the course is the literary relationship of the Synoptic Gospels and their significance as historical sources. (Prerequisite: Greek/Hebrew). *Offered Spring.*

### **LAN 520 Elementary Modern Hebrew I (Level Aleph) (3)**

This course will provide students with basic communicative skills in speaking, reading and writing comprehension. The Hebrew Alphabet – block and cursive letters will be taught and used. Nouns and adjectives in their different forms of masculine, feminine and plural will be introduced. Also, several forms of the verb will be presented and conjugated in the present tense. The students will be expected to be able to read a simple text and demonstrate comprehension and basic conversation. A special emphasis will be placed on conversing in Hebrew, using the vocabulary and grammatical structures acquired during the course. *Offered Fall. (\$75 course fee applies)*

### **LAN 521 Elementary Modern Hebrew II (Level Aleph+) (3)**

This course is a continuation of Elementary Modern Hebrew I. Based on the skills learned in the first semester, this course continues with developing skills in the areas of reading listening writing and speaking. More complex syntactic structures and the development of vocabulary will be learned. The following grammatical structures will be taught: Verbs, the infinitive forms of all verbs - *pa'al* and *hif'il*, basic adverbs and different forms of object clauses. The course teaches Hebrew in context. Topics will include the Kibbutz, Israeli movies, the Dead Sea, at the restaurant, the weekend of the Israelis and The people in Tel-Aviv. A special emphasis will be placed on Hebrew conversation as well as reading comprehension. *Offered Spring.*

### **LAN 522 Intermediate Modern Hebrew I (Level Beth) (3)**

This course is a continuation of Elementary Modern Hebrew II. Based on the skills learned in the first year, second semester, this course continues with developing skills in the areas of reading, listening, writing and speaking. More complex syntactical structures and the development of vocabulary will be learned. The following grammatical structures will be taught: Verbs, the infinitive forms of all verbs – *gezarat 'ayin-vav*, *hithpa'el* and the past tense of the strong verb type, *pa'al*. The course teaches Hebrew in context as well as Israeli cultural context. Topics will include the neighborhood, Meah Shearim in Jerusalem, The Ethiopian Jews, a Jewish wedding and the Dead Sea Scrolls. A special emphasis will be placed on Hebrew conversation. *Offered Fall. (\$75 course fee applies)*

### **LAN 523 Intermediate Modern Hebrew II (Level Beth+) (3)**

This course is a continuation of Intermediate Modern Hebrew I. Based on the skills learned in the third semester, this course continues with developing skills in the areas of reading, listening, writing, and speaking. There will be a focus on more complex syntactic structures and the development of vocabulary. The following grammatical structures will be taught: Verbs, the infinitive form, the basic stem and the conjugation of past tense of the weak verb *binyan qal-pa'al gezarat lamedh-yod*, as well as the strong verb *binyan pi'el gezarat hashalmim*. The course teaches Hebrew in context as well as Israeli cultural context. Topics will include the Botanic Garden and the Zoo in Jerusalem, the neighborhoods of Neot Kdoumim, Mishkeknot Shaananim, and Yemin Moshe, the Jews in Spain and the Rambam. A special emphasis will be placed on Hebrew conversation. *Offered Spring.*

### **LAN 610 Greek Proficiency (0)**

Demonstrated Greek proficiency is a pre-requisite for continuing in year two of the AJCO program.

### **LAN 710 Modern Hebrew Proficiency (Beth+) (0)**

Demonstrated modern Hebrew proficiency is a graduation requirement for the AJCO program.

## **Arabic**

### **ARB 101- Elementary Arabic I (3)**

An introductory course in modern Arabic that emphasizes Arabic language acquisition and culture appreciation using detailed objectives in an engaging learner-centered approach. This course aims to provide a foundation for the mastery of spoken Arabic. Students will gain mastery of most of the grammar and vocabulary, and will increase their communicative abilities while gaining a deeper understanding of the culture.

### **ARB 102- Elementary Arabic II (3)**

An introductory course in modern Arabic that continues building a foundation in Arabic language acquisition and cultural appreciation. This course builds on the foundation for spoken Arabic that begins in Elementary Arabic I. Students will gain mastery of most of the grammar and about 2000 vocabulary words; students will continue to increase their communicative abilities while gaining a deeper understanding of the culture. Prerequisite: ARB 101.

### **OT 767- Elementary Arabic 1 (3)**

An introductory course in modern Arabic that emphasizes Arabic language acquisition and culture appreciation using detailed objectives in an engaging learner-centered approach. Students will gain mastery of essential grammar and vocabulary and will increase their communicative abilities while gaining a deeper understanding of the culture.



## **French**

### **FRE 101/102-Elementary French (3-3)**

The study of the basic structures of French in both the spoken and written aspects so that students may communicate in French. Note: Students who have taken 3 or more years of French in high school should take FRE 201/202.

### **FRE 201/202-Intermediate French (3-3)**

The study of the more complex structures of French to increase the student's ability to communicate in the language. Oral communication in conversation is particularly emphasized the second semester. Prerequisite: FRE 102 for FRE 202; FRE 201 for FRE 202.

### **FRE 311/312-Advanced French Grammar (3-3)**

A thorough study of French grammar, comprising syntax, gender, number, verb conjugations, and tenses in the active and subjunctive mood in all major past, present, and future tenses. Examination of differences between literary French and spoken French, with examples drawn from the La Sainte Bible (Louis Ségond) and Francophonic literature.

### **FRE 322- French Literature I (3)**

### **FRE 323- French Literature II (3)**

### **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.

## **Greek**

### **GRK 101 Elementary Greek (3)**

Introductory course in Koine Greek, emphasizing forms and vocabulary. Aims to provide foundation for further study of Greek.

### **GRK 151/152/153- Elementary Language Lab I, II, III (1)**

A companion drill session to GRK 101, 231 and 312. Students practice paradigms, vocabulary, parsing and translation.

### **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.

### **GRK 332-Luke-Acts (3)**

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 120- Elementary Modern Hebrew I (3)**

See course description for LAN 520

### **HEB 121- Elementary Modern Hebrew II (3)**

See course description for LAN 521

### **HEB 151/152/153- Elementary Language Lab (1)**

A companion drill session to HEB 101, 221, and 222. Students focus on paradigms, parsing, vocabulary and translation.

### **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***

### **ITL 101-102- 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.

### **ITL 201- Intermediate Italian I (3)**

An in-depth study of the grammar, pronunciation and reading of modern Italian. The most frequent vocabulary and idioms are incorporated to make common conversation possible. Improvement and refinement of writing skills to write personal and professional letters, short essays, commentaries and theater pieces in Italian.

### **ITL 202- Intermediate Italian II (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 and emphasizes all language skills. Students will engage in a variety of activities that will enable them to describe, narrate, ask and answer questions in Italian. Classes are conducted in Italian with an emphasis on communication and oral proficiency.

## ***Korean***

### **KOR 101-102 Elementary Korean 1-2 (3-3)**

An introductory language course for non-native speakers, Beginning Korean will equip students with the fundamentals for speaking and writing in Korean. Students will also be introduced to Korean culture essentials.

## ***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***

### **CHI 101-102-Elementary Mandarin 1 and 2 (3-3)**

An introduction to sounds, structure, and the writing system of modern Mandarin; practice in the use of Mandarin as a communication tool.

### **CHI 201-202- Intermediate Mandarin 1 and 2 (3-3)**

An intermediate Chinese course that advances Mandarin language acquisition and culture using clear learning objectives and an engaging learner-centered approach. Students will gain mastery of most of the grammar and increase their communicative abilities while gaining a deeper understanding of the culture. Students who have taken 3 or more years in high school should take CHI 201, 202. Prerequisites: CHI 101, 102, 201.

## ***American 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 Education, Psychology, Pastoral Ministry, Youth and Family Studies 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 fluency in oral and written work. Note: Students who have taken 3 or more years of Spanish in high school should take SPA 201/202.

### **SPA 105/106-Grammar for Spanish Speakers I/II (3-3)**

An overview of the Spanish language. Intended for the Spanish-speaking student who has not studied the language formally and will benefit from a complete review of the basic grammatical structures. Permission of the Language faculty required.

### **SPA 201/202-Intermediate Spanish (3-3)**

A review of Spanish grammar and composition, with continued study of the more complex structures of Spanish. Emphasis will be on developing fluency in oral and written work. Readings in Spanish will also be a key aspect of the course. Course conducted mainly in Spanish. Prerequisite: SPA 102 for SPA 201; SPA 201 for SPA 202.

**SPA 311/312-Advanced Spanish Grammar I/II (3-3)**

Advanced study of Spanish grammar and usage, with emphasis placed on the correct recognition and usage of tenses as applied to literary studies. Foundational for further study of Spanish literature.

**SPA 323-324-Hispanic-American Literature I/II (3-3)**

A survey of some of the most notable writings in the Spanish language.

**SPA 391-Spanish Practicum (1-3)**

This course provides a Spanish immersion experience in a Spanish-speaking country. For one credit, students will interact with native Spanish-speakers and teach Spanish literacy to illiterate native Spanish speakers. Additionally, for two credits students will write a 15-page paper. For three credits, students will also pass an oral and/or written exam after the immersion experience. Prerequisite: At least one semester, but preferably two semesters of Spanish.

**LIBRARY (LIB) *Traditional Undergraduate*****LIB 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.

**LINGUISTICS/2<sup>nd</sup> Language Studies (LIN) *Traditional Undergraduate***

*All courses meet liberal arts elective requirement.*

**LIN 215- Introduction to Linguistics (3)**

This basic course overviews the major sub-disciplines of linguistics such as sociolinguistics, psycholinguistics, neurology, syntax, phonetics, and computational linguistics. Students will be introduced to several areas such as grammar, phonology, brain, mind, and society to acquire a basic understanding of this field of study.

**LIN 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 ANT 342)

**LIN 352-History of the English Language (3) (For course description see ENG 352)****LIN 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. LIN 353 is recommended for B.A. majors in English with concentration in Adolescence Education.

**LIN 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.

**LIN 411- Sociolinguistics (3)**

Sociolinguistics enables students to investigate ways in which language defines and maintains group identity and social relationships. Topics in this course include; how and why language varies, particularly in social contexts of speech such as regions, gender, ethnicity, and social register; how educators analyze language variation via dialectology to discourse analysis; how dialect variation impacts the social, educational, and political interaction; and how to apply discoveries in sociolinguistics to learning, using and teaching language.

**LIN 415- Psycholinguistics (3)**

This course enables students to explore the relationship between language and the processes of the brain and mind. Specific areas of investigation include child language development, word, sentence comprehension and production, neural representation, bilingualism, and the psychological states and mental activities associated with the use of language in order to acquire a basic understanding of the field of psycholinguistics and to apply these concepts to the teaching of English.

**LINGUISTICS (LIN) *Graduate School of Education (TESOL)*****LIN 653 English Grammar and Phonology (3)**

English Grammar and Phonology students will investigate modern linguistic and grammatical theories prepare them for the teaching of English language learners (ELLs). This introductory course offers a foundation in teaching grammatical structures from the perspective of Second Language Acquisition research. Students will focus not only on the syntactical structures but also on how theoretical teaching practice.

**LIN 654 Second Language Acquisition (3)**

Students explore the foundations of second language acquisition (SLA), the theories, research, innate abilities, and the socio-cultural, psychological, and personality components. Students also gain first-hand experience of second language research through a small-scale study they conduct into an area of second language knowledge. Students will gain a solid background in SLA theory and training on some of the latest methodological tools in the field.

## **MATHEMATICS (MAT) *Traditional Undergraduate***

*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

### **MAT 105- Elementary Statistics (3)**

This course covers the basic theories and methods in Statistics such as how to collect, organize and analyze the data. Descriptive Statistics together with basic Probability theory will be included. The course topics include an introduction to statistics terminology; methods of organizing data; measures of central tendency and measures of variation; elementary probability topics such as probability event, experiment, sample and population, sample space, additional rule and multiplication rule; Technology, in the form of graphing calculators and/or computers, will be integrated throughout the course for instruction and study.

### **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

### **MAT120-College Geometry (3)**

Formal axiomatic development of neutral and Euclidean geometry with an emphasis on proof. Topics will include basic geometric shapes and structures with their transformation and symmetry. Exploration will be made with concrete, drawing, and technological tools to build and manipulate two and three dimensional representation of objects. Non-Euclidean geometry will also be investigated. Technology, in the form of graphing calculators and/or computers, will be integrated throughout the course for instruction and study.

### **MAT 205- Financial Mathematics (3)**

Financial Mathematics course with the study of topics from Interest Theory including interest accumulation, effective rates of interest and discount, annuities with constant and non-constant payments, amortization, bond prices, net present value, and various rates of return. Prerequisite: MAT 110 or instructor's permission.

### **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 212 - Math for Secondary Teachers (3)**

The study of topics from the National Council for Teachers of Mathematics for grades 7-12 and the Math Common Core Standards for grades 7-12 will be covered. Such topics will include ratios, the number system, measurement, expressions and equations, algebra, precalculus, calculus, functions, modeling, geometry, and statistics and probability.

### **MAT 231-Pre-Calculus (3)**

An in-depth study of mathematical ideas, concepts, and solutions relative to algebra, trigonometry, and functions. Prerequisite: Math SAT

### **MAT 246-Calculus I (4)**

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. Modern computing technology will be used where necessary and appropriate. Prerequisite: MAT 110 or MAT 231 or instructor's permission.

### **MAT 247-Calculus II (4)**

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. Appropriate technology is incorporated. Prerequisite: MAT 246.

### **MAT 248-Calculus III (4)**

The study of infinite series, parametric curves and vectors in the plane, vectors, curves, and surfaces in space, partial differentiation, and multiple integration. Appropriate technology is incorporated. Prerequisite: MAT 247.

### **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, historical development and cultural contributions of probability and statistics.

### **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 340- Statistics for Behavioral Science (3)**

This course covers the basic theories and methods in statistics such as how to collect, organize and analyze data. Descriptive and Inferential Statistics together with basic Probability Theory will be included. Topics include collection, plotting, and comparison of data sets, histograms, descriptive statistics, the frequency definition of probability, random experiments, random sampling, binomial, and normal parameters. Emphasis will be given to the analysis of data. Technology, in the form of graphing calculators and/or computers, will be integrated throughout the course for instruction and study.

**MAT 343-Topology (3)**

Abstract topological spaces, bases, convergence, filters and nets, separation axioms, continuity separability, 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 246 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 248 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 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.

**MARRIAGE & FAMILY THERAPY (MFT) Alliance Graduate School of Counseling**

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

**MFT 500/600/700 Directed Study (1-6)**

Independent study in marriage and family therapy under faculty advisement. Topics and readings are determined mutually by the student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

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

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

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

This course provides an overview of the purpose, methodology, and process of marital and family therapy research. Students will learn various methodologies (both quantitative and qualitative) toward the process of developing an effective research protocol. Students will become "consumers of MFT research literature" by gaining a working knowledge of scholarly resources, an ability to evaluate those resources and basic skills toward the application of scholarly research for effective clinical practice. Offered spring. (*Prerequisites MFT505B and MFT605B.*)

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

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

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

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

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

*Open to ATS students, cross-listed as CN 508B*

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

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

*Open to ATS students, cross-listed as CN 509*

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

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

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

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

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

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

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

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

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

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

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

This course is designed to provide a basic theoretical foundation for effective marital therapy. Students will explore a variety of family systems theories for both the conceptualization and the application of systemic interventions. Basic therapy skills will be examined along with typical mistakes that are made by beginning therapists. Gender issues that impact marital therapy will be presented along with an evaluation of the clinical issues of divorce and extramarital affairs. Offered spring. (*Prerequisites MFT505B and MFT605B.*)

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

This course is designed to introduce students to theoretical and practical approaches for effective family therapy. A variety of family systemic models will be utilized with special attention upon the construction of treatment plans that are consistent with theoretical assessment. Various assessment strategies will be offered along with specific focus upon the impact of abuse and divorce upon the family system. In addition, students will examine various methodologies for involving children in the clinical process of family work. Offered spring. (*Prerequisites MFT505B and MFT605B.*)

#### **MFT 620 Ethnicity Issues in MFT (2)**

This course focuses on the impact of ethnicity upon the clinical practice of marital and family therapy. Students will gain diversity awareness and sensitivity for effective clinical assessment and treatment of various family issues. Families from African origin and European descent will be explored along with various Asian and Latino family systems. Students will explore the impact of their family of origin ethnicity upon their personal and professional lives and gain awareness of cultural pride/prejudice that may hinder cultural-sensitivity in clinical work. Throughout this course, diversity issues will be examined from the family systems and biblical perspectives. Offered fall. (*Prerequisites MFT505B and MFT605B.*)

#### **MFT 621 Ethnicity and Diversity (1)**

Students will complete a minimum of 10 hours of Ethnic-Diversity (E-D) experiential learning in a global context. Hours may be obtained by: attending E-D seminars/training at the AAMFT national conference or attending #D community events in the NY metropolitan area and/or visits and interviewing mental health agencies and practitioners serving E-D communities. Class time will involve discussion about student experiences and learning along with exploring diversity in clinical setting and internship cases.

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

This course provides an entry into the Internship experience by providing 10 hours of live clinical observation. Students will be orientated to the clinical processes of Internship along with supervisory expectations, procedures and evaluative methods. The course will help students understand basic stages and dynamics of therapy along with foundational clinical skills.

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

This course is designed to assist students in the process of learning how to integrate the various models/theories of marriage and family therapy. A meta-model of theory-selection will be explored to provide a conceptual framework of factors that contribute toward finding the best theoretical "fit" for optimum clinical effectiveness. Students will learn this theory as it is applied to a variety of clinical case studies. Offered summer. (*Prerequisites MFT505B and MFT605B.*)

**MFT 706 Sex Therapy (3)**

This course is designed to explore normal sexual development and function across the life span. Students will examine physiological, theological, sociological and psychological issues related to couple's sexuality. Assessment skills for common sexual difficulties and disorders will be offered along with basic systemic treatment interventions. Offered summer. (*Prerequisite MFT609.*)

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

This course is designed to build upon the basic Family Therapy course and further students training in working with children and adolescents. Therapy with youth will be explored within the context of family therapy and within the context of individual therapy with children and adolescents. Particular MFT theories (i.e. Structural; Strategic; Solution-Focused and Narrative) will be revisited and reinforced as they are practically applied to clinical work with youth. Students will explore the usefulness of "playfulness" and play therapy in this clinical area. Offered fall. (*Prerequisite MFT610.*)

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

This course is designed to provide students with theoretical knowledge and clinical skills for various types of domestic violence. We will explore child abuse, intimate partner violence between adults and elder abuse. Emphasis will be placed upon the systemic dynamics related to current abuse issues. Gaining competence in reporting and providing meaningful interventions will be a focus of this course. Students will further learn how to treat adults who were victims of childhood abuse. In addition, this course will provide foundational assessment and treatment skills for dealing with addicted individuals within the family context. The addictive family system will be examined with a key focus upon the impact and treatment of sexual addiction. Offered summer. (*Prerequisites MFT505B and MFT605B.*)

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

*Open to ATS students, cross-listed as CN 709*

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

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

This course is designed to explore the recursive interaction of medical and mental illness with marital and family life. The circular influence of individual illness upon marriages and families will be examined. Conversely, there will be a study of the influence of family health or dysfunction upon individuals who have medical or mental illness. Medical family therapy will be examined as a specialization within the field of MFT and students will seek to integrate the treatment of medical illness with family systemic dynamics and interventions. Offered fall. (*Prerequisites MFT505B and MFT605B.*)

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

This course is designed to explore the integration of spirituality with the practice of marriage and family therapy. Students will be exposed to current writing and research within the MFT field regarding such integration and will learn how to effectively and respectfully utilize a client's spirituality to further their growth and healing. Specific evaluation of the intersection of Christian spirituality and MFT will be offered. In addition, students will be introduced to an overview of the historic treatment of the Christian Church regarding a variety of family issues (i.e. gender; celibacy; marital roles; sexuality; children-parenting; etc.) Offered spring. (*Prerequisites MFT505B and MFT605B.*)

**MFT 737 Clinical Observation (3)**

This experiential learning event that is part of each student's Internship. Clinical Observation takes place during a student's 12 month internship for three consecutive semesters/units. Clinical Observation Units (1 credit each) are held at the AGSC Clinical Observation Room of Nyack College. Students will be involved in "reverse observation" where they will observe a professor/supervisor (therapist) conducting live therapy with individuals, couples or families. This observation will take place in a professional and confidential environment and be observed from behind a one-way mirror, with client consent. Students will participate in the clinical process as they meet with the therapist before or after the session to offer input on assessment, treatment plans and creative interventions. Hours gained from these observations will count toward the 100 hours of required observation that are part of the total 400 hour MFT Internship experience.

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

*Open to GCN and ATS students, may be cross-listed as GCN 770 and/or CN 770 respectively at program discretion*

These courses cover topics of interest such as: Co-Dependency, Treating Anxiety, Advanced Play Therapy, Advanced Sex Therapy, and History of Sexuality. Presentations will be made by prominent therapists/professors in the field of MFT. Offered fall, spring, or summer.

**MFT 794 Class Supervision (2)**

This clinical experience is designed to provide a class supervisory context for students during their final semester. A review of counseling skills, assessment and treatment planning will be offered along with case presentations of clinical work. Class Supervision will provide for students an experiential opportunity to observe live counseling sessions and role plays. This will foster a context for evaluating therapeutic skills and developing perspectives for future clinical development.

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

Groups of 4-8 students interns will meet to present, discuss, and examine clinical cases from the Internship experience. Under the direction of the clinical supervisor, this interactive experience will provide an opportunity to evaluate cases from a variety of theoretical perspectives. A particular focus of group supervision will involve discussing and evaluating levels of clinical empathy, respect and compassion displayed by the student intern. Feedback will be offered for the further development of these essential relational domains.

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

This supervisory experience consists of 2 student interns meeting with an AAMFT Approved Supervisor for 20 hours a semester for two consecutive semesters. Case presentations will be discussed weekly as students are guided in their clinical skills (e.g. joining, assessment, treatment planning, interventions, referral and termination). The second semester of dyadic supervision will include a formal assessment of the intern regarding areas of clinical skill and effectiveness. For the second semester, each intern will be teamed with a different intern and supervisor (ideally) for a varied experience and diverse training experience.

## **MFT 798 Internship Completion (0)**

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

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

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

*Open to ATS students, cross-listed as CN 710*

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

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

*Open to ATS students, cross-listed as CN 711*

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

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

*Open to ATS students, cross-listed as CN 713*

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

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

*Open to ATS students, cross-listed as CN 714*

A comprehensive study of treatment for survivors of family violence and sexual abuse. Integrated study of the impact of trauma and abuse, faith-based practice and an overview of important issues and concerns. Students will participate in the counseling experience as part of the learning process. Offered spring.

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

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

### **MFT 717 Play Therapy (2)**

An overview of a counseling approach called "play therapy" which is applicable within both school and clinical practice settings. While targeted for use with pre-school and school-aged children, play therapy can also be adapted to work with adolescent, adult, and geriatric populations. Offered spring. Not available for audit students.

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

*Open to ATS students, cross-listed as CN 718*

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

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

*Open to ATS students, cross-listed as (CN 724)*

A clinical and practical study for the counseling of people going through a divorce. An integrated study of the impact of divorce upon the person, their family and community. Students will participate in counseling experiences in the classroom. Offered summer.

### **MFT 725 Divorce Mediation (2)**

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

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

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

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

*\* RBI=Required Before Internship*

*† To be taken the semester of graduation.*

## **APPLIED MUSIC (Class Instruction) (MUS) Traditional Undergraduate**

### **MUS 101,102- Piano Class 1 and 2 (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 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 107- Baroque Recorder Class II (1)**

Class instruction for students who have completed one semester of class recorder. Concentration on alto recorder provides a foundation for solo recorder study and Collegium Musicum participation as well as providing the potential school recorder teachers with additional playing and teaching skills. Prerequisite MUS 106.

**MUS 156- Gospel Music Improvisation (1-2)**

Applied lesson, which covers the techniques necessary to sing or play gospel music in an appropriate style. May replace MUS 437, Service Playing and Improvisation, for singers enrolled in the BS Degree Program in Music in Worship. (2 credits required).

**MUS 171,172; 271,272; 371,372; 471,472-Jury Examination: Major (0)**

All Music majors are required to register for Major Jury Examinations each semester until the proficiency level in the applied major is satisfied. 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 minors and applied music minors are required to register for Minor Jury Examinations each semester until the proficiency level in the applied minor is satisfied.

**MUS 176, 177 and 276- Piano Proficiency Jury Examination 1, 2, and 3 (0)**

All Composition, Performance, and Music in Worship majors, except applied piano majors in those programs, are required to registered for Piano Proficiency Jury Examinations each semester until MUS 277 Piano Proficiency Requirement is satisfied.

**MUS 201-202- Piano Class 3 and 4 (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 277- Piano Proficiency Requirement (0)**

All BS and BMU majors (except Music Education) not majoring or minoring in piano or Piano Class are required to demonstrate Piano Proficiency by audition or jury exam as described in the Music Student Handbook.

**MUS 290- Gospel Music Practicum (2cr)**

A course covering the practical aspects of performing gospel music, including vocal health, communication, harmony, and improvisation. Prerequisite: MUS 111 or permission of the instructor.

**MUS 301-Advanced Piano Class (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 (1)**

(See recital requirements in Music Programs section.)

**MUS 470-Senior Recital (1)**

(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.

**APPLIED MUSIC (Private Instruction) Voice, Keyboard, Fretted, Orchestral Instruments**

(Course numbering and descriptions are found in the *School of Music Handbook*)

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.

**MUS 125- Applied Voice (1-2)**  
**MUS 126- Applied Organ (1-2)**  
**MUS 127- Applied Piano (1-2)**  
**MUS 128- Applied Trumpet (1-2)**  
**MUS 130- Applied Cello (1-2)**  
**MUS 131- Applied Flute (1-2)**  
**MUS 133- Applied Guitar (1-2)**  
**MUS 134- Applied Trombone (1-2)**  
**MUS 135- Applied Viola (1-2)**  
**MUS 136- Applied Violin (1-2)**  
**MUS 137- Applied Clarinet (1-2)**  
**MUS 141- Applied Percussion (1-2)**  
**MUS 142- Applied Oboe (1-2)**  
**MUS 143- Applied Double Bass (1-2)**  
**MUS 144- Applied Harpsichord (1-2)**  
**MUS 145- Applied Harp (1-2)**  
**MUS 146- Applied Improvisational Studies (1-2)**  
**MUS 147- Private Composition (1-2)**  
**MUS 148- Applied Recorder Flute (1-2)**  
**MUS 150- Applied Electric Bass (1-2)**  
**MUS 151- Applied Conducting (1-2)**  
**MUS 156- Applied Gospel Music Improvisation (1-2)**

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) *Traditional Undergraduate***

### **MUS 100-Concert Attendance (0)**

Required for all music majors each semester.

### **MUS 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. (satisfies liberal arts core requirement)

### **MUS 190- Freshmen Seminar (1)**

An orientation course for the incoming music students. The class is required both for Freshmen and transfer students who have not completed an orientation course in their previous college. Its purpose is to offer practical advice to the student in the ownerships of their degree program. Special emphasis is given to health and safety for the music major and for the career musician. Also discussed are group networking and mutual assistance, learning workable practice procedures and musician skills, handling college and personal finances, and building a successful resume. Offered in the fall semester during the day, in the spring semester during the evening.

### **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) pre-requisite: ENG 101

### **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) pre-requisite: ENG 101

### **MUS 218- Introduction to Musical Theatre (3)**

(same as DRA 206, see course description)

### **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, coupled 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 238- Vocal Literature II (2)**

This course is a continuation of MUS 234. This course will provide students with an in-depth study of French, English, and Italian literature and add American musical and standard operetta repertoire with Slavic and Spanish songs. This will enhance and refine the knowledge and skills already acquired in Vocal Literature 1. Through analysis and required performance this class will examine and become familiar with

compositional aspects and performance practices of additional solo vocal repertoire beginning in the baroque period and progressing chronologically through the Classical, Romantic, and Modern eras. Prerequisite: MUS 234. (liberal arts elective)

**MUS 317- Introduction to Therapeutic Music (3)**

An overview of the history, theory, and practice of music in those disciplines devoted to the alleviation of human suffering and to the promotion of the physical, mental, and spiritual health of the individual and community. Includes an overview of recent neurological, psychological, and cognitive studies on the effects of music, the recent history of music therapy, and trends in therapeutic music, and a study of the historical relationship of music to the human being in healing and counseling, especially within the Christian tradition. Practical components include observation outside of class at selected therapeutic music settings. Students also engage in spiritually reflective practices to explore and foster their awareness, listening ability, and critical thinking skills. Prerequisite: one semester of musical training on approved acoustic instrument or voice, or permission of instructor.

**MUS 318- Gospel Music History (2)**

A study of the history of gospel music from the 1870's to the 1950's. The course includes the study of various musical genres that led to gospel music, from its origins in the spiritual through the influence of hymns, jazz, and popular music.

**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) pre-requisite: ENG 102, LIB 101

**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) Pre-requisite: ENG 102, LIB 101

**MUS 324- Gospel Music History II (2)**

A continuation of Gospel Music History I, providing an in-depth study enhanced by video examples, in-class demonstrations, student projects, and electronic text. It is required for Gospel Performance majors and highly recommended for BS in Music in Worship candidates. Pre-requisite: MUS 318, Gospel Music History I.

**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 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, economic, educational, religious, and political and areas of social justice in the lives of the people. (Same as ANT 352, liberal arts elective)

**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 affects will also be covered.

**MUS 360- Seminar in Traditions in Contemporary Gospel Performance (2)**

A course comparing and contrasting the similarities and differences of gospel music to classical and contemporary popular music. The course will cover the performance practice of notable artists, as well as the musical form of various gospel music genres. Prerequisite: gospel music history.

**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 452- Piano Literature II (2)**

This course is a continuation of MUS 350. Piano literature of the Romantic, Impressionistic, and contemporary periods and additional works of major and secondary piano composers are studied, analyzed, and categorized as teaching material. Continued developments in instrumental design of piano discussed. (liberal arts elective)

**MUS 480-Independent Study (1-3)**

Independent study in an approved topic in music. Permission of the Department Head and Dean is required.

**MUS 490- Senior Seminar (2)**

This Capstone experience of the School of music encompasses material from all segments of the required core music curriculum. Topics will focus on preparation for graduate study, audition techniques, career development, and standardized and graduate school entrance exams. Specific content and format will be determined by the students' concentration, if applicable. (All Bachelor of Music students are required to take senior seminar but it is available as a music elective to all BA and BS music candidates.)

**MUSIC EDUCATION AND PEDAGOGY (EDM) *Traditional Undergraduate*****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-Student Teaching 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 *Traditional Undergraduate*****MUS 161, 162 -Chorale (0-1)**

The chorale is 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. (Music Organization)

**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.(Music Organization)

**MUS 165- Women's Chorale (0-1)**

Composed of selected students who will receive training in principles of tone production, breath control, and phrasing as it pertains to ensemble singing. Students may perform concerts throughout the metropolitan area and on tour. 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 259- Gospel Choir (0-1)**

Large conducted ensemble for those students who want to study and perform music from the rich tradition of historical and contemporary Gospel music. Open to all students by audition.

**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. (Music Organization)

**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 269- Christian Folk Ensemble (0-1)**

Music explored and performed in Christian Folk Ensemble will include Christian music of Hispanic America and the Caribbean, African American spirituals and hymns, Appalachian American folk hymns of the British Isles, and Asian music. Other areas of world folk music, including the music of Taizé, may be included. Instruments appropriate to the styles will accompany the music. By audition only and permission of Instructor.

**MUS 270- Touring Gospel Choir (0-1)**

A select advanced vocal ensemble consisting of a *limited* group of 10-15 singers and instrumentalists. Repertoire includes solo and ensemble Gospel music. Students should demonstrate expertise in both solo and ensemble singing and will be asked to tour. There will be several performances on and off campus each semester. This is a repeatable class. *Students must have completed their Freshman year.* Audition and instructor permission are required.

**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. (Music Organization)

**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.

**MUS 366-Musical Theater Workshop (0-2)**

The study and performance of selected Broadway musicals. Open to all students. Pre-requisite: Audition required.

## **Music METHODS and CONDUCTING *Traditional Undergraduate***

### **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 331-Fundamentals of Conducting (2)**

Designed for beginning choral and/or instrumental conductors. Students learn basic conducting gestures (with and without baton) through exercises in meter patterns, preparatory beats and cut-offs, cueing, dynamics, fermata, articulations, phrasing, left hand independence, and face/eye usage. Includes introduction to score study, score preparation, and video self-evaluation of gesture. Prerequisite: MUS 221, MUS 223.

### **MUS 332- Conducting Methods and Pedagogy (2)**

Students learn conducting techniques for choral and instrumental literature including rehearsal techniques, in-depth score study, administrative skills, and video self-evaluation of gesture and rehearsal. Course work also includes observation of conductors on campus and off campus. Prerequisite: MUS331

### **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 431- Advanced Conducting (2)**

Students gain experience in working with a live ensemble. Students learn and conduct complete movements and/or entire works and encounter a variety of advanced baton techniques. Course activities develop skills in reading, preparing, interpreting scores, with further focus on rehearsal procedures, performance practice, and concert programming. Participants are required to observe a variety of rehearsals on and off campus. Prerequisite MUS 332.

### **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 COMPOSITION *Traditional Undergraduate***

### **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. (co-requisite: functional piano)

### **MUS 123-124- Theory 1, 2 (3-3)**

Scales, keys, intervals, triads, and their inversions. Transposition. Principles of harmonic progression and voice-leading. Harmonization of basses and melodies. Non-harmonic tones. The dominant and non-dominant seventh chords. Phrase and period structure. Introduction to species counterpoint. Keyboard harmony. 3 hours weekly. (liberal arts elective) Grade of C required to pass course.

### **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) Grade of C required to pass course.

### **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

**MUS329-Theory and Harmony in Contemporary Worship Music (2)**

Introduction to the basic harmonic and melodic components used in contemporary worship music. Styles including gospel, jazz, pop, rock, Latin and world music are discussed, analyzed, and applied. Includes study of chordal structure, counterpoint, and polyphony, as it applies to contemporary worship music. Prerequisite: MUS 124.

**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 423- Electro-Acoustical Composition (2)**

Course connects acoustical composition skills with studio composition and arranging. The student learns and develops writing and arranging techniques used to create music for various acoustic and electric instruments and ensembles using various kinds of digital audio workstations, MIDI instruments, and sound libraries. Vintage sequencers as well as modern software are used to create music for live performances, TV, commercials, theater, and dance. Theory, Ear Training, Counterpoint, basic Orchestration, and Jazz composition are applied in this comprehensive course. Prerequisite: MUS 354, Intro to Music Technology

**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

**MUSIC in Worship *Traditional Undergraduate*****MUS 237- Acting for the Musical Stage (2)**

Fundamental training of the actor for musical stage. In addition to libretto and script analysis, musical interpretation, characterization, and psychological and emotional preparation there will be general studies of physical awareness, movement, and improvisations in scene and monologue study.

**MUS 336-Worship Music Leading (1)**

This course focuses on honing the skills of today's worship leader, including the vital ingredients of personal character and pastoral leadership skills. The student will be expected to lead the class in worship music throughout the semester, with the class culminating in a final project. This is a repeatable course and two semesters are required for the Music and Worship degree concentration. Prerequisite: MUS 331

**MUS 338- Acting for the Musical Stage II (2)**

A continuation of MUS 237, further aiding the student to develop skills in movement, role assumption, and acting. Special emphasis will be given to diction, scene preparation, and dance and movement, in traditional and nontraditional ways of the musical theater. Required to the Vocal Performance major and strongly recommended for the Gospel Performance degree. Specific choreography will be given for large or small groups as well as solos. Prerequisite: MUS 237.

**MUS 357-Hymnology and Psalmody (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 358- Jazz and Gospel Harmony (3)**

Designed to introduce students to the harmonic language of Gospel and jazz through in-depth analysis, transcription exercises, chords, scales, form, and improvisation with in-class listening and performance of students works which will include basic arranging skills for the small ensemble. Prerequisites: MUS 223, MUS 238, and MUS 102.

**MUS359-Survey of Contemporary Worship and Popular Music (2)**

Beginning with the introduction of Western European classical music with the blues and field hollers in New Orleans and gospel, Motown, R&B, rap, and rock and roll, this course will focus on the music unique to the United States. The effects on contemporary worship music, positive and negative, will be analyzed and discussed. The goal of this course will be to recognize the musical, personal and spiritual elements that have shaped our culture, affecting the church, our worship and our future. This class is open to all students.

**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 410- Auditioning and Career Preparation (2)**

A course for singers to investigate the music of the stage, including opera or American Broadway theater. The student will choose appropriate roles and develop an audition program. The purpose is to assist singers, and potential singing teachers, to program auditions of the electrifying kind- full of warmth, humor, and communication, as well as edification and instruction. Qualified performers will make an audition recording. Prerequisites: MUS 237 and 338 or permission of the instructor)

### **MUS 415- Music and Worship (2)**

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) pre-requisite: ENG 102, LIB 101

## **ORGANIZATIONAL LEADERSHIP (LDG) Graduate School of Business & Leadership (MSOL)**

### **First Trimester**

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

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

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

In this course, students develop an understanding of the theories, practices, and ethics of leadership. This course examines how leaders can evaluate, promote and maintain ethical behavior in the work environment. Students examine their own ethical values and determine their own position as ethical leaders. Case studies are used to analyze and review ethical decision-making process and to understand the consequences of unethical behavior in the workplace.

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

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

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

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

### **Second Trimester**

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

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

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

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

#### **LDG 770 Organizational Culture and TeamBuilding (3)**

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

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

In this segment of Thesis Seminar, the focus is on researching and writing critical literature reviews and the format for writing research findings. Students are required to turn in Chapter II (Literature Review) and Chapter IV (Results) of their thesis. *(Additional class time will be required) (pre-req LDG 670)*

### **Third Trimester**

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

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

#### **LDG 730 Transformational Leadership (3)**

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

#### **LDG 740 Strategic Planning and Implementation (3) (Online class)**

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



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

The third segment of Thesis Seminar is the final submission of Chapters I-V of the master thesis. The chapters must be turned in prior to Thesis Seminar III. In this class, the students receive feedback on the chapters. The feedback determines the content and extent of revisions required for successful completion. Each student is required to prepare a power point presentation of their thesis and participation in a mock defense. Once the revisions are completed, students prepare for thesis oral defense. *(Additional class time will be required) (pre-reqs LDG 670 & LDG 710)*

**LDG 798 Thesis Continuation (0)**

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

**LDG 799 Thesis Completion (3)**

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

**SADE Courses only available to students in the School of Adult and Distance Education****CHM 415- Interpreting the Bible (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. (Same as BIB 331)

**HUM 301 Foundations of Critical & Systemic Thinking (3)**

This course examines the fundamental aspects of critically and systemically examining and evaluating situations, events, problems, and inter-related activities. Emphasis will be placed on the disciplined process of conceptualizing, applying, analyzing, synthesizing, and evaluating the information presented in a business problem. System and holistic thinking from a constructively critical perspective will be the prevailing theme throughout this course. However, the core objective is to be able to apply "critical system thinking" through analyzing case readings. Intellectual values such as clarity, accuracy, precision, consistency, and relevance, soundness of evidence, depth, breadth, and fairness are emphasized as suitable criteria for decision analysis and implementations. Elements of critical systems thinking include purpose, problem, assumptions, concepts, empirical grounding, reasoning leading to conclusions, implications and consequences, alternative viewpoints, and frame of reference.

**SOC 413/CHM 421 Research Project I (2)**

Students prepare their written research project concerning an organizationally based problem by defining the problem and reviewing literature. They develop the research proposal and project design, using contemporary research literature to provide the theoretical basis for their original research. Students submit a written report of the literature reviewed.

**BUS/SOC 325 Organizational Theory & Design (3)**

Students explore the concepts of organizational theory (OT) and design with particular emphasis on the modern, symbolic-interpretive, and postmodern approaches to organization. Additionally, major organizations forms, the development of culture and behavior, and the impact of environment will be discussed through the lenses of the three approaches. An historical overview of the development of OT is also covered. Particular emphasis is placed on a multiple perspective approach to OT as a means to understand the context of how organizations work and how best to approach an organizational assessment.

**MGT 405 Organizational Behavior (3)**

This course presents the foundations of the history and applications of organizational behavior. Particular emphasis is placed on organizational culture, motivation, job design, goal setting, group behavior, power, leadership, organizational structure, decision-making, and control. Students understand the connection and impact each of these elements play in the organization's effectiveness and behavior.

**BUS 463 Global Leadership (3)**

Students identify and evaluate ways that effective leadership can leverage a diverse organization for adaptive change and competitive advantage in globally diverse environments. They learn how to approach diversity from a management perspective in the workplace, exploring various ways that individuals can use differences to empower others in the work force.

**SOC 409 Research Methods & Statistics (3)**

Students become adept in understanding the foundations of research methods, both qualitative and quantitative methods. In addition, students will identify where to use qualitative and or quantitative techniques to solve real world problems including how to analyze organizational situations. Through the application of appropriate research methodologies, techniques and fundamental concepts, students learn to perform basic theme analysis as well as basic statistical functions, apply and conduct statistical tests and analyses, including chi-square testing.

**SOC 414/CHM 422 Research Project II (3)**

Students prepare, in a business-oriented format, their written research project, demonstrating analytical, critical, and problem-solving skills. They analyze the specific data gathered in their original research; relate that data to their library research; form conclusions and recommendations about their project. As a conclusion to the program, students express in essay form what they learned from their project experience and what impact their participation in the program had on their lives.

**BUS 343 The Manager as Change Agent (3)**

The world in which organizations exist today is one that is fast-paced, functions within a global economy, and where change is inevitable. If organizations wish to succeed they cannot stand still. Large firms to small entrepreneurial start-ups find that they need to change in order to succeed and survive. This course helps to develop a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing positive changes within organizations. This course prepares managers to successfully maneuver the challenges of positive organizational change.

**BUS 434 Ethical Leadership (3)**

This course explores the ethical decision making in a society with changing values and an increasing international interdependence. It stresses the development and application of moral and ethical concepts to practical cases and ethical dilemmas management faces. It develops an awareness of the ethical, social, and environmental implications and consequences of managerial decisions involved in managing a firm's relations with society, its marketplace, and employees. A special attention is given to the question, "To what extent should organizations exercise social responsibility?" The study of the legal environments of business includes analysis of the development and function of common and mercantile law with attention to domestic and global concerns as they influence the political, regulatory, and judicial process. Emphasis is given to the legal rights, duties, of business, while addressing basic issues such as, but not limited to, business organization and operation, agency, real and personal property, product and service liability, contracts, sales, insurance, and financial instruments.

### **ECO 419 Economics & Marketing (3)**

The marketing of organizational strategies are explored from an economic perspective. Marketing concepts and steps (including marketing SWOT analysis and the 4 P's) are analyzed within a team structure as students create a marketing plan for a new product and or company. In addition, students study and apply the principles and tools of microeconomics (production, buying, and selling of a particular good or service and the study of supply and demand), macroeconomics (unemployment, inflation, interest rates, money supply, national economic policy, and GDP national output), and the impact of international trade in organizational decision making. From these perspectives students analyze the impact of economic factors on organizations and the influence of organizations on economic conditions, drawing on economic understanding as a resource for responding to and implementing change in organizations.

### **LIB 101: Information Literacy (1 credit)**

The purpose of information literacy is to help students achieve a deeper understanding of how to identify, evaluate, and organize scholarly literature. In addition, students should obtain a broader understanding of what plagiarism is and techniques to avoid it.

### **BUS 309: Managerial Accounting & Finance (3 credits)**

Managerial decision-making is explored from a theoretical and practical perspective as related to commonly used accounting and financial tools and processes in the global business and financial markets environment. The theoretical perspective is reviewed in the context of the determination of interest rates, as well as the term and risk structure of interest rates in the financial markets. The practical perspective occurs through the description, discussion and differences between financial management and accounting practices. Various accounting and financial tools and processes commonly used in the global business environment are introduced, discussed and analyzed. Formative concepts such as the time value of money (TVM), internal rate of return (IRR) and net present value (NPV) are reviewed in the context of commonly utilized and accepted accounting structures and practices. These formative concepts are integrated into the description, analysis and use of basic financial statements including income statements, statements of cash flow, and balance sheets as part of financial management. Ultimately, major organizational decisions will be analyzed in the context of the theoretical and practical topics covered throughout the course.

### **BUS 464: Knowledge Management (3 credits)**

This course introduces students to the organizational and management issues surrounding the emergence of knowledge as a vital strategy in positioning organizations to achieve success within their respective industries. Students will recognize knowledge as a manageable asset of an organization and understand that organizations are complex systems that function within an ever-changing, information-rich environment.

**MGT 496-499-** project continuation and completion; this course is required when students require extra time and advisement beyond the initial cohort course.

## **NEW TESTAMENT (NT) Alliance Theological Seminary**

*(Please note: 600-level book studies are in English; 700-level book studies use Greek.)*

### **NT 500/600/700 Directed Study (1-6)**

Independent study in New Testament studies under faculty advisement. Topics and readings are determined mutually by the student and faculty member usually resulting in a formal paper presenting research, analysis and conclusions.

### **NT 503 Reading the New Testament (3)**

An introduction to the literature of the New Testament within its socio-historical context. The theological dimension of the text as a voice to and for the early church is considered.

### **NT 504 The Greek Bible & the Western Mediterranean World (3)**

An introduction to the 1st century Mediterranean world, its diversity and importance for biblical studies. Students will also be introduced to basic Koine Greek and scholarly language resources.

### **NT 506 New Testament Greek I: Elements (3)**

An introduction to the basic grammar and vocabulary of the New Testament.

### **NT 507 New Testament Greek II: Readings (3)**

This course continues the introduction of the basic grammar and vocabulary necessary to read the New Testament. The course will also focus on reading more extended texts from the Greek New Testament. *(Prerequisite: NT506)*

### **NT 604 New Testament Greek III: Exegesis (3)**

An introduction to the tools and methods of New Testament interpretation. The course will introduce the full range of tools required for the exegesis of the Greek text and then demonstrate the application of these methods to different literary genres in the New Testament. *(Prerequisites: NT506, NT 507)*

### **NT 611 New Testament Theology (3)**

Survey and critical evaluation is made of recent approaches to the theology of the New Testament. Assignments encourage the student to develop a functional approach, which stresses the concerns of the New Testament writers in a canonical context. (Also TH 611)

### **NT 615 Biblical Exegesis (3)**

An introduction to the tools and methods of biblical interpretation. The course will introduce a range of tools required for biblical exegesis and then apply these methods to Old Testament and New Testament texts of different literary genres.

**NT 621/721 The Gospel of Matthew (3)**

A literary and historical approach acquaints students with the tools and skills needed for exegesis of the Gospels. Attention to the theology of Matthew enables the student to transfer its teaching to ministry.

**NT 622/722 The Gospel of Mark (3)**

A literary and history approach acquaints students with the tools needed for exegesis of the Gospels. Attention to the theological-historical method of Mark enables students to transfer biblical teaching to ministry.

**NT 623/723 The Gospel of Luke (3)**

A literary and historical approach acquaints students with tools and skills needed for exegesis of the Gospels. Attention to the theological-historical method of Luke enables the student to transfer biblical teaching to ministry.

**NT 624/724 The Gospel of John (3)**

An examination of the content, theology and structure of the gospel according to John. Critical problems are treated, major themes studied, key passages exegeted.

**NT 625/725 Acts (3)**

An introduction to the book of Acts, as the sequel to Luke's Gospel and as a history of the early church. Emphasis on its relationship to the Gospel, its composition and purpose, and its theological presentation of God, Jesus, the Holy Spirit, and the church will be considered.

**NT 631/731 Romans (3)**

An exposition of the Epistle to the Romans, with special emphasis on reading and exegesis of the Greek text. The theological argument of the book is considered in light of the rest of Pauline literature.

**NT 634/734 I and II Corinthians (3)**

A study of the two epistles primarily focusing on I Corinthians. Paul's opponents, integrity of the letters, ethical questions, spiritual gifts and eschatology are discussed.

**NT 635/735 Galatians (3)**

An exposition of the Epistle to the Galatians emphasizing the role of faith, works and the law. Historical, grammatical and practical issues are discussed.

**NT 636/736 Ephesians (3)**

An exposition of the Epistle to the Ephesians with special emphasis on reading and exegesis of the Greek text. The theological argument on the book is considered in light of the rest of the Pauline literature.

**NT 637/737 Philippians (3)**

This course is an exegetical and theological investigation of Paul's letter to the Philippians. Students will gain skill in the appropriation of biblical software, proper method, and theological application.

**NT 639/739 Philippians-Colossians (3)**

A study of two letters Paul wrote from prison which focuses on determining the circumstances addressed in each letter, tracing the flow of thought, exploring significant interpretive issues, and highlighting important theological ideas. Special attention will be given to the important Christological material in both letters.

**NT 644/744 Hebrews (3)**

An exposition of the Epistle to the Hebrews in light of historical backgrounds which considers the place of source materials, the relation of the Old and New Testaments, and the setting of Hebrews in the developing church.

**NT 649/749 Revelation (3)**

A study of the book of Revelation will focus on several issues: the phenomena of "apocalyptic" literature and the significance of this for interpreting Revelation; the distinctive structure of chapters 6-19; the interpretation of symbolic language; the main interpretive frameworks used to understand Revelation; the meaning of the text itself. The course will also explore the significance of Revelation for the Christian's understanding of both end times and the on-going experience of tribulation dynamics in history.

**NT 770-779 Seminars in New Testament (3)**

Seminars developed to consider additional topics not included in the standard New Testament curriculum.

**NT 799 Comprehensive Exam / Integrative Summative Project (3)**

The comprehensive exam/integrative summative project assesses the student's overall knowledge of the testament of their choice in the areas of history, theology, literature, and exegetical method.

**NT7991 MABS Integrative Summative Project (0)**

The student will submit a 7500-7750 word research paper (roughly 24-26 pages) that 1) articulates a problem in biblical scholarship and summarizes, analyzes and synthesizes the relevant scholarship in order to resolve the problem under consideration or 2) investigates a biblical or theological problem relevant to the student's ministry.

**NURSING (NUR) Traditional Undergraduate**

*Note. The number in parentheses next to the name of course indicates the course credit. The numbers at the end of each course description indicate the number of hours of lecture, laboratory, and clinical hours consecutively.*

**Enrollment in the following Level 1 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher; GPA 2.5 for core math and science courses (MAT 110, CHE 103, BIO 115, BIO 213, BIO 214 and BIO 220), complete PSY 101, and pass the Kaplan entrance exam.**

**NUR 201 - Introduction to Professional Nursing (3)** Students explore perspectives of professional nursing practice from the viewpoint of the School's conceptual framework. Historical and contemporary influences on nursing practice are examined. The nurse's role of care provider, coordinator of care, and member of a profession around the globe are included (3-0-0).

**NUR 203 – Principles of Pharmacology (3)** Students will integrate concepts from chemistry, biology, and human physiology to safely administer pharmacologic therapy. The course includes concepts of basic pharmacodynamics and pharmacokinetics. Herbal and folk remedies are included (3-0-0).

**NUR 204 - Health Assessment across the Lifespan(3)** A holistic approach to health assessment is the focus of the course. Frameworks for physical, psychosocial, spiritual and cultural aspects of clients across the lifespan are included (2-2-0).

**NUR 290 - Foundation for Nursing Practice(4)** Basic nursing therapeutic skills and frameworks for clinical decision making are the focus of this course. The concepts of communication and psychomotor nursing interventions are explored from a global perspective. Providing safe care environments is emphasized (2-2-5).

**Enrollment in the following Level 2 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher, and complete all Level 1 nursing courses with a grade of C+ or better, and PSY 244.**

**NUR 301 – Worldview Perspectives: The Christian Nurse (3)** Explores the art of nursing from a Christian worldview perspective. Nursing is viewed as a vocation, a calling for service to God through caring for others. Contrast competing worldviews popular in post-modern literature with Biblical perspectives (3-0-0). Prerequisite: BIB 102

**NUR 302 - Evidence for Nursing Practice (3)** The role of the baccalaureate prepared nurse in determining evidence for nursing practice is examined. Principles of empiric testing, ethical, aesthetic and personal knowing are explored (3-0-0).

**NUR 391 - Nursing of Women and Childbearing Families (4)** This course focuses on the care of the childbearing family throughout the maternity cycle. Cultural variations of women and families are included. Health care needs of women throughout the adult lifecycle are explored (module course 3-0-4).

**NUR 392 - Nursing Care of Children and Adolescents (4)** Evidenced based care of children and adolescents are explored. Concepts of health promotion/health maintenance are applied to pediatric clients. Health care needs of children around the world are examined (module course 3-0-4).

**NUR 393 - Adult Health Alterations I (4)** Care of adults experiencing acute and chronic health alterations. Students will analyze client data, develop a plan of care and implement therapeutic nursing interventions according to accepted standards of nursing care. Nursing care will be evaluated for effectiveness through an evidenced based nursing framework (2-2-4).

**Enrollment in the following Level 3 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher, complete of all Level 1 and Level 2 nursing courses with a grade of C+ or better, and BIO 315, BIO 301, MAT 330, PSY 342.**

**NUR 394- Adult Health Alterations II (4)**

Care of adults experiencing chronic health alterations of clients with GI system, male and female reproductive disorders, oncological and hematological conditions. Students will analyze client data, develop a long term plan of care, case studies and implement therapeutic nursing interventions according to accepted standards of nursing care. Intermediate nursing therapeutic skills, and frameworks for clinical decision-making are the focus of this course. Principles of terminal care, pain management and palliative care is the focus of this course. (2-0-8)

**NUR 401 - Nursing Theory (2)** Nursing knowledge development is explored through use of grand, mid-range and practice level theory. A critical analysis of the metaparadigm of concern for nurses is completed (2-0-0).

**NUR 402 - Management and Leadership in Nursing (3)** Key concepts related to the role of the nurse as manager are examined. Theories of planned change are explored (3-0-0).

**NUR 403 - Transition to Professional Nursing Practice (3)** Transition to the role of graduate nurse is the focus of this course. A review of legal standards for safe nursing practice, principles of professional ethics, and NCLEX preparation is included (3-0-0).

**NUR 411- Population-Based Care: A Global Perspective (2)**

This course is designed to raise awareness, to inspire action, and to open discussion of the issues vital to nursing and health care around the globe. The role of nursing in the global health community, the importance of forming collaborative multidisciplinary partnerships and an overview of the social, cultural, and scientific context or complementary and alternative medicine provide the basis for this course.

**NUR 412 – Nursing Informatics (3)**

The focus of this course is the understanding of health information systems to ethically manage data, information, knowledge, and technology to communicate effectively; provide safe and effective patient care; and the utilization of appropriate databases to search for evidence based research to enhance the quality of patient care, and inform practice decisions. Development of competencies in using patient care technologies and information management systems is emphasized.

**NUR 490 - Community Health Perspectives (4)** Explore health promotion and restorative health needs of adults in a variety of community settings. Primary, secondary, and tertiary care, based on the *Healthy People 2010* guidelines is emphasized. The role of the nurse in advocating for community health needs of the global community is described (module course 3-0-4).

**NUR 491 - Mental Health Nursing (4)** Explore concepts of mental health nursing using select theoretical frameworks. Emphasis is on assessing for mental health alterations, promoting optimal psychological functioning, and therapeutic communication techniques as a treatment modality (module course 3-0-4).

**NUR 493 - Health Alterations III (4)** Advanced principles of acute and chronic health alterations are examined. Synthesis of biological, social, and nursing sciences to plan care for clients with comorbid health states is the focus (2-0-8).

**NUR 494- Global Perspectives Practicum (3)**

Practicum for population-based nursing practice. Explore health promotion and restorative health needs of adults in a variety of community settings. Primary, secondary, and tertiary care, based on the Healthy People 2020 guidelines is emphasized. The role of the nurse in advocating for community health needs of the global community is described. The course requires a supervised 45 hours of practice experience in community of global health settings.

**OLD TESTAMENT (OT) Alliance Theological Seminary**

*(Please note: 600-level book studies are in English; 700-level book studies use Hebrew.)*

**OT 500/600/700 Directed Study (1-6)**

Independent study in Old Testament studies under faculty advisement. Topics and readings are determined mutually by student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**OT 503 Reading the Old Testament (3)**

This course provides an introduction to the literature of the Old Testament within its historical context. The distinctiveness of the course lies in its focus on the theological dimension of the text especially as a response to social, political and spiritual crises in the collective life of ancient Israel.

**OT 504 The Hebrew Bible & the Eastern Mediterranean World (3)**

This course provides an orientation in the Hebrew language of scripture for the purpose of providing a lens for viewing the meaning of the Old Testament authentically in its cultural context. Students learn the script and language structures of Hebrew and are furnished with a cultural portrait of the Old Testament people in their world.

**OT 506 Biblical Hebrew I: Elements (3)**

The primary objective of this course is to master the basic structures of biblical Hebrew grammar presented in the text and supplementary materials. The student is provided with a meaningful store of frequently recurring vocabulary words. Attention is also paid to how this language of a particular traditional eastern Mediterranean people reflects their values and societies.

**OT 507 Biblical Hebrew II: Readings (3)**

The primary objective of this course is to continue grammatical and lexical study and to master biblical Hebrew syntax through analyzing narrative texts in the Hebrew Bible. Emphasis is placed on the meaning of larger sense units (viz., sentences and paragraphs) in order to produce a sensitivity to the language that will be sufficient for exegesis of the text. (Prerequisite: OT506)

**OT 604 Biblical Hebrew III: Exegesis (3)**

The primary objective of this course is to master the tools, techniques and methodologies of Old Testament exegesis in the original Hebrew text. A particular approach to interpretation is articulated and modeled. Students are then guided through the method and apply it in the narratives and oracles of the Old Testament. (Prerequisites: OT506, OT507)

**OT 610 Old Testament Theology (3)**

An effort will be made to discover and draw together the principal theological themes of the Old Testament. Methods for doing Old Testament theology and a study of prominent Old Testament theologians will be discussed. (Also TH 610)

**OT 620/720 Pentateuch (3)**

A survey of the major themes of the Pentateuch is made with a concentration on selected passages and ideas. Among the subjects to be covered are: creation, faith, law, covenant, sacrifice, redemption, holiness and guidance.

**OT 621/721 Genesis (3)**

The pre-patriarchal and patriarchal periods of Israel's history will be studied. An effort will be made to understand the major events and theological teachings of the book.

**OT 631/731 Joshua (3)**

A study of the history and theology of Israel's conquest of Canaan. The theories of conquest are discussed and the archaeological data is investigated. Primary concentration will be on the methods and individuals God used to enable his people to inherit the land.

**OT 632/732 Judges (3)**

A study of the history and theology of Israel's settlement period, with a particular emphasis upon the leaders who guided the nation during the formative years of its occupation of Canaan. Background study is done on the various peoples who lived in Canaan and those who were neighbors to the country's occupants.

**OT 636/735 1 & 2 Chronicles (3)**

An expositional study of the book of Chronicles with special attention paid to the book's development, transmission and history of interpretation.

**OT 640/740 Wisdom Literature (3)**

Besides prophets and priests Israel had "sages" or "wise men" who served as spiritual leaders. The books of Job, Proverbs, Ecclesiastes, Song of Solomon and selected Psalms were the products of these individuals. A study of these books and the impact of wisdom literature will be accomplished.

**OT 642/742 Psalms (3)**

An introduction to Hebrew poetry and the study of the Psalms. Selected Psalms will be analyzed for their devotional and preaching emphases.

**OT 645/745 Song of Songs (3)**

This course is an expository study of the Song of Solomon, with special attention paid to its history of interpretations in Jewish and Christian traditions.

**OT 647/747 Job (3)**

This course is an introduction to the book of Job and its historical, literary, and canonical contexts. Special attention will be paid to Job's ancient Near Eastern and Israelite wisdom context and to the interpretation of the book of Job in the Jewish and Christian traditions.

**OT 651/751 Isaiah (3)**

An intensive study of the book of Isaiah. Special attention is paid to the issue of the integrity of the book, historical background and literary and oratorical techniques used by the prophet. The main teachings and leading ideas and concepts of the work will be isolated and analyzed.

**OT 652/752 Jeremiah (3)**

A study of the political, social, economic and religious situation in Judah in the seventh and sixth centuries B.C. and an exegesis of the book of Jeremiah.

**OT 653/753 Ezekiel (3)**

A study of the text and the theology of Ezekiel. Special attention is given to its teaching on God's relation to Israel and to the Gentiles, its apocalyptic message and its relation to the New Testament.

**OT 655/755 Amos (3)**

An exegetical study in the Hebrew text of Amos with a view to understanding the principles for interpreting and preaching from an Old Testament book.

**OT 763 Biblical Aramaic (3)**

An introduction to the Aramaic dialect employed in Daniel 2-7 and Ezra 4-7 through the reading of the passages. The course surveys the fundamentals of Aramaic phonology, morphology and syntax in comparison with Hebrew. (Prerequisite: OT506, OT507 or the equivalent)

**OT 770-779 Seminars in Old Testament (3)**

Seminars developed to consider additional topics not included in the standard Old Testament curriculum.

**OT 780 Historical & Cultural Foundations of the Bible (3)**

This course is conducted in intensive format on site in Israel. Its focus is to uncover the historical and cultural dimensions of the biblical text from within the world of the Bible itself through site lectures and guided experiences, including hikes, camel treks, and desert overnights.

**OT 799 Comprehensive Exam / Integrative Summative Project (3)**

The comprehensive exam/integrative summative project assesses the student's overall knowledge of the testament of their choice in the areas of history, theology, literature, and exegetical method.

**PASTORAL MINISTRY (PMN) *Traditional Undergraduate***

**PMN 100- Introduction to Pastoral Ministry (3)**

This course is designed to introduce the student to the person and work of the pastoral minister. Attention will be given to the essentials of pastoral ministry, attention to scripture, prayer, spiritual direction, and ordering your private world of the pastor. Through field trips and guest lectures, students will get a broad understanding of what the pastor does on a daily basis.

**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 205- Introduction to Racial Reconciliation (3)**

Course provides an overview on the historical and current challenges of race and culture in American society. The course will examine how unresolved racial tensions have impacted the church and missions in America, the contributing factors that justify a need for racial reconciliation, an analysis of current reconciliation models and an expanded view of the Kingdom of God as It relates to diversity and reconciliation.

**PMN 210 Biblical Counseling (3)**

Biblical Counseling is counseling that uses Scripture to confront people about their sin with the goal of helping to restore them to usefulness (Gal. 6:1). This course lays the biblical foundation for pastoral counseling as distinct, but not antagonistic towards psychological counseling in our counseling sequence.

**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 ICS 228)

**PMN 233-Theology of Worship and the Arts (3)**

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-Leading Yourself (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 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. Prerequisite: BIB 331

**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 316- Business as Mission (3)**

This course focuses on understanding and encouraging people to form for-profit business that will benefit community and proclaim the gospel as equally as important business objectives.

**PMN 321-Leadership Development & Mentoring (3)**

This course will introduce and develop the concept of leadership in a church's discipleship program with an emphasis on the mentoring process. Students will formulate and evaluate biblical principles of mentoring and be able to assess the value of it in their personal lives and the local church.

**PMN 323- Foundational Skills for the Worship Leader (3)**

Every worship leader must be equipped with some basic skills that go beyond and individual's God-given talent; training in skills such as creating solid lead sheet/chord charts, preparing for rehearsal, knowing how to communicate with instrumental technicians effectively, understanding the vocal instrument and how to communicate with singers, talking worship music with musicality and integrity, the art of leading, que-ing a song, basics of conducting, just to name a few. This course builds the framework for your growth as a worship leader and is a pre-requisite to participate in the worship team internship.

**PMN 324- Foundational Skills for the Worship Leader 2 (3)**

Tackling worship music with musicality and integrity, the art of leading, que-ing a song, basics of conducting, just to name a few. This course builds the framework for your growth as a worship leader and is a pre-requisite to participate in the worship team internship. This course includes a mentorship component.

**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 330- Starting Missional Communities (3)**

This course focuses on starting healthy gospel communities that apply the gospel to individuals, group members, and targeted people groups in your community.

**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)**

This course focuses on Personal Spiritual Formation from a monastic/spiritual renewal perspective. Heavy emphasis is placed on experiential learning through small groups, inner healing and a highly interactive end of semester retreat. Full engagement and participation is required for the successful completion of this course. A course fee of \$150.00 applies.

**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 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 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 410 Pastoral Counseling Practicum (3)**

This course in counseling will expand upon the models learned in the previous courses. Emphasis will be given to actual placement in a local church counseling center. Students will formulate and deliver full-length sermons. The outlining of sermon series will also be covered. Prerequisite: PMN 310.

**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 416- Christian Vocational Coaching (3)**

This course focuses on developing skills to help people get unstuck in life and to reach their God-given potential. Areas of character, competence, and commitment will receive special attention.

**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 441-Leading Organizations (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.

**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 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 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 460 – Topics in Pastoral Ministry (1-3)**

Selected topics not currently offered in Pastoral Ministry



**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) *Traditional Undergraduate***

*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 320- Western Political Thought (3)(same as POL 320, see for course description)****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 326- Aesthetics (3)**

This course examines some of the most important philosophical issues and theories associated with art and beauty. Topics may include determining definitive criteria of art and beauty, the nature of artistic activity, the role of emotion in art, the challenges involved in interpretation, continuities and discontinuities of modalities of expression, and the nature of truth in art. (same as ARH 344)

**PHI 327- Mysticism: The Other Logic (3)**

This course offers students contemporary insights that left-brained analysis is not the only logic but that there is a logic to right-brained synthetic thinking as well. This synthetic thinking runs from Heraclitus to Hegel but is also at the base of the 2,000 year history of a Christian mysticism.

**PHI 329- Ancient Philosophy (3)**

An examination of works from the Ancient period of Western philosophy, from the Pre-Socratics to Plotinus. Among the major philosophers to be studied, Plato and Aristotle will be given significant attention.

**PHI 330- Modern Philosophy (3)**

An examination of works from the Modern period of Western philosophy, from the breakup of scholasticism to the early nineteenth century. The course will focus on the Rationalists (Descartes, Spinoza, Leibniz) and Empiricists (Locke, Berkeley, Hume), while also introducing students to the philosophies of Kant and Hegel.

**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 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 19<sup>th</sup> century, along with the linguistic turn and cultural relativism of the 20<sup>th</sup> century has brought hermeneutics to the center stage of 21<sup>st</sup> 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 432-Contemporary Continental Philosophy (3)**

This course examines the major figures of the 20<sup>th</sup> century continental philosophy including Husserl, Heidegger, Sartre, Derrida, Gadamer, Habermas, Levi-Strauss, saussure, and Foucault.

**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)

**PHI470- Philosophy Senior Capstone (3)**

This senior seminar examines key texts and articles concerning advanced areas of philosophy. Specific topics rotate, though all are also placed in context with a comprehensive conclusion to students' philosophical studies. Among other assignments, a major thesis/article will be developed along with a professional resume and portfolio.

**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) *Traditional Undergraduate*****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-6<sup>th</sup> 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 (PHY and PSC) Traditional Undergraduate**

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

**PHY 110- Introduction to Astronomy (4)**

Introduction to Astronomy is an algebra-based introduction to the science of astronomy, designed to give the student an appreciation for the size and complexity of the universe. Topics covered include the solar system, the Milky Way galaxy and the large-scale structure of the universe. Particular emphasis will be placed on reconciling the current understanding of cosmology with Biblical accounts. A laboratory session is required.

**PHY 120- The Physics of Wave and Sound (4)**

This course satisfies the core science requirement for non-science majors. This course focuses on the physics of oscillations, waves, and sounds. Phenomena investigated include generation, resonance, impedance, propagation, and reception of waves. The course demonstrates these phenomena using sound, and music. The laboratory sessions are hands-on and will develop understanding of the methods and applications of science. Prerequisite: MAT elective.

**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.*

**PHY 220- General Physics I and Lab (4)**

The first of a two-semester, calculus-based sequence, providing a general introduction to physics. Covers mechanics, energy, waves, and sound using precalculus methods. The course has three hours of classroom time and three hours of lab per week. (Co-requisite: MAT 246 Calculus I) Note: There are lab fees for this course.

**PHY221- General Physics II and Lab (4)**

The second semester of a two-semester, calculus-based sequence, providing a general introduction to Physics. Covers electromagnetism and modern physics using precalculus methods. The course has three hours of classroom time and three hours of lab per week. Prerequisite: PHY220, General Physics I. Note: there are lab fees for this course.

**POLITICAL SCIENCE (POL) Traditional Undergraduate**

*All courses meet liberal arts elective requirement.*

**POL101- 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 promise and limits of political analysis are examined. (Social Science core)

**POL 215-American Government (3)**

American democratic system of government; ideological background; constitutional system; structure and problems.

**POL 320- Western Political Thought (3)**

This comprehensive course examines major texts in the history of political thought, considering the historical context and the ways in which renowned Western thinkers responded to the political problems of their day. Instructor and students will analyze the major theories, concepts and themes in Western Political Theory, with a particular focus on the theoretical and moral foundations of political legitimacy, democratic government, liberty, equality, justice and civil society. (cross-listed with PHI 320)

**POL 339-International Law (3)** (For course description see BUS 339)**POL 343-History of Social & Political Thought (3)** (For course description see HIS 343)**POL 359-International Politics (3)**

Analysis of state behavior and international political relations: how things happen in the international state system and why. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics include different historical and possible future systems of international relations, imperialism, game theory and deterrents, national interests, and world organization.

**POL 410-Comparative Politics (3)**

Major concepts, approaches, problems, and literature in the field of comparative politics. Methodology of comparative politics, classical theories, and the more recent behavioral revolution. Reviews personality, social structure, socialization, political culture, and political parties. Major approaches, such as 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.

**PRIOR LEARNING ASSESSMENT (PLA)****PLA 101 Prior Learning Assessment (1 Credit/online):**

This course introduces students to the concepts and practices of prior learning assessment and adult learning theory. Students learn to critically analyze and evaluate their own experiential learning in terms of adult learning theory, while gaining the ability to distinguish between learning and experience. Students also learn to identify college-level learning and learning outcomes, and utilize the Kolb model of experiential learning to articulate their knowledge in a narrative format.

**PSYCHOLOGY (PSY) Traditional Undergraduate**

*All courses meet 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. (Core Social Science)*

**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 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.

*Note: All 300 level courses are open to freshmen and sophomores only by permission of a departmental advisor.*

**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.

**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.

**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.

*Note: all 400 level courses are closed to freshmen and open to sophomores only by permission of a Departmental Advisor.*

**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 460-Topics in Psychology (3)**

A review of basic concepts and their applications in the field of psychology. (A passing grade in this course is a C). The course is open to senior psychology majors in their last semester. It may be taken earlier with permission of the Department Chair.

**PSY 469-Psychology Seminar I (2)**

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. Course must be taken on the student's home campus unless approved by chair.

**PSY 470-Psychology Seminar II (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. Course must be taken on the student's home campus unless approved by chair.

**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) Traditional Undergraduate & Graduate**

*All undergraduate 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.

### **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.

### **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 355 - Contemporary Issues in Religion (3)**

This course introduces students to the most important issues currently being discussed within the field of Comparative Religious Studies. The most recent books that have significance in the discipline will be studied and analyzed with a view to being able to respond Biblically to these issues.

### **REL 432 -Christianity's Encounter with World Religions (3)**

This course introduces students to some of the most significant religious questions they will encounter in life—particularly life in the midst of a highly secular and pluralistic society. Authority, Revelation, the Supernatural, and the development of moral and ethical systems are a sampling of the topics included. The questions will be dealt with in dialogical fashion: interacting and interfacing with the beliefs and practices of the various non-Christian belief systems.

### **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.

### **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-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.

### **REL 470-Religious Studies Senior Capstone(3)**

The Religious Studies Senior Capstone is a course designed both as a review of all previous work as well as providing a means of "sealing" one's religious studies. The course consists of a major book analysis, several article reviews, the development of a professional resume and portfolio, a major thesis/essay, and a comprehensive examination.

### **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.

### **REL 501-Problems & Methods of Research (3)**

The course is intended to introduce the student to the variety of critical issues that challenge their study of ancient Judaism and Christian origins and the current research methods employed to meet those challenges. *Offered Fall.*

**REL 502-Intertestamental Jewish Literature (3)**

The course focuses on Jewish literature found in the Apocrypha and Pseudepigrapha and its contribution to our knowledge of the varieties of religious thought in the Second Temple Period. *Offered spring.*

**REL 601-Early Rabbinical Thought and Literature (3)**

The course introduces the student to the literature and central themes addressed by the Jewish Sages. Particular attention will be given to the early periods of Rabbinic Judaism (Tannaitic and Amoraic) and possible parallels to the thought and teachings of Jesus and early Christianity. *Offered Fall.*

**REL 602-Jewish Hermeneutical Methods and the New Testament (3)**

The course is designed to introduce the student to the methodology of biblical interpretation used by the Jewish Sages. Particular attention will be given to the early periods of Rabbinic Judaism (Tannaitic and Amoraic) and possible parallels in the use and interpretation of scripture by Jesus and the New Testament writers. (Prerequisite: Greek/Hebrew). *Offered Fall.*

**REL 603-Qumran and Hellenistic Christianity (3)**

A combined Hebrew and Greek readings course of selected passages from the Dead Sea Scrolls (Hebrew) and the Pauline and Johannine writings (Greek). The aim is to identify key theological terms and notions within early Christian thought as they appear in selected New Testament texts and works from the Dead Sea Scrolls. (Prerequisite: Greek/Hebrew). *Offered Spring.*

**\*REL 770-New Testament Seminar (3)**

*Offered Spring. Parables in Jewish Pedagogy and the Teachings of Jesus or other seminar*

This New Testament seminar course will investigate the development of the story parable in early rabbinic literature and the New Testament. In particular, the ancient Jewish theological context of the New Testament's parables will be analyzed, discussed, and presented. \* *Offered only at the Rockland Campus to fulfill residency requirement*

**REL 799- Comprehensive Exam: History & Literature of the Second Jewish Commonwealth (3)**

*Offered Spring.*

**SPIRITUAL FORMATION & DISCIPLESHIP (SF)*Alliance Theological Seminary***

**SF 500/600/700 Directed Study (1-6)**

Independent study in spiritual formation and/or discipleship under faculty advisement. Topics and readings are determined mutually by student and faculty member, usually resulting in a formal paper presenting research, analysis and conclusions.

**SF 503 Initiation in Spiritual Formation (3 credits)**

This course focuses on students knowing themselves and deepening their life in Christ. Students reflect on their relationships, experiences and the results of several assessments to become more aware of who they are and who God is forming them to be. Students participate weekly with a mentor in small groups in class. The course is the first of three years of Mentored Development in the M.Div. degree program, and two years in the MPS and MA in Intercultural Studies programs. *Additional course fee applies.*

**SF 505 Personal/Professional/Theological Foundations for Ministry (3)**

Beginning with a theological foundation, this course shows the relationship of emotional, spiritual and professional formation to effectiveness in ministry. Examination is given to principles of ministry, and personal and emotional integration in the life of the Christian leader.

**SF 542 Christian Education for the Urban Church (3)**

Analysis of Christian education principles and practice in relation to the urban, cross-cultural setting. Consideration will be given to curriculum development and programming. (Also UR 542)

**SF 603 Field Education (3)**

This course focuses on preparing students for their Field Education and giving them tools for reflecting and integrating theory and experience. It is taken after the first year of spiritual formation, SF503. It is required of all students in a degree program with an internship, that is, M.Div. and MPS. Offered fall. See Mentored Development (p. 54). Pre-requisite: SF503.

**SF 610 Human Development (3)**

Students integrate biblical understanding and social science research as they reflect on their own development and the development of those they seek to reach and minister to. Students explore life issues and consider the interaction of culture and relationships. The emphasis is on relationships (with God, other people and self), discernment, and sexuality.

**SF 611 Discipleship and Small Groups (3)**

This course is a survey of the biblical and contemporary literature and models of discipling Christians in a variety of settings, including cross-cultural contexts. Special emphasis is placed upon the principles and procedures of small groups as a key to evangelism and Christian formation. Practical. Relational. Experiential.

**SF 620 Teaching the Bible for Transformation (3)**

The student's insight and ability to teach the Bible for transformation of learners of all ages develops to a higher level through classroom learning and field experience in non-formal or formal settings in a variety of contexts.

**SF 703 Spiritual Formation Capstone (3)**

Students develop as a mentor as they are used by God in evangelism and disciple-making of others. They synthesize their personal and spiritual formation, their theological understanding, and their ministry experience as they clarify their calling and prepare for their spiritual journey after graduation. This course is part of the spiritual formation component of the MA IC, and M.Div. degrees. Offered spring. See Mentored Development (p. 54). Pre-requisite: SF603.

**SF 770-779 Seminars in Spiritual Formation & Discipleship (3)**

Seminars developed to consider additional topics not included in the standard spiritual formation and discipleship curriculum.

**SOCIOLOGY (SOC) *Traditional Undergraduate***

*All courses meet liberal arts 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 240-Social Theory (3)**

This course examines sociology from the points of view of 19<sup>th</sup> and early 20<sup>th</sup> 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 YFS 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 Americans. 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 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. (same as SWK 334)

**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 345-American Youth Cultures (3)**

This course, organized around Bronfenbrenner's Ecological Model, helps students become aware of all of the systems of influence and their interactive influences on adolescent culture. Media is particularly considered. Subculture issues (Hip Hop, Occult Fascinations, partying, peers, etc.) are also considered. Students learn how youth today are responding and reciprocally influencing their own present and future culture. In the last section of the course students discuss the best "Christ and Culture" approach as they learn how to best interact with present youth culture. (same as YFS 346)

**SOC 346-Social Psychology (3)** (For course description see PSY 346)

**SOC 347- Contemporary American Society (3)**

This course provides a critical understanding of social macrostructures, cultural orientations, and dynamics of social change. Students are introduced to the implications of migration, ethnicity, race, culture, gender, social class, and religion within the context of contemporary United States of America. The course examines the impact of social institutions, the emergence of concrete patterns of social relations which organize and regulate social life and the inequality inherent in most social structures. Throughout the course we consider to what extent and in what circumstances technology and political economic forces influences society. By exploring contemporary issues, the course enhances students' use of creative and critical thinking skills in evaluating information, decision making, advocating positions, and participation in the democratic process.

**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-Delinquency: Causes, Prevention, Intervention (3)**

This course examines individual, environmental, and developmental explanations of juvenile delinquency. The course will evaluate the sociological and psychological theories that attempt to identify the root causes of deviance, gangs, drug abuse, stealing, vandalism, status offenses (such as truancy), health challenges and other varieties of adolescent misbehavior. Course topics will explore the influence of risk and resiliency factors such as individual traits, family characteristics, peers, schools, community, ethnicity, race, and social class. Course focus will be on applied approaches to prevention of delinquency and a review of community-based and custodial corrections for juvenile offenders.

**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 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)**

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.

**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 355.

**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) Traditional Undergraduate**

*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)**

This course provides an overview of the social work profession. It discusses a brief history of social welfare and social work and 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. (liberal arts elective)

**SWK 246-Interpersonal Communication Skills (3)**

This course provides students with the essential communication tools necessary for generalist social work practice with clients of various sizes promoting interpersonal sensitivity, observational skills, and beginning interviewing ability. The 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 262- Social Work and Christianity (3)**

This course explores a variety of ways of integrating Christian faith and professional social work practice. It draws on core concepts and values from both social work and from the Christian faith and discusses areas of congruence as well as potential areas of tension with a particular focus on implications for social work ethics as well as professional identity formation. This course also investigates the contribution of Christianity to the history and development of social work and social welfare, as well as the place of faith-based social service organizations as a unique context of social work practice.

**SWK 312- Compassionate Catalysts (1)**

This course discusses the nature of compassion, meaning and purpose in work, spirituality, and self-care practice in order to help students develop a deeper inner sense of spiritual and professional identity which can sustain them in what can be a challenging professional life. It also provides a framework for spiritually sensitive professional development of self from a holistic perspective.

**SWK 314-Human Behavior in the Social Environment I (3)**

This course is the first of two interrelated courses which examines multiple theoretical perspectives of human behavior and various levels of environmental factors. It introduces the importance of critical thinking skills in social work and covers foundational level theories and knowledge of the biological, psychological, social, and spiritual dimensions of human development as well as the impact of different levels of environmental systems, such as families, groups, organizations, culture, on human behavior. Students will be encouraged to think critically about how the dynamic between personal and environmental systems impact upon behavior. Prerequisites: SWK 101, PSY 101, SOC 201, and BIO 216.

**SWK 324-Foundations of Social Justice: Diversity, Power and Oppression (3)**

This course focuses on the responsibility of the social work profession to engage in culturally competent practice and the promotion of social justice and human rights. It covers the way that an membership in diverse groups influences individual's life experiences, world view, and increases risk factors for exposure of discrimination and oppression, the systematic nature of oppression, strategies to critically analyze justice, human rights, and global interconnections of oppression. Students are encouraged to develop self-reflection skills through introspective exercises that will facilitate learning about specific forms of oppression. Prerequisites: SWK 101

### **SWK 328 – Statistics for Social Workers (3)**

This course is designed to fulfill an acceptable statistics prerequisite for the research course, SWK 358. The course provides an introductory foundation in descriptive statistics, probability theory, statistical inference, and bivariate statistics that are commonly used in evaluations of social programs and in the evaluation of clinical practice. The approach of this course is basically conceptual, with heavy emphasis on the understanding of the logic of measurement and statistical inference.

### **SWK 333- Academic and Professional Writing in Social Work (1)**

This course is designed to help students further their knowledge and skill in conducting research and writing as an undergraduate student of social work. The course will enable students to write effectively in academic and professional settings.

### **SWK 334-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.(same as SOC 328)

### **SWK 354-Human Behavior in the Social Environment II (3)**

This is the second course of two interrelated courses and builds on the foundations acquired in SWK 314. It discusses the multidimensional developmental theories of each stage of the life course. The human life span from conception to death in the context of social systems will be examined by applying biological, psychological, social, spiritual developmental theories. Protective and risk factors to social functioning in each stage will be explored. . Prerequisite: SWK 314.

### **SWK 355- Social Welfare Policy and Services (3)**

This course examines the current structure of social welfare programs in the united States, their historical evolution, and the role of 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. Also it discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice. Prerequisites: SWK 101and POL 215.

### **SWK 357-Field Experience and Pre-practice Seminar (2)**

This course provides 55 hours of direct agency experience, with a field preparation seminar. Designed to introduce the student to the social worker's role and responsibilities and prepare students 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. The course focuses on aspects of the student's role in field work, including the supervisory relationship, process recordings, and expectations of field internship.

### **SWK 358-Social Work Research Methods (3)**

This course provides basic knowledge about research methodology as it applies to social work practice and research. This course will give students the practical tools to critically think about and apply research concepts to all phases of the research process, including problem formulation, selecting a quantitative and/or qualitative research design, selecting a sampling method, creating or selecting a measurement instrument, and collecting and analyzing data. Students will also have internalized the importance of ethical and cultural issues during every phase of the research process. Students will be able to synthesize all of the aforementioned information into a written proposal. Prerequisite: SWK 328

### **SWK 367-Social Work in Global Context (3)**

This course is intended to introduce students to the role of social work and sectarian organizations in social and community development in another country. 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 work and sectarian, especially Christian mission organizations. Faculty instruction will build the framework for students as they work directly with an international community development organization.

### **SWK 377- Poverty and Children in Southeast Asia (3)**

This is a service learning intensive course that provides students with the opportunity to investigate the life of children who live in extreme poverty in Southeast Asia. The focus will be on the nature and consequences of poverty, the societal and global responses to poverty, and the coping methods of people in the community. Through their service learning activities, students will participate in developing resiliency among the children in the community. Students will also visit government and non-government organizations that deal with social issues originating from poverty, such as human trafficking, street children, and crime.

### **SWK 416-Generalist Social Work Practice I with Individuals and Families (3)**

This is the first of a two-course sequence that develops generalist practice skills based on social work knowledge and values. This first course focuses on working with individuals, families within the context of organizations and communities. It is intended to help students learn the tasks and skills required in the phases of practice, including preparation, engagement, assessment, intervention, terminations and evaluation. Simulated exercises are used to assist in the development of basic competencies. Prerequisite: SWK 354. Co-requisite: SWK 417

### **SWK 417- Field Instruction and Seminar I (4)**

This course is the first of two field instruction courses. It requires 225 hours of field learning within a social service setting. It provides students with opportunities to acquire skills in social work practice, to try out social work practice roles in the field, and to test in the field theories and principles learned in the classroom. Students are assigned to social service agencies and learn by directly participating in the delivery of social services under the supervision of professional social workers and faculty. In addition to completing the hours in their field placement, students are required to attend 10 one-hour sessions throughout the semester. Seminar sessions will allow

students the opportunity to further process experiences in the field placement and to connect those experiences to social work knowledge, values, and skills. Co-requisite: SWK 416

### **SWK 436- Clinical Issues in Child Welfare and Adoptions: Supporting Children and Families (3)**

This course explores the various issues related to providing clinical services and support to members of the adoption triad. Factors that impact development and adjustment throughout the lifespan will be discussed, and adoption sensitive and adoption competent services will be emphasized. Students will gain knowledge of the history of adoption, the research and findings regarding issues of relinquishment, search and reunion, identity, transracial adoption, and counseling skills with the adoption triad.

### **SWK 456-Generalist Social Work Practice II with Groups, Organizations and communities (3)**

This is the second course on the generalist social work practice. It facilitates developing skills required in working with groups, organizations, and communities. It explores the variety of methods of group work services available to practitioners and agencies focusing on identifying, building, and utilizing interventions skills in the group process. It also covers generalist social work practice with organizations and communities with an emphasis on how social work assess, design, implement, work to change, and evaluate organizational and community programs at the mezzo and macro level. Prerequisite: SWK 354 and SWK 416. Co-requisite: SWK 457.

### **SWK 457-Field Instruction and Seminar II (4)**

A continuation of SWK 417. This course is the second of two field instruction courses taken during the senior year of the Bachelor of Science in Social Work program. It is a continuation of Field Instruction and Seminar I and requires 225 hours of field learning within a social service setting. It will build upon the foundation provided in SWK 417 and students will continue in their previously assigned field placement sites. Students are required to attend 10 one-hour seminar sessions throughout the semester with the purpose of allowing further opportunity to process field experiences and connect those experiences to social work theories. Prerequisite: SWK 417. Co-requisite: SWK 456 and SWK 499.

### **SWK 460- Professional Development and Life-Long Learning (1-3)**

This course provides an opportunity for social work students to attend and participate in social work professional seminars or conferences while earning credit. Conference attendance and participation contributes to the students' development as a professional social worker, commitment to life-long learning, engagement in service through volunteerism, and exposure to professional networking. This is a repeatable course.

### **SWK 499-Integrative Seminar (3)**

This course provides an opportunity to integrate the knowledge, skills, theories and professional values acquired and developed through course work with field experience from a Christian perspective. Spring term. Open only to social work majors. Prerequisite: SWK 417. Co-requisites: SWK 456 and SWK 457.

### **SWK 514- Human Behavior in the Social Environment I (3)**

This course is the first of two interrelated courses which examines multiple theoretical perspectives of human behavior and various levels of environmental factors. It will cover foundation level theories and knowledge of the biological, psychological, social, and spiritual dimensions of human development as well as the impact of different levels of environmental systems (families, groups, organizations, culture etc.), on human behavior. Students will be encouraged to think critically about how the dynamic between personal and environmental systems impact upon human behavior.

Prerequisites: PSY 101, SOC 101, and BIO 216

### **SWK516- Generalist Social Work Practice 1 with Individuals and Families (3)**

This is the first of a two-course sequence that develops generalist practice skills based on social work knowledge and values. This first course focuses on working with individuals and families within the context of organizations and communities. It is intended to help students learn the tasks and skills required in the phases of practice, including preparation, engagement, assessment, intervention, termination and evaluation. Simulated exercises are used to assist in the development of basic competencies

Corequisite: SWK 517

### **SWK517- Field Instruction and Seminar I (3)**

This course is the first of two field instruction courses taken during the **first year** of the MSW degree program. It requires 225 hours of field learning within a social service setting. It provides students with opportunities to acquire skills in social work practice, to try out social work practice roles in the field, and to test in the field theories and principles learned in the classroom. Students are assigned to social service agencies and learn by directly participating in the delivery of social services under the supervision of professional social workers and faculty. In addition to completing hours in their field placement, students are required to attend 14 one-hour seminar sessions throughout the semester. Seminar sessions will allow students the opportunity to further process experiences in the field placement and to connect those experiences to social work knowledge, values, and skills.

Corequisite: SWK 516

### **SWK 533- Academic and Professional Writing in Social Work (1)**

This course is designed to help students further their knowledge and skill in conducting research and writing as a graduate student of social work. The course will enable students to write effectively in academic and professional settings.

### **SWK534-Foundations of Social Justice: Diversity, Power and Oppression (3)**

This foundation year course emphasizes the systematic nature of oppression and the responsibility of the social work profession to engage in the promotion of social justice and human rights. This course is based the following assumptions: 1.) membership in specific culturally diverse backgrounds and orientations --- (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2.) Professional social work ethics and values demand culturally competent practices; 3.) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4.) professionals and programs have strategies to critically analyze distributive justice, human and Civil rights, and global interconnections of oppression. Students are encouraged to develop self-reflection skills through journal writing, inter-group dialogue and "action plans" that will facilitate learning about specific cultural groups. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

### **SWK554- Human Behavior in the Social Environment II (3)**

This is the second course of two interrelated courses and builds on the foundations acquired in SWK 514. It will cover the multidimensional developmental theories of each stage of the life course. The human life span from conception to death in the context of social systems and relevant theories will be examined. Protective and risk factors to social functioning in each stage will be explored. Prerequisites: SWK 514

### **SWK555- Social Welfare Policy and Services (3)**

This course 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. Also it discusses the impact of social welfare policies on clients, agencies, service delivery, and social work practice.

### **SWK556- Generalist Social Work Practice II with Groups, Organizations, and Communities (3)**

This is the second course on the generalist social work practice. It facilitates developing skills required in working with groups, organizations, and communities. It explores a variety of methods of group work services available to practitioners and agencies focusing on identifying, building, and utilizing intervention skills in the group process. It also covers generalist social work practice with organizations and communities with an emphasis on how social work assess, design, implement, work to change, and evaluate organizational and community programs at the mezzo and macro level. Prerequisites: SWK 516

### **SWK557- Field Instruction and Seminar II (3)**

This course is the second of two field instruction courses taken during the **first year** of the MSW degree program. It is a continuation of Field Instruction and Seminar I and requires 225 hours of field learning within a social service setting. It will build upon the foundation provided in Field Instruction and Seminar I and students will continue in their previously assigned field placement sites. Students are required to attend 14 one-hour seminar sessions throughout the semester with the purpose of allowing further opportunity to process field experiences and connect those experiences to social work theories.

Prerequisites: SWK517 - Field Instruction and Seminar I; SWK 562 Social Work and Christianity

### **SWK558- Social Work Research Methods (3)**

This course provides basic knowledge about research methodology as it applies to social work practice and research. This course will give students the practical tools to critically think about and apply research concepts to all phases of the research process, including problem formulation, selecting a quantitative and/or qualitative research design, selecting a sampling method, creating or selecting a measurement instrument, and collecting and analyzing data. Students will also have internalized the importance of ethical and cultural issues during every phase of the research process. Students will be able to synthesize all of the aforementioned information into a written proposal. Prerequisites: SWK 328, PSY 337, or other Statistics course approved by the Social Work Department. Co-requisite: SWK 517 - Field Instruction and Seminar I

### **SWK562- Social Work and Christianity (3)**

This course explores a variety of ways of integrating Christian faith and professional social work practice. It draws on core concepts and values from both social work and from the Christian faith and discusses areas of congruence as well as potential areas of tension with a particular focus on implications for social work ethics as well as professional identity formation. This course also investigates the contribution of Christianity to the history and development of social work and social welfare, as well as the place of faith-based social service organizations as a unique context of social work practice.

## **CLINICAL SOCIAL WORK PRACTICE Concentration**

### **SWK616- Clinical Social Work Practice with Individuals I (3)**

Clinical Social Work Practice I with Individuals builds upon the theory and skills of the foundation methods, field, and HBSE sequences. This course addresses the theoretical bases of advanced clinical social work practice with individuals and dyads across the life-span as well as competency with specific clinical practice methods. Because of the wide scope of the course, focus will be maintained upon providing solid grounding in assessment and intervention strategies relevant to current social work practice with diverse populations in varied contexts. Focus is on the enhancement of clinical skills by integrating field practicum experience and knowledge from foundation practice courses. This course provides students with an opportunity to analyze, critically think about, evaluate, and integrate their clinical experience through the development, utilization, and honing of clinical skills; and integrate their clinical experience through the continued development of treatment plans and discharge plans, and the written and oral presentation of a clinical evaluation case. Prerequisite: SWK 516 – Generalist Social Work Practice I; SWK 562- Social Work and Christianity

### **SWK617- Field Instruction and Seminar II (4)**

This is the first course of two field instruction courses taken during the second year of the MSW degree program. It requires a total of 300 hours of field learning in a social service agency in addition to 14 hours of field seminars held on campus. Students will work under the supervision of an experienced social worker in a field agency setting that will focus on their specific practice concentration (Clinical or Leadership in Organizations and Communities). Therefore, students will have the opportunity to build upon and refine application of the core competencies within their concentration area. The hours provided to the agency are part of field learning and a salary will not be provided. Seminar sessions will be used to help students analyze practice experiences in their field placements. Sessions will be conducted in a discussion format that encourages students to examine and reflect upon their professional development and demonstration of social work competencies. Prerequisite: SWK 557- Field Instruction and Seminar II

### **SWK617A- Field Instruction and Seminar II (3)**

This is the first course of three field instruction courses taken during the second year of the MSW degree program. It requires a total of 225 hours of field learning in a social service agency in addition to 14 hours of field seminars held on campus. Students will work under the supervision of an experienced social worker in a field agency setting that will focus on their specific practice concentration (Clinical or Leadership in Organizations and Communities). Therefore, students will have the opportunity to build upon and refine application of the core competencies within their concentration area. The hours provided to the agency are part of field learning and a salary will not be provided. Seminar sessions will be used to help students analyze practice experiences in their field placements. Sessions will be conducted in a discussion format that encourages students to examine and reflect upon their professional development and demonstration of social work competencies. Prerequisite: SWK 557- Field Instruction and Seminar II

### **SWK626 -Advanced Clinical Assessment and Diagnosis (3)**

Advanced clinical assessment and diagnosis course will give students the opportunity to diagnose, classify, and assess mental disorders, and to facilitate an objective assessment of symptom presentations in their field experience.

Advanced clinical assessment and diagnosis will utilize a risk and resilience biopsychosocial framework to better understand mental, emotional, and behavioral disorders. This course will utilize a life span approach and integrate critical thinking, evidence-based practice, a strengths-based perspective, social work values (i.e., the worth and dignity of individuals & a focus on person-in-environment), and field experience into the clinical process of assessing and diagnosing clients. This course will review LMSW and LCS

### **SWK628-Social Work Program and Practice Evaluation (3)**

Building upon the basic understanding of quantitative and qualitative research methods in social work gained in SWK 558, this course deals with the integration of research concepts and skills in evaluating social work programs and practice in student's field experience. One goal of the course is to assist students in learning how to utilize research methods to evaluate a social work program on multiple levels. Research methods discussed and applied in this course include single-system designs, experimental designs, quasi-experimental designs, surveys, sampling, measurement, data analysis, and research methods in context. Another goal of this course aims to assist students in applying research methods to practice settings and developing an empirical approach to practice. Course content and assignments are designed to help students integrate theoretical and analytical material with experiences in their field agencies. The course includes the department of social work theme of integrating faith and practice.

Prerequisite: SWK558 - Social Work Research Methods

### **SWK 649 -Professional Seminar I: Compassion, Spirituality & Self-care (1)**

Social workers are guided by a code of ethics that establishes mandates for work that is done on the behalf of the most vulnerable. This course will serve to deepen student's understanding of self and how that self interacts with the workplace. Literature related to the challenges inherent in the social work profession will be reviewed as well as recommendations on how to enhance social worker longevity and reduce the risk of burnout. This course also provides a holistic framework for integrating spirituality within the professional development of self. It discusses the nature of compassion, meaning and purpose in work, spirituality, and self-care practice in order to help students develop a deeper inner sense of spiritual and professional identity which can sustain them in what can be a challenging professional life. Prerequisites: All foundation courses and the first concentration semester courses. (*\$150 fee applies*)

### **SWK656 -Clinical Social Work Practice II with Families (3)**

This course is designed to help students deepen and extend their assessment, treatment planning and intervention skills in clinical social work practice with families in agency-based, including faith-based organizations. Building on the content of foundation courses, this course presents the theoretical basis of various family focused models of intervention, including psychotherapy theories using a learning-centered approach. Additionally students will examine phases of family development, the stages of intervention with families, the shared responsibility in the social worker-family relationship, and the application of social work values and ethics to family treatment in social work practice. The course examines functions of the family unit, elements which contribute to healthy patterns of functioning, diverse family structures (e.g. single parent, reconstituted and gay marriages). Cultural Context that shape and continually impact these factors will be explored. Drawing from previous theories learned (bio-psycho-social-spiritual, ecological, person in environment) students will examine the ways that various forms of social oppression and issues pertaining to gender, cultural social identity, life cycle, social class and other psychological and health related variables impact families. Prerequisites: SWK 616 – Clinical Social Work Practice I with Individuals.

### **SWK 657-Field Instruction & Seminar IV (4)**

This is the second course of two field instruction courses taken during the second year of the MSW degree program. It is a continuation of Field Instruction & Seminar III and requires 300 hours of field learning that will consist of 21 hours per week within a social service agency in addition to 14 hours of field seminars held on campus. Students will continue to build upon and refine application of the core competencies within their specific area of concentration at the previously assigned field site. The hours provided to the agency are part of field instruction and a salary will not be provided. Seminar sessions will continue to allow students the opportunity to analyze practice experiences in their field placement and reflect on their professional development through demonstration of social work competencies. Prerequisites: SWK 617 – Field Instruction and Seminar III

### **SWK 657A-Field Instruction & Seminar IV (3)**

This is the second course of three field instruction courses taken during the second year of the MSW degree program. It is a continuation of Field Instruction & Seminar III and requires 225 hours of field learning that will consist of 16 hours per week within a social service agency in addition to 14 hours of field seminars held on campus. Students will continue to build upon and refine application of the core competencies within their specific area of concentration at the previously assigned field site. The hours provided to the agency are part of field instruction and a salary will not be provided. Seminar sessions will continue to allow students the opportunity to analyze practice experiences in their field placement and reflect on their professional development through demonstration of social work competencies. Prerequisites: SWK 617A – Field Instruction and Seminar III

### **SWK 657B-Field Instruction & Seminar IV (2)**

This is the second course of two field instruction courses taken during the second year of the MSW degree program. It is a continuation of Field Instruction & Seminar III and requires 150 hours of field learning that will consist of 15 hours per week within a social service agency in addition to 14 hours of field seminars held on campus. Students will continue to build upon and refine application of the core competencies within their specific area of concentration at the previously assigned field site. The hours provided to the agency are part of field instruction and a salary will not be provided. Seminar sessions will continue to allow students the opportunity to analyze practice experiences in their field placement and reflect on their professional development through demonstration of social work competencies. Prerequisites: SWK 657A – Field Instruction and Seminar III

### **SWK 657C-Field Instruction & Seminar IV (1)**

This course completes the field instruction courses taken during the second year of the MSW degree program in the rare event that a student has only one credit remaining. It is a continuation of Field Instruction & Seminar IV, SWK 657B and requires 75 hours of field learning that will consist of 7.5 hours per week within a social service agency in addition to 7 hours of field seminars held on campus. Students will continue to build upon and refine application of the core competencies within their specific area of concentration at the previously assigned field site. The hours provided to the agency are part of field instruction and a salary will not be provided. Seminar

sessions will continue to allow students the opportunity to analyze practice experiences in their field placement and reflect on their professional development through demonstration of social work competencies. Prerequisites: SWK 617B and SWK 657B.

### **SWK 658 -Clinical Social Work Practice III with Groups (3)**

Clinical Social Work Practice III is an intensive social work practice class where you will learn clinical knowledge and skills for social work practice with groups. This course expands the knowledge base of Clinical Social Work Practice I, emphasizing advanced clinical practice with groups. Clinical Social Work Practice with Groups emphasizes the advanced practice approach to working with groups. We explore a variety of methods of group work services available to practitioners and agencies. The focus is on identifying, building, and utilizing intervention skills in the group process. Prerequisites: SWK 616 – Clinical Social Work Practice I with Individuals

### **SWK 699-Professional Seminar: Research & Practice (3)**

SWK 699 is an integrating seminar. The purpose of this course is to help students recognize the learning and understanding they have gained in their courses and field work at Nyack's Colleges MSW program. Building on their previous research projects and their application of advanced social work values, knowledge, and skills from their coursework and internships, students will collaborate with seminar colleagues to develop professional presentations for their classmates, for community practitioners and faculty members. Students will learn from one another's work as they help one another refine their work. Each student will deliver a professional continuing education presentation to the practice community and faculty, supported by an abstract (brief explanation of presentation topic and content), presentation objectives, a methodology statement, and resume. Prerequisites: All foundation courses and the first concentration semester courses (\$150 fee applies)

## **Advanced Leadership in Organizations & Communities Concentration**

### **SWK636-Leadership and Organizational Practice I (3)**

Leadership and Organizational Practice I prepares students to perform managerial functions in public, nonprofit, and faith-based human service organizations with a special emphasis on working with communities and organizations to insure quality services are available and accessible especially to disenfranchised populations. Students will understand how environmental forces shape agency contexts, how to work collaboratively with communities to leverage resources and meet identified needs as well as work to promote human rights and social justice at the organizational and community level. Specific attention is given to the topics of human resources, organizational development, structure and governance, resource management, and efforts to link human service organizations in an integrated community-wide service delivery system.

Since illustrations of key concepts and organizational issues are drawn from the students' work and field placement experiences, active class participation is required. Course content and assignments are designed to help students integrate theoretical and analytical material with experiences in their field work agencies. The course includes the department of social work theme of integrating faith and practice. This course will review LMSW multiple choice examination questions related to macro assessment, intervention, diversity, social/economic justice, oppression, social worker roles and relationships, macro practice, professional values and ethics. Prerequisites: SWK 556- Generalist Social Work Practice II with Groups, Organizations, & Communities; SWK 555 – Social Welfare Policy and Services

### **SWK646-Leadership in Community Practice (3)**

This course presents the conceptual and theoretical foundations for understanding the role of advanced social work community practice. Theoretical models for community practice interventions will be reviewed, focusing on models such as development, planning, organizing, and social change. This course focuses on a variety of concepts and application skills necessary for a social work manager/leader to successfully envision, set strategic direction, and implement management activities and social programs in partnership with staff and other stakeholders in the framework of social work core values and ethics. Global issues, values and ethics, work with diverse and marginalized populations, and the appropriate incorporation of faith, spirituality and religion in competent social work community practice are examined. Prerequisites: SWK 556- Generalist Social Work Practice II with Groups, Organizations, & Communities; SWK 555 – Social Welfare Policy and Services

### **SWK 661- Social Work with Congregations and Faith Based Organizations (2-3)**

This course discusses the history and energy behind thriving social work activities in congregations and faith-based organizations from the 19<sup>th</sup> century forward. Contrasts are drawn between social services, social work, social action, and social ministry to clarify the roles of the professional social worker as he or she functions in these settings with the laity. Students will examine their own contexts and communities for roots of service existing in theology and policy.

### **SWK676-Leadership & Organizational Practice II (3)**

Driven to enhance the well-being of individuals, families, and communities, human service organizations rely on competent and skilled workers—at all levels—to exercise leadership skills. This course will combine lecture and seminar formats to prepare students for professional leadership roles in organizations and communities.

Specifically, the course focuses on theories and strategies for effective transformative leadership to inspire, influence, create change and align individuals, groups, and communities to action. This macro level of practice requires attention to professional ethics, philosophies and theories of leadership and management; understanding the system, structure, internal and external ecology of organizations; strategic planning, managing technology and information; resource/financial development and philanthropy; human resources practices and development and monitoring and evaluating organizational effectiveness. Strategies to combat discrimination, oppression, and economic deprivation are examined, as well as those that promote social and economic justice in organizations and community environments. Contributing to the department of social work's theme of integrating faith and practice, servant leadership concepts will be explored, as well as ethical issues with leadership in faith-based organizations. This course will review LMSW multiple choice examination questions related to macro assessment, intervention, diversity, social/economic justice, oppression, social worker roles and relationships, macro practice, professional values and ethics. Prerequisites: SWK 636 – Leadership and Organizational Practice I

### **SWK 699-Professional Seminar II: Research & Practice (3)**

This course is an integrating seminar to help students recognize the learning and understanding they have gained in their courses and field work at Nyack's Colleges MSW program. Building on their previous research projects and their application of advanced social work values, knowledge, and skills from their coursework and internships, students will collaborate with seminar colleagues to develop professional presentations for their classmates, for community practitioners and faculty members. Students will learn from one another's work as they help one another refine their work. Each student will deliver a professional continuing education presentation to the practice community and faculty, supported by an abstract (brief explanation of presentation topic and content), presentation objectives, a methodology statement, and resume. Prerequisites: All foundation courses and the first concentration semester courses. Preparation for licensing exam is a component of this course. Additional fee for course is \$125.

## Electives

### **SWK 512- Compassionate Catalysts (1)**

This course discusses the nature of compassion, meaning and purpose in work, spirituality, and self-care practice in order to help students develop a deeper inner sense of spiritual and professional identity which can sustain them in what can be a challenging professional life. It also provides a framework for spiritually sensitive professional development of self from a holistic perspective.

### **SWK 627- Clinical Issues in Child Welfare and Adoptions: Supporting Children and Families (3)**

This course explores the various issues related to providing clinical services and support to members of the adoption triad. Factors that impact development and adjustment throughout the lifespan will be discussed, and adoption sensitive and adoption competent services will be emphasized. Students will gain knowledge of the history of adoption, the research and findings regarding issues of relinquishment, search and reunion, identity, transracial adoption, and counseling skills with the adoption triad.

### **SWK 660-Professional Development and Life-Long Learning (1)**

This course provides an opportunity for social work students to attend and participate in social work professional seminars or conferences while earning credit. Conference attendance and participation contributes to the student's development as a professional social worker, commitment to life-long learning, engagement in service through volunteerism, and exposure to professional networking. This is a repeatable course.

### **SWK 677- Poverty and Children in Southeast Asia (3)**

This is a service learning intensive course that provides students with the opportunity to investigate the life of children who live in extreme poverty in Southeast Asia. The focus will be on the nature and consequences of poverty, the societal and global responses to poverty, and the coping methods of people in the community. Through their service learning activities, students will participate in developing resiliency among the children in the community. Students will also visit government and non-government organizations that deal with social issues originating from poverty, such as human trafficking, street children, and crime.

### **SWK 680-Social Work with Children & Adolescents (3)**

This course will focus on the preparation of students for direct practice with children, adolescents, and their caregivers utilizing an ecological-developmental framework. It will cover theories related to practice with children as well as culturally competent clinical assessment and evidenced based interventions for children affected by a variety of adverse circumstances. A variety of helping models will be presented.

### **SWK 681- SOCIAL WORK and CRISIS INTERVENTION (3)**

This advanced elective course covers meaning of crisis to client systems and social work practitioners; principles guiding rational decision to intervene at the point of "critical incident."

This advanced elective course examines the phenomena of clinical crises and emergencies, as well as the related treatment modalities of crisis intervention and emergency intervention. This course builds on foundation content about Human Behavior in the Social Environment and Generalist Social Work Practice courses.

Though not required as prerequisite courses, this course also builds on advanced content from the concentration year found in SWK 616 Clinical Social Work Practice I with Individuals and SWK 616 Advanced Clinical Assessment and Diagnosis of the concentration year in regards to psychosocial diagnosis and the multi-axial diagnosis using the DSM-V.

Specific interventions for crises and emergencies are each described. Implications of these models for women, people of color, and other vulnerable populations will also be explored.

### **SWK 682-Social Work with Congregations and Faith-based Organizations (2 or 3)**

This course reveals the history and energy behind thriving social work activities in congregations and faith-based organizations from the 19<sup>th</sup> century forward. Contrasts are drawn between social services, social work, social action, and social ministry to clarify the roles of the professional social worker as he or she functions in these settings with the laity. Students will examine their own contexts and communities for roots of service existing in theology and policy.

### **SWK 685-Social Work & Mental Healthcare Systems (3)**

This course is designed to help social work students understand the problems of mental illness.

This course emphasizes the conceptual and historical foundations for understanding the provision of mental healthcare in the United States. The contribution of discrimination and social inequalities to clients' difficulties is considered throughout the course, including discrimination based on gender, race, ethnicity, socioeconomic status, sexual orientation, disability and diagnosis. Throughout the course a critical comprehension of research literature is stressed.

### **SWK 687- Social Work and Addiction & Recovery (3)**

Addiction; treatment approaches; special populations; gender and cultural differences of addiction; and relapse prevention. Throughout the course a critical comprehension of research literature is stressed.

### **SWK 689 Social Work Practice with Aging Adults (3)**

This course reviews the basic concepts of gerontology/geriatric practice, while challenging students to move beyond basic levels of knowledge. It is intended to help students adapt social work theory (person-in-environment), practice principles, standards, and values to practice with older adults. This course includes a critical analysis of the theoretical underpinnings of gerontological thought and assists students to view aging through multiple perspectives, including psychodynamic, cognitive-behavioral, developmental process, social construction and disease models. Examination of the physiological, psychological, and sociological phenomena serves to highlight the numerous factors which influence societal and individual perceptions of aging. These areas of study consider the influences of ethnicity, culture, economics, demographics, physical challenges, gender and sexual orientation.

### **SWK 695-Social Work Practice in a Global Context (3)**

This course provides an introduction to social work practice in an international context. Students will have the opportunity to study several different theoretical models to consider processes of social development in a global, cross-cultural context. Dynamics of power in global social work will be a central focus, as will understanding the diverse roles and activities that social workers play in different



countries and when practicing in another country. Since international social work practice is a relatively new field, the focus of the course is on helping each student develop her/his conceptualization of international social work practice, including the areas of policy planning, program administration, direct practice, consultation, and research. For instance, aspects of international social work practice can include: advocate, practitioner with individuals, families, and groups, consultant, educator, and researcher. An essential aspect of the course is ongoing experience in an international partnership, either through in-country learning experiences (internships), ongoing contact with social workers or clients from other countries who are in the US, or an ongoing on-line relationship with a social worker in another country.

**SWK 716-Disorders of Child and Adolescence (3)**

An in-depth study of the major theories, concepts, issues and data in the diagnosis and treatment of disorders usually first evident in children and adolescents.

**SWK 722-Personality and Mood Disorder (3)**

An in-depth study of the major theories, concepts, issues, and data in the diagnosis and treatment of the anxiety and mood disorders. Offered fall and spring.

**SWK 731-Cognitive Behavioral Therapy (3)**

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

**SWK 742- Counseling for Grief and Loss (3)**

This course will help students gain theoretical and experiential understanding, and beginning competence in working with patients, their families and caregivers who are dealing with bereavement, grief, and loss. These issues will be explored through a Christian perspective. Offered spring.

**THEOLOGY AND CHURCH HISTORY (TH) *Alliance Theological Seminary***

**TH 500/600/700 Directed Study (1-6)**

Independent study in theology or church history under faculty advisement. Topics and readings are determined with a faculty member, resulting in a final project presenting research, analysis and conclusions.

**TH 502 Theology in the Global Context (3)**

This course provides an introduction to the doctrinal categories of western theology. It also introduces students to the place of western theology within the global context of other theological models including Latin American, Asian and African theologies. Its purpose is to provide students a western doctrinal and theological grid with which to think theologically in ministry while developing an appreciation for other theological systems.

**TH 510 Urban Theology (3)**

See Urban Ministry (UR 510).

**TH 601 Systematic Theology I: God & Humanity (3)**

This course treats the foundations of Christian theology, revelation and Holy Scripture, the nature and work of God, and the nature of humanity and its need.

**TH 602 Systematic Theology II: Christ & the Church (3)**

This course treats the person and saving work of Christ, the transforming work of the Holy Spirit, the nature and mission of the church, and the consummation of human history.

**TH 603 Doing Theology in Context (3)**

See Intercultural Studies (IC 603).

**TH 604 Christian Ethics (3)**

This course provides a survey of the different ethical perspectives and methodologies from Christian perspectives. The course integrates deontological, teleological, virtue and character ethics, and their relationship to Scripture. Moreover, the course gives attention to contemporary ethical issues (euthanasia, cloning, war, eugenics, abortion, etc.) and how context (modern and postmodern) impacts deliberation.

**TH 605 History of Christianity (3)**

An introductory survey of the history of Christianity from Pentecost into the Modern Era. This course will provide students with a broad understanding of the history of Christianity which can be deepened through further study.

**TH 610 Old Testament Theology (3)**

See Old Testament (OT 610).

**TH 611 New Testament Theology (3)**

See New Testament (NT 611).

**TH 620 Biblical Theology (3)**

This course aims to show the continuity and relationship between the Old and New Testaments by a study of the major theological themes of the biblical revelation in the context of their historical development, giving a broad overview of the message of the Bible. Themes such as the covenant, the promise, the community, and the kingdom of God will be explored. Attention is also given to the application of these biblical themes to church ministry. (Prereqs: OT 503 & NT 503)

**TH 660 Theological and Cultural Issues in the Chinese Church (3)**

A seminar intended to analyze and evaluate certain important theological and cultural issues that confront North American Chinese churches today. As a result, efforts will be made to spell out a sound, biblical position toward the issues involved.

**TH 661 Development of the Chinese Church to the 21<sup>st</sup> Century (3)**

This course looks into the worldwide historical development of the Chinese church from the early 20th century to the present—a development with its roots in China which later expanded to South East Asia and to North America. This course surveys not only the developing trends of the Chinese church but also the changing times from a theological as well as sociological perspective. One of the goals of this course is to nurture and to challenge students to respond to God's desire for the Chinese churches of the 21st century by committing themselves to faithfully serve as future leaders.

**TH 662 Chinese Theological Thought (3)**

A survey of major religious strands in traditional Chinese society such as Confucianism, Taoism, Buddhism, animism, communism and newly arisen "neo-Confucianism". Major 20th century theological developments and theologians emerging in the Chinese church are examined.

**TH 663 Korean Church History (3)**

A survey of the development of the Christian church in Korea. Major historical themes and their impact upon the church in its present form will be studied.

**TH 664 Theological & Cultural Issues in the Korean Church (3)**

A seminar intended to analyze and evaluate certain important theological and cultural issues that confront North American Korean churches today. Efforts will be made to spell out a sound, biblical position toward the issues involved.

**TH 711 Psychology and Theology (3)**

See Counseling (CN 701).

**TH 720 Theology of Power Encounter (3)**

See Intercultural Studies (IC 720).

**TH 721 Historical Theology (3)**

This course surveys major theological thought from the patristic period through the medieval and Reformation eras to the nineteenth century. Special attention is given to pivotal figures such as Augustine, Aquinas, Luther, Calvin and Wesley. Attention is also given to the application of their teachings to pastoral ministry.

**TH 722 Contemporary Theology (3)**

This course aims to survey and evaluate major theological movements of the nineteenth and the first half of the twentieth century, including Liberalism, Neo-Orthodoxy, Secular Theology, Fundamentalism, and Evangelical Theology. Salient contributions of representative theologians such as Schleiermacher, Karl Barth, Emil Brunner, Reinhold Niebuhr, Bonhoeffer, Paul Tillich, Bultmann, Carl Henry, and Francis Schaeffer will be examined.

**TH 724 Apologetics in Postmodern Times (3)**

This course treats the nature, methods, and issues involved in defending a Christian worldview in postmodern times. It explores the attractiveness of the Christian faith in light of postmodern sensibilities.

**TH 725 Theological Issues in Ministry (3)**

An exploration of theological issues that are confronting the local church ministry, such as the issues of women in ministry, charismatic movement, healing, divorce and remarriage, spiritual warfare and others. These issues will be examined in the light of biblical teaching. Efforts will be made to spell out a theologically-sound position toward the issues discussed.

**TH 726 Divine Healing (3)**

See Church Development (CD 726).

**TH 730 Alliance Theology and Ministry (3)**

See Church Development (CD 730).

**TH 770-779 Seminars in Theology (3)**

Seminars developed to consider additional selected topics not included in the standard theology curriculum.

**THEOLOGY (THE) Traditional Undergraduate**

*Note: with the exception of THE 320-329, THE courses do not carry liberal arts credit*

**THE 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.

**THE 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

**Note:** THE 312-319 and THE 330-450 fulfill the Systematic Theology requirement for the Biblical and Theological Studies major.

**THE 312-The Bible and Science (3)**

(For course description see BIB 312)

### **THE 313-Sex, Gender, and the Bible (3)**

An interdisciplinary examination of the nature of sex and gender from a Christian perspective. Biblical studies will focus on the complementarian and egalitarian understandings of male-female differences and gender roles. It will also include a discussion of gender essentialism, lust and chastity, homosexuality, sexual abuse, and more. Finally, gender rites of passage will be explored.

### **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.

*Note: THE 320 through THE 329, fulfill the Historical Theology elective requirement for the Biblical and Theological studies major and are liberal arts electives.*

### **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 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 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 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 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 postmodern and post-Christian societies. (liberal arts elective) Prerequisites for ICS majors and ICS Interdisciplinary Studies majors: ICS 224, ANT 201, ICS 341, and ICS 343.

### **THE 350-Third World Theologies (3)**

The study of the theological approach of minorities, non-Western peoples, and the oppressed.

### **THE 351- Theology of Mission and Social Justice (3)**

This course will take the student through the biblical and theological framework of the nature and scope of God's mission and His commitment to kingdom justice. God is on a mission to the whole world and has enlisted us as his coworkers (I Cor. 3:9). To participate effectively in that mission one must understand God's purposes and why it is so important for us to be engaged with Him in this task.

### **THE 450-Holy Spirit and His Gifts (3) (For course description see BIB 450)**

### **THE 480-Independent Study (1-3)**

Independent study in an approved topic in Theology. Permission of the Department Head and the Dean is required.

## **URBAN MINISTRIES (UR) Alliance Theological Seminary**

### **UR 500/600/700 Directed Study (1-6)**

Independent study in urban ministries under faculty advisement. Topics and readings are determined mutually by student and faculty member usually resulting in a formal paper presenting research, analysis and conclusions.

### **UR 510 Urban Theology (3)**

An overview for developing a biblical theology for doing ministry in the urban context. Theological methodology and application will be addressed as they relate to issues of creation, sin, salvation, poverty, biblical justice, mission, and hope within the urban church. (Also TH 510)

### **UR 511 Urban Church and the Poor (3)**

Consideration of biblical perspectives toward poverty with attention on the Christian responsibility and response to the conditions of the poor. Issues of social justice will be examined as well as different means and models of church ministry to the poor. (Also CD 511)

**UR 540 Urban Church Models (3)**

An examination of urban church models that may be utilized in various urban settings. Evaluation of possible models in relation to the specific ministry, characteristics of the congregation, and composition of the community. (Also CD 540)

**UR 541 Urban Evangelism (3)**

Examination and evaluation of the biblical basis of evangelism and various methods of cross-cultural evangelism in relation to a variety of people groups in the urban setting. Consideration will be given to evangelism and social responsibility. (Also CD 541)

**UR 542 Christian Education for the Urban Church (3)**

See Spiritual Formation & Discipleship (SF 542).

**UR 601 The Church in the Urban World (3)**

An overview of the historical and contemporary nature of worldwide urbanization with a focus on recent trends of modernization and globalization. Urban problems and need will be examined as well as the values and attitudes that advance or hinder Christian presence and ministries in cities. Biblical perspectives on urban ministry will also be considered.

**UR 610 Urban Community and Worldview Analysis (3)**

Designed to introduce students to methods of community analysis for doing ministry in an urban context. The study and evaluation of differing worldviews in a pluralistic context will be explored and examined in order to create effective strategies to reach various groups.

**UR 611 Urban Community Development (3)**

Consideration of community and economic development in urban centers with a special focus on the opportunities and strategies for church ministry provided by those factors. Examination of relationships between community development and the moral and spiritual life of urban dwellers.

**UR 614 Urban Counseling Issues (3)** See Counseling (CN 614).**UR 641 Pastoring the Urban Church (3)**

Analysis of the issues and problems troubling the city and the task of the church in this context. Particular attention is given to the role of the pastor in maintaining an effective ministry in the urban setting. (Also CD 641)

**UR 642 Urban Church Planting and Growth (3)**

Examination and evaluation of principles and models of church growth in relation to the major urban centers of the U.S. and the world. Special consideration is given to the role of the urban pastor. (Also CD 642)

**UR 644 Women in Urban Ministry (3)**

(Also CD 644)

**UR 714 Leadership Development for the Urban Church (3)**

An examination of biblical leadership with a special focus on developing leaders for the urban church. Emphasis on styles, discovery and assessment, models, motivation, and preparation of leaders will be addressed. (Also CD 714)

**UR 741 Preaching in the Urban Context (3)**

Examination and demonstration of various styles of preaching as they relate to the particular cultural context of the city, which are reflected in urban congregations. (Also CD 741)

**UR 770-779 Seminars in Urban Ministries (3)**

Seminars developed to consider additional selected topics not included in the standard urban ministries curriculum.

**YOUTH & FAMILY STUDIES (YFS) *Traditional Undergraduate*****YFS 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.

**YFS 233-Introduction to Youth and Family Studies (3)**

A comprehensive overview of the entire field, with special emphasis on the personal and professional disposition, knowledge and skills needed to be involved in transformational ministry to and with young people. YFS program and academic expectations are introduced and reviewed.

**YFS 331- Working with Children (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. The YFS department has an articulation agreement with Child Evangelism Fellowship (CEF) and students may take CEF training for credits which meets this course requirement.

**YFS 332-Adolescent Development and Counseling (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 in both crisis and non-crisis situations.

**YFS 340-Partnering with 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.

**YFS 342-Leading Small Groups (3)**

An analysis of the role and dynamic of small groups, often from within larger group contexts, in meeting personal needs, developing leadership skills, facilitating community concern and relationship, enhancing individual awareness and maturity, and making the larger group stronger, and if desired, growing.

**YFS 346- American Youth Cultures (3)**

This course, organized around Bronfenbrenner's Ecological Model, helps students become aware of all of the systems of influence and their interactive influences on adolescent culture. Media is particularly considered. Subculture issues (Hip Hop, Occult Fascinations, partying, peers, etc.) are also considered. Students learn how youth today are responding and reciprocally influencing their own present and future culture. In the last section of the course students discuss the best "Christ and Culture" approach as they learn how to best interact with present youth culture. (same as SOC 345)

**YFS 355-Retreat and Camping Leadership (3)**

Philosophy, organization, and administration of youth ministry retreats and camps. Mission and work trips are also covered.

**YFS 360- Delinquency: Causes, Prevention, Intervention (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. In addition to considering at-home at risk and delinquent behaviors/issues (teen sex, addictions, gangs and violence), much attention is given to global realities (child labor, sex trafficking, c children soldiers, political injustice, etc.). Students carefully explore Search Institute's 40 developmental assets and ministry application in family, church, and community contexts.

**YFS 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: YFS 202

**YFS 393-Student Teaching II (3)**

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: YFS 391

**YFS 442- Mentoring and Coaching Relationships (3)**

This course provides opportunity to gain understanding of mentoring students on deeper levels. Mentoring approaches will be reviewed and compared/contrasted with disciple-making. Jesus' mentoring approach, as conveyed in the book of John, will be emphasized. Students will develop their own strategy applicable to a current or projected ministry or work setting. . Prerequisite: YFS 233.

**YFS 444- Strategic Curriculum Development (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.

**YFS 460 - Topics in Youth and Family Studies (1-3)**

Selected topics not currently offered in Youth and Family Studies.

**YFS 480-Independent Study (1-3)**

Independent study in an approved topic in Youth and Family fields. Permission of the Department Head and Dean is required.

**YFS 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.

**YFS 491-493-Seminar and Practicum in Youth and Family Studies I & II (3-3)**

Class sessions involve the integration of the student's knowledge in Youth Ministry into a coherent whole. During the course, the student will be associated with a local church/parachurch or agency working 8-12 hours per week. Open to Senior YFS majors only or by permission of Department Head.

## **Division of Student Success**

Dr. Gwen Parker-Ames, Dean  
Deborah Spivey, Developmental Education, NYC  
Nathaniel Perez, Academic Advisor/Counselor  
Sheryl Steadman, Testing & Tutoring Coordinator, Rockland

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, Testing and Tutoring Programs and Disability Services.

### **Mission**

This Division of Student Success, true to the vision of Nyack College founder, A.B. Simpson, is devoted to educating "irregular students who are spirit filled or spirit seeking and awakened intellectually to view the world in its need with a fresh perspective". Our fundamental goal is to help students identify their strengths and point them in the direction for success.

Applicants' skills are assessed through the Testing Program. The placement tests offered include the ACCUPLACER, CLEP, and CELT. Students whose scores fall below the minimum requirements for entry-level college courses are provisionally admitted through the Division's COMPASS Services, designed to help build cognitive and affective skills for successful learning performance.

The Division spans both the Rockland and Manhattan campuses, providing a wide range of services which include strength assessment and analysis, a pre-college warm-up experience, a developmental education curriculum with courses in critical thinking, reading, writing and math, study skill workshops, life skill training, mentoring, tutoring, academic advisement, disability resource services, and counseling.

### **Academically Excellent**

Each provisionally-admitted student will be provided assistance in developing and maintaining an individualized college plan during their first year.

Each provisionally-admitted student will be provided support services throughout their four years, which will include assessment, placement, advisement, tutoring, and educational intervention strategies to promote academic proficiency.

Each provisionally-admitted student will be provided an opportunity to engage in developmental coursework that will strengthen literacy skills, encourage academic success, and life-long learning.

### **Globally Engaged**

Each conditionally-admitted student will be encouraged to engage in local, regional, national, and global service learning activities outside the classroom that will foster a sense of community, career awareness, and stimulate retention.

### **Intentionally Diverse**

Each provisionally-admitted student will be provided the necessary assistance in developing strategies to address physical or emotional challenges that might impede academic success.

### **Personally Transforming**

Each provisionally-admitted student will engage in courses and workshops within the Division specifically designed to help them align academic pursuits with faith and spiritual formation.

**Developmental Education** courses are offered in Math, Reading, critical Thinking, English, Grammar, and Life Skills. Upon completion of the COMPASS services course curriculum requirements for Developmental Education, the Division administers a diagnostic test to determine the student's ability to succeed at the college level. This facilitates the movement of students from developmental courses into college-level courses. This program is designed to be completed in one year.

New students who are provisionally admitted may not take more than 13 credit hours during their first semester and are required to take Academic Life Skills (DEV 110) during that first semester. Provisional students earning a GPA of 2.5 or higher during their first semester may take up to 16 credit hours the following semester. When all requisite developmental education courses, as designated by the Accuplacer Placement Test, are completed and the overall GPA is 2.0 or higher, the provisional status is elevated to regular status and students may proceed with their core and major course requirements. Provisional students are provided professional tutoring and instruction in grammar, writing technique, and style, as well as other developmental education subject areas, in a one to one setting at The Testing and Tutoring Center located in Bell Tower during their first year of study.

Regularly admitted freshman students who are on academic probation at the end of the fall semester, earning less than a 2.0 GPA, must take Academic Life Skills in the spring semester, and not exceed 13 credit hours. The Academic Life Skills course is included in this 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. These students will complete an Academic Recovery Contract (ARC), are required to come for tutoring, and also receive weekly academic advising and counseling. This program is designed to meet the needs of students whose overall GPA is below a 2.0, point them in the right direction and improve retention rates using the following modalities: improve study and test-taking skills; improve academic and life management skills.

Contact:

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 New York 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.

All HEOP student transfer requests between the Rockland and Manhattan campuses must be approved by the Division of Student Success to ensure NY State Department of Education approval.

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 developmental education courses in the areas of math, reading, and academic life skills. Additionally, a variety of writing and success workshops, selected core courses, and enrichment activities are offered.

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

Contact: [Sheryl.Steadman@nyack.edu](mailto:Sheryl.Steadman@nyack.edu)

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.Nyack College.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.

**Division of Library Services**  
*Cheryl Felmlee, Director of ATS Library*  
*Sunya Notley, Director of Bailey Library*  
*Christy Choi, Director of Eastman Library*

**Student Learning Goals**

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

Resources of our three libraries - ATS Library and Bailey Library in Nyack, NY, and Eastman Library in Manhattan, support the academic research needs of ATS and Nyack students and faculty. Combined, these collections contain approximately 161,000 print books, 246,000 purchased or subscription e-books, as well as reference and streaming video and audio resources. Encore, the library online discovery system, displays physical items in our three libraries along with full-text journal and reference resources from the majority of our online databases that have been selected to support academic degree programs at Nyack and ATS. These resources are available on-campus and off-campus via authentication with institutional username and password. Students may print full-text articles from all public computers at the libraries, compute labs, and other public institutional computers. An intercampus delivery service allows students at ATS, Bailey, and Eastman Libraries to electronically request library material from one of the other libraries and have it delivered to their primary library location. The interlibrary loan service, in which the library requests material from other libraries on behalf of an individual student, broadens access to the wealth of national and international resources. Students may also individually avail themselves of their local public libraries (Nyack Public Library and New York Public Library in NYC). Reciprocal borrowing privileges are available in Rockland with the nearby St. Thomas Aquinas College, Dominican College, and Salvation Army School for Office Training. Online students have reciprocal borrowing options locally with dozens of other institutions located throughout the United States.

The library staff is comprised of approachable professional librarians and library support staff who are committed to excellence in the quality of the library and the level of service provided for the undergraduate and graduate community, both in person and online. Live chat services are available on the library website when a librarian is logged on. Online services and guides, hours, contact information, and library policy descriptions are provided through the website and through the Information Commons, located on the student portal and on the side and top toolbar in every course in e360. Individualized reference assistance and group instruction (the latter often in cooperation with faculty) address immediate information needs but also emphasize skills of the lifelong learner and focus on developing new skills and increased confidence in each student's ability to tap into a diverse array of information sources. A required 1-credit information literacy course is required of all in-coming undergraduate students.

For additional information, visit the library's homepage located at: [www.nyack.edu/library](http://www.nyack.edu/library)

***Library Hours: Subject to change (Click links for most current)***

***BAILEY LIBRARY Hours***

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 4:30 p.m.  
Saturday: 10:30 a.m. to 9:00 p.m.  
Sunday: 2:00 p.m. to 9:00 p.m.

Summer and holiday hours are posted at the library entrance and on the library website.

In addition to the main library, the MacMillan Music Library, located on the balcony floor of Pardington Hall, serves the needs of Music majors with a small reference collection and music recordings and scores.

***EASTMAN LIBRARY hours***

During regular school hours, the library is open as follows:

Monday – Thursday: 10:00 a.m. to 10:00 p.m.  
Friday & Saturday : 10:00 a.m. to 6:00 p.m.



**ATS LIBRARY hours**

During regular school hours, the library is open as follows:

Monday – Thursday, 8:30 am – 10:00 pm  
 Friday, 8:30 am – 5:00 pm  
 Saturday, 10:00 am – 5:00 pm

**Program Assessment**

The following assessment instruments (among others) are used to assess program effectiveness:

Assessment	Context	Program Location
Annual Library Student Survey	Undergrad and Grad Students in Rockland and Manhattan	Taken annually
Annual Library Faculty Survey	Faculty for all undergraduate and graduate programs	Taken annually
Library Statistics	Results from combined statistics for all three libraries	Statistics are submitted annually to the Dean of Library Services
LIB101 (Information Literacy) Pre-Post IL Surveys	Assessment of IL skills and knowledge of students prior to taking LIB101 and after taking LIB101	Given the first and last day of each section of LIB 101

Annual Faculty and Student Library Surveys (Spring 2017)				
	1 (lowest)	2	3	4 (highest)
<b>FACULTY</b> The library personnel provide helpful and considerate assistance			3.6	
<b>STUDENT</b> The library personnel provide helpful and considerate assistance			Undergrad 3.4 Masters 3.5 Doctoral 3.8	
	Essential	Significant	Moderate	Minimal/None
<b>FACULTY</b> Which term best describes the libraries' contribution to students' overall educational experience	57%	31%	6%	6%
<b>STUDENT</b> Which term best describes the libraries' contribution to students' overall educational experience	Undergrad 45% Masters 50% Doctoral 40%	Undergrad 37% Masters 33% Doctoral 60%	Undergrad 14% Masters 9% Doctoral 0%	Undergrad 4% Masters 8% Doctoral 0%
Annual Joint Library Statistics for July 1, 2015-June 30, 2016				
Total Volumes (print and AV)	168.211			
Total E-book volumes (purchased and subscription)	246,195			
Circulation (physical items)	12,840			
Circulation (e-books)	9,489			
Fall 2016 LIB101 Pre-Post Information Literacy Survey Scores				
Pre IL Survey: taken 1 <sup>st</sup> day of class Post IL Survey: taken last day of class (191 students in 8 sections)		0-50% Does not meet expectations	60-70% Approaches expectations	80-100% Meets expectations
Pre-IL Survey		133	39	13
Post-IL Survey		18	56	93

## ***Off-Campus Undergraduate Study Programs***

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:

Topics in Leadership and Vocation	3 credits
Public Policy Initiative	3 or 6 credits
Strategic Communication	3 or 6 credits
Internship in Government Agencies	6 credits
(Title can be more specific if student requests it)	

**Australia Studies Centre:** The ASC seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. (Course numbers TBD)

The View from Australia	4 credits
Indigenous History, Cultures and Identity	4 credits
Elective Units or Internships	8 credits

**Bavarian Reformation Studies:** This program involves studies in the midst of the heartland of the German Reformation. The program includes a study tour either to The Land of Luther (Northern and Central Germany) or The Land of Calvin (France, Switzerland, Austria and Southern Germany). Participants register through the Ambex website for the following courses:

Christian Worldview  
Reformation History  
Reformation Theology  
The History and Theology of Revival and New Birth  
Central European Geography, Culture and Society  
German Language Acquisition

**China Studies Program:** This program gives the student an opportunity to study China and its rich culture from the inside. The program contains both a Business Concentration and a China Studies Concentration. Study in the language, culture, and history of China as well as travel throughout the country combine to create this cross-cultural academic experience. Participants register at Nyack College for 16 credits as follows:

ANT/HIS 395	Chinese History	3 credits
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

**Jerusalem University College:** This study program provides an educational opportunity in the State of Israel. Students participate in studies of biblical history, geography, and languages and gain firsthand experience of the region through a concentrated study of the culture and religions of the Middle East. Students travel the land from Dan to Beersheba, and take field trips throughout Egypt and Jordan, depending on the program of study in which they are enrolled.

**Latin American Studies Program:** Participants in the Latin American Studies Program live for a semester in Latin America, San Jose, Costa Rica, while studying the political, social, economic, and religious issues that characterize this part of the world. Specialized tracks in Advanced Language and Literature, International Business and Management, and Environmental Science are available. Participants register at Nyack College for 16 credits as follows (note that most of these courses may be cross-listed with other disciplines):

SPA 291	Intermediate Spanish	6 credits
ANT 392	Latin American Hist., Cont. Iss., & Persp.	3
ANT 397	Travel Practicum	1-3
Concentration	(Latin America Studies, Advanced Language and Lit., Int'l Business, Environmental Science)	6

**Los Angeles Film Studies Center:** The Los Angeles Film Studies Center offers students the opportunity to study techniques of film making on location at various motion picture studios in southern California. Students are required to complete a separate admission for this concentration. Participants register at Nyack College for 16 credits as follows:

COM 329	Hollywood Production Workshop	4 credits
COM 402	Faith and Artistic Development in Film	3
COM 490	Internship: Inside Hollywood	6
	Elective	3

**Middle East Studies Program:** Participants in the Middle East Studies Program spend a semester living in Amman, Jordan, studying the Arabic language as well as the history, politics, and religious faiths of the Middle East. Participants register at Nyack College for 16 credits as follows (note that most of these courses may be cross-listed with other disciplines):

LAN 191	Intro. To Arabic Language	4 credits
ANT 391	Peoples & Cultures of the M. East	4
REL 393	Islamic Thought and Practice	4
HIS 491	Conflict & Change in the M.E. Today	4
REL 390	Practicum	0

**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.

**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

**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 in the classes and dormitories of Uganda Christian University and as humble learners observing places and people of interest around the country.

Faith and Action	4 credits
African Core Courses	3-12
Electives	3-12

## ***Academic Information & Policies***

### **Attendance Policies**

#### **Class Attendance**

Class attendance is mandated to ensure course seat time requirements are fulfilled and is fundamental to good scholarship and therefore is expected of all students. The class attendance policy for each course must be included in the course syllabus. Excessive absence in all classes may lead to administrative withdrawal of the student or individual course grade reduction or failure.

#### **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 (Traditional Undergraduate students)**

The final examination week schedule is the same as the regular semester, but takes place during the final week of the semester.

#### **Leave of Absence**

Nyack College's Leave of Absence policy is not a Return of Title IV aid policy, but is rather an Academic Leave of Absence policy. The policy is described under the "Program on Hold" policy below.

#### **Program on Hold**

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

A "Program on Hold" 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.

#### **Administrative Withdrawal from College**

If a student has stopped attending/engaging in all of their classes for a period of 14 days, that student may be administratively withdrawn from Nyack College. The withdrawal date shall be recorded as the last date of attendance. 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.

#### **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. In fulfillment of this requirement, Manhattan satellite campus ATS students will take SF505 (Personal, Professional & Theological Foundations for Ministry) at the Rockland campus. For the Organizational Management program, this course is LIB 101, Information Literacy. For AGSC students, it is GCN610 Career Development. For MSED students, it is EDG 500 or 501 Introduction to Research & Statistics, for MSOL students it is LDG 600 Principles of Research Methods, and for MBA students it is BUS 604 Business Research Methods.

### **Credit Hour Policy**

This policy defines credit hour at Nyack College in accordance with applicable federal and state regulations and accreditation expectations. This policy also provides parameters for the assignment of credit hours to courses using a variety of instructional modalities. (Thanks to Nebraska State's Credit Policy for the framework and much of the wording).

#### **Federal Credit Hour Definition**

A credit hour is "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

One (1) hour of classroom or direct faculty instruction and a minimum of two (2) hours of out-of-class student work each week for approximately fifteen (15) weeks for one (1) semester...or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours."

#### **Assignment and Application of Credit Hours and Course Modalities**

This institution applies the federal definition of the credit hour to courses in accordance within the following parameters:

Credit hours are assigned to courses to ensure that the appropriate time is allotted for student attainment of designated learning goals. Program faculty, the Curriculum Committee, the Provost, and the New York State Education Department review and approve assignment of credit hours to courses during initial program approval and program revision.

Course credit hour application to faculty instruction and student work (or their equivalents) for meeting designated learning goals must be detailed by the course professor in the Carnegie Unit section of the syllabus. Program administration review syllabi regularly to ensure appropriate application.

Credit hour application to varied course modalities is based on documented qualitative and quantitative expectations appropriate to the learning outcomes and reflective of differences in delivery methods, nature of instruction and interaction, degree of supervision, measurements of student work, academic discipline, course length, degree level, and the like. An "hour" of direct faculty instruction or faculty-to-student interaction ("seat time") consists of fifty (50) minute periods scheduled by the Registrar's Office. Regardless of modality and length, courses are held to the same minimum instructional hours by the formula [(45 hours x number of credits) / number of weeks], but may surpass the minimum. Equivalencies by modality are expressed as follows:

Traditional lecture / Live streamed courses - a semester credit hour consists of the equivalent of fifteen (15) hours of direct faculty instruction and a minimum of thirty (30) hours of out of class student work for a combined total of forty five (45) hours during the instructional period.

Laboratory courses - a semester credit hour consists of the equivalent of at least forty five (45) hours of combined direct instruction, laboratory work, and out of class study during the instructional period.

Studio courses - a semester credit hour consists of the equivalent of at least forty five (45) hours of combined direct instruction, studio work, and out of class study during the instructional period.

Independent study / Guided study courses - a semester credit hour consists of the equivalent of at least forty five (45) hours of individual work which may include direct instruction or student study during the instructional period.

Seminars, Institutes, Workshops and Topics courses - a semester credit hour consists of the equivalent of at least forty five (45) hours of direct faculty instruction and student learning activities during the instructional period.

Online / Hybrid courses - a semester credit hour consists of the equivalent of at least forty five (45) hours of combined direct faculty interaction via instructor-led asynchronous or synchronous online learning activities and additional student to student, student to instructor, and individual learning activities during the instructional period. For Hybrid courses, 5-95% of instruction is completed online with the remaining % face-to-face in a classroom. For existing traditional courses that are also taught online, the student learning outcomes and credit hours should be the same regardless of modality.

Courses offered in a shortened format - a semester credit hour consists of the equivalent of at least forty five (45) hours of combined direct instruction and student learning activities which covers the same learning outcomes as those in the semester long course from which it is derived.

Internship / Practica courses - a semester credit hour consists of at least forty five (45) hours of supervised internship during the instructional period.

Student Teaching / Internship courses - a semester credit hour consists of at least one (1) full-time, five (5) day week of teaching experience.

Field experiences / Study abroad courses - a semester credit hour consists of the equivalent of forty five (45) hours of combined direct instruction and student learning activities which may include among other activities shadowing, touring, visitations, written papers, formal presentations, and individual or group work, during the instructional period. If a program has specialized accreditation the field experience should follow the guidelines of the accrediting organization unless that amount is less than the stated hours above.

Private music lessons and recital courses - a semester credit hour consists of the equivalent of at least one half (1/2) hour per week of direct faculty instruction or supervision and a minimum of seven (7) hours per week of unsupervised out of class student practice during a semester.

Drama production courses - a semester credit hour consists of the equivalent of at least fifteen (15) hours of instruction plus an additional thirty (30) hours of cast or crew work.

Performance courses - a semester credit hour consists of the equivalent of at least forty five (45) hours in varying combinations of rehearsal time, performances, and individual practice. Generally large ensembles include at least three (3) hours of rehearsal time per week; chamber groups, and small ensembles include at least two (2) hours of rehearsal time per week.

Combination modalities - any courses that include multiple modalities of instruction that are not explicitly outlined above, shall follow the federal guidelines and include at a minimum forty five (45) hours of instruction and student work per credit hour.

## **Degree Requirement Policies**

### **Advisement and Consultation**

Students admitted into degree programs are assigned a departmental advisor to assist them in their studies. These advisors are familiar with the requirements of the programs of study and seek to advise students to allow the fulfillment of these requirements within the standard amount of time allotted for specific programs. Student registration requires faculty advisement and clearance.

Faculty-student partnering is designed to provide professional as well as academic guidance. Ultimate responsibility for both the selection and scheduling of courses lies with the individual student. 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.

A Degree Program Plan follows each description of the program in the 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.

### **Completing More Than One Major/Degree**

Students may choose to study in multiple areas at the same time. Two options are available for dual programs of study, a double major in the same degree category (e.g. BA and BA) or a double major in different degree categories (e.g. BA and BS).

### **Double Major Same Degree Category**

Students may complete more than one major in the same degree category and have that noted on their transcripts, though only one degree will be awarded. (e.g. BA) Students who desire to complete double majors may do so under the advisement of the respective Deans. The following policies apply to the double major in the same degree category:

1. Students must officially register their request to matriculate for a double major through the Registrar's Office.
2. The respective department chairs and Deans must approve all requests for double majors.
3. All requirements for both majors in the degree program must be fulfilled.
4. The student must complete at least 20 credits in the second major that do not overlap with the first major.

### **Double Major Different Degree Category**

Students may complete more than one major in different degree categories and have that noted on their transcripts, though only one degree will be awarded, generally the arts degree (e.g. BA). As stated by NY State "If the liberal arts content is sufficient, one degree for both fields would be appropriate, for at this time the distinction between a Bachelor of Arts and Bachelor of Science in many instances is at best thin, if not completely lost." Students who desire to complete double majors may do so under the advisement of the respective Deans. The following policies apply to the double major in different degree categories:

1. Students must officially register their request to matriculate for a double major through the Registrar's Office.
2. The respective department heads and Deans must approve all requests for double majors.
3. All requirements for both majors in the degree programs must be met.
4. The student must complete at least 20 credits in the second major that do not overlap with the first major.
5. Graduate students may share no more than 50% of the credits from an earned degree with a second degree.
6. Only credits that apply to both degrees may be shared.

### **Graduate Specialized Area of Study**

Graduate students who desire to complete specific additional course-work for reasons such as additional certification, toward licensure, or to fulfill specific requirements for entry into a doctoral program may do so as a non-matriculated student with their Advisor's approval and under the advisement of the respective Deans/Department Heads.

### **Graduate Studies, Continuing as a Non-matriculated student**

Students who have graduated with a Master's degree must officially request to continue their studies as a non-matriculated student through the Registrar's Office via a Change of Program. The respective advisors, department chairs and Deans must approve all requests for the specialized post-graduate area of study.

### **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.

### **Time Limit to Complete Degree**

Certain degree programs require students to complete within a given time frame. For ATS students, all course credits applied to degree requirements must have been earned within 10 years of our awarding the degree. This involves both credit earned at NC/ATS and transfer credit. MBA and MSOL degree programs require students to complete or be demitted within certain parameters as well. Please refer to Degree Program information for further details.

Students are responsible for completing the degree requirements outlined in the catalog in effect at the time of matriculation. A student may elect to adopt the degree requirements of a subsequent catalog by submitting a "Change of Program" form to the Registrar's Office. If a student breaks matriculation, he/she may be required to assume the degree requirements in effect at the time of re-enrollment. Matriculation is broke by changing programs or not attending for a year or more (unless a "Program On Hold" status is approved). Any New York State Mandated curricular changes supersede this policy.

Students who have not completed coursework within one year after their cohort/term 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.

## **Transfer of Degree Program**

To transfer from one degree program to another, a student must have formal approval from his/her advisor and the Registrar. Prerequisites and requirements for the desired degree must be met. To transfer from non-degree student status to a degree program, the student must have formal approval from the Director of Admissions. Change of Program forms are available in the Office of the Registrar.

## **FERPA Policy**

### **Family Educational Rights and 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. Official student records reflect demographic data at the time of enrollment unless students petition for a change post-enrollment.

Nyack's full policy is available from the Registrar's Office. Below is the policy as it relates to Edvance360 privacy.

Edvance360 shall implement the Software and System such that the data files and information of Nyack and its End Users are secure (as determined by the software industry's customary practices for equivalent software) from unauthorized access by third parties. In the event any security breaches are discovered in the Software and/or System, Edvance360 shall notify Nyack of the details of the security breach and shall promptly remedy the security breach. Furthermore, Edvance360 acknowledges and understands that certain data files and information that will be loaded into the Software and System are confidential and protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99. Edvance360 shall implement and maintain the Software and System in compliance with FERPA and will ensure that any information protected by FERPA is secure from people unauthorized to use the System, i.e. people who have not been given permission to use the System by Nyack's administrator. Nyack shall be responsible for ensuring that text and documentation entered by End Users will be in compliance with FERPA and will not invite unauthorized people into the System.

- I. Educational Record The student's primary educational record is located in the Registrar's Office. Items in the educational record include: the permanent record card, grade reports, admission/application materials, and testing data. Other offices maintain student records pertinent to their respective concerns.
- II. Inspection and Review of Records 12 | Nyack College A. A student may inspect and review her/his educational records upon written request to the Registrar. The request should identify the record(s) the student wishes to inspect. The Registrar will comply within 45 days with notification of the time & place the record(s) may be reviewed. B. A student has a right to review all documents contained in her/his record except: 1. Evaluations and recommendations, if the student has waived her/his rights to see them. 2. Parental financial records and statements. 3. Documents classified by law as "non-educational."
- III. Charge for Producing Records There will be a charge of \$1.00 per sheet for reproducing records up to a maximum of \$10.00 for any single request. The College reserves the right to deny copies of an educational record to a student whose financial account is in arrears.
- IV. Challenge of Record Students, who, after reviewing their record, desire to formally challenge information therein, may request that the record be amended. This request must be submitted to the Registrar in writing and should identify the part of the record the student wants changed, and the reasons for doing so. The Registrar will respond in writing with a decision. If the request is denied, the student may request a formal hearing to be conducted by a committee appointed by the Provost/Vice President of Academic Affairs. The Provost/VPAA will notify the student of the committee's decision. All records of these appeals will be kept in the Registrar's Office.
- V. Disclosure of Information from Educational Records The Registrar's Office will not disclose any personally identifiable information from the student's educational record without the student's written consent, except to the following people or for the following purposes:
  - A. To parents or guardians of students.
    1. If a student is claimed as a dependent by either parent/guardian for tax purposes, then either parent/guardian may have access under this provision (34 CFR 99.31(a)(8)). Neither the age of the student nor the parent's status as a custodial parent is relevant. Nyack will assume that a student not enrolled in the ADCP or a graduate degree program is financially dependent unless the student submits written notification to the Office of the Registrar within 30 days of the start of each term that he or she is financially independent.
    2. In the event of serious health concerns such as illness, injury or hospitalization. General Information | 13
    3. If a student is under the age of 21, Nyack may elect to notify parents/guardians for disciplinary violations related to alcohol or controlled substances, or when a student is suspended or expelled.
    4. In disciplinary matters, parents are notified only after students are determined to be responsible for a violation of Nyack rules or standards. In all matters, the context of individual circumstances is

considered when deciding whether to contact parents. When possible, students will be given the opportunity and encouraged to discuss the situation with their parents prior to the institution's notification ( 99.31 (a)15 of the FERPA regulations).

B. To school officials with legitimate educational interests in the information. A school official is a person employed by the institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the institution has contracted as its agent to provide a service instead of using institutional employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

C. To officials of another institution in which the student is currently enrolled or seeks to enroll.

D. To any agency to which the student has applied or from which he/she has received financial aid, or which had made decisions concerning eligibility, amount, condition, or enforcement of the terms of financial aid.

E. To certain educational agencies and institutions as permitted by law.

F. To comply with a judicial order or subpoena.

G. To protect the health or safety of the student or others in an emergency situation. Nyack may also disclose, without consent, directory information. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Its primary purpose is to allow Nyack to include this type of information in certain school publications, such as a playbill, yearbook, graduation program, sports activity sheets, etc. Such information includes: the student's name, address, telephone numbers, e-mail address, date and place of birth, major field of study, dates of attendance, full or part-time status, class schedule, photographs, degrees, honors and awards received, school sports or student activities, weight & height of athletic team members, 14 | Nyack College most recent educational institutions attended, and other similar information. Any student who does not want directory information released must give written notification of such to the Office of the Registrar within 30 days of the start of each semester. The form "NonDisclosure of Directory Information" is available in the Registrar's Office.

VI. Right to File a Complaint Students who believe that Nyack/ATS is not in compliance with FERPA regulations may file a complaint with the U.S. Department of Education. Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202

## **Grade and Academic Standing Policies**

### **Academic Forgiveness**

Beginning Summer 2014, the Academic Forgiveness Policy (AFP) allows an undergraduate student to eliminate from the GPA up to three courses in which a grade of D or F was previously earned. Courses for which forgiveness has been applied will remain on the transcript with a notation that the credit and grade have been excluded from the earned hours towards graduation and the GPA. Note that graduate schools and professional programs may choose to recalculate GPAs to include the original D or F grade for their selection process. Students will complete the appropriate form and receive approval for the AFP from the Provost. Academic forgiveness is only given in special circumstances and is not to be used only as a means of qualifying for financial aid.

### **Extensions for Late Work**

Extensions for late work are granted solely due to extenuating 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 (before final exams week begins). 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 "I" grade calculates as a failing grade in the grade point average. After 30 days, if a Change of Grade is not submitted based on completed work, the "I" grade will convert to a permanent failing grade. Students will not be permitted to continue to the next term until Incompletes have been addressed.

If an extension request is not filed with the Registrar's Office by the deadline, instructors will submit a grade based on work submitted, factoring in zeros for any incomplete work. This grade will remain final. 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.

### **Grades and Academic Standing**

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 she/he 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. In the case of modular cohort programs, this evaluation may also be made mid-way during the semester. Students must meet the minimum cumulative grade point average based on their degree program requirements as evidence of satisfactory progress toward graduation. A student whose cumulative GPA falls below the required minimum will be evaluated based on the criteria noted below.

Students not making significant progress toward meeting the cumulative GPA requirements for their degree program will be academically dismissed. Failure to make satisfactory academic progress has implications for financial aid eligibility. It should be noted that the standards of satisfactory academic progress for financial aid purposes may differ. Please refer to the "Financial Aid" section of the catalog.

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

#### **Non-Traditional Undergraduate Standards for Satisfactory Academic Progress (Degree Completion Program)**

To make satisfactory academic progress in the first and second of the THREE TERMS at Nyack, students must earn at least 9 credits with a 2.0 G.P.A. **If a student does not have the required 9 credits AND a G.P.A. of 2.0**, the student will either be administratively withdrawn, or placed on academic probation (see below.) If a student must stop out of the cohort after Term One or Two, the student may transfer into another cohort after the required academic standard has been met.

Students who end Term One or Two with three (3) or fewer credits completed, or less than a 2.0 Grade Point Average, 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 School of Adult and Distance Education.

Students who finish Term Two or Three with four (6) to eight (8) credits will be automatically placed on academic probation for the remainder of the term. Those students will not be permitted to enroll in any other Nyack College courses, except to make up their failing grades, until standards of Satisfactory Academic Progress are met.

#### **Traditional Undergraduate Standards for Satisfactory Academic Progress**

Total Credits Earned	Academic Probation if GPA below	Suspension if GPA below
0-12	2.00	1.10
13-24	2.00	1.30
25-35	2.00	1.70
Over 36	2.00	2.00
60-76	2.00	2.00

#### **Graduate & Post-Graduate Standards for Satisfactory Academic Progress**

*NC/Alliance Theological Seminary students must maintain a minimum 2.50 cumulative GPA.*

Total Credits Attempted	Academic Probation if GPA below	Dismissal if GPA below
0-6	2.50	2.00
6-12 ( <i>MDIV only</i> )	2.50	2.20
Over 12	2.50	2.50

*\*All other Graduate Program students must maintain a minimum 3.00 cumulative GPA.*

Total Credits Attempted	Academic Probation if GPA below	Dismissal if GPA below
0-6	3.00	2.80
6-12 ( <i>AGSC only</i> )	3.00	2.80
Over 6	3.00	3.00

#### **\*MSW Academic Standing**

To remain in good academic standing, graduate students must maintain a cumulative grade point average of at least 3.0 for all graduate courses.

Students whose cumulative average falls below 3.0 will be placed on academic probation for a maximum of one calendar year and allowed nine graded semester hours, which includes a repeated course, to return their grade point average to 3.0. During probation, students are dismissed if they do not improve their grade point average following each term they complete a class or it is determined they cannot return their grade point average to at least 3.0 by the conclusion of the nine graded semester hours or one calendar year. All students who return their grade point average to at least 3.0 during the probationary period will be returned to good academic standing. Students in graduate degree program will be informed of probationary status or dismissal by the school dean or Graduate Program Director. Non-degree students will be informed of probationary status or dismissal by the Provost.

Doctoral students must maintain a minimum 3.00 cumulative GPA & will be academically dismissed upon failure of a course.

Undergraduate 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 Registrar / Committee on Academic Affairs. Students dismissed from Nyack College/ATS for scholastic reasons may apply for reinstatement after completing a semester of full-time study at another institution with a minimum degree program grade point average. Undergraduate students on academic probation must complete an Academic Recovery Contract as part of the registration process.

### **Grade Calculation**

Grade point average (gpa) is calculated on the enrollment level (program) as well as cumulatively. When students change enrollments, applicable courses with the highest grades will be associated to the new enrollment.

### **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 for undergraduate students. In order to achieve this, the student must attain twice as many grade points as credits attempted. Some undergraduate degrees require a higher cumulative GPA; please see departmental pages to confirm. The minimum cumulative GPA standard for students pursuing degrees at the Seminary is 2.50. For all other Graduate and Doctoral programs, the minimum cumulative GPA requirement is 3.00. Grade points are granted per semester hour on the following basis. The full range of grades listed below may not be utilized in all degree programs.

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

### **Grading System**

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***

Indicates exceptional performance that is clearly beyond the expected standard. The student displays a comprehensive knowledge of course content and methodology, skill in communicating that knowledge, as well as originality and independence in application. The work evidences interaction with scholarly literature that goes beyond course requirements and exhibits few or no mechanical, stylistic, or grammatical errors. The student provides a striking individual style that is clear and lively without detracting from the academic nature of the work, and sustained interest in the work of the class, with constructive participation therein.

#### ***B+/B/B- Above Average***

Indicates that the expected standard has been achieved. 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. The work evidences few mechanical, stylistic, or grammatical errors, and demonstrates reasonable organization and development of ideas. Ideas are clearly and logically expressed, supported well by relevant literature, and properly documented.

#### ***C+/C Average Expected of College Students***

Indicates that work is below the expected standard in many respects. Acceptable knowledge of the subject matter, understanding of the fundamental principles and a reasonable ability to apply them, and promptness in preparation of assignments. The work displays a basic understanding of principles and materials treated in the course but the expression of the understanding is significantly impeded by any of the following: lack of conceptual organization,

development, and flow of ideas; inadequate documentation of sources; significant errors in spelling, grammar, style, or mechanics.

**C-/D+/D/D-Below Average**

Indicates that the work is significantly below standard and is only minimally acceptable for credit. Minimally adequate understanding of subject matter, irregular and inadequate preparation of assignments, and uncertain prospect of success in subsequent courses. The work reveals a lack of understanding or serious misunderstanding of the principles and materials treated in the course. Submitted work lacks a clearly defined thesis and/or fails to support the thesis with appropriate research, fails to provide proper source citation, or relies mainly on summaries or paraphrases of other people's work. The work contains poor sentence structure, punctuation, grammar, and style.

**F Failure**

Indicates failure. Inadequate knowledge and understanding of subject matter. The student displays inadequate or fragmentary knowledge of course content and methodology. Also given when the student stops attending past the add/drop period and did not complete enough work to pass the course.

**FX**

Failing grade given when students do not officially withdraw from a course but stop attending before the last day to withdraw from school.

**P Pass**

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

*Pass/Fail is not an option for Organizational Leadership major courses. Pass is defined as a "C" or better.*

**PD Pass with Distinction**

Pass with Distinction indicates excellence in a summative experience. This grade is not included in grade point averaging.

**AU Audit**

**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. "I" grades calculate as a failing grade. Any remaining Incomplete grades are converted to a permanent failing grades 30 days after the term end date.

**IP In Progress**

Grade given when a course is extended into the coming term. Generally applied to courses requiring field placement.

**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 transcript for official withdrawals after the one-week add/drop period.

**AWD Administrative Withdrawal**

Grade given when a student has been administratively withdrawn.

**Grade Reports and Adjustments**

Grades are available through the password-secured student portal once the grading period ends. In the event of misunderstanding or error, the student should consult with the course professor and Registrar's Office immediately. Please refer to the Grievance policy. The Registrar's Office holds the official record of a student's final grade.

**Scholastic Honors**

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

**Honors:** Cumulative GPA at least 3.85

**Honors With Distinction:** Cumulative GPA at least 3.95

Traditional undergraduate students are selected for honors as follows:

**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 3.5 or above. Incomplete or missing 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:

<i>Cum Laude</i>	GPA at least 3.25
<i>Magna Cum Laude</i>	GPA at least 3.50
<i>Summa Cum Laude</i>	GPA at least 3.80

In order to be eligible for graduation honors, Bachelor students must have completed 60 credits of graded coursework that applied to your degree at Nyack College by the time honors are determined and Associate graduates require completion of a minimum of 40 credits at Nyack College. In order to be eligible as Valedictorian, a student must have completed 75% of their credits at Nyack College.

*Non-traditional undergraduate students of outstanding scholarship are selected for honors as follows:*

**Graduation Honors:**

**With distinction:** GPA at least 3.80

**With highest distinction:** GPA of 4.0

Degree Completion Program 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 that apply to their degree.

**Repeat Courses**

Degree programs vary on course repeat policies. However, when a grade is repeated, only the highest grade counts toward the GPA, but 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.

**CLASSIFICATION OF UNDERGRADUATE STUDENTS**

*Undergraduate*

Freshman.....	Those having 0-29 credits
Sophomore.....	Those having 30-59 credits
Junior.....	Those having 60-89 credits
Senior.....	Those having 90 or more credits

**Graduation Policies**

**Graduation Dates**

A student's graduation date coincides with his/her degree completion date, at the conclusion of the Fall, Spring and Summer terms. For those in the Degree completion program, graduation dates follow the program student handbook policies. Degrees will only be conferred for those who have completed all degree requirements. Graduation ceremonies are held annually in May. Students who need 2 classes that can be completed at Nyack College/ATS in the summer (not sequential courses) may walk in Spring commencement with advisor approval, provided they register and pay in full before the Spring semester ends.

## **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:

- All degree program credit requirements have been met; including number of in-house minimum credits and requirements related to how many of final credits must be satisfied at Nyack.
- All minimum degree program cumulative grade point averages have been met.
- Any additional major specific minimum in house credits and grade point average requirements have been met.
- Most students are required to take a Major Field Test (undergraduate) or comprehensive exam/thesis/dissertation (graduate). This requirement must be met before graduation. Check with your department chair or program director to make sure all requirements are being completed.
- Assessment Examinations have been completed as offered.
- Summative projects such as Thesis, Entrepreneurial Capstone Project, Comprehensive Exams, etc. completed as required by degree program (Graduate).
- All residency requirements have been met.
- Submission of Application for Graduation to the Registrar's Office no later than 2 semesters prior to anticipated graduation. For all but OM students, graduation applications are due to the Registrar's Office on February 1<sup>st</sup> for December / September 15<sup>th</sup> for May graduates.
- Students who will complete all degree requirements as stated above enrolled in the Nyack College summer session that immediately follows graduation may participate in the ceremonies under the following conditions: the student's academic advisor recommends to the Provost that the student participate and the student has registered for and paid all charges relating to the summer courses prior to one week before graduation ceremonies. Students may take no more than 2 courses in the summer session.
- A student is not permitted to receive a Nyack College Associate's degree subsequent to receiving a Nyack College Bachelor's degree.
- All official CLEP (or other testing by examination) scores must be received by March 15<sup>th</sup> for Spring graduates or October 15<sup>th</sup> for Fall graduates.

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

## **Grievance Procedure Policy**

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.

Final Academic Appeal is for the student seeking a review after all previous appeals to the program in which they are registered have been exhausted by complying with the Grievance Procedures specified above. The findings of the Academic Appeal Committee are final and no further appeals will be granted. Students may expect a final decision within 14 days of the date of their appeal.

The appeal form should be submitted to [finalappeal@nyack.edu](mailto:finalappeal@nyack.edu) within 14 days of the final decision of your Dean. Students may remain enrolled until the appeal is processed; however, if a student's appeal is denied mid-semester, they will immediately be dropped from classes.

Students whose appeal is approved may register for classes, provided the add/drop period of registration period hasn't passed. The student will be placed on academic probation for the subsequent semester.

The student will commit to the action plan delineated by the Committee. In addition, the student acknowledges that the failure to follow the action plan will result in administrative withdrawal, assuming full financial and academic responsibility. The catalog states "no refund is given for courses dropped after the add/drop period".

Students who are admitted to Nyack College/ATS based on falsified records forfeit admission and may be administratively withdrawn and forfeit any access to academic records.

## **Immunization Policies**

In accordance with New York State Public Health Law 2165, Nyack College requires all students taking 6 or more credits, born on or after January 1, 1957, to submit proof of immunity to measles, mumps and rubella.

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

Students enrolled for less than 6 credits per semester, or who are enrolled exclusively in online or distance education courses, are exempt from the above regulations. Students attending off-campus programs in group settings with other students are not exempt. MA in Mental Health Counseling students are required to submit immunizations due to the residency component of the program.

## Plagiarism Policy

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 "the act of using another person's ideas or expressions in your writing without acknowledging the source...to repeat as your own someone else's sentences, more or less verbatim" (MLA Handbook). Plagiarism is not only repeating word for-word someone else's writing, but also taking ideas or another's work without acknowledgment. Any student caught cheating, including plagiarizing, during her/his matriculation at Nyack College is subject to the following procedures: • First offense: Failure in the course involved • Second offense: Dismissal from the College. Cases of cheating are to be reported to the Academic Dean. Appeals may be made with the provision that the Instructor and the Dean are present when the case is considered.

### 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.

All appeals are to be reported to the Vice President for Academic Affairs.

## Online Study

Course offered by the Online Campus will be designated by an O in their section. Courses offered by a ground campus for online study will be designated with a "W" after the site indicator (for example, RW or NW). Hybrid courses are indicated with a section of "Z" after the site indicator. Online course attendance is based on work submitted by Tuesday of any given week. Fully online courses do not require any on ground seat time.

## Registration Policies

### Course Credits

One credit is equivalent to 15 credit hours (750 minutes) of classroom instruction.

### Course Numbering System

Courses numbers generally follow this matrix:

Undergraduate	001-099 Remedial/Pre-college/ESL 100-199 Freshman/Intro levels 200-299 Sophomore 300-399 Junior 400-499 Senior
Graduate	500-799 Masters level 800-999 Doctoral level

### Credit Load

Undergraduate- the minimum full-time course load is 12 credits per semester.

Graduate- the minimum full-time course load is 9 credits per semester.

Post-Graduated- the minimum full-time course load is 6 credits per semester.

To take more than 18 credits in a semester requires approval of the Dean of the school or division.

**AGSC student registration:** Each credit of internship requires completion of a specified number of hours. Students beginning Internship should work with the Coordinator to determine a realistic expectation of hours completed; and register accordingly. Interns may only register for the number of credits corresponding to the internship hours completed in the previous term.

**Doctor of Ministry student registration:** students may not withdraw from a class, only a term – and this must be addressed prior to the term start.

**Late Registration:** Late registration is permitted during the week following the first day of class (referred to as the Add/Drop period). All students registering late may incur a late registration fee.

**New Student Registration:** New students may be registered for courses once the Admissions Office has received a tuition deposit. Admissions staff works closely with the student and the respective department faculty to ensure proper course selection. For traditional Undergraduate students, official enrollment for the semester is completed at new-student Registration Check-in, on the date designated on the calendar.

**Returning Student Registration:** Advisement and registration for returning students are done during the preceding semester. Official enrollment for the semester is completed online prior to the start of the semester.

### Degree Completion Program Registration

Officially admitted students will register at the beginning of Term One. Students will be automatically registered for Terms Two and Three, unless the student notifies the Registrar's Office of their withdrawal or the student has been dismissed or Administratively Withdrawn. 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 term through the office of Student Financial Services. Failure to make this arrangement will delay registration and class attendance.

**Schedule Changes:** During the add/drop period, which runs through the first week of classes for traditional semester programs, 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. For traditional Undergraduate programs, the student must secure an advisor's signature before the request will be considered. Registration/Course Change Request forms are available from the Student Development Office, Registrar's Office, the student's faculty advisor, and online.

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

To withdraw from a course, a student must complete the Change of Registration form, or an alternative written notification. This change is only permitted through the 75% point of the semester (as indicated on the academic calendar or the equivalent for intensive classes), 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 or sections changed 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, or the equivalent for intensive classes. The date on which a course is considered dropped is the date the Registrar's Office receives the completed form. For traditional undergraduate students, 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.

Due to the nature of program format, DMIN students are not permitted to withdraw or drop classes once the term has begun. If these students choose to drop from the term altogether, and later wish to re-enroll, they will be required to do so with a different cohort to pick up where they left off, and will come under the curricular and financial requirements in place at the time of re-enrollment.

*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.'*

### **Scheduling of Classes**

The annual course schedule includes semester-long classes and short-term classes (fast track and intensive formats). Semester length courses are offered in both the fall and spring, and are scheduled in blocks of time so that a particular course usually meets only once each week. Fast track classes reduce the number of overall sessions by extending the normal length of a given session. Intensive classes are primarily offered in the Winterim and May term at the start of the spring and summer semesters respectively. These courses are designed for intensive study during one or two week periods during which all required seat time hours are completed. In some cases, short-term course assignments are completed after the class sessions are finished and are submitted by a specified date as prescribed by the professor.

### **Sequence of Courses**

Generally, credit may not be received for lower level study in an area in which credit for higher level of study has already been received.

Nyack College reserves the right to cancel or change the delivery format of any course for which there is not sufficient demand and to adjust academic offerings without notice.

### **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 Department Head for approval by the student. 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.



Every credit of Directed Study must demonstrate that the student has done at least 45 hours of work (50 for Graduate students); therefore a 3-credit Directed study requires 135 hours of work (150 for Graduate students). There is an additional fee of \$100 per credit for Directed Studies for Graduate students.

Traditional Undergraduate students: Learning contracts must be completed for all forms of non-classroom learning, including internships.

ATS students: No more than 20% of a degree program may be fulfilled through courses taken independently (any combination of Directed, Topical, or Independent Studies). Candidates for the Master of Arts may request to exceed this limit if their program requires special research. The requests must be submitted in writing to the Registrar's Office and must be approved by the Academic Dean. Interested students must have completed at least 12 credits of study at ATS with a cumulative grade point average of at least 3.0 and have prior approval of the Registrar and the Academic Dean. All assignments must be completed within the normal semester schedule.

**Guided Study:** In the case of Guided Studies, for every credit of earned independent of classroom instruction, 45 hours of work is required (50 hours for Graduate students).

**Internships:** Several majors/degree programs 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.

**Online/Hybrid Courses:** Online courses are classes completed exclusively in an online format. Hybrid courses combine classroom study with online study.

**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/ATS's program by transfer of credit. Minimum grade requirements apply according to program. These grades are not included in the Nyack College grade point average. Forms to request off-campus study or pre-approval of transfer credit are available at the Registrar's Office.

### **Withdrawal**

A student may withdraw from a course or courses until 75% of seat time has been completed (for semester length courses this deadline is determined in the academic calendar) or the equivalent in the case of a short-term course. A grade of "WD" will be entered into the student's permanent record. Due to the nature of the program, DMIN students may not withdraw from a specific class – withdrawal is permitted only from the term, when notification is received by the first day of the term.

Students withdrawing from the institution should complete and submit an Intention to Withdraw form in a timely fashion. Withdrawal from all or part of a student's registration does not relieve the student of the tuition charges for the course(s).

### *School of Business and Leadership Withdrawal and Readmission*

OM Program: 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. Withdrawal from the program will affect a student's eligibility for financial aid, loan deferments and scholarships/grants. See Nyack College refund policy in the financial aid section.

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. 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.

MSOL & MBA Program: see program section of the catalog for further details.

**Withdrawal:** Students desiring to withdraw from the college must complete an Institutional 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. After the last day to withdraw in a given semester, students will not be able to withdraw. Students who do not officially withdraw or obtain Program on Hold status and do not enroll in the coming semester, will be automatically withdrawn from Nyack College and will need to proceed through re-admission in order to return.

**Withdrawal Administrative:** If a student has stopped attending or engaging in all of their classes, that student may be administratively withdrawn from Nyack College after 14 days. The withdrawal date shall be recorded as the last date of attendance. 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.

## **Transcript Information**

Official transcripts are issued only upon written authorization of the student (signature required). Transcripts will not be issued if the student's account is in arrears. A minimum of one business week should be allowed for processing. Please visit our transcript ordering site for information: [www.nyack.edu/transcripts](http://www.nyack.edu/transcripts)

## **Veteran Student Information**

Students receiving Veterans Administration Educational Assistance Allowance are required to meet certain minimum standards in attendance and academic progress towards graduation. The student is responsible to immediately report any change of status in enrollment or withdrawal to the Registrar's Office. Further information and assistance may be obtained by contacting the school's V.A. Certifying Official, Evangeline Couchey at [Evangeline.couchey@nyack.edu](mailto:Evangeline.couchey@nyack.edu)

## ***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 at [www.nyack.edu/](http://www.nyack.edu/)

### ***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. Students receive a handbook at the beginning of the school year through the student portal

## **Nyack College Admissions**

Nyack College welcomes applications for admission from students who have academic promise, support the core values of the institution, and are motivated to complete their academic goals. The College admits those applicants whom it believes to be best suited for its academic program and most likely to benefit from it.

### **Contact Information**

Applications for admission may be downloaded or completed online at [www.nyack.edu](http://www.nyack.edu).

All admissions materials for undergraduate and graduate programs for both Nyack, Manhattan, and Online campuses should be forwarded to:

Nyack College/Alliance Theological Seminary  
Admissions Processing  
1 South Blvd.  
Nyack, NY10960  
Fax: 845.358.3047  
Email: [admissions@nyack.edu](mailto:admissions@nyack.edu)

### ***To contact an Admissions Associate:***

Undergraduate Nyack (Rockland) campus: (845) 675-4401, [admissions@nyack.edu](mailto:admissions@nyack.edu)  
Undergraduate Manhattan Campus: (845) 378-6101, [admissions@nyack.edu](mailto:admissions@nyack.edu)  
School of Adult and Distance Education: (845) 675-4401, [admissions@nyack.edu](mailto:admissions@nyack.edu)  
Seminary and Graduate: (845) 770-5701, [admissions.grad@nyack.edu](mailto:admissions.grad@nyack.edu)

### **Admissions Classifications**

1. Matriculated (degree) students are those who are pursuing a degree either full or part-time.
2. Non-degree students are those who meet all the requirements for admission to a degree program, but who are not currently pursuing a degree at Nyack College. They may be full or part-time students.
3. Transfer students are students transferring from recognized undergraduate or graduate schools that may be given transfer credit if comparable courses are included in the curriculum of Nyack College (see Transfer of Credits).
4. Auditors are students who take courses at Nyack College but will not receive credit.
5. Visiting students are those matriculated in a degree program in another undergraduate or graduate school who intend to enroll in courses at Nyack College in order to complete their degree at their home institution.

### **Admissions Processes**

*Processing and Notification:* The Director of Admissions or Program Director/Dean 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. Admissions to the Nyack College Graduate programs are decided by specific dates noted on the Nyack College website.

*Readmission:* Former students who have not been enrolled for more than one semester will apply for readmission through the Registrar's Office. Students who have not been in attendance for more than six years will apply for re-admission through the Admissions Office. Students who have not been enrolled for more than one year and were on approved Program on Hold can choose to follow the degree requirements at the time they were last enrolled or the current degree requirements. If a student has not been on approved leave, the current curriculum will be used when determining the student's degree program upon their re-enrollment. Applying for readmission doesn't guarantee readmittance.

\* If a student has been dismissed from Nyack for any reason, the student must first submit an appeal to the office placing the hold before being considered for re-admission.

### **Articulation Agreements**

Nyack College has articulation agreements with several high schools whereby Nyack College credit is granted to students taking selected courses at those high schools. These courses may or may not be taught by Nyack College faculty. The following high schools have articulation agreements with Nyack College:

Evangel Christian School (*Nyack College core courses taught at their high school*)

Nyack College also has articulation agreements with non-accredited schools or organizations in the United States. Nyack has thoroughly examined the curriculum of these schools and organizations and is able to grant some credit for academic work offered in their programs. The following non-accredited schools and organizations have articulation agreements with Nyack College:

C&MA Ministerial Study Program; extensive Undergraduate course equivalencies or 3 credit elective at ATS  
Young Life (*Semester long apprentice program; credit for Bible/Ministry courses*)  
Arrow (*M.Div. equivalency courses for the D.Min. Program*)  
Camp of the Woods (*Semester-long leadership program; credit for Bible/Ministry courses*)  
Christian Counseling & Educational Foundations (CCEF); credit given for Pastoral Ministries

Children's Disciplemaking Leadership Certificate program (CLDC) up to 6 credits given towards specific ministry courses

FATELA (Facultad Teológica Latinoamericana) Doctor of Ministry program.

Liquid Church: Undergraduate bible core or ATS electives

The NYC Leadership Center's Leadership Fellows Program (3 credits for PMN 441 or CD 713)

The New York School of Urban Ministry; credit given for Pastoral Ministry and Intercultural Studies

Salvation Army School for Officers Training: Suffern, NY; credit for Bible, Pastoral Ministry, and Fine Art

The Urban Ministry Institute (World Impact); credit given for Pastoral Ministry, Bible, Theology

Child Evangelism Fellowship (*Courses give credit for Youth and Family Studies (no retro-active credit)*)

Rising Hope (*Courses offered in area prisons; credit for Core and Bible/Ministry minor courses*)

The Hudson Valley Career Pathways Consortium (BOCES course; credit for Nursing)

Metro District of the C&MA *Empower Program* Empower is a Women's Certificate Program that partners with the Metropolitan District through an articulation agreement to apply 6 credit electives toward a degree program. Students must attend all 7 sessions including the winter retreat, complete all required coursework in a satisfactory manner with an academic quality indicator of PASS and submit the signed Empower verification form. Credits must be applied within four years or less from the completion date.

*ELIM Bible Institute*

H.E.A.R.T. Missionary and Training Institute

Ministerial Study Program (MSP) for undergraduate online program transfer.

Spanish Eastern Bible Institute (SEBI) (4 year program gives 12 credit Bible/Ministry for ministry majors)

Nyack College also has articulation agreements with a number of foreign universities whereby, in the context of student exchange programs, Nyack accepts the university's credits. The following foreign universities have articulation agreements with Nyack College:

Seoul Theological University, Korea

Sungkyul University, Korea

Kwangwoon University, Korea

Jerusalem University, Israel; Exchange Program

Xiamen University, China, exchange program for Master of Arts in Christian Study

Calvin University, South Korea

### Transfer Applicants

Nyack College welcomes applications from qualified graduates of two-year colleges as well as from students who have earned college or graduate level credit at other post-secondary institutions. Students transferring to Nyack College are granted transfer credit in accordance with the transfer credit policies outlined.

**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. Transfer credits will be accepted only on the basis of official transcripts.
2. Nyack does not pre-evaluate courses that prospective students may plan to take in the future at another college. Prospective students are encouraged to use the Nyack Online Catalog as a guide when choosing courses to take at another college.
3. Prospective students will receive access to their official transcript evaluation for the program to which they apply on the student portal. The evaluation will specify how many credits are transferable towards the associate or baccalaureate degree at Nyack, and the remaining courses necessary to fulfill the Nyack College degree requirements.

Transfer credit is evaluated as stipulated below:

1. The course must be similar in scope and content to courses offered at Nyack.
2. Transfer credits *applicable* to a student's academic program will be accepted from accredited colleges and universities that meet Nyack College's transferability standards. Check with the Office of the Registrar for a complete list of acceptable accrediting agencies.
3. Credits are transferred to meet the degree requirements of a specific major. The choice of major or degree program may substantially affect the number of transferable and applicable credits.
4. Generally, a course must carry a grade of at least C- to be transferable. However, some courses require a higher grade based on departmental standards. Departmental or course specific requirements are listed under the course descriptions or departmental sections of the catalog. Transfer credits for the seminary must carry a grade of C or better. Other graduate programs and D.Min. transfer credits must carry a grade of B or better. Additional Nursing transfer policies are

noted in the Nursing Major portion of the catalog. Additional Master of Social work transfer policies are noted in the Master of Social Work portion of the catalog.

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 and that credits are applicable to the chosen degree. 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 reduce their Bible/Ministry core component to 9 credits instead of 15. This exception is not valid for majors in Bible, Intercultural Studies, Pastoral Ministry, Religion, Youth and Family Studies, or an Interdisciplinary Studies major involving any of these. In addition, students who have completed an associate degree from an accredited institution enrolling in non-ministry majors may be exempted from completing 6 credits of the 15-hour bible core curriculum requirement.
9. Only undergraduate credits earned at accredited institutions will be considered for MSEd pre-requisites purposes.
10. Graduate-level credits must have been earned at accredited institutions to be considered for transfer credit into graduate programs.
11. Transfer credits will be evaluated on a case by case basis for DMIN students.
12. International transcripts generally require a WES or ECE evaluation, or its equivalent. Prior evaluations performed by services that are NACES members may be acceptable upon review on an individual basis. An exemption of this requirement may be considered in cases where Nyack College/ATS has an affiliation with the institution issuing the transcript.
13. Graduate credits are acceptable for transfer to graduate degrees only if they were earned within the past 7 years, with the exception of ATS degrees. All credits applied to ATS degrees must have been earned within 10 years of the issuance of that degree, including transfer credit. Time is calculated from the date the credits were earned, not from the graduation date.
14. Each program has established the maximum number of transfer credits allowed:
 

MA in AJCO	9 credits
MA in Counseling	15 credits
MA in Marital/Family Therapy	15 credits
MBA	9 credits
MSEd.	12 credits
MSOL	0 credits
MPS	18 credits*
MA in Biblical Lit./ICS	24 credits*
Master of Social Work	29 credits
Master of Divinity	63 credits*
Bachelor's Degree	90 credits (at least 3 major courses required at Nyack)
Associate's Degree	45 credits (at least 3 major courses required at Nyack)

\*subject to accreditor regulations regarding credits applied to degrees earned elsewhere.
15. For Bachelor degrees, twenty-four (24) of your last 30 credits must be taken at Nyack College. Registrar and Departmental approval must be given to transfer in courses once a student matriculates at Nyack College. Students who take a course without prior approval have no certainty of transfer back to Nyack College.

Transcripts must be sent directly from the institution to be considered official. They can be sent by mail to: Nyack College Admissions, 1 South Blvd., Nyack, NY 10960 or by email to [admissions@nyack.edu](mailto:admissions@nyack.edu). Transcripts can also be sent through Parchment or E-Scrip Safe.

**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 7660 (Nyack-Rockland Campus) or 7410 (Manhattan Campus).

Credit or placement for such examinations is subject to the following regulations:

- A maximum of 60 credits may be earned by examination.
- 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.
- CLEP credit will not be accepted for College Writing I and II (ENG 101 and ENG 102).
- Credit by examination is considered transfer credit and all policies that govern transfer of credit are applicable to credit by examination.
- 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.
- To ensure participation in commencement and timely transcript evaluation, students should take exams in the semester prior to graduation. Some testing is only offered every 6 months if a passing grade is not achieved.

#### **Prerequisites and Advanced Standing:**

Unless otherwise stated in the program admissions requirements, the "Transfer of Credit" policy will be followed when evaluating prerequisites and advanced standing credit.

#### **NYACK COLLEGE POLICY FOR PRIOR LEARNING**

- Upon faculty recommendation adult students may obtain college credit for post-secondary prior learning experience that occurs outside of the college classroom.
- Accepts college-equivalent credits from agencies such as the American Council of Education (ACE) and National College Credit Recommendation Service (National CCRS).
- Dictates that students can use ACE and National CCRS 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.

#### **Prior Learning Assessment:**

American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS) official transcripts will be used to evaluate credit for prior learning. Students able to demonstrate significant life experience equivalent to college level learning may enroll in PLA101 Prior Learning Assessment, and be given the opportunity to petition for credit

#### **International Students Admissions Requirements**

Nyack College welcomes applications for admission from well-qualified international students. International students are defined as those who are not U.S. citizens, who are currently living outside the U.S. and will require an F-1 visa to study in the U.S., or who are currently in the U.S. on an F-1 or other visa.

English Proficiency: In addition to the regular admissions requirements, all international students for whom English is not the first language must be certified in English proficiency. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are accepted. The following minimum score is required:

	TOEFL paper	TOEFL internet	IELTS
Undergraduate	523	70	6.0
Graduate	550	80	6.5

#### **Undergraduate Freshman**

1. Students who complete a high school diploma outside of the U.S. in a predominantly non-English curriculum are required to submit the TOEFL or IELTS.
2. Students who complete a high school level program of study outside of the U.S. in a predominantly English curriculum may submit SAT or ACT scores in place of the TOEFL/IELTS. SAT Total score of 1000, with an Evidence Based Reading and Writing score of at least 500, OR an ACT composite score of 19 is required.

#### **Undergraduate Transfer**

3. Students who complete a college/university degree outside of the U.S. in a predominantly non-English curriculum are required to submit the TOEFL or IELTS.
4. Students who complete less than 30 credits at a U.S. accredited college program are required to submit the TOEFL or IELTS unless number 2 above applies.
5. Students who complete an associates' degree or higher granted by a U.S. college/university are not required to submit a TOEFL/IELTS.

#### **Graduate**

1. Students who complete a bachelor's degree outside of the U.S. in a predominantly non-English curriculum are required to submit a TOEFL/IELTS. Additional testing required by any specific graduate program must be taken to meet admission standards.

2. Students who complete a bachelor's degree in an accredited college/university with an English language dominant curriculum will not be required to submit the TOEFL/IELTS. Additional testing required by any specific graduate program must be taken to meet admissions requirements.

International students requiring an F-1 visa must also submit the following:

- International Student Questionnaire.
- A certified affidavit from an individual or agency guaranteeing financial support to the student for education in the United States  
Supporter-provided room, and board affidavit of support (for off campus students only).  
Copy of passport/visa  
Copy of previous I-20's (if currently an F-1 student)  
International Student Transfer Form (for F-1 students who have previously studied at a U.S. institution)
- 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 Director of Admissions and/or Designated School Official will assist the student in matters pertaining to immigration, employment, etc.

**New Student Orientation:** All new students attend a special orientation program on the dates listed on the college calendar or as communicated by the admissions office. A full program is arranged for the orientation days at both the undergraduate and graduate level.

**Army Concurrent Admissions Program:** Nyack College is a member of the Service members Opportunity 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.

**Nondiscrimination Policy:** Nyack College is an educational institution that admits academically qualified students without regard to race, color, national origin, creed, age, disability, sex, gender, familial status, pregnancy, predisposing characteristics, military status, domestic violence victim status, or criminal conviction.

### ***Undergraduate Admissions***

#### **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:

- SAT Total score of 1000, with an Evidence Based Reading and Writing score of at least 500, OR an ACT composite score of 19.
- Graduation in the top 50% of one's high school class;
- 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 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.
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.
  - a. 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 Ability to Benefit test. Home schooled students are exempt from this test only if they submit a GED or obtain a letter from their local school district confirming they received an education "substantially equivalent" to instruction given to students graduating from high school in the public school system.
  - b. US citizens or eligible non-citizens who graduated from a non-US high school must submit their transcript to World Education Services (WES) for evaluation.

4. An official transcript from any and all colleges attended previous to Nyack. Non-US college transcripts must be submitted to World Education Services (WES) for evaluation.
5. Official SAT or ACT scores except if a student submits a GED score, is an international student, or has graduated from high school at the time of application.
6. Signed statement of faith and statement of community life adherence.
7. Pastor's recommendation
8. Personal Essay
9. Transfer Recommendation (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. Additionally, students are required to submit either a certificate of immunization, or a signed acknowledgement of risks and refusal of immunization to meningococcal disease. Students enrolled for less than six credits per semester, or who are enrolled exclusively in online or distance education courses, are exempt.

Certain online and prison programs will be required to submit only high school and college transcripts.

### **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 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 basis. Some Provisional Students may be required to take the Summer Warm UP program prior to their first semester. Provisional Students may not take more than 13 credit hours per semester during their first semester and are required to take Academic Life Skills during their first semester. Students earning a GPA of 2.5 or higher during their first semester may take up to 16 credit hours the following semester. When all requisite developmental education courses, as designated by the Accuplacer Placement Test, are completed and the overall GPA is 2.0 or higher, students may proceed with their core and major course requirements.

*Missing Documents:* Applicants who have not submitted all official, required documents for admission, or who have submitted one or more unofficial documents, may be admitted, matriculate, and receive financial aid for one semester. (Financial 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 until all documents are submitted.

*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.

**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 English 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, depending on their AP score.

### **Undergraduate Admissions Requirements Specific to the School of Nursing at Nyack College**

#### *Freshman Applicant*

- Minimum high school GPA of 2.70.
- Meet regular admissions standards

#### *Transfer Applicant*

- Minimum college cumulative GPA of 2.7 and 2.7 GPA in math and science courses
- Complete all prerequisite courses (math and science minimum grade of C+) taken within last 7 years: Chemistry, Anatomy & Physiology 1 & 2, Microbiology, Nutrition, College Algebra, College Writing 1 & 2, General Psychology
- Submit Nursing Major application
- Meet or exceed score of 70 on Kaplan Nursing Entrance Exam

### **Undergraduate Admissions Requirements Specific to the School of Education at Nyack College**

#### *Freshman Applicant to programs leading to New York State certification*

- Minimum high school GPA of 3.0
- Scores representing the top half of test takers in each domain of Math, reading, and Writing (SAT: Math, Evidence-Based Reading and Writing and Essay; or ACT: Reading, Math, and Writing) The SAT Essay is not optional.



### *Transfer Applicant*

Minimum college cumulative GPA of 3.0 (including coursework in each domain: Math, Reading, and Writing)

*Students who do not meet the prescribed freshman or transfer requirements can choose an alternative pathway for admission into the School of Education:*

Enroll in the Nyack College AA in Liberal Arts and seek advisement with the School of Education. Apply to the School of Education once AA is complete and 3.0 GPA is achieved. (Including coursework in each of the Math, Reading, and Writing domains).

Enroll in Nyack College History, English, or Math major and apply to the School of Education once 3.0 GPA is achieved. (Including coursework in each of the Math, Reading, and Writing domains).

## ***Degree Completion program Admissions***

### **Contact Information**

Applications for admission may be downloaded or completed online at [www.nyack.edu/admissions](http://www.nyack.edu/admissions).

### **Applying for Admission**

*All applicants must submit the following:*

1. Completed and signed application.
2. Nonrefundable Application fee of \$30.
3. High school diploma or equivalent.
  - 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 Ability to Benefit test. Home schooled students are exempt from this test only if they submit a GED or obtain a letter from their local school district confirming they received an education “substantially equivalent” to instruction given to students graduating from high school in the public school system.
  - US citizens or eligible non-citizens who graduated from a non-US high school must submit their transcript to World Education Services (WES) for evaluation.
4. An official transcript(s) from any and all colleges attended showing at least 60 transferable college credits earned from an accredited college or university. Please note that only course work with grades of “C” or higher will be accepted as transfer credits, except when part of a completed Associate’s Degree. Non-US college transcripts must be submitted to World Education Services (WES) for evaluation.
5. Writing sample.
6. Professional recommendation.
7. Completed Work and Life Experience Form.
8. Re 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. Additionally, students are required to submit either a certificate of immunization, or a signed acknowledgement of risks and refusal of immunization to meningococcal disease. Students enrolled for less than six credits per semester, or who are enrolled exclusively in online or distance education courses, are exempt.
9. Computer literacy is required.

## ***Prison Program Admissions***

1. Completed and signed application.
2. High school diploma or equivalent.
  - 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 Ability to Benefit 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 an education “substantially equivalent” to instruction given to students graduating from high school in the public school system.
  - US citizens or eligible non-citizens who graduated from a non-US high school must submit their transcript to World Education Services (WES) for evaluation.
3. An official transcript(s) from any and all colleges attended showing at least 60 transferable college credits earned from an accredited college or university. Please note that only course work with grades of “C-” or higher will be accepted as transfer credits, except when part of a completed Associate’s Degree. Non-US college transcripts must be submitted to World Education Services (WES) for evaluation.
4. Students applying for the Organizational Management program must have at least 60 transferable and applicable college credits.
5. Recommendation

*NOTE: Students can be accepted and start the program without submitting all required documents. They will have until the end of the first term to submit everything and will not receive financial aid until official proof of high school is submitted.*

## **Graduate Admissions**

### **Standards**

Admission to a master's or professional degree program at Nyack College requires a completed four-year bachelor's degree from a regionally accredited post-secondary institution. Please refer to the degree program for specific standards regarding admission into the Master's programs.

### **Applying for Admission (General Admissions Requirements for Graduate Programs)**

*All applicants must submit the following:*

1. Completed and signed application form.
2. Nonrefundable application fee. (for details refer to specific degree program)
3. Recommendations (for details refer to specific degree program).
4. Official transcripts from all previous colleges or universities attended showing evidence of an accredited bachelor's degree unless the coursework was completed at Nyack College in which case an unofficial transcript will be sufficient. Non-U.S. college transcripts must be submitted to World Education Services (WES) for evaluation. Canadian school transcripts can be submitted without an evaluation.
5. Writing samples.
6. 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. Additionally, students are required to submit either a certificate of immunization, or a signed acknowledgement of risks and refusal of immunization to meningococcal disease. Students enrolled for less than six credits per semester, or who are enrolled exclusively online are exempt. Mental Health Counseling online students are required to submit immunizations due to the residency portion of the program.
7. Computer literacy: Students in the Graduate programs will use an online environment for a portion of their learning. Technology skills are necessary for successful completion of the program. Applicants to the program should be able to:
  - send and receive email
  - open or send an e-mail attachment
  - conduct research using the Internet
  - use Microsoft Word
  - download files(Students are required to have access to a computer and the Internet)
8. Additional material as required for specific degree program.

### **Visiting Students:**

1. Application fee of \$30
2. A letter of good standing from the Registrar or Dean of the student's current graduate school.
3. Short answer response.

### **Enrollment Status Classification**

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

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

*Missing Documents:* Applicants who have not submitted all official, required documents for admission, or who have submitted one or more unofficial documents, may be admitted, matriculate, and receive financial aid for one semester with a conditional enrollment status. 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 until all documents are submitted.

*Advanced Standing:* Students admitted while completing undergraduate requirements may be admitted and begin taking graduate courses that complete undergraduate course requirements. A grade of B- must be achieved to earn graduate credit. The Admission letter will stipulate courses and credits to be counted for Advanced Standing. Graduate level

work must be done to earn Advanced Standing in a given course. Students will be registered in the Graduate level course with a graduate level syllabi and course requirements while completing the undergraduate requirements.

*Prerequisite:* Students can be admitted into a prerequisite course while pursuing admission to a graduate program. Enrollment in a prerequisite or prerequisite courses does not guarantee admission into the particular program. Successful completion of the prerequisite course or courses is required to begin the program.

### **Alliance Theological Seminary Admissions**

In addition to the General Admissions Requirements, following are requirements for admissions into the Alliance Theological Seminary:

#### **Degree and Non-Degree Seeking Students:**

1. A nonrefundable application fee of \$30.
2. The Statement of Christian Life and Experience and Short Answer Response. The Statements should demonstrate satisfactory writing skills, an ability to reason, and a commitment to completing the respective degree.
3. Official transcripts from each college and/or university attended since high school showing evidence of an accredited bachelor's degree with a minimum 2.5 GPA (on a 4.0 scale). Non- U.S. college transcripts must be submitted to World Education Services (WES) for evaluation.
4. Three recommendations: pastor and two other general references.
5. Statement of Faith and Standard of Conduct.

#### **C&MA Licensed Worker:**

1. Application fee of \$30
2. Christian Experience Statement
3. General Reference
4. Official transcripts showing evidence of accredited workers bachelor's degree with a minimum 2.5 GPA (on a 4.0 scales). Non-U.S. college transcripts must be submitted to World Education Services (WES) for evaluation. Canadian School transcripts can be submitted without an evaluation.

#### **Visiting Students:**

1. Application fee of \$30
2. A letter of good standing from the Registrar or Dean of the student's current graduate school.
3. Short answer response.

#### **Audit Students:**

1. Audit application form.
2. Application fee of \$10.
3. Proof of bachelor's degree.

### **Alliance Theological Seminary – Doctor of Ministry**

In addition to the General Admissions Requirements for Graduate Programs, following are specific requirements for admissions and matriculation into the Doctor of Ministry:

1. A nonrefundable application fee of \$50.
2. An official graduate transcript of M.Div. or equivalent from an accredited institution indicating a GPA of at least 3.0 (on a 4.0 scale). Non-U.S. graduate transcripts must be submitted to World Education Services (WES) for evaluation.
3. Recommendation from the applicant's church or organization.
4. Academic Recommendations from a former professor.
5. Christian Experience Statement including a description of three years of full-time ministry experience following completion of an MDiv or equivalent.
6. Dissertation Project Write-Up. This formal proposal should address both the nature and the practice of ministry. This project must identify a specific concern in ministry, organize an effective research model, utilize appropriate resources and evaluate the results, as well as reflect depth of theological insight in its relation to ministry. The initial proposal should be 5 pages and contain a bibliography of 7-10 sources.
7. A personal interview with the Director of the D.Min. Program and/or one faculty member may be required.

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

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

1. A nonrefundable application fee of \$30.
2. Official transcripts from each college and/or university attended since high school showing evidence of an accredited baccalaureate degree with a minimum cumulative grade point average of 3.0 (on a 4.0 scale). Transcript(s) should show completion of the following mandatory undergraduate prerequisite courses completed within the last 10 years and with a grade of at least a C (2.0): Prerequisites must be completed prior to beginning the program.

A) For Mental Health Counseling applicants:

Introduction to Psychology (General Psychology)  
Abnormal Psychology (Psychopathology)

B) For Marriage and Family Therapy (MFT) applicants:

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

3. The Statement of Christian Life and Experience and the Calling to Counsel indicating why the applicant desires the particular degree. The statements should demonstrate satisfactory writing skills, an ability to reason, and a commitment to completing the respective degree.

4. Statement of Faith and Standard of Conduct.

5. Satisfactory profiles of the MCMI-III and MMPI-2. These tests may be taken at a professional testing service or administered by a licensed clinical psychologist. Contact the AGSC office for local testing sites.

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

6. Three letters of reference: pastoral, academic and general.

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

### **Master of Business Administration**

In addition to the General Admissions Requirements for Graduate Programs, following are specific requirements for admissions and matriculation into the Master of Business Administration:

1. A nonrefundable application fee of \$50.
2. Resume detailing academic and professional achievements.
3. Official transcripts from each college or university attended since high school showing evidence of an accredited bachelor's degree with a minimum 3.0 GPA (on a 4.0 scale). Applicants with a GPA of less than 3.0 who appear to be suitable candidates for the degree, may be admitted provisionally.
4. GMAT score: An acceptable score on the Graduate Management Admission Test (GMAT) taken within the last five years. The Graduate Record Examination (GRE) may be submitted in place of the GMAT.
5. Two recommendations: academic and professional.
6. Interview: Students may be required to interview with the Director or Dean of the program.

### **Master of Science in Organizational Leadership**

In addition to the General Admissions Requirements for Graduate Programs, following are specific requirements for admissions and matriculation into the Master of Science in Organizational Leadership:

1. A nonrefundable application fee of \$50.
2. Resume detailing academic and professional achievements.
3. Official transcripts from each college or university attended since high school showing evidence of an accredited bachelor's degree with a minimum 3.0 GPA (on a 4.0 scale). Applicants with a GPA of less than 3.0 who appear to be suitable candidates for the degree, may be admitted provisionally.
4. Two recommendations: academic and professional.
5. Interview: Students may be required to interview with the Director or Dean of the program.

### **Masters Programs in Education**

#### **Admissions Requirements (MSEd)**

In addition to the General Admissions Requirements for Graduate Programs, following are specific requirements for admissions into the Graduate Education degree programs:

1. A nonrefundable application fee of \$30.
2. Autobiography and statement describing the reasons for pursuing graduate study in education, including professional and personal goals (no more than two typed pages).
3. Official transcripts from colleges or universities previously attended showing evidence of an accredited baccalaureate degree, a minimum grade point average of 3.0 on a scale of 4.0, and proof of completion of the education prerequisites. At least 30 credits in the range of liberal arts and sciences are required for admittance to the Childhood Education, Childhood Special Education, and Teaching English to Speakers of Other Languages programs, as outlined in those program sections. Only undergraduate credits earned at accredited institutions will be considered for Graduate Education pre-requisites purposes. Transcribed courses for transfer credit must be as recent as 7 years.
4. GRE or an equivalent for initial or additional certificate programs only.
5. Two academic recommendations and one professional recommendation (all from non-family members) on the forms provided. If the applicant is currently teaching, the professional reference should be from the building-site principal or immediate supervisor.

when possible. Those not currently teaching should supply the professional recommendation from the last principal/immediate supervisor or a cooperating teacher from the most recent fieldwork.

6. Either appropriate previous certification or completion of prerequisites for certification/entrance to the certification program offered. (See specific initial or additional certification program requirements for details.)
7. Credit will not be accepted for transfer of coursework older than seven years from the date of application.

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

**Admission Prerequisites for Initial Certification (Childhood Ed or Childhood Special Ed)**

1. BA/BS in English, Foreign Language, History, Mathematics, Social Studies, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or more of Mathematical Processes, totaling 30 credits of grade C or better. Only undergraduate credits earned at accredited institutions will be considered for MEd pre-requisites purposes.
2. 6 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology.
4. Evidence of computer literacy.
5. Submission of scores for the Graduate Record Examination (GRE)

**Admission Prerequisites for Additional NY Certification (Childhood Ed or Childhood Special Ed)**

1. A valid NY State teaching license
2. 6 credits of Historical & Social Science Concepts (with grades of at least C)
3. 6 credits of Scientific Processes (with grades of at least C)
4. 6 credits of Mathematical Processes (with grades of at least C)
5. Submission of scores for the Graduate Record Examination (GRE)

**Admission Prerequisites for Non-Certification (Childhood Ed or Childhood Special Ed)**

1. A Bachelor's degree
2. Evidence of Computer Literacy

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

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

1. Minimum undergraduate grade point average of 3.0, and proof of completion of the prerequisites.
2. Passing scores on the New York State Teacher Certification Examinations.
3. Two academic recommendations from professors and one professional recommendation from the third year field experience cooperating teacher.
4. A brief autobiography and statement describing reasons for pursuing graduate study in education, including professional and personal goals.
5. Interview and writing sample with the Nyack College Graduate Education Office.

**Admission Prerequisites for Initial or Additional Certification (TESOL)**

1. BA/BS in English/Linguistics, Foreign Language, History/Social Science/Anthropology, Mathematics, or one of the sciences; or 30 credits of C or better in one of the previously listed fields; or 30 credit hours at a grade of C or better in the liberal arts and sciences, which must include coursework as follows: 9 credits in Artistic Expression, Humanities, Communication, Written Expression, Information Retrieval, 6 credits or more of Historical & Social Science Concepts, 6 credits or more of Scientific Processes, and 6 credits or more of Mathematical Processes, totaling 30 credits of grade C or better. Only undergraduate credits earned at accredited institutions will be considered for MEd pre-requisites purposes.
2. 12 credits of a language other than English (or the college level equivalent).
3. An introductory course in Psychology.
4. Evidence of computer literacy.
5. Submission of scores for the Graduate Record Examination (GRE)

**Admission Prerequisites for the Non-Certification Track (TESOL)**

1. BA/BS in English/Linguistics, Foreign Language, History/Social Science/Anthropology, TESL, composition, literature, education, one of the sciences; or 30 credits of B or better in one of the previously listed fields
2. 12 credits of a language other than English (or the college level equivalent).

3. Evidence of computer literacy.

#### **Admission Prerequisites for Professional Certification (Inclusive Education)**

1. Initial/Provisional New York State or ACSI teaching certification or evidence of having met all requirements for a teaching certificate is necessary for admission to the Inclusive Education programs; students with equivalent out-of-state certification may be accepted.
2. Submission of scores for the Graduate Record Examination (GRE)

#### **Master of Arts in Ancient Judaism and Christian Origins**

In addition to the General Admissions Requirements for Graduate Programs, following are specific requirements for admissions and matriculation into the Master of Arts in Ancient Judaism and Christian Origins:

1. Nonrefundable application fee of \$30.
2. The statement of Christian Life and Experience and Short Answer Response. The statements should demonstrate satisfactory writing skills, an ability to reason, and a commitment to completing the respective degree.
3. Official transcripts from each college and/or university attended since high school showing evidence of an accredited bachelor's degree with a minimum 3.0 GPA (on a 4.0 scale). Applicants with a GPA of less than 3.0 who appear to be suitable candidates for the degree, may be admitted provisionally.
4. Three recommendations: pastor's and two academic recommendations
5. Successful completion of the proficiency examination in Biblical Hebrew
6. GRE taken within the last 5 years. Minimum scores required: 153 verbal, 150 quantitative, 4.5 writing.

#### **Master of Social Work**

In addition to the General Admissions Requirements for Graduate Programs, following are specific requirements for admissions and matriculation into the Master of Social Work:

1. Nonrefundable application fee of \$45.
2. Official transcripts from each college and/or university attended since high school showing evidence of an accredited bachelor's degree and the following GPA.
  - a. Traditional program applicants must have a minimum 2.75 GPA. Students who have a 2.5 to 2.74 GPA will be considered for admission on a provisional basis.
  - b. Advanced Standing program applicants must have a Bachelor's degree in Social Work from a CSWE accredited program within seven years of graduation with an overall minimum 3.0 GPA and 3.0 in Social Work courses. Students who have a 2.75 to 2.99 GPA on the last 60 credits leading to the Bachelor's degree will be considered on a provisional basis.
  - c. Experienced and Employed Social Service Practitioners' (EESP) program applicants must have a minimum 2.75 GPA. Students who have a 2.5 to 2.74 GPA will be considered for admission on a provisional basis.
3. Students who have not earned a Bachelor's degree in Social Work will be required to show completion of prerequisite coursework including Communications (3 cr.), College Writing (3 cr.), Statistics (3 cr.), Human Biology (3 cr.), Sociology (3 cr.), Psychology (3 cr) and Humanities and/or History (6 cr).
4. Personal Statement Response.
5. Three Recommendations: Academic and two professional
6. Critical Thinking Essay (traditional program applicants)
7. Case Reflection (Advanced Standing and EESP program applicants)
8. Resume

Employed social service practitioners are encouraged to apply to either the Traditional, the Experienced and Employed Social Services practitioners (EESP) or Advanced Standing programs. Currently employed practitioners or others who are currently employed should note that the program requires internship hours. Please consider whether or not your place of employment meets the criteria for an employer based internship or if leave can be taken to complete the internship at an approved site.

## **Tuition and Fees 2018-2019**

***Nyack College/Alliance Theological Seminary reserves the right to adjust tuition, fees, resident fees, and academic offerings without notice.***

### **Undergraduate (Traditional Program) Basic Fees (per semester) (non-refundable except as stated; adjusted annually)**

Tuition:	
12-18 credits .....	12,500
Less than 12 credits (per credit) .....	1,040
More than 18 credits (per credit) .....	620
Auditing: Less than 12 credits (per credit) .....	100
Private Music Fee Audit (per credit) .....	400
Technology Fee:	
2-8 credits .....	100
9-12 credits .....	175
Rockland Student Health Fee (12 or more credits) .....	75

### **Undergraduate Resident Fee, Rockland (per semester)**

Resident Fees: (room and 21 meal plan)	
Moseley, Christie, Simpson Halls	
Double Room .....	4,725
Single Room .....	5,225
Double Room, Private Bath .....	5,225
Optional 14 Meal Plan Discount (per semester) .....	(100)
Room Reservation Deposit .....	150
Room Change Fee .....	25
New Student Orientation (Fall Semester only) .....	100

### **Undergraduate Course Fees (required with certain courses; non-refundable)**

Fine Arts .....	50
Music Instrument Rental - Instrumental Methods Courses .....	50
Science Lab .....	75
Student Teaching Placement per course/placement .....	150
Student Teaching Testing .....	300
Education Music in Elem. Schools .....	25
Teaching and Learning Strategies .....	139
Webpage Design/Graphic Arts .....	100
Introduction to Computer Science .....	499
Kickboxing .....	85
Nursing major fee per term .....	1000
Personal Spiritual Formation .....	150
Music Majors iPad purchase .....	550
Music Majors iPad Apps Fee (per semester) .....	25

*(Refer to the latest Registration Course Listing from the Registrar for up-to-date course fee information.)*

### **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)

### **Puerto Rico Undergraduate Tuition**

Tuition: per credit .....	135
---------------------------	-----

### **Organizational Management, Church Management & Healthcare Management Tuition and Fees**

Cost per term (12 credits) .....	8,100
Technology Fee per term .....	175
Cost per credit .....	675

### **Assessment Fees**

Prior Learning Assessment Course .....	450
Portfolio Documents Processing Fee for Essays per credit .....	90
Portfolio Docs Processing Fee for Professional Tech per credit .....	30/credit
Project Continuation (Ind. Study: If needed after completion) .....	675
Project Read Fee (f needed after cohort completion) .....	100

### **RN to BSN Program tuition and Fees**

Tuition per credit .....	800
Technology Fee per term .....	100

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

Diploma replacement fee .....	45
-------------------------------	----

ID replacement fee.....	25
-------------------------	----

#### **Alliance Theological Seminary & AJCO**

Tuition per credit .....	585
Independent/ Directed Study (per credit).....	100
Audit tuition per credit .....	100
ATS in Puerto Rico tuition per credit .....	145
*Doctor of Ministry tuition per credit.....	585
<i>*continuation fees apply</i>	

#### **Nyack Graduate Programs**

MA in Counseling (Alliance Graduate School of Counseling) –	
Tuition (per credit).....	800
MS in Education - Tuition (per credit) .....	725
*MS in Organizational Leadership - Tuition (per credit) .....	725
*MBA - Tuition (per credit) .....	800
MSW - Tuition (per credit) .....	800
Directed Study (per credit) .....	100
<i>*continuation fees apply</i>	

#### **Additional Fees (non-refundable)**

##### **Technology Fee – All Programs/Term**

2-8 credits.....	100
9-12 credits.....	175
Transcript Domestic (per copy).....	5
Transcript International (per copy).....	7.50
Rush transcript fee .....	15
Motor Vehicle Registration (campus resident/per semester).....	100
Motor Vehicle Registration (commuter/per semester) .....	50
Replacement of lost or stolen I.D. card .....	25
Project/Program Completion/Extension .....	varies
Diploma Re-Order fee.....	45
Apostille request.....	25-125
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/ATS for the student's academic program of study. Financial Aid is awarded on a rolling basis.

All prospective students and returning students who are interested in receiving Federal and State financial aid must:

**Complete the FAFSA**(Free Application for Federal Student Aid). [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

The Federal School Code for Nyack College/ATS is 002790.

**Complete the NY State TAP Application**(Tuition Assistance Program). [www.tapweb.org](http://www.tapweb.org)

This step is only for undergraduate students. Must be a New York State resident to apply.

### **TITLE IV PROGRAMS (FEDERAL AID)**

Eligibility for these programs is determined by completing the FAFSA (Free Application for Federal Student Aid). The best way to verify income is by using the IRS Data Retrieval Tool that is part of the FAFSA on the Web application. If the applicant did not choose this option when completing the FAFSA they can return to [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov), log in to their FAFSA record, select "Make FAFSA Corrections," and navigate to the Financial Information section of the form. From there, follow the instructions to determine if they are eligible to use the IRS Data Retrieval Tool to transfer 2016 Federal income tax information into their FAFSA. It takes up to two weeks for IRS income information to be available for the IRS Data Retrieval Tool for electronic IRS tax return filers, and up to eight weeks for paper IRS tax return filers. If more information is needed about when or how to use the IRS Data Retrieval Tool the applicant should contact their Financial Aid Counselor.

If the applicant is unable or chooses not to use the IRS Data Retrieval Tool in FAFSA on the Web and is selected for verification they must submit a **2016 IRS tax return transcript**—not a photocopy of the income tax return. The IRS tax return transcript can be requested in one of three ways: Online at [www.irs.gov](http://www.irs.gov), by telephone at 1-800-908-9946, or by paper using IRS Form **4506T-EZ**

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. If selected for Verification (The SAR will indicate if the student has been selected) the student (and parent or spouse if applicable) must submit an IRS Tax Return Transcript and 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.

### **Federal Direct Loan Program (All programs)**

**Subsidized Stafford Loan (Undergraduate Programs only):** 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 for both undergraduate and graduate students. 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 also provides additional funds to dependent undergraduate students whose parents do not qualify for a PLUS Loan or independent students who need additional money to meet their educational expenses.

**Parent PLUS or Grad PLUS loans:** Eligibility is restricted to parents borrowing for dependent students enrolled at least half-time (6 credits) or students enrolled in a graduate program. Approval for a PLUS loan for undergraduate students is determined by the parent's credit worthiness. Repayment begins 30 days after the loan is disbursed unless the parent opts to defer payments while the student is in school on the application.

Contact the Office of Student Financial Services or log on to [www.Nyack.edu/sfs/loans](http://www.Nyack.edu/sfs/loans) for more information on loan limits, interest rates, or to apply for loans.

### **Undergraduate Federal Aid:**

**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 Teacher Education Assistance for College and Higher Education (TEACH) Grant:** This grant provides up to \$4000 per year to graduate and undergraduate education majors who intend to teach full time in high-need subject areas for at least 4 years within the 8 years following graduation at schools that serve students from low-income families. If the obligation to teach is not met the grant becomes an unsubsidized student loan and must be repaid with interest.

**Federal SEOG (Supplemental Education Opportunity Grant)—Rockland Campus only:** 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 FAFSAs 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.

### **STATE ASSISTANCE FOR UNDERGRADUATE 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 TAP Application. Undergraduate students can receive payments for a total of 4 academic years (8 semesters). 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 5<sup>th</sup> 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](http://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 at the Rockland Campus. Contact the Office of Academic Development at Nyack College for further details (845) 675 - 4444.

### **COLLEGE GATEWAY FOR AMERICA PROGRAM**

To participate in the College Gateway for American Program, applicants must be a US citizen or an eligible non-citizen, must have a high school diploma (or GED equivalent), pay \$99 or less per month while participating in the program, complete a FAFSA (Free Application for Federal Student Aid), apply for Federal Financial Aid through college partner's financial aid office and meet all applicable admissions and financial requirements of the college partner. A Student who is an active duty Servicemember or Veteran, a member of the National Guard or Reserves, or a qualified survivor or dependent must provide the Certificate of Eligibility (COE) or Statement of Benefits for certification. All non-student loan aid sources for which the student is eligible must be applied to direct program costs prior to the application of the College Gateway for America scholarships for each payment period.

### **Satisfactory Academic Progress Policy for Federal and New York State Aid**

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 credit hours attempted. The Student Financial Services/Registrar Offices will assess the student's academic progress at the end of every term for all Federal and State 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.

### **Financial Aid Warning and Termination for Title IV FSA**

The first time a student does not meet the standards of satisfactory progress at the end of a term, the student will automatically be notified and placed in a financial aid warning status for the following term. Federal financial aid may still be received during the warning period. At the end of the warning term, the student must again be making satisfactory academic progress or financial aid will be terminated until the student has reestablished financial aid eligibility.

### **Appeal Process & Financial Aid Probation Term**

Any student who is denied Federal financial aid at the end of the one term warning period or does not meet the NY State SAP standard, and who can prove special circumstances (i.e. serious injury or illness, death in the family, or other situations causing physical or psychological stress) is allowed to appeal their case. An appeal letter may be submitted with supporting documentation, if required, to the Office of Student Financial Services to request a waiver of the SAP standards for a semester. If the appeal is approved, the student must determine and complete a specific academic plan. At this time, the student will be placed on a one-term financial aid probation and the SAP standards are suspended for that student during the probation term.

### **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.

#### Notification

The following academic standard definition represents minimum academic standards that must be met by students 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.

#### Nyack College Undergraduate Traditional Standard Credit Hour Term

##### Federal Graduated Rate Standard based on percentage earned

Total Hours Attempted	Minimum Cum GPA	Minimum Percent of Credits Completed
1.00 – 15.00	1.10	50.00%
16.00 – 30.00	1.30	50.00%
31.00 – 45.00	1.70	50.00%
46.00 – 999.00	2.00	75.00%

#### Degree Completion Undergraduate Programs

Title IV Federal Student Aid:

Cumulative GPA required: 2.0

Minimum Percentage of Credits Completed: 67%

#### New York State SAP Policy (All Undergraduate Programs)

##### TAP Grants (First Award in or after 2010-2011)

Before being certified for this payment*	1	2	3	4	5	6	7	8	9**	10**
A student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
With at least this grade point average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

\*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.

##### TAP Grants (First Award before 2010-2011)

Before being certified for this payment*	1	2	3	4	5	6	7	8	9**	10**
A student must have accrued at least this many credits	0	3	9	21	33	45	60	75	90	105
With at least this grade point average	0	1.1	1.3	1.7	2.0	2.0	2.0	2.0	2.0	2.0

\*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.

**TAP Grants—School of Adult and Distance Education Programs**

Before being certified for this payment*	1	2	3	4	5	6	7	8	9	10
A student must have accrued at least this many credits	0	6	15	30	45	60	75	90	105	120
With at least this grade point average	0	1.5	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0

\*Including semesters transferred from another institution.

**b. Program Pursuit**

To remain eligible for State student financial assistance, a student must remain in good academic standing. Two elements make up good academic standing: making satisfactory academic progress toward a degree and pursuing the program of study.

Program pursuit is defined in regulations as completing—getting a grade in—a percentage of the minimum full-time course load in each term an award is received. The percentage, as specified in regulations, begins at 50 percent of the minimum full-time course load in each term of the first year an award is received, to 75 percent in each term of the second year an award is received, to 100 percent in each term of the third year an award is received and thereafter.

Pursuit is an effort or completion requirement rather than an achievement requirement, so courses in which a student receives either passing or failing grades can be used to satisfy the pursuit requirement. Thus, grades of A through F and any other grade that indicates the student completed the course and all necessary assignments (e.g., P, S, U, R) are acceptable to meet the pursuit requirement. W grades or any grade which indicates the student failed to complete the course or assignments cannot be used to satisfy the pursuit requirement. Incomplete (I) grades can be used to meet the pursuit requirement providing college policy requires the grade to be resolved to a passing or failing grade no later than the end of the subsequent term.

Grades earned in remedial courses as well as credit-bearing courses can be included in meeting the pursuit requirement.

**Nyack College/ATS Graduate Programs**

**a. Nyack College Graduate Programs**

**For Federal Loans—Alliance Graduate School of Counseling**

Total Hours Attempted	Minimum Cum GPA	Minimum Percent Credits Completed
1.00 – 12.99	2.80	50.00%
13.00 – 99.00	3.00	75.00%

**For Federal Loans—Master of Science in Education, Master of Science in Organizational Leadership, Master of Business Administration, Master of Social Work, Master of Arts in Ancient Judaism & Christian Origins**

Total Hours Attempted	Minimum Cum GPA	Minimum Percent Credits Completed
1.00 – 9.00	2.80	67.00%
10.00 – 99.00	3.00	67.00%

**b. ATS Graduate Seminary Programs**

**For Federal Loans—Doctor of Ministry**

Total Hours Attempted	Minimum Cum GPA	Minimum Percent Credits Completed
1.00 – 6.99	3.00	50.00%
7.00 – 99.00	3.00	75.00%

**For Federal Loans—M.P.S., M.A.**

Total Hours Attempted	Minimum Cum GPA	Minimum Percent Credits Completed
1.00 – 6.99	2.00	50.00%
7.00 – 99.00	2.50	75.00%

**For Federal Loans—M.Div**

Total Hours Attempted	Minimum Cum GPA	Minimum Percent Credits Completed
1.00 – 6.99	2.00	50.00%
7.00 – 12.99	2.20	50.00%
13.00 – 99.00	2.50	75.00%

\*Including semesters transferred from another institution.

**NYACK COLLEGE/ALLIANCE THEOLOGICAL SEMINARY GRANTS**

Nyack College offers grants to qualifying traditional undergraduate students, Masters in Education, Alliance Theological Seminary, and Alliance Graduate School of Counseling Students. These grants are funded by the institution, and are awarded to new students matriculating for the first time after July 1, 2018.

Unless otherwise stated, all grants are renewable 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.

Please see the website for available grants—including terms and conditions:

- Undergraduate – [www.nyack.edu/sfs](http://www.nyack.edu/sfs)
- Graduate – see program specific Finances pages
- SADE- [www.nyack.edu/OMFinances](http://www.nyack.edu/OMFinances)

**ATS SPECIAL GRANT PROGRAMS**

Spouses of full-time students (9 or more credits per semester) may register for up to three audit credits per semester and receive a full tuition grant. This grant is only for spouses who are non-matriculated and ineligible for other aid.

Spouses of currently enrolled full-time students may enroll in classes for credit as matriculated students and receive total grants equivalent to 50% of tuition. The spouse may receive the 50% grant for either a part-time or full-time load.

For either grant program, the spouse must apply and meet all the admission requirements and register as any other student. A registration fee and vehicle registration fee must be paid.

All ATS alumni, as well as missionaries and clergy who are actively involved in ministry, may apply to the Office of Student Financial Services to audit one course and receive a grant for tuition. A registration fee and vehicle registration fee must be paid.

Individuals over 60 years of age may audit and receive a grant for 80% of the normal audit tuition. A registration fee and vehicle registration fee must be paid.

**NYACK COLLEGE/ATS ENDOWED SCHOLARSHIPS**

The Nyack College Scholarship Committee annually awards a number of scholarships to worthy traditional undergraduate students at both the Rockland and NYC campuses. Alliance Theological Scholarship Committee awards annual scholarships to Rockland Seminary Students. These awards are made under the terms of private donors, as well as in accordance with general eligibility requirements established by the Scholarship Committees relative to academic achievement and financial need.

Online applications are made available to students at the beginning of the spring semester. Please see the Office of Student Financial Services for specific deadlines; 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.

Students must apply every year to be considered for scholarships and award amounts vary from year to year. Students will be notified individually of the specific amount of their awards.

## **PAYMENT OPTIONS**

Payment for each term or semester's charges are due in full on or before the term start date. A bill will be sent to the student prior to each term. The student is responsible to return the bill with payment in full or confirmed Automatic Payment Plan enrollment (see below) or completed Alternative Loan/Student Loan/or Plus Loan paperwork in order to receive an approval to be able to register for classes.

**Payment in Full.** Parents and Students may pay each semester's balance in full at [www.nyack.edu/payments](http://www.nyack.edu/payments). Payments in full are due before the term start date.

**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 5<sup>th</sup> or the 20<sup>th</sup> of every month. Once enrolled, all payments are made automatically from a checking, savings, or credit card account. To enroll on the payment plan log on to the [www.Nyack.edu/sfs/payplan](http://www.Nyack.edu/sfs/payplan) and through the login process pages choose the Automatic Payment Plan for your specific program of study.

**Alternative Loans.** Other loans are available through various banking institutions. Contact the Office of Student Financial Services or check [www.nyack.edu/sfs](http://www.nyack.edu/sfs) for more information.

**Company and Military.** Nyack College is pleased to work with the United States Armed Forces and a limited number of employers to process tuition payments/reimbursements on behalf of the student. Please contact the financial aid office for additional information.

## **Unpaid Balances.**

All balances must be paid in full by the end of each semester/term enrolled. Students with outstanding balances will not be permitted to receive grade reports, transcripts, diplomas, or participate in commencement (graduation) exercises, and all credit for the term may be lost. Also, the student will not be allowed to register for future semesters at Nyack College/ATS if there is an unpaid balance."

A finance charge of 1.5% per month will be applied to all accounts with outstanding balances (due to missing paperwork or bounced checks, missed payments, etc.) at the end of each month and will be compounded monthly, except for those students who are enrolled in, and all payments are current, under the Automatic Payment Plan.

If any legal effort or action is required to collect any sum due on the signed financial agreement, the student agrees to pay all collection and legal fees and costs that are incurred. The financial agreement and the rights and obligations of the Payer to Nyack College and any subsequent holder shall be governed in all respects by the laws of the State of New York.

## **TUITION EXCHANGE PROGRAMS (Traditional Undergraduate)**

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:

- The maximum length of time that a student can receive a tuition award is four years or eight semesters.

- Recipients agree to live in college-owned housing during their enrollment at the college.

- 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.

- In order to be eligible for tuition remission students must complete applications for TAP (NYS/if eligible) and FAFSA.

- 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**

Traditional undergraduate room and board is available only on the Rockland Campus. Housing is not available for students enrolled in the School of Adult and Distance Education undergraduate programs. The residence halls are generally not open to new students until the day before Registration.

A \$150.00 room reservation deposit is required of all new and returning resident students who wish to reserve accommodations for the upcoming academic year. The room reservation deposit will be credited against the student's residence life charges at registration. This deposit becomes non-refundable after July 15.

Limited on-campus housing is available for ATS and AGSC students at the Rockland campus, with priority given to full-time students.

## **CREDIT BALANCE AUTHORIZATION**

Any "Credit Balance" on a student account will be used first to cover all education and non-educational-related expenses. If the remaining credit balance is the result of Federal Financial Aid a credit refund will be made to the student within 14 days. If the credit balance is not from Federal Funds it will remain on the student's account until the student notifies the Office of Student Financial Services by submitting a completed Credit Refund Request Form. The student must have a credit on their account over and above tuition, fees and rent for the current term in order for any refund to be processed (see page three from the ATS housing handbook). Refunds will be processed within 7-14

days of the request. Students always have the option to request in writing that any credit balance funds remain on their account for the next semester by submitting that request to the office of Student Financial Services.

## **REFUNDS and 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.

### **Nyack College Traditional Undergraduate & Graduate Program**

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 technology 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 for the Undergraduate program. 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. Traditional Graduate students will be refunded based on the Tuition Refund Schedule below. Financial aid eligibility will be recalculated based on the revised enrollment status.

**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 and no refunds will be processed.

Students who withdraw from Nyack College completely within the registration period will be charged a Resident Fee 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).

### **Degree Completion Program Withdrawal/Refund Policy**

The SADE refund policy is established to determine the amount of tuition each student is refunded when a withdrawal from Nyack College is required. It is important to officially withdraw (see Withdrawals and Re-Admissions in the SADE Student Handbook) to ensure tuition, fees, and financial aid adjustments are complete in a timely manner. Failure to complete and submit an official withdrawal form before attendance stops will increase the total amount due on the student's final bill. Below is the refund policies for the SADE Program.

- Students register for a full term of modular courses at the beginning of the term.
- 100% of tuition and fees are refundable for a term if a withdrawal request is received within 14 calendar days of the term start and the student attended only two classes (includes orientation night) in the term (add/drop period).
- 100% of tuition is refundable for all courses not attended in a term if the student officially withdraws.
- Tuition is nonrefundable if any one class session is attended of a course following the first course of the term.

### **Withdrawal / Refund Policy for Graduate Programs (Cohort/Modular Format):**

- Students register for a full term of modular classes at the beginning of the term.
- The withdrawal date for tuition liability is not the date the student stops attending. Tuition liability for the term is determined by the date the student contacts the graduate registrar office and officially withdraws from the program.
- Full tuition liability for the term incurs at the midpoint of the term—8<sup>th</sup> week, 1<sup>st</sup> night of the 3<sup>rd</sup> class of the term.
- Prior to the point of incurring full tuition liability, the student is liable for all modules that the student has attended as follows:
  - No Tuition liability if the student withdraws after attending the first night of the class.
  - 100% Tuition liability if the student withdraws after attending the second night of the class.
- Federal, State, and institutional financial aid regulations will determine loan and grant eligibility due to a change in enrollment because of the student's withdrawal. All or part of loans and/or grants may need to be returned. These regulations are separate from the tuition liability policy.

**Return of 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:

- Direct Stafford Unsub/Sub Loans)
- Perkins Loan
- Direct Plus Loan
- Pell Grant
- TEACH (Teacher Education Assistance for College and Higher Education) Grant
- FSEOG (Supplemental Educational Opportunity Grant)

The Office of Student Financial Services assists students in providing quality financial counseling, direction and customer service.



## **ACADEMIC ADMINISTRATION**

*(Year indicates appointment to faculty)*

**Gwen Parker Ames**, Dean, Division of Student Success. B.A., M.A., Ed.D., Columbia University, Teacher's College. 2004.

**Julio Aponte**, Director of ATS (Puerto Rico). Instructor in Old and New Testament (Puerto Rico Campus - Seminario Teologico De Puerto Rico). D.D.Trinity College of Florida. M.A.R., Evangelical Seminary of Puerto Rico,B.A., University of Puerto Rico; 1990.

**Gregory Beeman**, Director of Institutional Research. MDiv., Gordon-Conwell Theological Seminary. B.A. Messiah College; 2010.

**Evangeline J. Couchey**, Institutional Registrar. M.Div., Alliance Theological Seminary, M.A. Nyack College. B.S., Crown College; 2002.

**Elias Dantas**, Director of International Relations. Ph.D., D.Miss., Th.M., Fuller Theological Seminary. B.Th., North Presbyterian Seminary, Brazil; 2007.

**Louis A. DeCaro, Jr.**, Director of ATS/Manhattan; Assistant Professor of Church History (NYC Campus), Ph.D., New York University; M.A., Westminster Theological Seminary; M.A., New York University B.A., Geneva College. 2006.

**Charles H. Hammond**, Dean of Students, Manhattan Campus. Ph.D. in Pastoral Leadership, Trinity College of the Bible and Trinity Theological Seminary, Newburgh, IN; M.P.S. Alliance Theological Seminary. B.S., New York University; 2005.

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

**Michael G. Scales**, President; Professor of Education. Ed.D., The Institute of Higher Education, University of Georgia. M.A., Western Kentucky University; B.S., Toccoa Falls College; 1989-2005, 2006.

**Bennett J. Schepens**, Assistant Provost for Assessment and Professional Programs; Dean of Graduate and Professional Programs; Professor of Education. Ph.D., University of Alabama. M.Div., Bethel Theological Seminary; M.A., B.A., University of Montana; 1995.

**Sue Lane Talley**, Dean, School of Music; Professor of Music. Ph.D., University of Dublin. M.A., Western Washington University; B.A. Whitworth College; 2001.

**David F. Turk**, Provost & Vice President for Academic Affairs; Interim Dean, College of Arts and Sciences; Professor of English. Ph.D., M.A., New York University. B.A., Nyack College; 1978.

**Anita Underwood**, Dean, School of Business and Leadership; Associate Professor of Business. Ph.D., University of Michigan, M.A., Meharry Medical College & Fisk University; B.A., Spelman College;;. 2005.

**Wanda Velez**, Dean of Students, Rockland Campus. M.P.S., Alliance Theological Seminary. B.A., Nyack College; 2001.

**Ronald Walborn**, Vice President and Dean, Alliance Theological Seminary and College of Bible and Christian Ministry. D.Min., Fuller Theological Seminary. M.Div., Alliance Theological Seminary; B.A., Nyack College; 1999.

## **FACULTY**

**Devonne Allen**, Lecturer in Social Work; Ph.D., Fordham University, M.S.Ed. Mercy College, M.S.W., Fordham University, B.A., CUNY Hunter College; B.S.W. Fordham University. 2010

**Agnia M. Assur**, Chair, Department of Psychology (Rockland); Professor of Psychology. Ph.D., M.A., New School University. B.A., The King's College; 1990.

**Carol R. Awasu**, Professor of Social Work. Ph.D., Syracuse University. M.S.W., B.A., Keuka College; 1999.

**Charles Awasu**, Chair, Department of Sociology and Political Science; Professor of Sociology. Ph.D., Syracuse University; M.S., New Hampshire College; B.A., University of Cape Coast; 1999.

**Vilma C. Balmaceda**, Director of Center for Scholarship and Global Engagement; Associate Professor of Political Science. Ph.D. in Political Science, M.A. in International Peace Studies, and M.A. in Government and International Studies, University of Notre Dame du Lac. Bachelor in Law, Licenciante in Law, Pontifical Catholic University of Peru Law School; 2008.

**Stacey L. Barker**, Professor of Social Work. Ph.D. in Social Welfare, Case Western Reserve University. M.S.W., University of Missouri; B.A. Eastern Nazarene College; 2018.

**Charles F. Beach**, Professor of English. Ph.D., M.A., Baylor University. B.A., Houghton College; 1992.

**Gerard F. Becker**, MBA and Business Administration Director (NYC); Professor of Business. PhD in Organization and Management, Capella University, Minn, MN.; B.S. and MBA in Management/Finance, Adelphi University, Garden City, NY.; 2009

**Gordon Boronow**, Associate Professor of Business. Ph.D., State University of New York at Stony Brook; B.S., Lafayette College; M.A., 2008.

**Frank Chan**, Chair, Department of Biblical and Theological Studies; Professor of Bible. Ph.D., Westminster Theological Seminary. M.A., Trinity Evangelical Divinity School; B.A., Wheaton College; 1999.

**Christy Choi**, Director of Eastman Library, M.P.S. Alliance Theological Seminary. B.S. Nyack College; 2009.

**Julianne M. Cox**, Associate Professor of New Testament (Rockland Campus), M.Phil., doctoral studies in process (ABD), Fordham University; M.Div., Alliance Theological Seminary; S.T.M., Yale Divinity School; B.A., Toccoa Falls College; 1990.

**Amy F. Davis Abdallah**, Associate Professor of Bible and Theology. Ph.D., Drew University. M.Div., Alliance Theological Seminary. B.A., Grove City College; 2002.

**Christopher Dost**, Director of Online Graduate Programs (Seminary); Assistant Professor of Old Testament. Ph.D., The Jewish Theological Seminary. M.A., The Jewish Theological Seminary; M.Phil., The Jewish Theological Seminary; M.A., Alliance Theological Seminary; B.A., Western Connecticut State University; 2014

**Jeffrey Dueck**, Professor of Philosophy. Ph.D., SUNY Buffalo; B.A. Nyack College; 2010.

**David M. Emanuel**; Associate Professor of Bible and Theology. Ph.D. Hebrew University, Jerusalem. M.Sc., University of London; M.A., Hebrew University, Jerusalem; B.S., Open University 2010.

**Elaine Eng**, Associate Professor of Mental Health Counseling. M.D. Albert Einstein College of Medicine. B.A Princeton University; 2012.

**Cheryl Felmler**, Director of ATS Library, Assistant Professor of Research Methods (Rockland Campus), M.A., Northern Illinois University. B.A., Washington Bible College; Graduate Studies, Trinity Evangelical Divinity School; 1995.

**Lars Frandsen**. Professor of Music. D.M.A., Eastman School of Music. M.M., Yale University School of Music; B.M., Royal Academy of Music, London; 2007.

**Janet E. Furness**, Director, Master of Social Work program and Professor of Social Work. Ed.D., University of Rochester. M.S.W., Rutgers University, B.S. Philadelphia College of the Bible; 2016.

**Jeffrey Garcia**, Assistant Professor of Biblical and Theological Studies. Ph.D. New York University. M.A. New York University; M.Phil. New York University; B.A. Nyack College; 2012.

**Jonathan A. Gates**, Chair; Language, Literature and Writing; Professor of English. Ph.D., Drew University. M.A., Miami University; B.A., Houghton College; 1993.

**Michael W. Gillern**, Assistant Professor of Pastoral Counseling. D.Min., Gordon Conwell. M.Div., Trinity Divinity; M.A., New School for SR; B.S., University of New Haven; 2004.

**Antoinette Gines-Rivera**, Director and Associate Professor of Mental Health Counseling. Ph.D. Regent University. M.S. Fordham University; B.A. College of New Rochelle; 2011.

**Sharron Greaves**, Chair, Department of Communications. Professor of Communications. Ph.D., Arizona State University. M.F.A., Chapman University; B.A., University of North Carolina; 2009.

**Susanne D. Hartl**, Chair, Business Administration/Accounting (Rockland), Associate Professor of Business. PhD in Organization and Manage, Capella University, M.B.A., University of New Orleans; Minneapolis, MN. BA., State University at Brockport; 1998.

**Denise Hirschlein**, Assistant Professor of Interdisciplinary Studies. M.A., Grace Theological Seminary. B.A., Glassboro State College; 2001.

**Inseon Hwang**, Dean, School of Nursing; Associate Professor of Nursing. PhD., Columbia University. B.S., M.S.N., Ewha Women's University; 2008.

**Gina Jacob-Strain**; Chair, Developmental Education. M.Div., Drew University. B.A. Rutgers University; 2010.

**Stanley John**, Assistant Professor of Intercultural Studies. PhD., Asbury Theological Seminary. M.A., Asbury Theological Seminary; B.A., Northpoint Bible College; 2014.

**Daniel Kaluka**, Assistant Professor of Chemistry. Ph.D. M.S. Marquette University. B.S. University of Zimbabwe. 2013.

**Marie Kenote**, Director (Rockland); Professor of Music. D.M.A., Rutgers University. M.M., Julliard School; B.M., The New England Conservatory; 2001.

**Jennifer Kimble-Zaghoul**; Chair, Department of Criminal Justice. Assistant Professor of Criminal Justice. Ph.D., (ABD) Rutgers University. MA., Eastern Mennonite University, B.A., George Mason University; 2010.

**Maureen Kroning**, Associate Professor or Nursing. Ed. D. Walden University. M.A. Walden University. B.S.SUNY College at New Paltz; A.A. Rockland Community College; 2012.

**Deanna Kwan**, Assistant Professor of Mental Health Counseling. Ph.D., M.S. Pennsylvania State University; Post-Doctoral Fellowship, New York Presbyterian Hospital; S.B., Massachusetts Institute of Technology; 2006.

**Margareta Labocki**, Director of Counseling Services. M.A. Nyack College. B.A. Kean University; 2016.

**Anna Flores Locke**, Assistant Professor of Mental Health Counseling. Ph.D., Montclair State University. M.A., Northwestern University; BA., University of Chicago. 2017.

**Beverley Locke**, Director of Writing Center (Rockland & NYC); Instructor in English. M.A., Ed.D.. (ABD), Teachers College, Columbia University. B.A., Nyack College; 2000.

**Kristen Luba**, Director of Assessment for the School of Education. M.A., Alliance Theological Seminary; B.S., Nyack College. 2008.

**Tammy K. Lum**, Professor of Music. D.M.A., Manhattan School of Music; M.M., B.M., Eastman School of Music; 1988.

**Elaine M. Lux**, Deputy Chair, Department of English; Professor of English. Ph.D., The Union Institute. M.A., University of Pennsylvania; B.A., Queens College; 1995.

**Stephen M. Maret**, Chair, Department of Psychology (NYC), Professor of Psychology. Ph.D., Drew University. M.A., B.A., Montclair State University; M.Phil., 1999.

**Grace Mathew**, Clinical Instructor/Lab Manager. MSN, Capella University. BSN, Oxford College of Nursing; 2012

**Russell R. McLeod**, Associate Professor of Pastoral Ministry. D.Min., Drew University. M.A., Alliance Theological Seminary; B.S., Nyack College; 2000.

**Andrew T. Mercurio**, Director, Marriage and Family Therapy Program, Professor of Marriage and Family Therapy. D.Min., Eastern Baptist Theological Seminary. Post-graduate certificate (Marriage and Family Therapy), M.Div., Asbury Theological Seminary; B.S., Nyack College; 2008.

**In Hak Moon**, Chair, Department of Mathematics; Professor of Mathematics. Ph.D., State University of New York at Stony Brook. B.S., Chon Buk National University; 2001.

**James G. Muckell**, Associate Professor of Accounting. M.B.A., Pace University. B.S., Fordham University; 1996.

**Elena Murphy**, Director of Learning Assessment; Assistant Professor of Assessment. Ed.D., University of Phoenix.. M.S., College of New Rochelle; BS., Empire State College; 1996.

**Paul H. Nevill**, Lecturer in Information Management, M.B.A., Aspen University. B.Ed. University of South California; 2018.

**R. Steven Notley**, Director AJCO, Distinguished Professor of New Testament and Christian Origins. Ph.D., Hebrew University. M.A., B.A., Oral Roberts University; 2001

**Sunya Notley**, Director of Bailey Library. M.L.S., Southern Connecticut State University. B.A., Oral Roberts University; 2002.

**Lyndell O'Hara**, Chair, Department of Humanities; Professor of History. Ph.D., MA, Fordham University. BA., MA., Empire State College; 1995.

**Peter Park**, Associate Professor of Biology. Ph.D., Stony Brook. B.S. Stony Brook, 2011.

**Kevin Pinkham**. Associate Professor of English. Ph.D., University of Southern California. M.A., Baylor University; B.A., Nyack College; 2007.

**Erica Ponteen**, Lecturer in Social Work/Field Education Director. MSW, New York University. B.A., Pace University; 2016.

**Jeffrey T. Quinn**, Vice President for College Relations and Assistant Professor of Pastoral Ministry. M.A., M.Ed., Columbia University Teachers College. B.A., Nyack College; 1998.

**Robert Reimer**, Associate Professor of Pastoral Theology. D.Min. Gordon-Conwell Theological Seminary. M.Div. Alliance Theological Seminary; B.A. The King's College; 2017.

**Scott Reitz**, Assistant Professor in Intercultural Studies; Coordinator for Global Service Learning. Ph.D., Regent University. M.A., Crown College. B.A., Nyack College; 2007.

**Cleotha Robertson**, Assistant Professor Old Testament, Ph.D., New York University. M.Div., Gordon-Conwell Theological Seminary; M.S., Brooklyn College; B.A., Dartmouth College; 2004.

**Jose R. Rodriguez**, Instructor in Counseling/Church and Society, D.Sc., Lafayette University; Ph.D., Fordham University. M.D., Universidad Centro Estudios Tecnológicos; M.P.H., University of Puerto Rico; B.S., University of Puerto Rico; 1994

**Miguel Sanchez**, Assistant Professor of Sociology and Criminal Justice. M.A., Alliance Theological Seminary; B.A., Fordham University; 2003.

**Martin P. Sanders**, Program Director, Doctor of Ministry and Professor of Pastoral Theology, D.Min., Gordon-Conwell Theological Seminary. doctoral studies, Northern Illinois University; M.Div., Trinity Evangelical Divinity School; Th.M., Trinity Evangelical Divinity School; B.A., Toccoa Falls College; 1991.

**Glen M. Shellrude**, Professor of New Testament, Ph.D., University of St. Andrews. M.Div., Denver Seminary; B.A., American University of Beirut; 2000

**Deborah Spivey**, Lecturer in Developmental Education. M.Div. Drew Theological Seminary. B.S. North Carolina A&T University; 2010.

**Lisa Steiner**, Director of Online Programs Mental Health Counseling, Assistant Professor of Mental Health Counseling. Ph.D. Regent University. M.B.A. Pace University; M.A. Alliance Theological Seminary; B.S. Montclair State University; 2012.

**Dana Talley**, Professor of Music. Ph.D., University of Dublin; M.M., The Julliard School B.A., Western Washington University. 2002.

**Rexi Thomas**, Assistant Professor of Nursing. DNP, Pace University. BSN/MSN Pace University, A.A.S. SUNY Rockland Community College, 2013.

**Carlos Velez**, Assistant Professor of Pastoral Ministries. Ph.D., Trinity College of the Bible and Trinity Theological Seminary, Newburgh, IN. M.P.S., Alliance Theological Seminary; B.A., Empire State College; 2003.

**Miriam R. Velez**, Coordinator, Inclusive Education, Assistant Professor of Education. M.S., Long Island University; B.A., University of Puerto Rico; 2000.

**Wanda Walborn**, Director of Spiritual Formation. D.Int.St., Western University, Portland, OR; M.A., Alliance Theological Seminary; B.A., Nyack College; 2004.

**Iliámaris Walter**, Assistant Professor of Marriage and Family Therapy. Ph.D., Nova Southeastern University; M.A., Evangelical School of Theology B.B.A., Temple University. 2018.

**Jacqueline Washington**, Chair, Department of Natural Science; Professor of Biology. Ph.D., University of Medicine and Dentistry of New Jersey. B.S., Adelphi University; 2004.

**David Weir**, Professor of History. Ph.D., M.A., University of St. Andrews. B.A., Haverford College; 2000.

**Marie White**, Chair, Adolescence Education and Childhood Education; Professor of Education. Ph.D.. CUNY Graduate Center; M.A., Empire State University B.A., Gordon College; 2003.

**R. Bryan Widbin**, Professor of Old Testament and Semitic Languages, Ph.D., Brandeis University. M.A., Brandeis University; M.Div., Trinity Evangelical Divinity School; Th.M., Trinity Evangelical Divinity School; B.A., John Brown University; 1985

**Christine M. Willard**, Chair, Graduate Department of Childhood Education and Childhood Special Education; Associate Professor of Education. Ed.D, Northcentral University. M.S., C.W. Post Center, Long Island University; B.S., Nyack College; 1987.

**Jack Wiltshire**, Professor of Psychology. PsyD., Rosemead Graduate School of Psychology, Brooklyn College; M.A., Biola University. B.A., 2005.

**Kwiryung Yun**, Dean, School of Social Work; Professor of Social Work. Ph.D., University of Wisconsin. M.S.W., B.S.W., Sacred Heart (Sung Shim) College for Women; 1999.

### **PROFESSORS EMERITI**

*(Year indicates appointment to faculty)*

**William V. Crockett**, *Professor Emeritus of New Testament* (Rockland Campus), B.A., University of Winnipeg; M.Div., Princeton Theological Seminary; Ph.D., University of Glasgow. 1980.

**Janet L. Dale**, *Professor Emeritus of Spiritual Formation and Discipleship* (Rockland Campus), B.A., Columbia International University; M.A., Wheaton College Graduate School; Doctoral Studies, Columbia University Teachers College; Ph.D., University of Denver. 1995.

**David A. Denyer**, *Professor Emeritus of Old Testament and Archaeology*. B.A., Simpson College; B.A., Wheaton College; M.Div., Golden Gate Seminary; Ph.D., Southern Baptist Seminary.

**David Diehl**, *Professor Emeritus of Religion*. B.S., Carson-Newman College; B.D., Faith Theological Seminary; Th.M., Westminster Theological Seminary; Ph.D., Harford Seminary Foundation. 1989

**John D. Ellenberger**, *Professor Emeritus of Missiology and Anthropology*. D.Miss. 1987.

**Barbara Graymont**, *Professor Emeritus of History*. B.A., University of Maryland; B.D., Howard University Divinity School; M.A., University of Chicago; Ph.D., Columbia University. 1965.

**Marion B. Howe**, *Professor Emeritus of Music*. S.M.B., The Missionary Training Institute; M.M., Boston University. 1948.

**David K. Huttar**, *Professor Emeritus of Bible and Greek*. B.A., Wheaton College; M.A., Ph.D., Brandeis University. 1962.

**John McGarrity**, *Professor Emeritus of Organizational Leadership*. A.B., Syracuse University; M.S., Pace University. 1991.

**Kageler, Leonard**, *Professor Emeritus of Christian Education*. B.A., University of Washington; M.Div., North American Baptist Seminary; Ph.D., Fordham University. 1993.

**Koponen, Glenn**, *Dean Emeritus of the School of Music*. Professor of Music Education and Applied Music. B.M., Eastman School of Music; B.M., M.S., The Julliard School; Ed.D., Columbia University Teachers College. 1967.

**Donal E. Nilsson**, *Professor Emeritus of Bible*. B.A., Wheaton College; M.Div., Westminster Theological Seminary; Ph.D., University of Pennsylvania. 1967.

**Eleanor Pease**, *Professor Emeritus of TESOL*. Ph.D. 1995.

**Richard B. Pease**, *Professor Emeritus of Missiology*. B.S., Nyack College; M.Div., Gordon-Conwell Theological Seminary; Th.M., D.Miss., Fuller Theological Seminary. 1995.

**David A. Pletincks**, *Dean Emeritus of Students*. B.S., Nyack College; M.A., New York University. 1983.

**Ronald W. Ruegsegger**, *Professor Emeritus of Philosophy*. B.A., Westmont College; M.A., Ph.D., University of Toronto. 1977.

**David E. Schroeder**, *President Emeritus; Professor of Bible and Philosophy*. B.A., Nyack College; M.A., Manhattanville College; S.T.M., New York Theological Seminary; Ed.D., New York University.

**Harold P. Shelly**, *Professor Emeritus of Church History and Religion*. B.A., Wheaton College; M.A., Wheaton College; M.A., Lehigh University; Ph.D., Temple University.

**Joyce M. Simons**, *Dean Emeritus of Academic Support*. B.S., Cornell University; M.A., Ed.M., Ed.D., Teachers College, Columbia University. 1995.

**Tite Tienou**, *Professor Emeritus of Missiology*. PhD, Fuller Theological Seminary.