



Catalog
2022-2023

2 Washington Street

New York, NY 10004

[www.https://allianceu.edu/](https://allianceu.edu/)

ACADEMIC CALENDAR 2022-2023

Alliance University 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 for program-specific dates.

Fall Semester 2022 (September 7- December 20)

Classes Begin September 7
Add-Drop Period September 7-14
Last Day to Finalize Registration September 14, 5pm
Advisement Week October 10-14
Spring Registration October 17-December 20
Last Day to Withdraw from a Course November 11, 4:30pm
Thanksgiving Recess November 20-27
Last Day of Classes (Undergraduate) December 13
Final Exams (Undergraduate) December 14-20
Last Day of Classes (Graduate) December 20
Fall Semester Grades Due December 21

Spring Semester 2023 (January 2 - May 2)

Winterim January 2-13
Martin Luther King Day (No Classes) January 16
Classes Begin January 18
Add-Drop Period January 18-25
Last Day to Finalize Registration January 25
Spring Break (Traditional Programs Only) March 12-19
Advisement Week March 20-24
Fall Registration March 27-May 2
Last Day to Withdraw from a Course April 6, 4:30pm
Easter Weekend April 7-9
Last Day of Classes (Undergraduate) April 25
Final Exams (Undergraduate) April 26-May 2
Last Day of Classes (Graduate) May 2
Spring Semester Grades Due May 3
Commencement May 6, 2:00pm

Summer Semester 2023 (May 8 – August 27)

Summer classes vary in length and in start and end times.

*Some registration dates (add-drop, last day to finalize registration, last day to withdraw, etc.) may differ in cohort-style programs.

While this catalog is informational and does not constitute a contract between the student and Alliance University, every effort is made to provide accurate and current information. Alliance U. 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 the students, faculty, and staff.

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OFFICERS OF ALLIANCE UNIVERSITY

Rajan S. Mathews, MBA, President

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

Ronald T. Walborn, D.Min., Vice President and Dean of Alliance Theological Seminary

Karen L. Davie, Vice President for Human Resources & Title IX Coordinator

Charles Hammond, D.Min., Vice President for Church Relations and Dean of the Chapel

Wanda Velez, MPS, Vice President for Student Development and Dean of Students

BOARD OF TRUSTEES

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Mrs. Vivian A. Price, Cranbury, NJ

Mr. Dwight D. Safer, Colchester, VT

Dr. Carolyn A. Tonge, Coral Springs, FL

Rev. Kelvin Walker, Bronx, NY

Mrs. Paulette Zimmerman, Southport, NC

HISTORY

Alliance University'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 Alliance University which became Alliance University in 2021. Thus, from its beginning in New York City in 1882, Alliance University has been devoted to the concept of education as preparation for service.

Today Alliance University, 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. Alliance University 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.

Alliance Theological Seminary has its roots in the program of Jaffray School of Missions, founded in 1960, 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.

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 in 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

Alliance University and Alliance Theological Seminary is located at the southern tip of Manhattan in historic Battery Park overlooking the harbor and Statue of Liberty. The Puerto Rico extension is located in beautiful San Juan, Puerto Rico.

ACCREDITATION AND APPROVALS

Alliance University, including Alliance Theological Seminary, 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

Alliance University has been accredited by the Middle States Commission on Higher Education since 1962. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The next date of review is 2027-28. Questions and inquiries should be directed to:

Middle States Commission on Higher Education
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
(267-284-5011) www.msche.org.

Alliance University teacher education programs are registered and approved by New York State. Alliance University's School of Education is accredited through Spring 2026 by the Council for the Accreditation of Education Preparation (CAEP) (formerly National Council for Accreditation of Teacher Education). The next date of full review is Fall 2025. It has nationally recognized programs in Childhood Education by the Association for Childhood Education International (ACEI) and in Childhood Special Education by the Council for Exceptional Children (CEC). Questions and inquiries should be directed to:

Council for the Accreditation of Educator Preparation
1140 19th St. NW, Suite 400
Washington, DC 20036
(202) 223-0077

Alliance University is a member and accredited by the Association of Christian Schools International (ACSI) Higher Education Accreditation Program (HEAP) for bachelors level teacher certification programs since 1982 (next date of review is Fall 2026). Questions and inquiries should be directed to:

Association of Christian Schools International
Higher Education Accreditation Program
731 Chapel Hills Drive
Colorado Springs, CO 80920
(800) 367-5391

Alliance University is an accredited institutional member of the National Association of Schools of Music (NASM) since 1962. (next date of review is Spring 2029). Questions and inquiries should be directed to:

National Association of Schools of Music
11250 Rogers Bacon Drive, Suite 21
Reston, VA 20190-5248
(703) 437-0700

Alliance University's Nursing program has been accredited by the Commission on Collegiate Nursing Education (CCNE) since 2013 (next date of review is Spring 2028) and by the NYS Board of Regents which is recognized nationally by the US Department of Education. Questions and inquiries should be directed to:

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
(202) 887-6791

Alliance University's Bachelor's 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 on Social Work Education (CSWE). The BS since 2008 and MSW since 2018. The next date of review is Spring 2029. Questions and inquiries should be directed to:

Council on Social Work Education
333 Carlyle Street, Suit 400
Alexandria, VA 22314-3457
(703) 683-8080

Alliance University's Marriage and Family Therapy (MFT) program is accredited by the Council on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 2016. The next date of review is Fall 2022. Questions and inquiries should be directed to:

Commission on Accreditation for Marriage and Family Therapy Education
112 South Alfred Street
Alexandria, VA 22314-3061
(4703) 253-0473.

Alliance Theological Seminary has been accredited by The Association of Theological Schools in the United States and Canada since 1990 (next review is Fall 2021) and, as a division of Alliance University, by the Middle States Association of Colleges and Schools. ATS operates as a graduate school of Alliance University under the charter of Alliance University 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 Alliance University 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. Questions and inquiries should be directed to:

The Association of Theological Schools in the United States and Canada
The Commission on Accrediting
10 Summit Park Drive
Pittsburgh, PA 15275-1110
(412) 788-6505

The United States Department of Justice lists the College and its seminary for training of international students.

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

ACADEMIC STRUCTURE 2022-23

Academic Administration

President: Rajan S. Mathews
Provost & Vice President for Academic Affairs: Dr. David F. Turk
Institutional Registrar: Tracy C. Walker
Director of Institutional Research: Dr. Gregory Beeman
Director of Assessment and Accreditation Liaison Officer: Kristen Luba
Director of Instructional Design and Learning Management System: Melinda Kong
Director of the Center for Racial Reconciliation: Dr. Nathaniel Perez
Executive Assistant to the President: Autumn-Carol Nova
Executive Assistant to the Provost: Bonita D'Amil

Academic Programs

Alliance Theological Seminary - School of Bible and Christian Ministry

Dr. Ronald Walborn, Vice President and Dean
Dr. Charles Galbreath, Associate Dean
Dr. Stanley John, Associate Dean of Global Initiatives
Rafael Candelaria-Acosta, Director, ATS/Puerto Rico
Constance Diggs, Director of Academic Affairs

M.Div. Theology and Missions, M.A. Biblical Literature/Studies, M.A. Intercultural Studies, M.P.S. Urban Ministry, D.Min. Global Christian Leadership: Dr. Frank Chan (M.A. Biblical Literature/Studies Program Dir., DMin Dissertation Research Coordinator), Dr. Louis DeCaro, Jr. (M.Div./MPS Program Dir.), *Dr. Charles Galbreath (Field Education Coordinator), Dr. Stanley John (Intercultural Studies Program Dir.), Kevin Kriesel (Assoc. Dir. D.Min. Program), Dr. Robert Reimer, Dr. Cleotha Robertson, Dr. Martin Sanders (D.Min. Program Dir.), Dr. Glen Shellrude, Dr. Wanda Walborn

A.A./B.A. Biblical and Theological Studies: Dr. Amy Davis Abdallah, Dr. David Emanuel, Dr. Jeffrey Garcia (Dept. Chair), Dr. Steven Notley
B.S. Global Community Development: Dr. Scott Reitz (Dept. Chair & Dir., Global Service Learning)
B.S. Pastoral Ministry: Dr. Russel McLeod

School of Arts and Sciences

Dr. Jeffrey Dueck, Associate Dean

B.S. Communications: Dr. Sharron Greaves (Dept. Chair)
B.S. Criminal Justice: Dr. Miguel Sanchez (Dept. Chair)
B.A. English: Beverley Crawford-Locke (Dir. of Writing Program)
B.A./B.S. Interdisciplinary Studies: Denise Hirschlein (Dept. Chair)
B.A. Psychology: Dr. Stephen Maret (Dept. Chair)

School of Music

Dr. Peter Holsberg, Assistant Dean
Kristie Vaval, Administrative Assistant

A.S. Music, B.A. Music, B.M.U. Music Composition, B.M.U. Music Education, B.M.U. Music Performance (Gospel, Keyboard, Instrumental, Vocal), B.S. Music in Worship: Dr. Lars Frandsen, Dr. Tammy Lum, Willana Mack, *Margrit Zimmermann

Alliance Graduate School of Counseling

Dr. Antoinette Gines-Rivera, Dean
Pauline Anderson Brown, Administrative Assistant/Office Manager

M.A. Mental Health Counseling: Dr. Elaine Eng, Dr. Julio Orozco, Dr. George Ramos
M.A. Marriage and Family Therapy: Dr. Andrew Mercurio (Program Dir.), Dr. Tesia Wells

School of Business and Leadership

Dr. Anita Underwood, Dean

Giselle Torres, Administrative Assistant

B.S. Accounting, A.S./B.S. Business Administration: Dr. Gordon Boronow (Dept. Chair), Ray Garcia

B.S. Information Technology: Paul Nevill (Dept. Chair)

B.S./B.P.S. Organizational Management:

M.B.A. Business Administration: Clifton Strain (Director)

M.S. Organizational Leadership: Dr. Anita Underwood (Director)

School of Education

Dr. Peter Holsberg, Acting Dean

B.S., Childhood Education, B.S. Childhood Education/Childhood Special Education, M.S. Childhood/Childhood Special Education, M.S. Inclusive Education (Bilingual Extension): Dr. Christine Willard, (Dir. MS in Childhood Education/Childhood Special Ed)

Cheryl Phenicie School of Nursing

Dr. Elizabeth Simon, Dean

Rosana Mohabir, Administrative Assistant

B.S. Nursing: Dr. Inseon Hwang, Sun Ko, Lauren Lebo, Grace Mathew, Dr. Rexi Thomas

School of Social Work

Dr. Kwiryung Yun, Dean

Genesis E. Nova, Administrative Assistant

B.S. Social Work: Dr. DeVonne Allen (Program Director), Dr. Carlton Jean

M.S.W. Social Work: Dr. Stacey Barker (Program Dir.), Dr. Ingyu Moon, Dr. Anderson Yoon, Percelene McLain

Division of Academic Support

Shaun Jacobs-Patterson (Interim Director)

Advisement Center: Shaun Jacobs-Patterson (Director); Devona Steward Testing (Coordinator)

Career Services: Cathy Garrison

Disability Support Services: Arquisha Moreno

Fishkill Correctional Facility: Jamila Wright (Assistant Dean, Fishkill Beacon Campus), Jamel Wright (Coordinator of Enrollment Services)

Higher Education Opportunity Program (HEOP): (Dean and Director), Janice Phillips, Turron Kofi Alleyne, Susan Fair

Library Services: Christy Choi (Director), Sunya Notley (Reference and Instructional Librarian*)

Title III Grant: Connect For Success: Travaughn Groce (Project Coordinator)

Tutoring: Cassidy Graff

Programs of Study at Alliance University

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 impact 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.

Doctoral Program

Christian Leadership (2301)	D.MIN
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Master Degree Programs

** 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.
** 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.
** Theology and Missions (2301.10)	M.Div.
Urban Ministry (2301)	M.P.S.

Bachelor Degree Programs

Accounting (0502)	B.S.
Biblical and Theological Studies (1510)	B.A.
Biology (0401.00)	B.A.
Business Administration (0506)	B.S.
Childhood Education (0802)	B.S.
Christian School Education (2304)	B.S.
Childhood –Childhood Special Education (0808)	B.S./M.S.
Communications (0601)	B.S.
Criminal Justice (2105)	B.S.
Gospel Performance (1004)	Mus.B.
Information Technology (0701)	B.S.
Global Community Development (2299)	B.S.
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)	B.M.
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.

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 online.**

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, Alliance University is committed to providing its students a broad education based upon the liberal arts and rooted in the historic Christian faith. Thus Alliance University is a Christian liberal arts university dedicated to pursuing, integrating, communicating, and applying truth.

Alliance University 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.

Alliance University'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.

Student Learning Goals

Preamble

Alliance University's curricula display academic content and rigor appropriate for the college's mission of preparing men and women to communicate Truth in a global context as an extension of their Christian faith. This educational reach extends beyond the classroom and includes mission-driven opportunities to engage in community-building and service. Therefore, Alliance University's programs and curricula have developed well-defined and measurable student learning goals couched within the Core Values that are monitored and supported by the faculty:

1. **Academically Excellent:** Students will acquire and demonstrate 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.
 - 1.1 Reading and Study Skills- the student will be able to critically read, interpret, and apply text within a variety of academic contexts. (Core requirement)
 - 1.2 Oral Communication- 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. (Core requirement)
 - 1.3 Written Communication- 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. (Core requirement)
 - 1.4 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. (Core requirement)
 - 1.5 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. (Core requirement)
 - 1.6 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.
 - 1.7 Information Literacy- The student will be able to determine the 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. (Core requirement)
 - 1.8 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. Alliance University 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.
2. **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.
3. **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.
4. **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 cocurricular activities.
5. **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.

Goals related to essential academic skills are required in all Majors/Programs in addition to being required in the Core. Directly correlated coursework and/or program prerequisites, integrated course activities, and course- or program-level assessments ensure multiple layers of student growth in relation to these institutional goals. Several of these goals are evaluated by a rubric based on or taken directly from the VALUE rubrics developed by AACU.

See also "Guiding Principles" under Alliance Theological Seminary as equivalents to the 5 major Student Learning Goals, as applicable to the ministerial arm of the College.

Undergraduate Core Curriculum

To achieve the goals and objectives of Alliance University with efficiency and precision, the curriculum has been divided into four separate components. The centerpieces of the academic program consists of a 36 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. Alliance's core in the liberal arts and sciences conforms to the standards of the Board of Regents of the State of New York. The Bible courses within the Bible and Ministry Minor constitute a well-rounded sequence designed to develop a biblically informed Christian layperson prepared to serve in an increasingly non-Christian society. All students enrolled in four-year degree programs must complete the requirements of the Core Curriculum, except as noted for specific programs. Requirements for Associate and Adult Completion degrees are adjusted in accordance with the needs of these specific programs. Detailed descriptions of the Core Curriculum courses can be found in the back of the catalog.

Liberal Arts and Sciences Core Component (36 credits)

Information Management:

LIB 101 - Information Literacy 1

Basic Communication:

ENG 101-102 - College Writing I and II 6

Western and World Civilization:

HIS 113,114 - History of World Civilization I and II 6

Humanities:

ENG 201 or 202 - Global Literature I or II 3

PHI 101 - Introduction to Philosophy 3

American Civilization:

SOC 147 - Our America 3

Arts History Elective or MUS 115 (ARH 101, 120, 280 or MUS 115) 3

Scientific Reasoning (an approved course in the Sciences) 3

Quantitative Literacy (an approved course in Mathematics) 3

Interdisciplinary Study:

INT 103 - Service Learning and Community Engagement 2

INT 107 - Critical Thinking 3

Bible and Ministry Minor Curriculum (15 credits)

PMN 101 - Introduction to Spiritual Formation 2

BIB 102 - Old Testament Literature 3

BIB 201 - New Testament Literature 3

BIB 303 - Christian Thought 3

*BIB/THE/REL elective (must be Historical Theology elective) 3

PMN 201 - Nyack Heritage (or Alliance Doctrine and Polity) 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 Alliance University 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.

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 Alliance 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 Alliance University.
5. 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.

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, 19th 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.

Global Community Development Minor: GCD 224- Foundation for Community Development. GCD 334- Funding for Projects and Ministries. GCD 434- Diverse Teams and Community Building, Principles of Evangelism (3), GCD 346- Cross Cultural Conflict/Communication GCD-Electives (3). 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. There are a total of eight music minors offered. All music minors will take 21 credits to fulfill the minor requirement. Each will include the following except the Music Business Minor.

***General Minor Requirements for all Music minors: (12 Credits) MUS 108 Literature and Materials of Music I 5 , MUS 121 Ear Training 1, Applied Lessons 4, Conducted Music Organization (2 semesters required) 2. Additional requirements: 9 credits Music Electives; however, Literature and Materials II and MUS 122 ET II is suggested

Minor in Music in Worship: General Minor Requirements for all Music minors: (12 Credits); Additional requirements: MUS 236 Songwriting or MUS 328 Basic Arranging 2, MUS 329 Theory and Harmony of Contemporary Worship Music 3, MUS 331 Fundamentals of Conducting 2, MUS 415 Music and Worship 2.

Minor in Gospel Music Performance: General Minor Requirements for all Music minors: (12 Credits); Additional requirements: MUS 290 Gospel Music Practicum 2, MUS 336 Worship Leading (1 semester required) 1, MUS 318 Gospel Music History I 2, MUS 324 Gospel Music History II 2, MUS 357 Hymnology and Psalmody 2

Music Composition Minor: General Minor Requirements for all Music minors: (12 Credits); Additional requirements: MUS 236 Songwriting 2, MUS 321 Composition and Improvisation 2, MUS 328 Basic Arranging 2, MUS 358 Jazz/Gospel Harmony 3

Vocal Performance Minor General Minor Requirements for all minors: (12 Credits); Additional requirements: MUS 233 Singer's Diction 2, MUS 234 Vocal Literature 1 2, MUS 237 Acting for the Musical Stage 2, MUS 365/6 Opera or Musical Theater Workshop (1semester minimum) 1, Applied Voice 2 additional credits 2

Keyboard Performance Minor: General Minor Requirements for all Music minors: (12 Credits); Additional requirements: MUS 206 - Piano Accompaniment (4 semesters required or 2 semesters and MUS 402 Intro to Opera Coaching) 4, MUS 350 Piano Literature 1, MUS 361 Chamber Music (1 semester required) 1, Additional Applied music MUS 127 3

Instrumental Performance Minor: General Minor Requirements for all Music minors: (12 Credits); Additional requirements: MUS 321 Composition and Improvisation or MUS 236 Songwriting 2, MUS 331 Fundamentals of Conducting 2, MUS 361 Chamber Music (2 semesters required) 2 Additional Applied music 3

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 342-Psychopathology (3), PSY 441-Psychology of Personality (3), Developmental Psych Elective (PSY 242/244/246/248/250, PSY 438-Biopsychology (3) or PSY 443-Psychology of Learning (3), Psychology electives (6). Each of the courses listed above has a prerequisite of PSY 101-General Psychology. Total credits: 21.

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.

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 through the power of the Holy Spirit for 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

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

1. Academically Excellent: Pursuing academic excellence in the spirit of grace and humility.
2. Globally Engaged: Fostering a global perspective within a multi-ethnic and multicultural Christian academic community.
3. Intentionally Diverse: Providing educational access and support to motivated students from diverse socioeconomic backgrounds.
4. Personally Transforming: Emphasizing the integration of faith, learning, and spiritual transformation.
5. Socially Relevant: Preparing students to serve in ministerial, educational, healing, and community building professions.

GUIDING PRINCIPLES

1. 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.
2. Global Perspective: Students will demonstrate a global perspective on theological education and the mission and ministry of the church.
3. Contextualization: Students will demonstrate ability to analyze culture for the conduct of ministry.
4. Personal/Professional Formation: Students will demonstrate personal and professional discovery and development for ministry.
5. Integration: Students will demonstrate an integrated appreciation of and approach to the essentials of theological education and ministry performance.

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

Spiritual Formation is designed to help the student grow in self-awareness and sensitivity to the presence of God in all situations. The student will develop disciplined patterns of living and thinking in the context of spiritual formation lessons and activities. The focus is on the development of personal habits, disciplines and lifestyle effective for ministry.

Biblical and Theological Formation is designed to give students a strong understanding and practice of an authentic Biblical, theological and transcultural methodology. Students will not only be taught content but will also be given the tools and resources necessary to clearly exegete and communicate the Word of God with cultural sensitivity and awareness of contextual realities.

Missional Formation focuses on applying the perspectives gained from the previous emphases 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 a 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 help the students find healing and freedom in every area of their lives and then be empowered by the Holy Spirit to lead others into this same freedom.

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, DMin, Director

The Doctor of Ministry degree is the highest professional degree offered by Alliance Theological Seminary and Alliance University. The DMin 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 DMin 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, Integrative paper.]
2. Demonstrate enhanced competency in social/cultural analysis for ministry in the global context. [Evidenced in immersion experience at orientation; DML812 final paper]
3. Demonstrate an understanding and competency of leadership in the urban, global context. [DML813 final paper]
4. Demonstrate an advanced understanding of theology in relation to spirituality and leadership. [Spirituality part is evidenced in DML813 final paper]
5. Demonstrate a growing passion for God and ministry in His global Kingdom. [Oral Comp exam; DML814 presentation]
6. Demonstrate competency in integrating personal, theological and leadership understandings in a global, multi-cultural context. [Evidenced in Final D.Min. project; Oral comp]

Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	ATS
Integrative Paper	DML811 Spiritual Formation for Global Leadership	First Year module 1	1	4
Final Paper	DML812 Leadership Skills for Ministry	First Year module 2	1, 2, 3	2, 3, 5
Personal Leadership Development Plan	DML813 Selecting & Developing New Leaders	Second Year module 1	3, 4	1, 2, 3,
Integrative Project	DML814 Effective Ministry in Globalized Environment	Second Year module 2	5, 6	2, 3
Final Doctoral Project: Summative Project & Exit Interview	DML999 Final Doctoral Project	Third Year	5, 6	1, 2, 5

Program Format

The ATS DMin 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 in the final year of their program but will often retain relationships until completion of the degree and beyond. The Director of the DMin program and Dissertation Coordinator 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 DMin 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 email, 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

(36 total credits required)

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

Spirituality Electives

DML 921 Following in the Steps of Spiritual Mentors
DML 922 Guiding Others in Their Spiritual Journey
DML970 Doctoral Level Seminar

Global Outreach Electives

DML 925 Contemporary Models of Evangelism
DML 926 Christian Communication for a New Generation
DML970 Doctoral Level Seminar

Urban Leadership Electives

DML970 Urban Preaching Workshop
DML970 Doctoral Level Seminar

DML 897 Oral Candidacy Qualifying Exam

DML 871 Seminar I

DML 872 Seminar II

DML 873 Seminar III

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

Total credits 36

Master of Divinity (M Div)

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.

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

1. Students will lay a foundation for ongoing spiritual formation including personal development, moral integrity, and spiritual maturity.
2. Students will gain knowledge and be able to apply methodology in biblical studies, theology and cultural understandings.
3. 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.
4. Students will be able to understand and practice integration of the personal, theological, and practical components of holistic ministry.
5. 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

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	ATS
Written revision of a Spiritual Growth Covenant that provides a self-assessment and plan of growth in spiritual formation and for developing ministry skills.	Required Spiritual Formation and ministry skill courses (e.g. preaching, biblical interpretation, field education, etc.)	This rewritten Spiritual Growth Covenant originally constructed in SF 503 is given in the last year of a 3-year series of Spiritual Formation courses required for the M.Div. program	1-5	1-5
Written summative notebook in which students provide an assessment of their ministerial identity and acquired ministry skills	Required courses in biblical studies, spiritual formation, and ministry skills	This written assignment is in their final semester Spiritual Formation Capstone course	1-5	1-5
Students prepare a written response to a series of questions that assess their overall experience and accomplishment of stated program expectations and preparedness for ministry contexts. These questions are discussed with the student's Advisor.	Required courses for the M.Div. program and overall experience of students during their study at the Seminary	Last meeting with student's advisor before graduation (Exit Interview)	1-5	1-5

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

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).
4. Transfer students must take the last 30 credits at ATS.
5. Complete payment of all financial obligations with ATS.
6. All credits applied must have been earned within 10 years of awarding the degree (as per TATS standards).

Core Courses

- 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 (*pre-reqs: OT503 & NT503*)
- 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

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

Mentored Development Courses

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

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 2 courses, plus 4 from a language progression:

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
CD 735 Spiritual Leadership
SF 611 Discipleship & Small Groups
TH 604 Christian Ethics

Missions:

Emphasizes perspectives and skills to minister across cultural barriers: in evangelism, church planting and the development of an indigenous Christian faith.

Includes the following 6 courses:

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

Urban Ministries:

Emphasizes the perspectives and specialized training necessary for ministry in an urban environment.

Includes the following 6 courses :

TH 604 Christian Ethics
UR 510 Urban Theology
UR 511 Urban Church & the Poor
UR 610 Urban Social 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 Alliance University System. This flexibility allows for further study in areas related to career goals and personal interest.

Master of Professional Studies (MPS)

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, 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

1. Students will lay a foundation for ongoing spiritual formation including personal development, moral integrity, and spiritual maturity.
2. Students will gain knowledge and be able to apply methodology in biblical studies, theology and cultural understandings.
3. 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.
4. Students will be able to understand and practice integration of the personal, theological, and practical components of holistic ministry.
5. 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

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	ATS
Assigned Field Education mentors provide an in-depth written report assessing a student's ministerial dispositions and skills in a concrete ministry context.	Required mentoring course in Field Education; required ministry skills course	Final SF course in the last semester of the student's program	1-5	1-5
Students completing Field Education provide an in-depth written self-assessment of their ministerial skills and dispositions evidenced in a concrete ministry context	Required mentoring course in Field Education; required ministry skills courses	Final SF course in the last semester of the student's program	1-5	1-5
Students provide an in-depth assessment of their overall ministerial skills and dispositions acquired in their program; students also provide a 3-year plan for improvement	Required courses in spiritual formation, and ministry skills	This written assignment is in their final semester Field Education course	1-5	1-5
Students prepare a written response to a series of questions that assess their overall experience and accomplishment of stated program expectations and preparedness for ministry contexts. These questions are discussed with the student's Advisor.	Required courses for the M.Div. program and overall experience of students during their study at the Seminary	Last meeting with student's advisor before graduation (Exit Interview)	1-5	1-5

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

Professional Development Tracks offered include Church Development, and Missions (Puerto Rico)

<u>First Year</u>			
Fall		Spring	
OT 503 Reading the Old Testament**	3	SF 505 Personal, Professional & Theological Foundations for Ministry	3
SF 503 Initiation in Spiritual Formation	3	TH 502 Theology in the Global Context	3
NT 503 Reading the New Testament**	3	CS 502 Church as a Social & Cultural Institution	3
Professional Development Course	3	Professional Development Course	3
<u>Second Year</u>			
Fall		Spring	
SF 603 Field Education (<i>Pre-Req SF503</i>)	3	TH 605 History of Christianity (SUB: TH 721 Historical Theology)*	3
Professional Development Course	3	TH 620 Biblical Theology	3
Professional Development Course	3	Professional Development Course	3
Professional Development Course	3	Professional Development Course	3

Master of Professional Studies – Urban Ministries

Professional Development Tracks offered include Church Development and Urban Ministries

<u>First Year</u>			
Fall		Spring	
OT 503 Reading the Old Testament**	3	SF 505 Personal, Professional & Theological Foundations for Ministry	3
SF 503 Initiation in Spiritual Formation	3	Professional Development Course	3
NT 503 Reading the New Testament**	3	Professional Development Course	3
Professional Development Course	3	Professional Development Course	3
<u>Second Year</u>			
Fall		Spring	
SF 603 Field Education (<i>Pre-Req SF503</i>)	3	TH 602- Systematic Theology II: Christ & the Church	3
UR 601 Church in the Urban World	3	Professional Development Course	3
NT 615 Biblical Exegesis	3	Professional Development Course	3
TH 601 Systematic Theology I: God & Humanity	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 - Biblical Studies

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

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

MABS 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.

Master of Arts - Biblical Studies				
<u>First year</u>				
Fall			Spring	
OT 503 Reading the Old Testament*	3		OT 504 Hebrew Bible & The East Mediterranean World	3
SF 505 Pers/Prof/Theol Foundations for Ministry	3		TH 721 Historical Theology	3
NT 503 Reading the New Testament*	3		NT 504 Greek Bible & the Western Mediterranean World	3
New Testament Book Study	3		Old Testament Book Study	3
<u>Second year</u>				
Fall			Spring	
NT 615 Biblical Exegesis	3			
Old Testament Book Study	3		NT 7991 Integrative Summative Project	
New Testament Book Study	3			
NT/OT/TH Elective	3			0

Master of Arts - Biblical Literature

(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

1. Students will build a historical and cultural framework for interpreting the Bible in general and their testament of emphasis in particular.
2. Students will gain a command of the formation, content, and critical questions related to the literature of their testament of emphasis.
3. 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.
4. 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	Alignment to Student Learning Goals	
			Program	College
1. 6-8 hour comprehensive written exam covering the areas of the biblical literature, theology, historical background, and exegetical interpretation of the testament of choice.	OT/NT 799 Comprehensive Examination-- Required summative exam for evaluating expertise in the 4 areas of the biblical language of choice	Last semester of a 54-credit program.	1-4	1, 2, 5
2. Students prepare a written response to a series of questions that assess their overall experience of their Seminary education and preparedness for their educational and professional goals. These questions are discussed with their Advisors.	Required courses for the M.A. program; interaction with different administrative departments (e.g. Registrar, Dean's Office, etc.)	Last meeting with student's advisor before graduation	1-4	1-5

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	Heb 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	Gk 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

1. 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.
2. The student will understand, experience and gain skill through the practice of cross-cultural communication.
3. The student will understand the social, cultural and theological factors involved in ministry to people from the major world religions (including animism).
4. 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.
5. The student will understand the history of the expansion of the Christian church and the important factors that enabled this expansion.
6. The student will understand the dynamics of some aspects of mission strategy such as spiritual warfare, urban ministry, evangelistic methods and partnering in missions.
7. 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	Alignment to Student Learning Goals	
			Program	ATS
Immersion Group Written Report & Oral Presentation	IC 602 Cultural Immersion & Social Analysis	First Year	2, 3	2
Ethnographic Research Paper	CS501 People As Social and Cultural Beings	First Year	2, 4	3
Integrative Theological Paper	IC604 Christian Encounter with World Religions	Second Year	3	2
Theology and Practice of Spiritual Warfare	IC720 Theology of Power Encounter	Second Year	6	5
Contextualization Research Paper	IC 603 Doing Theology in Context	Second Year	2	1
Historical Research Paper	IC601 Global Expansion of the Church	Second Year	5	1
Spiritual Growth Covenant	SF 703 Spiritual Formation Capstone	Third Year	7	4
Comprehensive Exam or Second Continent Experience: Summative Project & Exit Interview	IC 799 Comprehensive Examination or Second Continent Experience	Final Semester	1, 2, 3	1

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 Being	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 Min	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 Encntr w World Religions	3
	Mission / Urban / Religion Elective	3

Spring

IC 603	Doing Theology in Context	3
SF 703	Spiritual Formation Capstone (Pre-Req SF503)	3

IC 799	2 nd Continent Experience or Comprehensive Exam	3
IC 602	Cultural Immersion & Social Analysis	3
IC 720	Theology of Power Encounter	3

Global Service-Learning (GS-L)

A Department of Global Service-Learning has been established and is a product of Alliance University'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.

School of Bible and Christian Ministry

Dr. Ronald Walborn, D.Min., Dean

BIBLICAL AND THEOLOGICAL STUDIES - B.A.

Primary Faculty, NYC: Dr. Amy Davis-Abdallah, Dr. David Emanuel, Dr. Jeffrey Garcia, Dr. R. Steven Notley
Primary faculty, Puerto Rico: Rafael Candelaria

Mission Statement

The Alliance University Biblical and Theological Studies Department seeks to assist Alliance 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 Alliance 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

1. Students will identify introductory and thematic information about the sixty-six books of the Bible.
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.
3. Students will identify the Christian church's history, doctrines, great thinkers, and contemporary expressions, with which the students must interact.
4. Students will be able to connect key individuals and doctrines to major Christian traditions.
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.
6. Students will be able to properly connect the concerns of the ancient text to the concerns of the modern world.

Program Assessment Plan

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Standardized Bible Exam	BIB 470	Senior Year	1-4	1-3
Theological Biography/Exit Interview	BIB 470	Senior Year	5-6	4-5
Research Paper/Oral Presentation	BIB 470	Senior Year	5-6	4-5

Program: 120 credit hours, distributed as follows, are required for the Bachelor of Arts with Biblical Languages track

Liberal Arts and Science Core Component	34
Foreign Language Component	18
GRK 101, 231, 312 (9 credits)	
HEB 101, 221, 222 (9 credits)	
Bible and Ministry Core Curriculum	15
Major Field Component (48 credits)	
BIB 103 – Introduction to Biblical and Theological Studies	3
BIB 331 - Hermeneutics	3
BIB 304 – History of Israel	3

BIB 381 – Land of the Bible	3
BIB 337 or 369 - Gospel of Luke or John	3
BIB 363 - Acts	3
THE 320 – Introduction to Historical Theology	3
BIB 470 - Bible Seminar	3
PMN 346 – Personal Spiritual Formation	3
BIB 384-387 - Bible Lands Trip	3
BIB 339 – Paul and His Letters	3
BIB 340 – Jerusalem through the Ages	3
THE 313 - Sex, Gender and the Bible	3
Old Testament elective	3
New Testament elective	3
Contemporary Theology elective	3

Miscellaneous Component (5)*

Total credits required 120

*students are encouraged to take courses in PMN, ICS or YFS

Program: 120 credit hours, distributed as follows, are required for the Bachelor of Arts with English Language track

Liberal Arts and Science Core Component	34
Foreign Language Component	6
Students may take Greek, Hebrew, or a modern language	

Bible and Ministry Core Curriculum 15

Major Field Component (36 credits)

BIB 103 – Introduction to Biblical and Theological Studies	3
BIB 331 - Hermeneutics	3
BIB 304 – History of Israel	3
BIB 381 – Land of the Bible	3
BIB 337 or 369 - Gospel of Luke or John	3
BIB 363 - Acts	3
THE 320 – Introduction to Historical Theology	3
BIB 470 - Bible Seminar	3
PMN 346 – Personal Spiritual Formation	3
BIB 339 – Paul and His Letters	3
BIB 340 – Jerusalem through the Ages	3
THE 313 - Sex, Gender and the Bible	3

Miscellaneous Component (29)*

Total credits required 120

*students are encouraged to take courses in PMN, ICS or YFS; OT, NT and Contemporary Theology.

Biblical and Theological Studies Suggested Program Plan: English Language Concentration			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3
BIB 103-Intro Bib/The Studies	3	ENG 102-College Writing II	3
ENG 101-College Writing I	3	HIS 114-Hist. of World Civ. II	3
HIS 113-Hist. of World Civ. I	3	Language Requirement	3
Language Requirement	3	Social Science elective	3
		LIB 101-Info Literacy	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	BIB 381- Land of the Bible	3
ENG 201 or 202-Global Lit. I or II	3	BIB 303- Christian Thought	3
BIB 304 History of Israel	3	Laboratory Science	3
BIB 331- Hermeneutics	3	Misc. elective	1
Misc. Elective	3	PMN 201-Nyack Heritage	1
		BIB 337/369- Luke or John	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
Misc. elective	3	THE 313- Sex, Gender & Bible	3
PHI 101- Intro to Philosophy	3	BIB/THE- Elective (core)	3
THE 320- Intro Historical Theol	3	BIB 340- Jerusalem thru Ages	3
SOC 347-Cont. American Soc	3	PMN 346- Personal Spirit Form	3
BIB 363- Acts	3	MAT elective	3
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
Miscellaneous electives	12	Misc.elective	10

BIB --- Paul & His letters	3	BIB 470-Seminar	3
		ARH elective	3

Biblical and Theological Studies Suggested Program Plan: <i>Biblical Languages Concentration</i>			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3
BIB 103-Intro Bib/The Studies	3	ENG 102-College Writing II	3
ENG 101-College Writing I	3	HIS 114-Hist. of World Civ. II	3
HIS 113-Hist. of World Civ. I	3	HEB 221- Elem. Hebrew II	3
HEB 101- Elem. Hebrew I	3	Social Science elective	3
		LIB 101-Info Literacy	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	BIB 381- Land of the Bible	3
ENG 201 or 202-Global Lit. I or II	3	BIB 303- Christian Thought	3
BIB 304 History of Israel	3	Laboratory Science	3
BIB 331- Hermeneutics	3	BIB 363- Acts	3
HEB 222- Hebrew Readings	3	PMN 201-Nyack Heritage	1
		BIB 337/369- Luke or John	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
GRK 101- Elem. Greek I	3	THE 313- Sex, Gender & Bible	3
PHI 101- Intro to Philosophy	3	BIB/THE- Elective (core)	3
THE 320- Intro Historical Theol	3	BIB 340- Jerusalem thru Ages	3
SOC 347-Cont. American Soc	3	PMN 346- Personal Spirit Form	3
MAT elective	3	GRK 231- Elem. Greek II	3
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
Misc. elective	2	THE Elective (Systematic)	3
OT elective	3	Misc. elective	3
NT elective	3	BIB 470-Seminar	3
GRK 312 Greek Readings	3	ARH elective	3
BIB 339-- Paul & His letters	3	BIB 384-387 Bible Lands	3

BIBLICAL STUDIES - A.A.

Primary Faculty: Dr. Amy Davis Abdallah, Dr. David Emanuel, Dr. 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 Alliance University will seek to augment formal coursework 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 Alliance's core values in the following way:

1. 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.
2. 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.
3. Students will be able to properly connect 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.
4. 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

The following assessments are used to assess program effectiveness

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College

Standardized Bible Test	Content Exam	Second Year	1, 2	1-3
Research Paper in Hermeneutics	BIB 331 Hermeneutics	Second Year	2-4	2-5

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 - Alliance Heritage	1
HIS 113 or HIS 114- World Civilization I or II	3
Laboratory Science elective	3
Social Science elective	3
(PSY101, SOC101, ECO201, POL215, or ANT201)	
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
Total credits required	60

<i>Biblical Studies Major Suggested Program Plan</i>			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spirit Form.	2	ENG 102-College Writing II	3
ENG 101-College Writing I	3	Math elective	3
Lab Science elective	3	Liberal Arts elective	3
Miscellaneous elective	3	LIB 101-Info Literacy	1
BIB 102-Old Testament Lit.	3	BIB 201-New Testament Lit.	3
		HIS 113/4- World Civ I or II	3
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 331- Hermeneutics	3	OT Elective	3
THE 320- Intro to Hist Theology	3	New Testament elective	3
Miscellaneous elective	6	Social Science elective	3
THE 301/2 Syst Theo 1/2	3	Liberal Arts Elective	4
		PMN 201- Nyack Heritage	1
		Miscellaneous Elective	1

GLOBAL COMMUNITY DEVELOPMENT - B.S.

Primary Faculty: Dr. Scott Reitz

The Global Community Development 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 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 Global Community Development program seeks to impart to its majors

1. **Knowledge** of Global Community Development. 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 Global Community Development major's knowledge, skills and convictions will reflect Alliance's core values in the following way:

1. 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.*
2. 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.*
3. 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.*
4. 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	Alignment to Student Learning Goals
Internship Supervisor Evaluations	GCD 490, GCD 491, GCD 492	Years 3 and 4	1-4
Community Development Professional Portfolio	GCD 470	Building years 2 through 4	1-4
Cultural Intelligence Assessment	GCD 101 and GCD 470	Second and fourth year	2, 3
Mock Interview Series w/ Com Dev Professionals	GCD 470	Fourth year	1-4
Red Cross Certifications	Program	Third or fourth year	

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

Liberal Arts and Science Core Component (ANT 201 Cultural Anthropology is required for SS elective)	35
Foreign Language Component 1 years (2 semesters) of the same language	6
Bible and Ministry Minor Curriculum	15
Major Field Component (48 credits)	
BIB 331 - Hermeneutics	3
GCD 101 – Foundations of Community Development	3
GCD 224 - Introduction to Global Engagement	3
PMN 341 – Principles of Evangelism	3
PMN 346 – Personal Spiritual Formation	3
GCD 346 - Cross-Cultural Conflict and Communication	3
THE 351 – Theology of Social Justice	3
GCD 434 – Diverse Teams and Community Building	3
GCD 470 – Capstone Seminar	3
GCD 490 - Intercultural Internship	2
GCN 337- Sustainable Development	3
GCD 336 - Funding Projects and Ministries	3
YFS 360 – At Risk Youth	3
GCD 205- Introduction to Racial Reconciliation	3
GCD 435 - Introduction to Urban Ministry	3
GCD 491, 492- Comm Dev Internship 2 and 3	4
Miscellaneous Electives	16
Total credits required	12

Global Community Development Suggested Program Plan

FIRST YEAR: Fall PMN 101-Intro to Spiritual Form. 2 GCD 224- -Intro Global Engage 3 ENG 101-College Writing I 3 HIS 113-Hist. of World Civ. I 3 LIB 101-Info Literacy 1 ANT 201-Cultural Anthropology 3	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 Bible Elective 3
SECOND YEAR: Fall Math Elective 3 BIB 201-New Testament Lit. 3 ENG 201 or 202-Glob Lit. I or II 3 GCD 101- Found Comm Dev. 3 Foreign Language 3	SECOND YEAR: Spring Art History requirement 3 Foreign Language 3 BIB 331- Hermeneutics 3 Laboratory Science 3 GCD 337- Sustainable Dev. 3 PMN 201- Nyack Heritage. 1
THIRD YEAR: Fall BIB 303 Christian Thought 3 GCD 434-Diverse Teams/Comm 3 SOC 347-Cont American Soc 3 THE 351- Theo of Soc Justice 3 GCD 205- Intro to Racial Conc. 3	THIRD YEAR: Spring GCD 346- Cross Cult Con/Comm 3 GCD 435- Intro Urban Ministry 3 YFS 360- At Risk Youth 3 PMN 341- Princ. of Evangelism 3 ECO 101- Personal Econ/Fin. 1 GCD Internship I 2
FOURTH YEAR: Fall GCD 336- Funding Pro/Min. 3 PMN 346- Personal Spir Form 3 GCD Comm Intern II 2 Miscellaneous electives 7	FOURTH YEAR: Spring GCD 470 Capstone 3 GCD 492 Internship 2 Miscellaneous electives 9

GLOBAL COMMUNITY DEVELOPMENT - A.A.

Primary Faculty: Dr. Scott Reitz

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

Core Component (43 credits)	Credits	
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	
Major Field Component (15 credits)		
GCD 224- Intro. To Global Engagement	3	
REL 314- World Religions	3	
GCD 336- Funding Projects and Ministries	3	3
GCD Elective	3	
ANT 201 in core component meets major requirements		
Miscellaneous electives	(2)	
Elective	2	
Total credits required	60	

<i>Intercultural Studies Suggested Program Plan</i>		
FIRST YEAR: Fall PMN 101-Intro to Spirit Form. 2 HIS 113-World Civ. I 3 ENG 101-College Writing I 3 GCD 224- Intro Global Engage 3 LIB 101-Info Literacy 1 Foreign Language Elective 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 Anthropology 3 PMN 201-Nyack Heritage 1 Foreign Language Elective 3	

SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	Miscellaneous elective	2
PHI101- Intro to Philosophy	3	ARH elective	3
GCD elective	3	PMN 311-Intro to Homiletics	3
GCD 336- Funding Proj/Min	3	Math elective-	3
GCD 346- Cross CulturalAdj.	3	REL 314-World Religions	3

PASTORAL MINISTRY- B.S.

Primary Faculty, NYC: Dr. Russell McLeod, Prof. Anna Shuman, Jensy Acosta

Primary Faculty, Puerto Rico: Rafael Candelaria

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 scholars/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:

- Those preparing for traditional vocational Christian ministry in the local church.
- Those seeking to further higher Bible and Ministerial Education.

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 the 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 the Holy Spirit, commitment to progressive sanctification, and submission of all resources (time, talent, and treasure) to the glory of God.

Socially Relevant –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:

- Knowledge** of the Scriptures, Biblical Theology, and Biblical Interpretation. This will be accomplished through Bible, Theology, and Interpretation courses.
- 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.
- 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 Alliance's core values in the following way:

- Students will **know** foundational and scholarly research information 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.*
- Students will **know** and **interact** with historical, anthropological, cultural and theological study in all its global diversity. *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.*
- 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 PMN 393 Internship in Community Service as well as various courses offered through GCD and GSL in consultation with a PMN advisor.*

Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College

PMN Exam	Pre and Post Exam	First and last courses	1-2	1-3
PMN Interview	Pre and Post Assessment	First and last courses	3	4
Final Project: Moses	Exit Project	PMN 441	1-3	
Internship Survey	Pastoral Ministry Internship	PMN 391-4	1-3	1-5

Concentrations

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. (Puerto Rico campus only)

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 students' advisors. .

Youth and Family Ministries concentration: Designed for students in Pastoral Ministry to understand the practice of youth and family ministry, cultivate the conviction for the theology and biblical mandate for intentional discipleship of youth and families, and develop their skill set to implement leaders in youth and family ministry in their respective professional fields.

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
GCD 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
<i>*PR student take Pastoral Counseling concentration</i>	
Miscellaneous/Liberal Arts Elective Component (13 credits)	
Liberal arts electives	5
Miscellaneous electives	8
Total credits required	120

Strongly recommended use of Pastoral Ministry courses to develop concentration:

Leadership and Preaching Concentration – Recommended Courses

PMN 252 – Personal Leadership Development
PMN 312 – Intermediate Homiletics
YFS 401- Teaching Students & Equipping Leaders in Youth & Family Ministry
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

Youth and Family Concentration – Recommended Courses

YFS 299 – Theology & Frameworks of Youth & Family Ministry
YFS 399- Family Dynamics
YFS 401- Teaching Students & Equipping Leaders in Youth & Family Ministry
YFS 402 – Mentoring & Leading in Youth and Family Ministry
YFS Elective- YFS 325, YFS 331, YFS 332, YFS 342, YFS 355, YFS 460, YFS 360, YFS 480

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	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: 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	SECOND YEAR: Spring BIB 331 Hermeneutics 3 Art History requirement 3 YFS 202- Found of Teach/Chur.....3 Laboratory Science 3 Foreign Language Elective 3
THIRD YEAR: Fall BIB 303 Christian Thought 3 SOC 147-Cont American Soc 3 PMN 311-Intro. Homiletics 3 Pastoral Conc. Elective 3 PMN310-Pastoral Counseling 3	THIRD YEAR: Spring PMN 341- Princ. of Evangelism 3 PMN 346-Pers. Spiritual Form. 3 PMN-Concentration Elective 6 Pastoral Min. Experience 1 ECO 101- Personal Econ/Finance 1
FOURTH YEAR: Fall PMN 441-Leading Organizat. 3 PMN-Concentration Elective 6 Pastoral Min. Experience 1 Electives 4	FOURTH YEAR: Spring PMN 442-Pastoral Methods. 3 PMN456-Church in Urban 3 Pastoral Min. Experience 1 Miscellaneous Electives 9

School of Arts and Sciences

Dr. Jeffrey Dueck, Associate 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
Biology & Chemistry Communications and Dramatic Arts Criminal Justice Humanities (History, Philosophy, Religion, Art History) Language, Literature, and Writing (Modern Languages, English) Mathematics Psychology Sociology & Political Science	Pre-Nursing Program	Biology Communication Criminal Justice Psychology Interdisciplinary Studies	Liberal Arts & Sciences AA

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 Alliance 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 21st 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	Core Values	New York State Board of Regents	Liberal Arts Core
Student Learning Goals 1: Knowledge of Human Cultures 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 Social Science	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 ARH 101 Introduction to visual Arts; ARH 120 Visual Arts at the Metropolitan Museum; ARH 280 Global Service Learning (Venice); MUS 115 Music Appreciation Foreign Language Social Science elective PSY101 General Psychology; ANT 201 Cultural Anthropology; POL 101 Introduction to Political Science; ECO 201 Macroeconomics; SOC101 Introduction to Sociology
Student Learning Goal 2: Knowledge of the Physical and Natural World 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
Student Learning Goal 3: Development of Intellectual and Practical Skills 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
Student Learning Goals 4: Development of Ethical, Personal, and Social Consciousness 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 147 Our America

NATURAL SCIENCES DEPARTMENT

BIOLOGY- B.A.

Primary Faculty: Dr. Damaris Lois Lang

Program Objectives:

Students that complete the program will be able to:

01. Demonstrate an understanding of the core principles of the life sciences.
02. Think critically and apply the scientific method to design, analyze and evaluate research.
03. Read biological literature, write proficiently and communicate effectively using appropriate scientific terminology.
04. Develop the technical skills to be competent in the laboratory.
05. 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 – 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.

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Entry Level Assessment in STEM	Science Content	SCI 100	01, 03 & 05	1& 3
Scientific Inquiry Process	Research Methodology	SCI 300	01 - 05	1-4

120 credit hours, distributed as follows, are required for the Bachelor of Arts Degree: B.A.

Liberal Arts and Science Core Component 35

PSY 101 - General Psychology, MAT 231 - Pre Calculus, and BIO 107-General Biology I 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 (57 credits)

SCI 100 - Introduction to Science 3

BIO 108 – General Biology II 4

BIO 232 – Ecology 4

BIO 310 – Genetics 4

BIO 340 – Biochemistry 4

BIO 351 – Molecular and Cellular Biology 4

CHE 113 – Inorganic Chemistry I 4

CHE 114 – Inorganic Chemistry II 4

CHE 213 – Organic Chemistry I 4

CHE 214 – Organic Chemistry II 4

PHY 200 - Introduction to Physics 4

MAT 246 - Calculus I 4

MAT 248 - Calculus II 4

MAT 340- Statistics for Behavior Science 3

SCI 400 - Scientific Inquiry 3

[Concentration: Pre-Med |Science |Education]

Miscellaneous Elective Component (7 credits)

Total credits required

120

BIOLOGY Major Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spirit Form.	2	ENG 102-College Writing II	3
CHE 113- Inorganic Chemistry I	4	BIO 107- General Biology I	4
ENG 101-College Writing I	3	CHE 114- Inorganic Chem II	4
MAT 231- Pre-Calculus	3	LIB 101-Info Literacy	1
SCI 100- Introduction Science3		BIB 102- Old Testament Lit	3
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIO 108- General Biology II	4	BIO 310- Genetics	4
CHE 213 –Organic Chemistry I	4	CHE 214- Organic Chemistry II	4
PSY 101 – General Psych	3	ENG 201 or 202-Glob Lit. I or II	3
HIS 113-Hist. of World Civ. I	3	BIO 351- Molecular/Cellular Bio	4
PMN 201 – Nyack Heritage	1		
THIRD YEAR: Fall		THIRD YEAR: Spring	
BIB 201- New Testament Lit	3	MAT 248 - Calculus II	4
HIS 114-Hist. of World Civ. II	3	BIO 340- Biochemistry	4
Foreign Language	3	BIB 312 – The Bible/Science.	3
MAT 246 - Calculus I	4	Foreign Language	3
Electives	3		
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
BIO 232- Ecology	4	SCI 400 – Scientific Inquiry	3
PHY 200 Introduction to Physics	4	MAT 330- Prob & Statistics	3
BIB 303- Christian Thought	3	SOC 347- Cont American Soc	3
PHI 101- Intro to Philosophy	3	STEM Electives	4
		Electives	

LIBERAL ARTS AND SCIENCES ASSOCIATE IN SCIENCE DEGREE - A.S.

Primary Faculty: Dr. Damaris Lois Lang

Program Objectives:

Students that complete the program will be able to:

01. Read biological literature, write proficiently and communicate effectively using appropriate scientific terminology.
02. Demonstrate an understanding of the core principles of the life sciences.
03. Be prepared for entry-level careers or continue undergraduate school.
04. Develop the technical skills to be competent in the laboratory.

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 – 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.

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Entry Level Assessment in STEM	Science Content	SCI 100	1-3	1 & 3
Practicum Internship	Laboratory Technician or K-12 Science Teaching	SCI 200	1-4	1-4

60 credit hours, distributed as follows, are required for the Liberal Arts and Science Associate in Science Degree: A.S.

Liberal Arts and Science Core Component (16 credits)

ENG 101, 102-College Writing I and II 6

PHI 101 – Introduction to Philosophy 3

LIB 101-Information Literacy 1

Foreign Language Component 6

Core elective requirements (9 credits)

PSY 101 - General Psychology 3

MAT 231 - Pre Calculus 3

SCI 100 - Introduction to Science3

Bible and Christian Ministry Component (9 credits)

PMN 101-Intro to Spiritual Formation 2

BIB 102 - Old Testament Literature 3

BIB 201 - New Testament Literature 3

PMN 201 – Nyack Heritage 1

Major Field Component (26 credits)

BIO 107 - General Biology I 4

BIO 108 – General Biology II 4

CHE 113 – Inorganic Chemistry I 4

CHE 213 – Organic Chemistry I 4

PHY 200 - Introduction to Physics 4

MAT 246 - Calculus I 4

SCI 200 - Practicum Internship 3

[Concentration:Laboratory Tech | Education]

Total credits required 60

A.S. Liberal Arts and Sciences Suggested Program Plan

FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	ENG 102-College Writing II	3
ENG 101-College Writing I	3	BIB 102 - Old Testament Lit.	3
BIO 107 - General Biology I	4	Foreign Language	3
SCI 100 - Introduction to STEM	3	MAT 246 - Calculus I	4
MAT 231 - Pre Calculus	3	PSY 101 - General Psychology	3
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIO 108 – General Biology II	4	PHI 101 Intro to Philosophy	3
PMN 201-Nyack Heritage	1	PHY 200 - Introduction to Physics	4
BIB 201-New Testament Lit.	3	CHE 213 – Organic Chemistry I	4
CHE 113 – Inorganic Chemistry I	4	SCI 200 - Practicum Internship	3
Foreign Language	3		

COMMUNICATIONS – B.S.

Primary Faculty: Dr. Sharron Greaves

Student Learning Goals

In keeping with Alliance University'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:

1. Demonstrate a clear understanding of the professional fields of Communication, including the ability to creatively apply techniques and theories to local and global situations.
2. Appreciate global and intercultural forms of communication, developing appropriate skills for the use of selected media forms in different cultures.
3. Identify and evaluate principles of the communication arts and media from historic and contemporary practice.
4. Communicate effectively and creatively with individuals, teams, and large groups, both in writing and orally.
5. 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	Alignment to Student Learning Goals	
			Program	College
Area Concentration Achievement Test (ACAT)	Annual	Spring, Senior Year	1,2,3,5	1,2,5
Writing Intensive Paper	COM 320	Junior Year	1,2,5	1,2,5
Seminar Research Project	COM 421	Senior Year	1-5	1,4,5

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

Liberal Arts and Science Core Component	36
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 (18 credits)	
Total credits required	120

BS Communications Suggested Program Plan

FIRST YEAR: Fall PMN 101-Intro to Spirit Form. 2 COM 107, 108, 210 or 212- 3 ENG 101-College Writing I 3 Foreign Language 3 HIS 113-Hist. Of World Civ. I 3 LIB 101- Information Literacy 1	FIRST YEAR: Spring BIB 102-Old Testament Lit. 3 COM 107, 108, 210 or 212. 3 ENG 102-College Writing II 3 HIS 114-Hist. Of World Civ. II 3 Foreign Language 3
SECOND YEAR: Fall BIB 201-New Testament Lit. 3 Math elective 3 ENG 201 or 202-Glob Lit. I or II 3 COM 107, 108, 210 or 212 3 Miscellaneous electives 3	SECOND YEAR: Spring COM 107, 108, 210 or 212 3 PHI 101- Intro to Philosophy 3 Miscellaneous Elective. 2 Art History elective 3 Social Science Elective 3 ECO 101- Intro to Personal Econ. 1
THIRD YEAR: Fall COM 243 or 320, 421 or 428 – 3 Concentration Requirement. 3 SOC 147- Cont American Soc 3 BIB 303 Christian Thought 3 Laboratory Science 4	THIRD YEAR: Spring BIB-Elective 3 PMN 201- Nyack Heritage 1 Concentration Requirement 6 COM 243, 320, 421, or 428 3
FOURTH YEAR: Fall COM 243, 320, 421 or 428 3 Concentration Requirement 6 Elective 6	FOURTH YEAR: Spring Concentration Requirement 6 Electives 7 COM 243, 320, 421 or 428 3

CRIMINAL JUSTICE - B.S.

Primary Faculty: Miguel Sanchez

The Criminal Justice major at Alliance University 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 Alliance University is unique due to our emphasis on the restorative justice approach. This philosophical framework emphasizes a focus on the way crime harms relationships and communities. It 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 community engagers who are practitioners seeking 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

1. Students (Majors) will be able to demonstrate that they are able to think critically about criminality and criminal justice.
2. Students (Majors and Minors) will be able to demonstrate mastery of the knowledge and skills necessary for careers in criminal justice.
3. Students (Majors and Minors) 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".
4. Students will be able to articulate the role of constitutional restrictions (or limitations) on a law enforcement agent.
5. Students will be able to verify that they see themselves as men and women for others (service), worthy of the society's trust and confidence.
6. Students will be able to appraise the benefits that a restorative justice approach can have on criminal justice.
7. Students (Majors) will have an experience to enhance their competencies as practitioners in criminal justice.

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

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
PowerPoint	SOC 315 Criminology	Second Year	1	1-3, 5

Final Exams	CRJ 101 Intro to Criminal Justice, CRJ 236 Juvenile Justice, CRJ 245 American Judicial Systems, CRJ 373 Criminal Law, and CRJ 330 Constitutional Law courses	Throughout Program	2-4	1
Ethics Paper	CRJ 402 Ethics in Criminal Justice	Senior Year	5	4
Research Paper	CRJ 386 Restorative Justice	Senior Year	6	5
Internship Journal & Paper	CRJ 490 Internship / CRJ 465 Snr Seminar	Senior Year	7	1-5

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

Liberal Arts and Science Core Component 38

*PSY 101 - General Psychology, SOC 101 - Intro to Sociology and POL 215 American Government (required Social Science elective)

*MAT 340 Statistics for Behavioral Sciences (for math elective in core)

Foreign Language Component 6

1 year (2 semesters) of the same language

Bible and Ministry Minor Curriculum 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 460- Special Topics in Criminal Justice

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

Miscellaneous Elective Component (19 credits)

Miscellaneous electives 19

Total credits required 120

*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 substitute the internship-oriented courses (CRJ 390 and CRJ 490) with one of the track options. Eligibility for the program is determined by faculty upon the student's completion of 60 credits. For eligibility requirements please review the internship manual.

BS Criminal Justice Major Suggested Program Plan					
FIRST YEAR: Fall			FIRST YEAR: Spring		
PMN 101-Intro to Spiritl Form.	2		ENG 102-College Writing II	3	
LIB 101- Information Literacy	1		HIS 114-World Civilization II	3	
ENG 101-College Writing I	3		Art History Requirement	3	
HIS 113-World Civilization I	3		BIB 102-Old Testament Lit.	3	
CRJ 101-Intro to Crim Just	3		CRJ 236- Juvenile Justice	3	
SECOND YEAR: Fall			SECOND YEAR: Spring		
PSY 101-General Psych	3		BIB 201-New Testament Lit.	3	
SOC 101- Intro. To Sociology	3		ENG 201 or 202-Glob Lit. I or II	3	
PMN 201-Nyack Heritage	1		Elective	3	
SOC 315- Criminology	3		CRJ 343-Police and Society.	3	
CRJ 245 - Amer Judicial Syst.	3		POL 215-Amer Government	3	
Elective	3				
THIRD YEAR: Fall			THIRD YEAR: Spring		
CRJ 330-Constitutional Law	3		BIB 303- Christian Thought	3	
SOC 147-Cont American Soc	3		Foreign Language	3	
Foreign Language	3		MAT 340-Stats for Beh. Sci	3	
SOC 357-Soc Sci Res Meth	3		CRJ 373-Criminal Law	3	
CRJ 342-Punish/Corrections	3		Electives	3	
			CRJ 386-Restorative Justice	3	
FOURTH YEAR: Fall			FOURTH YEAR: Spring		
CRJ 390- Pre Internship	3		Electives	5	
Elective	3		CRJ 470 or 490	3	
CRJ 386-Restorative Justice	3		CRJ 345- Comparative CRJ.	3	
Science/Lab requirement	4		CRJ 460- Special Topics in CRJ	3	
BIB-Elective	3				
CRJ 402-Ethics in Crim Justice	3				

HUMANITIES DEPARTMENT

LIBERAL ARTS and SCIENCES - A.A.

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 Alliance University 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 Alliance University students to take at least one course abroad.

Program Assessment

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
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	1, 2, 3, 5
To guide the students toward biblical knowledge and Christian service.	This will be accomplished as students fulfill the Bible and Christian ministry component courses.	PMN 101, BIB 102, and 201, and PMN 201	1, 3, 4	2, 4, 5
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.	1, 4	2, 4, 5
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 Alliance University Global Studies Program.	1-4	3, 5

The AA Liberal Arts and Sciences major is available online and on campus. Graduates who wish to pursue a Bachelor's degree at Alliance University are recommended to take BIB 303 Christian Thought (if not intending to major in Bible) and SOC 147 Our America to plan a smooth transition to their chosen major.

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

Core Component (39 credits)

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

Bible and Christian Ministry Component (9 credits)

PMN 101-Intro to Spiritual Formation	2
BIB 102 - Old Testament Literature	3
BIB 201 - New Testament Literature	3
PMN 201 – Nyack Heritage	1

Miscellaneous Elective Component (12 credits)

Miscellaneous electives	12
Total credits required	60

AA Liberal Arts and Sciences Suggested Program Plan				
FIRST YEAR: Fall			FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2		BIB 102-Old Testament Lit.	3
ENG 101-College Writing I	3		ENG 102-College Writing II	3
PHI 101 Intro to Philosophy	3		HIS 113 World Civ I	3
Liberal Arts elective	1		Art History elective	3
Social Science elective	3		Electives	3
LIB 101-Info Literacy	1			
SECOND YEAR: Fall			SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3		Laboratory Science	4
HIS 114 World Civ II	3		ENG 201/2 Global Lit I/2	3
Foreign Language	3		Math Elective	3
PMN 201-Nyack Heritage	1		Miscellaneous elective	3
Electives	6		Foreign Language Elective	3

PSYCHOLOGY MAJOR - B.A.

Primary Faculty: 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.

Student Learning Goals

Goal 1: Students will identify major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. To achieve this goal, students will be able to:

- 1.1 Identify the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes.
- 1.2 Identify the major content areas of psychology: biological, cognitive, developmental, learning, personality, psychopathology, and social.
- 1.3 Identify the major theoretical perspectives in psychology: behavioral, psychodynamic, trait, humanistic and cognitive.

Goal 2: Students will apply basic research methods in psychology. To achieve this goal, students will be able to:

- 2.1 Participate in a process of designing and conducting a study using an appropriate research method, and write a research report in APA-style format.
- 2.2 Write a literature review in APA-style format.

Goal 3: Students will use critical thinking skills. To achieve this goal, students will be able to:

- 3.1 Evaluate the quality of information, including differentiating empirical evidence from speculation.
- 3.2 Use scientific principles and evidence to resolve conflicting claims.
- 3.3 Evaluate claims that arise from untested or unverified assumptions.
- 3.4 Demonstrate the ability to integrate psychological principles and research with a Christian worldview.

BA Psychology Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
APA Literature Review Paper	PSY470	Senior Year	2 & 3	1 & 5
Psychology Department Pre/Post Test Outcomes Assessment Exam	PSY101 (Pre-test) PSY470 (Post-test)	Senior Year	1 & 3	1, 2, 3, 4 & 5
ETS Field Test in Psychology	PSY470	Senior Year	1 & 3	1, 2, 3, 4 & 5

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
Bible and Ministry Minor Curriculum	15
Major Field Component (39 credits)	
PSY 110 Psychology Research Methods	2
PSY 242/244/246/248 or 250 Developmental Elective	3
PSY 253 Integration of Psychology and Theology: A Survey	3
PSY 337 Statistics for Social Science	3
PSY 339 Experimental Psychology	4
PSY 342 Psychopathology	3
PSY 441 Psychology of Personality	3
PSY 321/346/411/424/438 or 443 (any 3 of these)	9
PSY 470 Psychology Capstone	3
Psychology electives	6
Elective Component (26 credits)	
Miscellaneous electives	24
Liberal Arts electives	2

Psychology Major On-Campus Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spirit Form.	2	BIB 102-Old Testament Lit.	3
ENG 101-College Writing I	3	ENG 102-College Writing II	3
HIS 113-Hist. of World Civ. I	3	HIS 114-Hist. of World Civ. II	3
PSY 101-General Psychology	3	PMN 201-Nyack Heritage	1
MAT-Elective*	3	PSY 253-Integ. of Psy. & Theo.	3
LIB 101-Info Literacy	1	PSY110-Psych Research Meth**	2
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	ENG 201 or 202-Global Lit. I or II	
ENG 201 or 202-Glob Lit. I or II	3	or Elective	3
Foreign Language	3	Foreign Language	3
PHI 101-Intro. to Philosophy	3	PSY 339-Experimental Psych*	4
PSY 337-Stats. for Social Sci*.	3	PSY 246 or PSY 248 Child/Adol	3
		Art History requirement	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
BIB 303 Christian Thought	3	BIB-Elective	3
PSY 342 Psychopathology	3	PSY 321-History of Psychology	3
SOC 347-Cont American Soc	3	Laboratory Science	3
PSY 411 or 421	3	Electives	3
Elective	3	PSY 438-Physio Psych or	
		443-Psych. of Learning	3
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
Electives	10	PSY 470 Psych. Capstone	3
PSY 441-Theory of Personality	3	Electives	12
PSY 346 or 321	3		

Psychology Major On-Line Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
ENG 101-College Writing I	3	PMN 101-Intro to Spirit Form.	2
HIS 113-Hist. of World Civ. I	3	BIB 102-Old Testament Lit.	3
PSY 253-Integ. of Psy. & Theo.	3	ENG 102-College Writing II	3
PSY110-Psych. Research Meth**	2	HIS 114-Hist. of World Civ. II	3
MAT-Elective*	3	PSY 101-General Psychology	3
LIB 101-Info. Literacy	1	PMN 201-Nyack Heritage	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	ENG 201 or 202-Global Lit. I or II	
ENG 201 or 202-Glob Lit. I or II	3	or Elective	3
Foreign Language	3	Foreign Language	3
PHI 101-Intro. to Philosophy	3	PSY 337-Stats. for Social Sci*.	3
PSY 246 or PSY 248 Child/Adol	3	PSY 342 Psychopathology	3
		Art History requirement	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
BIB 303 Christian Thought	3	PSY 250/345/349 (Elective)	3
SOC 347-Cont American Soc	3	PSY 441 Psych of Personality	3
PSY 339-Experimental Psych*	4	PSY 411 or 421	3
PSY 438 or 443	3	Electives	6
Elective	3		
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
PSY 470 Psych. Seminar	3	BIB-Elective	3
Electives	12	Laboratory Science	3
		Electives	3
		PSY 346 or 321	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.

INTERDISCIPLINARY STUDIES – BA/BS

Primary Faculty:

Denise Hirschlein

The Interdisciplinary Studies major at Alliance University offers students the opportunity to integrate two academic disciplines. The Bachelor of Arts integrates two disciplines from the arts and sciences. The arts and science options include Bible, Biology, Intercultural Studies, English, Music, Psychology. The Bachelor of Science integrates one discipline from the arts and sciences with a professionally-oriented discipline. The professionally oriented options include Accounting, Business Administration, Communications, Childhood Education, Criminal Justice, Music Performance, Music and Worship, Nursing, Pastoral Ministry, and Social Work. 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, should consult with their advisor and the respective department head.

Mission Statement

The Department of Interdisciplinary Studies will 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

1. 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).
2. 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.
3. 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.

BA/BS Interdisciplinary Studies Program Assessment

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Interdisciplinary Paper	INT 481 Seminar	Senior Year	1-2	1-3
Presentation	INT 481 Seminar	Senior Year	3	5

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, Biology, English, Music and Psychology. 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

Liberal Arts Disciplines	Concentration Courses	Partner Concentrations
Bible	(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	
Biology	+ (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
Psychology	(3) PSY 253 Integration of Psychology and Theology (3) PSY 342 Psychopathology (3) PSY 441 Psychology of Personality (3) PSY 246 Child Psych of (3) PSY 248 Adolescent Psychology (3) PSY 438 Biopsychology or PSY 443 Psych of Learning	Biology

	(6) 2 PSY Electives	
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B.A. Interdisciplinary Studies Suggested Program Plan:			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spirit Form.	2	BIB 102-Old Testament Lit.	3
ENG 101-College Writing I	3	ENG 102-College Writing II	3
HIS 113-Hist. of World Civ. I	3	HIS 114-Hist. of World Civ. II	3
Foreign Language	3	Foreign Language	3
PHI 101-Intro. to Philosophy	3	MAT-Math Elective	3
		LIB 101-Info Literacy	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
ENG 201 or 202-Glob. Lit. I or II	3	BIB 201-New Testament Lit.	3
Foreign Language	3	Foreign Language	3
Laboratory Science	4	PMN 201-Nyack Heritage	1
Area 1 Elective	3	Social Science Elective	3
Elective	3	Area 1 Elective	3
		Area 2 Elective	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
BIB 303 Christian Thought	3	BIB-Elective	3
SOC 347-Cont American Soc	3	Area 1 Electives	6
Area 1 Elective	3	Area 2 Electives	6
Area 2 Electives	3		
Elective	3		
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
Misc. Elect.	3	Art History requirement	3
Area 1 Electives	6	INT 481-Integ. Capstone Sem	2
Area 2 Elective	3	Area 2 Electives	6
Electives	3	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 Business Administration, Childhood Education, Pastoral Ministry, and Social Work. Students may integrate the professionally oriented discipline in the left column with one of the respective liberal arts partner concentrations in the right column:

Professionally-oriented disciplines:	To be integrated with a Liberal Arts partner:
Business Administration	Music, Psychology
Childhood Education	Bible, English, Music, Psychology
Communications	Music
Pastoral Ministry	Bible, , Music, Psychology
Social Work	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
Bible and Ministry Minor Curriculum	15
Major Field Component (44 credits)	
Area 1 (Liberal Arts Concentration)	21
Area 2 (Professionally-Oriented Conc)	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
Business Admin	(3) BUS 101 Intro. to Business (3) BUS 201 Principles of Accounting (3) ECO 201 Macroeconomics <i>or</i> 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	Music (1) MUS 121 Ear Training I (5) MUS 108 Literature/Materials of Music I (2) 2 semester of Conducted Music Organization (4) MUS 125-149 Applied Music (Private lessons in one area) (3) MUS 345 Entertainment Industry Economics (3) MUS 347 Mus Bus I, (3) MUS 349 Mus Bus II Notes: (3) MUS 352 Music of Diverse Cultures replaces SOC 347 Multicultural America in Core.
Childhood Education <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 Teaching. Lit III (3) EDU 331 Meth in Teaching Sci in ElemSchool <i>or</i> EDU 332 Meth in Teaching Social Studies in ElemSchool	Bible English Music (1) MUS 121 Ear Training I (5) MUS 108 Literature/Materials of Music I (2) 2 semester of Conducted Music Organization (4) MUS 125-149 Applied Music (Private lessons in one area) (3) MUS 352 Music of Diverse Cultures (2) MUS 233 Singer's Diction (2) MUS 236 Songwriting (2) MUS 331 Fundamentals of Conducting 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.
Communications	(3) DRA 104 Intro to Dance (3) DRA 113 Oral Interpretation (3) DRA 205 Intro to Theater (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 Theater Workshop (2) MUS 410 Auditioning and Career Prep
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 Psychology Music <i>(Specially designed ministry-based Music concentration)</i> (1) MUS 121 Ear Training I (5) MUS 108 Literature/Materials of Music I (2) 2 semester of Conducted Music Organization (3) MUS 125-149 Applied Music (Private lessons in one area) (3) MUS 352 Music of Diverse Cultures (3) MUS 329 Theory/Harmony of Contemporary Worship (2) MUS 415 Music and Worship (2) MUS 331 Fundamentals of Conducting (3) MUS 352 Music of Diverse Cultures replaces SOC 147 Our America
Social Work	(3) SWK 101 Intro to Social Work & Social Welfare (3) SWK 246 Interpers. Comm. Skills (3) SWK 314 Human Behavior in the Social Env. I (3) SWK 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 Notes: (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.S. Interdisciplinary Studies Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3
ENG 101-College Writing I	3	ENG 102-College Writing II	3
HIS 113-Hist. of World Civ. I	3	HIS 114-Hist. of World Civ. II	3
Art History Requirement	3	Social Science Elective	3
PHI 101-Intro. to Philosophy	3	MAT-Math Elective	3
		LIB 101-Info Literacy	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
ENG 201 or 202-Glob. Lit. I or II	3	Lab Science .	4
BIB 201- New Test. Lit 3		Electives	2
PMN 201-Nyack Heritage	1	Liberal Arts Conc. Elective	3
Liberal Arts Conc. Elective	3	Career Conc. Elective	3

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

School of Music

Dr. Peter Holsberg, Assistant Dean

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, with optional concentrations in Broadway Performance, Jazz Performance, and Collaborative Piano.

Bachelor of Music in Composition

Bachelor of Music in Music Education

Bachelor of Music in Gospel Music Performance

Bachelor of Music in Performance in Voice, Keyboard Instruments, Orchestral or Fretted Instruments

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.

Alliance University Student Learning Goals:

1. 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.
2. 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.
3. Intentionally Diverse: Students will gain knowledge and experience in the heritages and traditions of diverse peoples, and understand how ethnocentrism and personal biases impact cultural awareness.
4. 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 cocurricular activities.
5. 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.

School of Music Goals and Objectives

The School of Music of Alliance University seeks to graduate students with the following skills and understandings, by creating a curriculum that is:

Academically Excellent

- 1a. 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.
- 1b. Students will connect the literature and materials of music with the historical literary, artistic, and political movements which provoked their creation and development.
- 1c. Students will demonstrate their understanding of Christian and human values in the study, creation, and performance of diverse musical styles.
- 1d. 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.
- 1e. 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

- 2a. Music students will study international culture and demonstrate the interplay of musical themes to global cultural ideas.

2b. 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 which continue to gain prominence through the ascendancy of "world music".

2c. 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 another global culture.

2d. 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

3a. Music studied and performed by the Alliance University School of Music will be deliberately chosen from diverse fields--founded in classical precepts and literature, enriched by jazz, gospel music, folk music, spiritual music both old and new, and the music of contemporary Christian culture.

3b. Studies in diverse music will represent a broad spectrum of human achievement and be characterized by a contemporary Christian understanding of human dignity.

3c. Communities currently served by Alliance University are and will be represented by students 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 filial affection which must extend far beyond the walls of our campus.

Personally Transforming

4a. Students and faculty in the School of Music will continually be transformed by the music they rigorously study as its inspiration comes from the hand of our beautiful and excellent Creator God.

4b. Students will use many forms of music as tools for ministry and self-discovery.

4c. Students will be philosophically and academically transformed as they apply the rigorous technique and theory of music learning and make the study of music a life-long pursuit.

4d. Students and faculty will proceed in these directions and discoveries together, as a Christian college is a well-spring of mutual learning and respect.

Socially Relevant

5a. 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.

5b. Students will demonstrate servant leadership in the areas of Christian music performance, composition, and direction.

5c. Students will understand the potential of music to promote psychological, physical, and spiritual wellbeing and will utilize their discoveries to benefit others.

Program Assessment

New in 2019-2020 is a sequence of Literature and Materials of Music which will replace courses in music theory, music history, and literature. This curriculum, coupled with ear training and class piano, as well as performance is required of all music majors, beginning in the freshman 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 test music program effectiveness.

Assessment Criteria	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
1. Written evaluation of knowledge of theory and aural skills	Required Literature and Materials, Class piano, and ear training courses	Fr. and Soph. years	1, 5	1, 5
2. Written evaluation of knowledge of music history and literature	Required Literature and Materials classes and Poetry courses	Soph. and Jr. years	2, 3	2, 3
3. Evaluation of performance juries, private instruction, ensemble and recital participation	Live performances	End of each semester	1, 4	1, 4

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 the percentage of students in each performance category.

2018-2019 Assessment Results	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 Programs

All freshmen and transfer students are admitted to the music degree programs through an audition, a written essay, and demonstrated disposition for music study. 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 aspirants 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 their application for admission to the college, but their admission to Alliance should take place immediately and must take place before any scholarship awards can be considered. 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, or auditioning at a time when the Music Faculty is off campus, may submit an online live recorded audio or video audition for review by the faculty, along with an email or 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 School of Music Handbook for further audition guidelines. Transfer students should follow the repertoire suggestions for the appropriate year. The School of Music Handbook is found on the Alliance Website in the School of Music page.

Academic Benchmarks

To foster student success, the School of Music uses a system of academic benchmarks in music 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. Both the catalog and School of Music Handbook 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 or before 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.

Alliance University 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 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.* Please see School of Music Handbook for further information.

Students enrolled in the B.M. Performance degrees and Music Education degree programs are required to fulfill minimum applied major requirements for their required recitals. Applied minor study is optional but recommended.

Students enrolled in the B.M. Composition degrees are required to fulfill the requirements of the second level in their applied instrument or voice.

Performance

B.M. Performance majors will present a Junior Recital in their third year, consisting of one-half hour of music as described in the SOM Handbook, and a Senior Recital in the fourth year, one hour in length. Students enrolled in Music Education are required to present a Senior Recital of one-half hour prior to graduation at the end of their junior year.

Instrumental and Piano Performance majors must also complete the Concerto requirement (MUS 476) as described in the School of Music Handbook. They may elect to learn the first movement of three concerti rather than one complete concerto, however.

Applied requirements for performance majors include major areas of performance and optional 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 are required to fulfill MUS 277 Piano Proficiency as described in the School of Music Handbook, unless they receive a B or better in MUS 202 Class Piano IV. (A.S. and B.A. in Music majors are exempt from this requirement.)

Jury Examinations

Students will perform a jury exam each semester in their applied major area, and in an optional applied minor jury 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, guitar, 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 the case of concertos, which are always memorized.

Students preparing Junior or Senior Recitals will perform Recital Juries at least four weeks before the recital, and are exempt from regular semester juries. Details about juries and recitals are in the School of Music Handbook.

Accompanying Requirement

A minimum of two semesters of accompanying experience *in instrumental and/or 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). This requirement may also be fulfilled by the student accompanying an ensemble if they are chosen to do so.

Ensemble Requirements

Music majors are required to participate in a minimum of two musical organizations each semester that 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 one credit for the first ensemble and zero credits for the second ensemble.

All four-year Bachelor's Degrees have the same required Liberal Arts and Sciences Core Component, Bible and Ministry curriculum, and a Common Music Major Core component beginning in the fall, 2019 semester. This will include a four or five semester sequence of Literature and Materials of Music. (BM Performance degrees, BM in Gospel Performance, BM in Music Education, BS in Music in Worship, and BA music majors)

Literature and Materials of Music is an integrated music history, theory and cultural sequence of courses, the cornerstone of which is an initial comprehensive foundational study in the history and techniques of Western music and culture. Following this initial course, the students are led in a *reverse* chronological sequence to study the history and culture of the twenty-first century and of previous eras, tracing the roots of each era back to the Renaissance. In every instance, critical thinking and analytical skills are essential components of Music classes. The interdisciplinary model used by Alliance University for our Literature and Materials classes requires the students to be able to understand—and to fully integrate—the study of history, art, mathematics, religion, and the sciences, in addition to music theory and music history.

All Bachelor's Degree music programs will include the following:

Liberal Arts and Sciences Core Component: (22 credits)

LIB 101 Information Literacy	1
ENG 101 College Writing I	3
COM 108 Public Speaking	3
ENG 360 English Lyric Poetry	3
PHI 101 Introduction to Philosophy	3
LAN (2 semesters of Italian, French or German)	6
ANT 102 Culture and the Arts or approved GSL trip	3

Bible and Ministry Curriculum: (9 credits)

BIB 102 Old Testament Lit	3
BIB 201 New Testament Lit	3
PMN 101 Intro to Spiritual Form	2
PMN 201 Nyack Heritage	1

Common Music Major Field Component: (57 credits)

MUS 100 Concert Attendance each term	0
MUS 101, 102, 201, 202 Class piano (Class Piano 3 & 4 waived if a piano major subst. music electives)	4
MUS 108 Literature and Materials of Music I	5
MUS 109 Literature and Materials of Music II	5
MUS 121,122 Ear-training 1,2	2
MUS 159-Studio Class each term taking applied lessons (co-requisite with applied lessons)	0
MUS 171,2; 271,2 371,2,471, 2 Jury Examinations only required when taking applied lessons	0
MUS 190 Freshmen Seminar	1
MUS 208 Literature and Materials of Music III	5
MUS 209 Literature and Materials of Music IV	5
MUS 221,222 Ear-training 3,4	2
MUS 354 Intro to Music Technology	2
MUS 352 Music of Diverse Cultures	3
MUS 317 Intro to Therapeutic Music, or MUS 347 or 349 Music Business I or II	3
MUS 415 Music and Worship	2
Applied music major area	8
MUS 490 Senior Seminar	2
Conducted Music organization each term	8
Second conducted ensemble each term	0

Total common credits for all 4-year music degrees. (Core, Bible, and major field component): 88 credits

COMPOSITION - MUS.B.

Primary Faculty: Dr. Lars Frandsen, Dr. Tammy Lum, Dr. Sue Lane Talley, Dr. Dana Talley, Prof. Margrit Zimmerman

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 required of performance majors. Students not majoring in piano are required to demonstrate Piano Proficiency (MUS 277) if they do not receive a B in MUS 202, Class Piano IV, as described in the School of 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.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Composition:

Common Music Major credits (<i>Core, Bible, and Major Field Component</i>)	88
Additional Major Field Component (31 credits)	
MUS 308 Literature and Materials of Music	5
MUS 236 Songwriting	2
MUS 277 Piano Proficiency	0
MUS 321 Composition and Improvisation	2
MUS 322 Private Composition and Improvisation	2
MUS 328 Basic Arranging	2
MUS 331 Fundamentals of Conducting	2
MUS 358 Jazz/Gospel Harmony	3
MUS 421,422 Advanced Composition (private lessons)	4
MUS 423 Electro-Acoustical Composition	2
MUS 470 Senior Recital	1
Applied electives: two of the following MUS 103,105, 106,107	2
EDM 345, 346, 347, 348 (String, Brass, Woodwind and Percussion Methods)	4
Miscellaneous Elective Component (1 credit)	1
Total credits required	120

Composition Major Suggested Program Plan

FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 201 Class Piano III	1	MUS 202 Class Piano IV	1
MUS 206 Songwriting	2	MUS 209 Lit. and Mat. of Music IV	5
MUS 208 Lit. and Mat. of Music II	5	MUS 222 Ear Training 4	1
MUS 221 Ear Training 3	1	MUS 272 Major Jury	0
MUS 271 Major Jury	0	MUS 321 Composition and Improv	2
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
MUS 100 Concert Attendance	0	ANT102 Culture and the Arts	3
MUS 308 Lit. and Mat. of Music V	5	LIB 101 Info. Lit	1
MUS 331 Fund. Of Conducting	2	MUS 100 Concert Attendance	0
MUS 328 Basic Arranging	2	MUS 322 Adv. Composition	2
Applied Music Elective	1	MUS 352 Music of Div. Cultures	3
EDM Music Elective	1	Applied Music Elective	1
Music Organization I	1	EDM Music Elective	1
Music Organization II	0	Music Organization I	1
		Music Organization II	0
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
ENG 360 English Lyric Poetry	3	PHI 101 Intro to Philosophy	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 354 Intro. To Music Tech	2	MUS 317 or MUS 349	3
MUS 358 Jazz/Gospel Harmony	3	MUS 415 Music and Worship	2
MUS 421 Adv. Composition	2	MUS 422 Adv. Composition	2
MUS 490 Senior Seminar	2	MUS 423 Electro-Acoustical C	2
EDM Music Elective	1	MUS 470 Senior Recital	1
Elective	1	MUS 472 Major Jury	0
Music Organization I	1	EDM Elective	1
Music Organization II	0	Music Organization I	1
		Music Organization II	0

INSTRUMENTAL PERFORMANCE - MUS.B.

Primary Faculty: Dr. Lars Frandsen, Dr. Tammy Lum, Dr. Sue Lane Talley, Prof. Margrit Zimmerman

The experiences in this degree program are designed to prepare qualified students for graduate study and professional pursuits in their chosen instruments.

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 School of Music handbook). Students not minoring in piano are required to demonstrate Piano Proficiency (MUS 277) if MUS 202 is not passed with a B or better as described in the School of Music Handbook.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Instrumental Performance:

Common Music Major credits (Core, Bible, and Major Field Component)	88
Additional Major Field Component (25 credits)	
MUS 308 Literature and Materials of Music V	5
MUS 321 Composition and Improvisation or MUS 236 Songwriting	2
MUS 358 Jazz/Gospel Harmony	3
MUS 331 Fundamentals of Conducting	2
MUS 370 Junior Recital	1
MUS 470 Senior Recital	1
MUS 475 Concerto Requirement	0
EDM 351 Instrumental Pedagogy	1
Additional Applied music major area (on the same instrument)	8
MUS 361 Chamber Music (2 semesters required)	2
Miscellaneous Elective Component (7 credits)	7

Instrumental Performance Major Suggested Program Plan			
FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 201 Class Piano III	1	MUS 202 Class Piano IV	1
MUS 208 Lit. and Mat. of Music III	5	MUS 209 Lit. and Mat. of Music IV	5
MUS 221 Ear Training 3	1	MUS 222 Ear Training 4	1
MUS 271 Major Jury	0	MUS 272-Major Jury	0
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
Electives	2	Electives	2
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
MUS 100 Concert Attendance	0	ANT102 Culture and the Arts	3
MUS 159 Studio Class	0	LIB 101 Info. Lit	1
MUS 236 or MUS 321	2	MUS 100 Concert Attendance	0
MUS 308 Lit. and Mat. of Music V	5	MUS 159 Studio Class	0
MUS 331 Fund. Of Conducting	2	MUS 352 Music of Div. Cultures	3
MUS 371 Major Jury	0	MUS 361 Chamber Music	0
Applied Music	2	MUS 370 Junior Recital	1
Music Organization I	1	MUS 371 Major Jury	0
Music Organization II	0	Applied Music	2
		Music Organization I	1
		Music Organization II	0
		Electives	1
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
ENG 360 English Lyric Poetry	3	PHI 101 Intro. to Philosophy	3
EDM 351 Inst. Pedagogy	1	MUS 100 Concert Attendance	0
MUS 100 Concert Attendance	0	MUS 159 Studio Class	0
MUS 159 Studio Class	0	MUS 317 or MUS 349	3
MUS 354 Intro. To Music Tech	2	MUS 415 Music and Worship	2
MUS 358 Jazz/Gospel Harmony	3	MUS 470 Senior Recital	1
MUS 361 Chamber Music	0	MUS 472 Major Jury	0
MUS 471 Major Jury	0	MUS 475 Concerto	0
MUS 490 Senior Seminar	2	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0	Electives	3
Electives	1		

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.

Applied requirements for 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 School of Music Handbook). Organists may substitute MUS 400, Organ Literature for Piano Literature II.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Keyboard Instruments:

Common Music Major credits (<i>Core, Bible, and Major Field Component</i>)	88
Additional Major Field Component (32 credits)	
MUS 308- Literature and Materials of Music V	5
MUS 206 Piano Accompaniment (4 semesters required or 2 semesters and MUS 402 Intro to Opera Coaching)	4
MUS 321 Composition and Improvisation or MUS 236 Songwriting	2

MUS 358 Jazz/Gospel Harmony	3
MUS 331 Fundamentals of Conduct	2
MUS 350 Keyboard Literature	1
MUS 370 Junior Recital	1
MUS 361 Chamber Music (3 semesters required)	3
MUS 452 Keyboard Literature 2	1
MUS 470 Senior Recital	1
MUS 475 Concerto Requirement	0
EDM 349 Keyboard Pedagogy	1
Additional Applied music (on the same Keyboard instrument)	8
Total credits required	120
Additional Applied music (on the same Keyboard instrument)	

Keyboard Instruments Major Suggested Program Plan			
FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	LIB 101 Info. Lit	1
MUS 159 Studio Class	0	MUS 100 Concert Attendance	0
MUS 208 Lit. and Mat. of Music III	5	MUS 159 Studio Class	0
MUS 221 Ear Training 3	1	MUS 206 Accompanying	1
MUS 236 or 321	2	MUS 209 Lit. and Mat. of Music IV	5
MUS 271 Major Jury	0	MUS 222 Ear Training 4	1
Applied Music	2	MUS 272 Major Jury	0
MUS Elective	1	Applied Music	2
Music Organization I	1	MUS Elective	1
Music Organization II	0	Music Organization I	1
		Music Organization II	0
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
MUS 100 Concert Attendance	0	ANT102 Culture and the Arts	3
MUS 159 Studio Class	0	LIB 101	1
MUS 206 Accompanying	1	MUS 100 Concert Attendance	0
MUS 308 Lit. and Mat. of Music V	5	MUS 159 Studio Class	0
MUS 331 Fund. Of Conducting	2	MUS 352 Music of Div. Cultures	3
MUS 350 Keyboard Literature I	1	MUS 361 Chamber Music	1
MUS 371 Major Jury	0	MUS 370 Junior Recital	1
Applied Music	2	MUS 372 Major Jury	0
Music Organization I	1	Applied Music	2
Music Organization II	0	Music Organization I	1
		Music Organization II	0
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
ENG 360 English Lyric Poetry	3	PHI 101 Intro to Philosophy	3
MUS 100 Concert Attendance	0	EDM 349 Keyboard Pedagogy	1
MUS 159 Studio Class	0	MUS 100 Concert Attendance	0
MUS 206 Accompanying	1	MUS 159 Studio Class	0
MUS 354 Intro. To Music Tech	2	MUS 206 Accompanying	1
MUS 358 Jazz/Gospel Harmony	3	MUS 317 or MUS 349	3
MUS 361 Chamber Music	1	MUS 361 Chamber Music	1
MUS 471 Major Jury	0	MUS 415 Music and Worship	2
MUS 490 Senior Seminar	2	MUS 470 Senior Recital	1
Applied Music	2	MUS 472 Major Jury	0
Music Organization I	1	MUS 475 Concerto	0
Music Organization II	0	Applied Music	2
		Music Organization I	1
		Music Organization II	0

VOCAL PERFORMANCE - MUS.B.

Primary Faculty:

Willana Mack Jones, Dr. Dana Talley, Dr. Sue Lane Talley

The Vocal Performance degree 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 studies in 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 School of Music Handbook). Students not minoring in piano are required to demonstrate Piano Proficiency (MUS 277) if MUS 202, Class Piano IV, is not passed with a B or better. Graduates of this program are encouraged to continue on to graduate school or for further study for careers as professional singers in the field of Opera, Recital, Broadway, Jazz, Oratorio, and concert performing careers.

120 credit hours, distributed as follows, are required for the Bachelor of Music degree in Vocal Performance:

Common Music Major credits (<i>Core, Bible, and major field component</i>)	88
Additional Major Field Component (32 credits)	
MUS 308 Literature and materials of Music V	5
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 277 Piano Proficiency if Necessary	0
MUS 331 Fund. Of Conducting	2
MUS 236 Songwriting	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 470 Senior Recital	1
EDM 350 Vocal Pedagogy	1
Additional Applied music major area	8

Suggested but not required: MUS 338 Acting for the Musical Stage II or MUS 238 Vocal Lit. II.

Total credits required

120

Vocal Performance Major Suggested Program Plan			
FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122-Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 201 Class Piano III	1	MUS 202 Class Piano IV	1
MUS 208 Lit. and Mat. of Music III	5	MUS 209 Lit. and Mat. of Music IV	5
MUS 221 Ear Training 3	1	MUS 222 Ear Training 4	1
MUS 233 Singer's Diction I	2	MUS 235 Singer's Diction II	2
MUS 271 Major Jury	0	MUS 272 Major Jury	0
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
MUS 100 Concert Attendance	0	ANT102 Culture and the Arts	3
MUS 159 Studio Class	0	MUS 100 Concert Attendance	0

MUS 237 Acting for the Mus.Stage	2	MUS 159 Studio Class	0
MUS 308 Lit. and Mat. of Music V	5	MUS 234 Vocal Lit I	2
MUS 331 Fund of Conducting	2	MUS 352 Music of Div. Cultures	3
MUS 371 Major Jury	0	MUS 370 Junior Recital	1
Applied Music	2	MUS 372 Major Jury	0
Music Organization I	1	Applied Music	2
Music Organization II	0	Music Organization I	1
		Music Organization II	0
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
ENG 360 English Lyric Poetry	3	LIB 101 Info. Lit	1
MUS 100 Concert Attendance	0	PHI 101 Intro to Philosophy	3
MUS 159 Studio Class	0	EDM 350 Vocal Pedagogy	1
MUS 236 Songwriting	2	MUS 100 Concert Attendance	0
MUS 354 Intro to Music Tech	2	MUS 159 Studio Class	0
MUS 365/366	1	MUS 317 or MUS 349	3
MUS 410 Auditioning	2	MUS 365/366	1
MUS 471 Major Jury	0	MUS 415 Music and Worship	2
MUS 490 Senior Seminar	2	MUS 470 Senior Recital	1
Applied Music	2	MUS 472 Major Jury	0
Music Organization I	1	Applied Music	2
Music Organization II	0	Music Organization I	1
		Music Organization II	0

GOSPEL PERFORMANCE MAJOR - MUS.B.

Primary Faculty: Dr. Lars Frandsen, Willana Mack Jones, Dr. Dana Talley, Dr. Sue Lane Talley, Margrit Zimmerman

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 Music Handbook). Students not majoring in keyboard are required to demonstrate Piano Proficiency (MUS 277) by audition or jury exam if MUS 202 is not passed with a B or better.

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 Gospel music.
The student will excel at Gospel 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:

Common Music Major credits (<i>Core, Bible, and major field component</i>)	81
All majors are required to take Gospel Choirs for 6 semesters as a required ensemble and only 3 semesters of Class Piano (MUS 101, 102, 201) reducing the common core from 88 to 81 credits	
Additional Bible and Ministry Minor Curriculum (3 credits)	
BIB 316 Psalms	3
Additional Major Field Component (36 credits)	
(piano majors 1 sem. MUS 206 Accompanying instead and MUS 103 Fund. Of Sing. Instead of MUS 201, & Intro to Gospel Keyboard)	0
MUS 156 Gospel Music Improvisation	8
MUS 205 Introduction to Gospel Keyboard	1
MUS 340 Performing the Traditional Spiritual	2
MUS 358 Jazz Gospel Harmony	3
MUS 290 Gospel Music Practicum	2
MUS 336 Worship Leading	1
MUS 277 Piano Proficiency Requirement (Except Keyboard Majors)	0
MUS 318 Gospel Music History I	2
MUS 324 Gospel Music History II	2
MUS 339 Gospel Conducting	2
MUS 357 Hymnology and Psalmody	2
MUS 360 Seminar in Cont. Gospel Performance	2
MUS 370 Junior Recital	1
MUS 375 Field Work	1
MUS 470 Senior Recital	1
MUS 259 Gospel Choir or MUS 270 Touring Gospel Choir	6
Total credits required	120

Gospel Performance Major Suggested Program Plan

FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 201 Class Piano III	1	MUS 202 Class Piano IV	1
MUS 208 Lit. and Mat. of Music III	5	MUS 209 Lit. and Mat. of Music IV	5
MUS 221 Ear Training 3	1	MUS 222 Ear Training 4	1
MUS 271 Major Jury	0	MUS 272 Major Jury	0
MUS 318 Gospel Music History I	2	MUS 324 Gospel Music History II	2
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
MUS 100 Concert Attendance	0	ANT102 Culture and the Arts	3
MUS 159 Studio Class	0	LIB 101 Info. Lit	1
MUS 290 G.M. Practicum	2	MUS 100 Concert Attendance	0
MUS 331 Fund of Conducting	2	MUS 159 Studio Class	0
MUS 357 Hymnology & Psalmody	2	MUS 336 Worship Leading	1
MUS 358 Jazz/Gospel Harmony	3	MUS 352 Music of Div. Cultures	3
MUS 371 Major Jury	0	MUS 370 Junior Recital	1
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
BIB 316 Psalms	3	PHI 101 Intro to Philosophy	3
ENG 360 English Lyric Poetry	3	MUS 100 Concert Attendance	0
MUS 100 Concert Attendance	0	MUS 159 Studio Class	0
MUS 159 Studio Class	0	MUS 317 or MUS 349	3
MUS 336 Worship Leading	1	MUS 376 Field Work	1
MUS 354 Intro. To Music Tech	2	MUS 360 Sem.in Cont. G. Perf	2
MUS 375 Field Work	1	MUS 415 Music and Worship	2
MUS 471 Major Jury	0	MUS 470 Senior Recital	1
MUS 490 Senior Seminar	2	MUS 472 Major Jury	0
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0

MUSIC EDUCATION - MUS.B.

Primary Faculty: Dr. Lars Frandsen, Dr. Tammy Lum, Dr. Dana Talley, Dr. Sue Lane Talley, Prof. Margrit Zimmerman

The School of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP). 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 applications for this initial certificate. Alliance University is not required to make recommendations 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), 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 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. Alliance University'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:

Graduation Years	2018-19	2019-20	2020-21
Alliance University Overall Pass Rates	71%	77%	92%
NY State Average Overall Pass Rates	NA	N/A	N/A

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
Content Specialty Test (CST)	Licensure Test	Junior year
Teaching Competencies Rubric (TCR)	Student Teaching	Senior year
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 Alliance University 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 Alliance University 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 takers 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 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 Class Piano sequence unless waived by exam. Piano majors can substitute music electives for Class Piano 3 and 4, but must take Class Piano 1 and 2.

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.
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 with sufficient command of the voice to teach rote songs effectively in the elementary classroom. 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), 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 by May 1 junior year for Spring student teaching.

Other issues to consider regarding Student Teaching include the following:

1. 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.
2. The department advises extreme caution against engaging in any activities that usurp time/attention from the professional preparation of student teaching and Senior Seminar, including additional coursework, employment, and extracurricular activities (e.g., sports, etc.). Advanced planning 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:

Common Music Major credits (<i>Core, Bible, and major field component</i>)	85
MusEd candidates are required to take only one semester of a foreign language	
Must take PSY 101 General Psychology instead of ANT 201.	
May substitute either MUS 365 or MUS 366 for two semesters for a required ensemble	
Additional Major Field Component (55 credits)	
MUS 103 Fundamentals of Singing	1
MUS 106 Baroque Recorder Class	1
MUS 236 Songwriting	2
MUS 233 Singer's Diction	2
MUS 308 Literature and Materials of Music V	5
MUS 331 Fundamentals of Conducting	2
MUS 361 Chamber Music or chamber singers (2 semesters required as second ensemble)	0
MUS 332 Conducting Methods	2
MUS 470 Senior Recital	1
Additional Applied music major area (Same instrument)	4
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
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 (co-requisites)	0
Total credits required	140

Music Education Major Suggested Program Plan (9 semester plan)			
FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2

MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (16 cr.)		SECOND YEAR: Spring (16 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
EDU 246 F. of Education	3	PSY 101 Intro to Psychology	3
EDU 191 Field Experience	0	MUS 100 Concert Attendance	0
MUS 100 Concert Attendance	0	MUS 159 Studio Class	0
MUS 159 Studio Class	0	MUS 202 Class Piano IV	1
MUS 201 Class Piano III	1	MUS 209 Lit. and Mat. of Music IV	5
MUS 208 Lit. and Mat. of Music III	5	MUS 222 Ear Training 4	1
MUS 221 Ear Training 3	1	MUS 272 Major Jury	0
MUS 271 Major Jury	0	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
THIRD YEAR: Fall (17 cr.)		THIRD YEAR: Spring (17 cr.)	
Foreign Language	3	LIB 101 Info. Lit	1
EDM 345 String Methods	1	EDM 346 Brass Methods	1
EDU 358 Dev.and Learning Theory	3	EDU 259 Teach.& L.Strategies	3
EDU 292 Field Experience	0	EDU 353 The Exceptional Child	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 308 Lit. and Mat. of Music V	5	MUS 332 Conducting Methods	2
MUS 331 Fund of Conducting	2	MUS 352 Music of Div. Cultures	3
MUS 371 Major Jury	0	MUS 372 Major Jury	0
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
FOURTH YEAR: Fall (17 cr.)		FOURTH YEAR: Spring (15 cr.)	
EDM 347 Woodwind Methods	1	EDM 348 Percussion Methods	1
EDM 441 El. School Methods	3	EDM 444 Secondary School Meth	3
EDM 391 Field Experience	0	EDM 392 Field Experience	0
ENG 360 English Lyric Poetry	3	EDU 247 Health Issues	1
MUS 100 Concert Attendance	0	PHI 101 Intro to Philosophy	3
Mus 106 Baroque Recorder Class	1	MUS 100 Concert Attendance	0
MUS 233 Singer's Diction I	2	MUS 103 Fund. Of Singing	1
MUS 236 Songwriting	2	MUS 317 or MUS 349	3
MUS 354 Intro to Music Tech	2	MUS 415 Music and Worship	2
MUS 490 Senior Seminar	2	MUS 470 Senior Recital	1
Music Organization I	1	MUS 472 Major Jury	0
Music Organization I	0	Music Organization I	1
		Music Organization II	0
FIFTH YEAR: FALL (12 cr.)			
EDM 470 Student Teach. 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		

Piano Class courses MUS 201, 202 may be replaced for Keyboard majors with music electives.

MUSIC - B.A.

Primary Faculty: Dr. Lars Frandsen, Dr. Marie Herseht Kenote, Dr. Tammy Lum, Dr. Dana Talley, Dr. Sue Lane Talley, Prof. Margrit Zimmerman

The B.A. in Music program affords students the opportunity to study music and additional electives in the liberal arts. It provides a strong foundation in performance areas, both individual and ensemble, as well as an excellent preparation for graduate studies in Music Therapy, Music Business, Musicology, and other music-related fields. Taken with an area of concentration, the BA in Music also opens the doors for graduate studies or careers in Musical Theater, Collaborative Piano, and Jazz.

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:

Common Music Major credits (Core, Bible, and Major Field Component)	88
Additional Foreign Language Component (6 credits)	6
(2 additional semesters) of the same language, Italian, French, or German, or language approved by the Dean	

Additional Bible and Ministry Minor Curriculum (6 credits)	
BIB 316- Psalms	6
BIB 303 Christian Thought	
Additional Major Field Component (8 credits)	
MUS-Electives	6
MUS 356- Music Technology II	2
General Electives Component (12 credits)	
Liberal Arts electives	12
Total credits required	120

Students may elect to take 4 semesters of 2-credit applied music or eight semesters of one-credit applied music. If planning on changing to a BM major, two-credit lessons must be taken.

There are three optional concentrations for the BA (21 credits each).

If electing a concentration, the student must take 121 credits, in lieu of Music electives and Liberal Arts electives.

CONCENTRATION IN JAZZ PERFORMANCE:

6 credits MUS 146- Applied Improvisation Studies
 2 MUS 236 Songwriting
 3 MUS 268 Jazz Ensemble six semesters required, three for credit.
 2 MUS 328 Basic Arranging
 2 MUS329 Theory and Harmony in Contemporary Worship Music
 2 MUS 353 Intro to Jazz History
 0 MUS 349 Music Business II: Music Industry, Recording, Merchandising, Contracts, and Career Development and not 317 Intro to Therapeutic Music as part of the Common Music Core.
 3 MUS 358 Jazz and Gospel Harmony
 1 MUS 470 Senior Recital

CONCENTRATION IN COLLABORATIVE PIANO PERFORMANCE

4 MUS 127 Applied Piano: 4 additional credits beyond the 8 required for a BA=12 total cr.
 1 MUS 103 Fundamentals of Singing
 4 MUS 206 Piano Accompanying: 4 semesters required
 2 MUS 234 Vocal Literature
 2 MUS 233 Singer's Diction
 2 MUS 331 Fundamentals of Conducting
 3 MUS 361 Chamber Music: 3 semesters required
 2 MUS 402 Opera Coaching
 1 MUS 470 Senior Recital
 0 Ensemble Requirement 6 semesters (accompanying Small Jazz Ensemble, Musical Theater Workshop, Opera Theater Workshop, Chorale, or Chamber Orchestra)

CONCENTRATION IN BROADWAY PERFORMANCE:

3 DRA 104 Intro to Dance
 3 DRA 205 Intro to Theater
 2 MUS/DRA 206 History of Broadway
 4 MUS 125 Applied Voice: 4 additional credits beyond the 8 required for a BA=12 total cr.
 2 MUS 237 Acting for the Musical Stage I
 2 MUS 338 Acting for the Musical Stage II
 4 MUS 365/366 Opera or Theater Workshop (2 semesters required)
 1 MUS 470 Senior Recital

<i>Music Major B. A. Suggested Program Plan</i>			
FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 102 Class Piano 2	1
MUS 108 Lit. and Mat. Of Music I	5	MUS 109 Lit. and Mat. Of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 201 Class Piano III	1	MUS 202 Class Piano IV	1
MUS 208 Lit. and Mat. of Music III	5	MUS 209 Lit. and Mat. of Music IV	5
MUS 221 Ear Training 3	1	MUS 222 Ear Training 4	1
MUS 271 Major Jury	0	MUS 272 Major Jury	0

Music Electives	2	Music electives	2
Applied Music	2	Applied Music	2
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
MUS 100 Concert Attendance	0	ANT102 Culture and the Arts	3
BIB 316 Psalms	3	BIB 303 Christian Thought	3
Music Electives	2	LIB 101 Info. Lit.	1
Electives	6	MUS 100 Concert Attendance	0
Music Organization I	1	MUS 352 Music of Div. Cultures	3
Music Organization II	0	Elective	1
		Music Organization I	1
		Music Organization II	0
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
Foreign Language III	3	Foreign Language IV	3
ENG 360 English Lyric Poetry	3	PHI 101 Intro to Philosophy	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 354 Intro to Music Tech	2	MUS 317 or MUS 349	3
Music Elective	2	MUS 415 Music and Worship	2
MUS 490 Senior Seminar	2	Electives	3
Elective	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		

The student may elect to take one-credit applied lessons for eight semesters instead of four semesters of two credit lessons. If so, they must register for a major jury and studio class any semester taking applied lessons. If the student elects to pursue a concentration, it will require 121 credits total and all electives and music electives will be used for the desired concentration. Any student desiring to change later to a BM major must take two-credit lessons in the first four semesters.

MUSIC in WORSHIP – B.S.

Primary Faculty: Dr. Lars Frandsen, Dr. Tammy Lum, Willana Mack Jones, 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, sound 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.

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 Science degree in Music in Worship:

Common Music Major credits (Core, Bible, and Major Field Component)	88
Additional Bible and Ministry Minor Curriculum (6 credits)	
BIB 316 Psalms	6
BIB 303 Christian Thought	
Additional Major Field Component (18 credits)	
MUS 103 Fund of Singing	1
MUS 105 Beg Guitar Tech or 106 Recorder Class	1
MUS 236 Songwriting or MUS 328 Basic Arranging	2
MUS 277 Piano Proficiency, if necessary	0
MUS 329 Theory and Harmony of Contemporary Worship Music	2
MUS 331 Fundamentals of Conducting	2
MUS 332 Conducting Methods and Pedagogy	2
MUS 356- Music Technology II	2
MUS 357 Hymnology and Psalmody	2
MUS 359 Survey of Contemp. Worship Music or MUS 318 Gospel Music Hist 1	2
MUS 336 Worship Leading (2 semesters required, additional semesters can be taken for zero credits.)	2
MUS 476 Oratorio or Cantata (Vocal majors only)	0
Required small Ensembles: Christian Folk Ensemble, Purpose, or Chamber Music (2 semesters)	2
Miscellaneous Elective Component (8)	
Miscellaneous electives	8
Total credits required	120

Music in Worship Major Suggested Program Plan			
FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
ENG 101 College Writing I	3	COM 108 Public Speaking	3
PMN 201 Nyack Heritage	1	PMN 101 Intro to S. Formation	2
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 101 Class Piano I	1
MUS 108 Lit. and Mat. of Music I	5	MUS 109 Lit. and Mat. of Music II	5
MUS 159 Studio Class	0	MUS 122 Ear Training 2	1
MUS 121 Ear Training 1	1	MUS 159 Studio Class	0
MUS 171 Major Jury	0	MUS 172 Major Jury	0
MUS 190 Freshman Seminar	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 102 Old Testament Lit	3	BIB 201 New Testament	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 103 Fund. Of Singing	1	MUS 159 Studio Class	0
MUS 159 Studio Class	0	MUS 202 Class Piano IV	1
MUS 201 Class Piano III	1	MUS 209 Lit. and Mat. of Music IV	5
MUS 208 Lit. and Mat. of Music III	5	MUS 222 Ear Training 4	1
MUS 221 Ear Training 3	1	MUS 272 Major Jury	0
MUS 271 Major Jury	0	Electives	2
MUS 336 Worship Leading	1	Applied Music	2
Applied Music	2	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
THIRD YEAR: Fall (15 cr.)		THIRD YEAR: Spring (15 cr.)	
Foreign Language I	3	Foreign Language II	3
BIB 316 Psalms	3	BIB 303 Christian Thought	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 106 Baroque recorder class	1	MUS 332 Conducting Methods	2
MUS 236 Songwriting	2	MUS 336 Worship Leading	1
MUS 331 Fund. Of Conducting	2	MUS 352 Music of Div. Cultures	3
MUS 357 Music Tech	2	MUS 359 or MUS 318	2
Elective	1	Music Organization I	1
Music Organization I	1	Music Organization II	0
Music Organization II	0		
FOURTH YEAR: Fall (15 cr.)		FOURTH YEAR: Spring (15 cr.)	
ENG 360 English Lyric Poetry	3	ANT102 Culture and the Arts	3
LIB 101 Info. Lit	1	PHI 101 Intro to Philosophy	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 329 Theory & H. of C. W. M	3	MUS 317 or MUS 349	3
MUS 354 Intro to Music Tech	2	MUS 415 Music and Worship	2
MUS 490 Senior Seminar	2	MUS 476 Oratorio (Voice students)	0
Elective	3	Electives	3
Music Organization I	1	Music Organization I	1
Music Organization II	0	Music Organization II	0

The student may elect to take one credit applied lessons for eight semesters instead of four semesters of two credit lessons. If so, they must register for a major jury and studio class any semester taking applied lessons.

MUSIC A.S.

Primary Faculty: :Dr. Lars Frandsen, Dr. Marie Kenote, Dr. Tammy Lum, Dr. Dana Talley, Dr. Sue Lane Talley, Prof. Margrit Zimmerman

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 fields. The intention of this degree is to provide music skills, experience, and knowledge appropriate for music related occupations. 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 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:

Liberal Arts and Science Core Component (16 credits)

LIB 101 Information Literacy	1
ENG 101 College Writing I	3
COM 108 Public Speaking	3
ENG 360 English Lyric Poetry	3
Social Science elective (MUS 317 Introduction to Therapeutic Music or MUS 349 Music Business II)	3
ANT 201 Culture and the Arts or approved GSL trip such as Venice or Far East trips	3
Bible and Ministry Curriculum: (9 credits)	
BIB 102 Old Testament Lit.	3
BIB 201 New Testament Lit.	3

PMN 101 Intro to Spiritual Form	2
PMN 201 Nyack Heritage	1
Major Field Component (30 credits)	
MUS 100 Concert Attendance each semester	0
MUS 108 Literature and materials of Music I	5
MUS 109 Literature and materials of Music II	5
MUS 190 Freshman Seminar	1
MUS 121,122 Ear Training 1,2	2
MUS 354 Intro to Music Technology	2
MUS 171-272 Jury Major (once a year)	0
MUS 101, 102 Class piano I & II	2
MUS Electives	5
MUS 159 Studio Class each term co-requisite with applied lessons	0
Applied music major area	4
Conducted Music Organization each semester	4
General Electives Component (5 credits)	
Miscellaneous electives	5
Total credits required	60

A.S. in Music Major Suggested Program Plan

FIRST YEAR: Fall (15 cr.)		FIRST YEAR: Spring (15 cr.)	
PMN 101 Intro to Spiritual Form	2	BIB 102 Old Testament Lit.	3
ENG 101 College Writing I	3	COM 108 Public Speaking	3
MUS 100 Concert Attendance	0	MUS 100 Concert Attendance	0
MUS 101 Class Piano I	1	MUS 102 Class Piano II	1
MUS 108 Lit. & Mat. Of Music I	5	MUS 109 Lit. & Mat. Of Music II	5
MUS 121 Ear Training I	1	MUS 122 Ear Training II	1
MUS 159 Studio Class	0	MUS 159 Studio Class	0
MUS 190 Freshman Mus Sem.	1	Applied Music	1
Applied Music	1	MUS 172 Jury Exam Major	0
Music Organization	1	Music Organization	1
SECOND YEAR: Fall (15 cr.)		SECOND YEAR: Spring (15 cr.)	
BIB 201 New Testament Lit.	3	ANT102 Culture and the Arts	3
ENG 360 English Lyric Poetry	3	PMN 201 Nyack Heritage	1
LIB 101 Info Literacy	1	MUS 100 Concert Attendance	0
MUS 100 Concert Attendance	0	MUS 159 Studio Class	0
MUS 159 Studio Class	0	MUS 272 Jury Exam Major	0
MUS 354 Intro to Music Technology	2	MUS 317 or 349	3
MUS Electives	2	MUS Electives	3
Applied Music	1	Liberal Arts Elective	3
Liberal Arts Elective	2	Applied Music	1
Music Organization	1	Music Organization	1

The student may elect to take two credit applied lessons for two semesters instead of four semesters of one credit lesson. The A.S. degree program is designed as a stand-alone two-year program but with the curriculum chosen for any student desiring to continue on for a four-year degree.

Alliance Graduate School of Counseling

Dr. Antoinette Gines-Rivera, AGSC Dean & MHC Program Director

Primary Faculty: Dr. Antoinette Gines-Rivera (AGSC Dean & MHC Program Director) Dr. Andrew Mercurio (Director MFT), Dr. Julio Orozco, (Director MHC Clinical Internship), Dr. Elaine Eng, Dr. Tesia Wells (Director MFT Clinical Internship), Dr. George Ramos

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. Dr. Ellison sought the integration of faith and learning as the foundation of the ministry of mental health counseling.

Currently, AGSC offers two degrees:

1. A 60-credit Master of Arts in Mental Health Counseling, NYC and online
2. A 61-credit Master of Arts in Marriage and Family Therapy, NYC 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. Hence, 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 as well as other states in the nation. Graduates of both programs are eligible to seek employment towards meeting the supervised experience required for licensure upon the completion of their matriculated programs. Graduates will have up to three years to meet the academic experience requirement and up to seven years to complete their programs of study. Upon graduating, both counseling programs must pass a licensure qualifying examination in order to complete New York State licensure requirements. In addition, to become licensed in other states, alumni will be required to meet state licensing 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 dei*, 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, develops 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 Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Benchmark A: 9 credits: Minimum grade of B in each of these 3 courses and a minimum GPA of 3.0 in the cumulative of the 3 courses.	GCN 522 GCN 504 GCN 603	First year, first semester	1, 3	1, 4
Benchmark B: 9 credits: Minimum grade of B in each of these 3 courses and a minimum GPA of 3.0 in the cumulative of the 3 courses.	GCN 502 GCN 601 GCN 702	First year, second semester	1, 2, 3	1, 2, 4, 5
Benchmark C Counselor Preparation Comprehensive Examination (CPCE)	National Test	Last year, spring semester of studies	2, 3	1, 3, 5

Site Supervisor Evaluation of Students' clinical skills. GCN 791 (summer), GCN 792 (fall) and 793 (spring)	Surveys	Evaluation completed	1, 2, 3	1, 4, 5
Program Assessment Survey	Senior Exit Interview	Prior to graduation	2, 3	1, 3, 4
Student Disposition Survey	Core & Non-core Faculty	End of each semester	3	4, 5
Alumni Evaluation Survey	Survey	1 to 2 years after Graduation	3	2, 3, 5

Learning Objectives

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

1. Acquire and attain a high level of knowledge regarding basic counseling skills commensurate with the degree offered.
2. Acquired a working understanding of personal ethics and values essential for the practice of effective counseling and therapy.
3. Become transformed mental health practitioners that are emotionally mature, clinically sound, professionally competent, and spiritually grounded, to do the healing work in all arenas and populations seeking counseling assistance and restoration.
4. Acquired a strong academic course of study, including the acquired skills to integrate the science of modern mental health with Biblical perspectives

MHC Program Objectives:

1. To provide quality CACREP-aligned education and training to diverse students pursuing a Master of Arts in Mental Health Counseling.
2. To provide settings and supervision to foster students' understanding of professional issues and skill acquisition of clinical modalities to facilitate effective mental health counseling.
3. To provide students with knowledge and skills in understanding and acclimation to the theories of diversity and multiculturalism in the profession for providing effective mental health counseling of diverse populations.
4. To provide students with knowledge, skills and training of the ACA Code of Ethics and professional values to effectively address ethical and legal conceptualization in the practice of mental health counseling.
5. To provide students with knowledge and skills in conducting assessments needed for client in-takes, diagnosis and treatment. (KPIs 7.1 and 7.2)
6. To provide students with awareness and opportunities for conducting research in the relative areas of mental health counseling. (KPIs 8.1 and 8.2)
7. To engage students in a process of reflective practice to increase self-awareness, counselor formation, and the integration of clinical and spiritual conceptualization in the profession of mental health counseling.

MHC Student Learning Outcomes

1. Students will demonstrate satisfactory acquisition of the CACREP knowledge fund of mental health counseling. In the spring of the student's final year, students will sit for the Counselor Education Counselor Exam and are required to achieve a passing score contingent on the national score established as assessed by the CECE assessment:
2. Students will demonstrate skills in conducting an intake interview and formulate an initial treatment plan for conducting counseling. Assessment: Passing Grade on "Intake" assignment in GCN 601 Principles of Counseling. B. Students will demonstrate basic counseling skills and beginning ability to adapt those skills appropriately with diverse clients. Assessment: Passing score on Site Supervisor's evaluation of clinical skills and Passing Score on "Internship Readiness Evaluation" form for GCN 791 Practicum and GCN 792 Internship.
3. Students will engage in reflective academic assignments, and personal and group counseling in order to understand their familial, personal, and cultural experiences on their emotional and relational well-being and demonstrate self-care and emotional growth. Assessment: • Completion of 15 sessions of personal counseling, • Completion of 10 hours of Group Counseling in GCN 604 Group Dynamics • Passing Grade on Family Genogram in GCN 605 Marriage & Family Counseling, • Passing Grade on Self-care plan in GCN 501 Perspectives of Counselor Formation.
4. Students will demonstrate knowledge of the current ethical and clinical standards of MHC practice. Assessment: Passing grade on "Final Exam" in GCN 702 Ethics and Professional Orientation B. Students will demonstrate knowledge of the benefits of membership in ACA. Assessment: Passing grade on "Professional Organizations" paper in GCN 522: Foundations of Mental Health Counseling.

According to CACREP (2016) Section 4 Standard F, each semester AGSC-Mental Health Counseling faculty are required to systematically assess each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas, (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of the student's data. The following explains the program's Benchmark policy. Students will be required to take and pass the Counseling Education Comprehensive Exam (CECE) Exam before they graduate

2. If a student fails the re-take exam, a third attempt to pass the CECE will be scheduled for a face to face or virtual Oral CECE exam.

3. Graduating with an AGSC-MHC M.A. in Mental Health Counseling degree is contingent upon students passing the CECE exam.

Note: AGSC-MHC will schedule CECE Exam retakes and oral exams.

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.

Admission Requirements

- 1) All applicants are required to take the Psychological Assessment Inventory (PAI) utilized only as a mental status and academic screening. Inventory results are not distributed to applicants/students unless requested by a mental health licensed clinician. 2) Upon completing the application process, all applicants must be interviewed by the AGSC Dean. The final decision of acceptance to AGSC is determined by AGSC administrators for both programs. Admission into the MHC & MFT program is *not* a guarantee. Admission is an opportunity for the applicant to successfully fulfill all requirements established in order to graduate with a Master of Arts degree. Please refer to the Admissions section of the university catalog for further requirements for admissions and matriculation.

1. Foundational Courses:	33 credits
<i>To be completed prior to GCN 791: Practicum</i>	<u>Pre-Req. courses</u>
GCN 522: Foundations of M. H. Counseling *	<i>Must be completed in the first semester</i>
GCN 502: Theories & Foundations of Counseling *	General Psych. prerequisite
GCN 503: Research Methods & Analysis	
GCN 504: Psychopathology *	Abnormal Psych. prerequisite
GCN 601: Principles & Methods of Counseling *	GCN 502
GCN 602: Measurement & Assessment	GCN 503, 504
GCN 603: Counseling & Human Development *	
GCN 604: Group Dynamics & Therapy	GCN 502
GCN 610: Career Development	
GCN 615: Social & Cultural Foundations in Counseling	
GCN 702: Ethics & Professional Issues *	GCN 502, 503, 504, 522, 603

***Benchmark courses: Students must earn a minimum grade of "B" in each of these 6 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 (Offered Summer only prereq. for GCN 792 & 793)

GCN 792 Counseling Internship(Fall)

GCN 793 Counseling Internship Spring

(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 (15 credits)

GCN 605 Marriage and Family Counseling

GCN 616 Counseling Clients with Chemical Addictions GCN 617 Crisis Intervention Strategies for Trauma and Abuse

GCN 501 Perspectives on Counselor

Formation

Electives (6 credits)

CECE Comprehensive Exam (CECE) (0 credits)

GCN 799 – CECE Comprehensive Exam0

- Online students must attend a yearly Residency in August (GCN 560, 660, 760)

Program Requirements for Graduation - MA Mental Health Counseling

1. A minimum of 60 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 and/or counseling must be completed before enrolling in GCN 791 Practicum. No more than two hours per week of counselor-in-training therapy may be counted toward the requirement. See AGSC 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). Students are responsible for the 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 the GCN 799 Counselor Education Comprehensive Exam (CECE) 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 required for graduation from the program.
 7. The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Alliance University 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 awards will be granted. Any exceptions must be approved by the AGSC Dean. All coursework (including clinical experience) must be completed within seven (7) years of admission.
1. The Master of Arts in Mental Health Counseling online format requires a yearly summer residency component.
 2. Students may determine to enroll in a 12 credit semester contingent upon meeting with AGSC Dean for approval.
 3. Students may choose to complete a part time track program mapping upon discussion and approval of the AGSC Dean.

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.

Credit Transfers

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 credit hours. Graduate transfer credits may not be used both for transfer credit and prerequisites.

60-CREDIT PROGRAM		
Course Number & Title	Credit	Req/Elec
Foundational Courses		
GCN 502 Theories of Counseling	3	R
GCN 503 Research Methods & Analysis	3	R
GCN 504 Psychopathology	3	R
GCN 522 Foundations of MHC	3	R
GCN 603 Human Development	3	R
GCN 615 Social & Cultural Foundations of Counseling.	3	R
GCN 702 Ethics and Professional Issues	3	R
GCN 604 Group Dynamics & Therapy	3	R
GCN 610 Career Development	3	R
GCN 602 Measurement and Assessment	3	R
GCN 601 Principles & Methods of Counseling	3	R
Advanced Courses		
GCN 616 Counseling for Chemical Addictions	3	R
GCN 617 Crisis Intervention. Strategies Trauma & Abuse	3	R
GCN 605 Marriage and Family Counseling	3	R

GCN 501 Perspectives on Counselor Formation	3	R
GCN 791 Practicum	3	R
GCN 792 Internship I	3	R
GCN 793 Internship II	3	R
MHC Elective I	3	E
MHC Elective II	3	E
Term Credit Total:	60	

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 ethical 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 an 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 issues of diversity with culturally sensitive and respectful therapy to individuals, couples and families.
5. Students will demonstrate understanding and applied knowledge of research with ethical and professional standards of the MFT profession.
6. Students will experience individual and relational growth and demonstrate self care and compassion for others.
7. Students will understand their unique personality, familiar, cultural and experiential influences as they intersect and influence their clinical work.

Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in F/T Program	Alignment to Student Learning Goals	
			Program	College
General Genogram Project	MFT508 Course	First year, first semester	6	4
MFT505 Evaluative Assessment –Rubric/Course Grade	MFT505 Course	First year, first semester	1	1
MFT605 Evaluative Assessment - Rubric/Course Grade	MFT605 Course	First year, second semester	1	1
MFT604 Evaluative Assessment – Rubric/Course Grade	MFT604 Course	First year, second semester	5	1,5
MFT734 Evaluative Assessment – Rubric/Course Grade	MFT734 Course	First year, second semester	2	2
Ethnicity Genogram Project	MFT620 Course	First year, Summer	4,7	3
Theory Case Study Paper	MFT609 Course	First year, Summer	1	1
Sexuality Genogram Project	MFT706 Course	Second year, first semester	6,7	3,4,5
Dyadic Supervisor Evaluation	Dyadic Supervision	Second year, first or second semester	3	1,4,5
Therapist Sensitivity Survey	Internship Site	Second year, second semester	3	4,5
Site Supervisor Evaluation Form	Internship Site	Second year, second semester	3,4,5	1,4,5
Graduate Exit Survey	Senior Exit Interview	Prior to graduation	3,6	1,4,5
Alumni Survey	Survey	Post-graduation	3,4,5	4,5

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 500 hour Internship over a minimum of 12 months. Direct Client Contact (counseling) will comprise 400 hours while Live Clinical Observation will comprise 100 hours. A minimum of 50% of the total direct client contact hours (counseling hours) must be relational therapy (couples and families), while 50% of the total 400 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 student's final semester.
5. The degree will be granted when all of the program requirements have been satisfactorily met. Participation at Alliance University 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 two unique sequences (tracks) a full-time or part-time schedule

1) Full-Time Sequence – 3-year program of study with a 12 month minimum Internship

2) Part-Time Sequence – a 4-year program of study with a 12 month Internship

[Note: The goal of finishing the Full-Time Sequence in 3 years and the Part-Time Sequence in 4 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/ Winter/ Spring/ Summer) with small breaks between semesters. There are usually no courses during the month of August. 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 11 credits)

MFT 504 – Psychopathology	3
MFT 505 – Theories of Marriage and Family Therapy I	3
MFT 508 – Theoretical & Personal Foundations of MFT	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 (35 credits)

MFT 503 – Research in MFT (Prereqs MFT505B, MFT605B)	3
MFT 509 – Premarital Counseling	1
MFT 603 – Individual & Family Development	3
MFT 609 – Marit. Ther: Assess. & Treatment (Prereqs MFT505B, 605B)	3
MFT 610 – Fam. Ther: Assess. & Treatment (Prereqs MFT505B, MFT605B)	3
MFT 620 – Ethnicity Issues in MFT (Prereqs MFT505B, MFT605B)	2
MFT 621 – Ethnicity & Diversity (Prereqs MFT620)	1
MFT 622 – Personal Development	1
MFT 680 – Professional Development	1
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)	3
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)	3
MFT 734 – Spirituality in Marriage & Fam Ther (Prereqs MFT505B, MFT605B)	2
MFT 799 – MFT Capstone	1

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

AGSC reserves the right to alter the sequence of course

MFT Full Time Program Plan: (3 years)

FALL 1		SPRING 1		SUMMER 1	
Course Num. / Title	Cr.	Course Num. / Title	Cr.	Course Num. / Title	Cr.
MFT504: Psychopathology	3	MFT603: Individual and Family Development	3	MFT620: Ethnicity Issues MFT	2
MFT505: Theories of MFT I	3	MFT605: Theories of MFT II	1	MFT795: Group Supervision	3
MFT508: Theoretical & Personal Foundations	3	MFT610: Family Therapy: Assessment & Treatment	3		
MFT691: MFT Practicum	1	MFT709: Marriage and Family Enrichment	2		
Term Credit Total:	10		9		5
FALL 2		SPRING 2		SUMMER 2	
Course Num. / Title	Cr.	Course Num. / Title	Cr.	Course Num. / Title	Cr.
MFT604: Ethics, Legal & Professional Issues	3	MFT503: Research in MFT	3	MFT734: Spirituality	2
MFT609: Marital Therapy: Assessment & Treatment	3	MFT509: Premarital Counseling	1	MFT737: Clinical Observation	1
MFT709: Abusive and Addictive Family Systems	2	MFT707: Children & Adolescents in MFT	3		
MFT796: Dyadic Supervision	2	MFT796: Dyadic Supervision	2		
		MFT622: Personal Development	1		
Term Credit Total:	10		10		3
FALL 3		SPRING 3			
Course Num. / Title	Cr.	Course Num. / Title	Cr.		
MFT691: Ethnicity and Diversity	1	MFT705: Theories of MFT III	1		
MFT706: Sex Therapy	3	MFT737: Clinical Observation	1		
MFT733: Medical and Mental Issues in MFT	3	MFT794: Class Supervision	2		
MFT737: Clinical Observation	1	MFT799: MFT Capstone	1		
MFT680: Professional Development	1				
Term Credit Total:	9		5		

MFT Part Time Program (4 years)

FALL 1		SPRING 1		SUMMER 1	
Course Num. / Title	Cr.	Course Num. / Title	Cr.	Course Num. / Title	Cr.
MFT504: Psychopathology	3	MFT603: Individual and Family Development	3		
		MFT709: Marriage and Family Enrichment	2		
MFT508: Theoretical & Personal Foundations	3	MFT509: Premarital Counseling	1		
Term Credit Total:	6		6		
FALL 2		SPRING 2		SUMMER 2	
MFT505: Theories of MFT I	3	MFT605: Theories of MFT II	1	MFT620: Ethnicity Issues in MFT	2

MFT604: Ethics, Legal & Professional Issues	3	MFT610: Family Therapy: Assessment & Treatment	3	MFT795: Group Supervision	3
MFT 691: MFT Practicum	1	MFT503: Research in MFT	3		
Term Credit Total:	7		7		5
FALL 3		SPRING 3		SUMMER 3	
Course Num. / Title	Cr.	Course Num. / Title	Cr.	Course Num. / Title	Cr.
MFT609: Marital Therapy: Assessment & Treatment	3	MFT707: Children and Adolescents in MFT	3	MFT734: Spirituality in MFT	2
MFT709: Abusive and Addictive Family Systems	2	MFT796: Dyadic Supervision	2	MFT737: Clinical Observation	1
MFT796: Dyadic Supervision	2	MFT622: Personal Development	1		
Term Credit Total:	7		6		3
FALL 4		SPRING 4			
Course Num. / Title	Cr.	Course Num. / Title	Cr.		
MFT706: Sex Therapy	3	MFT705: Theories of MFT III	1		
MFT733: Medical and Mental Issues in MFT	3	MFT737: Clinical Observation	1		
MFT680: Professional Development	1	MFT796: Class Supervision	2		
MFT 621: Ethnicity and Diversity	1	MFT799: MFT Capstone	1		
Term Credit Total:	8		5		

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 5 academic programs; A.S./B.S. in Business Administration or Accounting, B.S. in Information Management, B.S. in Accounting, Master in Business Administration, and Master of Science in Organizational Leadership and B.S/B.P.S. in Organizational Management. (Degree Completion).

Student Learning Goals

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

1. Academically Excellent: Develop students to articulate, demonstrate, and analyze theories, terms, and concepts as it applies to scholarship.
2. Globally Engaged: Demonstrate clear global awareness, by using theories from various areas of business and applying them to global situations.
3. 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.
4. Personally Transforming: Integrate biblical, spiritual, and professional principles to encourage personal growth and development.
5. Socially Relevant: Demonstrate a clear understanding of the major functional areas of business and the ability to creatively apply techniques and theories within organizations.

BUSINESS ADMINISTRATION - M.B.A.

Primary Faculty: Clifton Strain

Mission Statement

The Master of Business Administration program at Alliance University 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 New York City, NY. The 16-month program consists of 12 courses, 3 research seminars, and an Entrepreneurial Capstone Project (ECP). Students remain together throughout the MBA program.

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 learner begins to focus on the integrated components of a formal business plan (or proposes a 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 capstone project is designed to incorporate many of the concepts learned in each course in the MBA program.

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. The student must complete the capstone project in order to graduate.

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.

Student Learning Goals

The Business School learning goals are categorized within the framework of the Alliance University core values. Through an academically rigorous curriculum the MBA program seeks to fulfill the following goals for its students.

1. Academically Excellent: Develop students to articulate, demonstrate, and analyze theories, terms, and concepts as it applies to scholarship.
2. Globally Engaged: Demonstrate clear global awareness, by using theories from various areas of business and applying them to global situations.
3. 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.
4. Personally Transforming: Integrate biblical, spiritual, and professional principles to encourage personal growth and development.
5. Socially Relevant: Demonstrate a clear understanding of the major functional areas of business and the ability to creatively apply techniques and theories within organizations

The following assessment is used to assess program effectiveness:

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Entrepreneurial Capstone Project (ECP)	Final Project	Throughout Program	1-5	1-5
BUS603 – Managerial Economics	Exam	Second Semester	1,2,5	1,2
BUS616 – International Accounting	Exam	Third Semester	1,2,5	1,2
BUS609 – Entrepreneurship	Presentation	First Semester	3	1
BUS610 – Managerial Thought & Ethical Implications	Written Assignment	First Semester	3,4	3,4

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- and F.
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.

If the student fails to complete ECP Completion, a grade of "F" will be applied and the student will be required to retake the course during the following term and will be required to pay applicable tuition costs for the course retake.

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 readmission 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 799 – Entrepreneurial Capstone Project.....	3

COURSE SCHEDULE:

First Term

BUS 609 Entrepreneurship.....	3
BUS 610 Managerial Thought & Ethical Implications	3
BUS 604 Business Research Methods	3
BUS 771 EP Seminar I	1

Second Term

BUS 611 Strategic Information Systems Management	3
BUS 603 Managerial Economics.....	3
BUS 606 Strategic Global Marketing Management	3
BUS 772 EP Seminar II	1

Third Term

BUS 607 Financial Management.....	3
BUS 605 Operations Management.....	3
BUS 616 International Accounting.....	3
BUS 773 EP Seminar III	1

Fourth Term (concentration term)

BUS Concentration Course	3
BUS Concentration Course	3
BUS Concentration Course	3
BUS 799 EP Completion	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.

Program Aims

- Prepare graduates for doctoral programs
- Create an opportunity for students to present their thesis research findings to the client organization
 - Teach students to 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
- Support publication of research project in ProQuest - an academic online thesis and dissertation database

Student Learning Goals

Through theoretical models, research and application:

Academic Excellence

1. Design and conduct an action research thesis that contributes to Positive Leadership and Organizational change.
2. 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

Globally Engaged

3. Increase cross cultural competences and enhanced awareness of requirements to work outside the US, through designing an expatriate portfolio for an international leadership assignment

Intentionally Diverse

4. Enhance student leadership perspectives by engaging in cognitive diversity through a learning dialogue with professionals from diverse organizational backgrounds

Personally Transforming

5. Demonstrate knowledge, tools, and process that indicate a self-reflective awareness of one's leadership values, skills, and development needs to enhance leadership potential
6. Demonstrate knowledge of transformation through the intersection of Christian values with theories and research on leadership

Socially Relevant

7. Selection of a socially relevant empirical based research topic which contributes to organizational learning and current literature and/or databases
8. Using case studies students engage in organizational analysis for the purpose of identifying solutions to increase organizational effectiveness

MSOL Program Assessment

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Research Project Proposal	Review and approval by IRB committee	Monthly during second term	1,2,4,7,8	1-5
Research Thesis	Final written and oral defense after thesis has been completed	Beginning of third term	1,2,4,6,7,8	1-5
Transcript	All courses and seminars	All 10 courses; third term	1-8	1
LDG 650 Ethical Leadership- Final Paper	Written assignment	1st term	4,5,6,8	1,3,4,5
LDG680 Global Leadership – Expat Portfolio & Presentation	Oral and written presentation	2nd Term	2, 3, 5	1, 2, 3, 5
LDG770 Org. Culture/Team Building – Cultural Audit	Written Assignment	2nd Term	2, 5, 8	2, 3
LDG730 Transformational Leadership – Transformation Presentation	Oral and written presentation	3rd Term	2, 5, 6	1, 4

LDG730 Transformational Leadership – Change Management Consulting Proposal	Oral and written presentation	3rd Term	2, 4, 5, 6, 8	1, 3, 4, 6
LDG750 Seminar III - Reflective Program Learning Essay	Written Assignment	3rd Term	1-8	2, 4, 5
LDG750 Seminar III – Applied Thesis Findings Implications	Written Assignment	3rd Term	1-8	2, 4, 5
Threaded Discussions	Written Assignments	All Courses	2, 4	1, 3

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: New York City, N and online. The 12-month program consists 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.

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 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 Director.

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 Director.
- 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 students fail to notify the academic and Registrar's Office of their withdrawal by the first day of the terms, and fail to complete the required assignments, a grade of "F" will be applied and the student will be required to retake 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 coursework 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 retake classes as necessary to meet degree requirements at time of readmission 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 Ldrship 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.

Mission

The Bachelor of Science in Organizational Management is an upper division degree completion program, designed to meet the educational needs of working adults. Through a holistic and cohort-based model of learning, the program prepares students to utilize an interdisciplinary approach for managing complex organizational needs. Through theories, research and experiential learning, students learn to apply positive organizational and individual solutions to address real-world issues encountered in non-profit, faith-based, business or community settings.

Student Learning Goals

The OM Student Learning Goals are categorized within the framework of the Alliance University core values. Through an academically rigorous interdisciplinary curriculum, adult students in the Organizational Management program will be able to:

Academically Excellent:

- o Demonstrate the ability skills in the use of technology, communication, and research as it relates to scholarship.
- o Develop analytical thinking skills as tools for problem solving in the workplace.

Globally Engaged:

- o Demonstrate fluency in using ethical theories as a framework for positioning organizations as responsible, global citizens.

Intentionally Diverse:

- o Demonstrate the ability to utilize diverse perspectives as a means to solving problems and initiating change within an organizational context.

Personally Transforming:

- o Develop process in which to assess and promote personal growth, development and lifelong learning.

Socially Relevant:

- o Demonstrate the ability to use a multidisciplinary approach to understand organizations. Understand the process of how to bring about positive change and growth within the organization.

PROGRAM ASSESSMENT

The following assessments are used to assess program effectiveness.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
BUS/SOC325 - Organizational Theory & Design - Final Paper	Written Assignment	Term 1, Course 2	6	
BUS343 - Manager as Change Agent - Final Paper	Written Assignment	Term 1, Course 3	2	
MGT405 - Organizational Behavior - Final Paper	Written Assignment	Term 2, Course 2	2	
BUS463 - Global Leadership - Midterm	Exam	Term 1, Course 4	3	2,3
BUS463 - Global Leadership - Final Paper	Written Assignment	Term 1, Course 4	3	
BUS434 - Ethical Leadership - Presentation/Debate	Presentation	Term 2 Course 3	3	
SOC417 - Capstone Project II - Final Paper	Written Assignment	Term 2, Course 4	1 - 6	1,5

SOC418 - Capstone Project Completion - Presentation	Presentation	Term 2, Course 4	1 - 6	1,4
BUS309 - Managerial Accounting & Finance - Exam	Exam	Term 2, Course 1	5	1
Transcript of completed program	Final Course Grades	Entire Program	1 - 6	1

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.

ALLIANCE UNIVERSITY POLICY FOR PRIOR LEARNING

- Allows adult students enrolled in Organizational Management programs 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. Alliance University 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
<i>Term I</i>	
HUM 301 Found. of Critical & Systemic Thinking	3 credits
BUS 465 Personal & Organizational Flourishing	3 credits
SOC 409 Research Methods & Statistics	3 credits
SOC 416 Capstone Project I	2 credits

LIB 101 Information Literacy	1 credit
<i>Term II</i>	
BUS 434 Ethical Leadership	3 credits
BUS/SOC 325 Organizational Theory & Design	3 credits
MGT 405 Organizational Behavior	3 credits
BUS 463 Global Leadership	3 credits
<i>Term III</i>	
SOC 417 Capstone Project II	2 credits
BUS 309 Managerial Accounting & Finance	3 credits
BUS/ECO4 419 Econ & Marketing of Management	3 credits
BUS 343 The Manager as a Change Agent	3 credits
SOC 418 Capstone Project Completion	1 credit

ACCOUNTING – B.S. (Corporate track)

Primary Faculty: Ray Garcia

Mission

Under the mission of Alliance University, 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 Alliance University, that will uniquely qualify our students to fill key roles in the business world of the coming millennium. All Alliance 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 successfully complete 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.

Program Assessment

Outlined below are assessments used to gauge the effectiveness of our programs.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
ETS Major Field Achievement Test National exam assessing subject matter knowledge in business and related courses	Final Exam	Senior Year	1-5	1
BUS 411 Advanced Accounting- Financial Statement	Grade	Senior Year		1
BUS 411 Advanced Accounting- Final Exam	Grade	Senior Year	1,2,3,5	1
ECO 101/BUS 242 Personal Finance – PFP/CBBP Project	Grade	Freshmen Year	4	1
BUS 428 Business Ethics- Ethics Paper	Grade	Senior Year		4,5
ECO 201 Macroeconomics- Comprehensive Exams	Grade	Senior Year		2

Alliance 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 237 – Quantitative Methods for Business Managers 3

*Indicates Accounting Course

Total credits required 120

Accounting Major Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3
BUS 101-Intro. To Business	3	ECO 202-Microeconomics*	3
ECO 201-Macroeconomics	3	ENG 102-College Writing II	3
ENG 101-College Writing I	3	HIS 114-Hist. Of World Civ. II	3
HIS 113-Hist. Of World Civ. I	3	PMN 201-Nyack Heritage	1
ECO 101-Personal Econ/Finance	1	MAT 330-Stats. For Business	3
LIB 101-Information Literacy	1		
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	BUS 202-Accounting II	3
BUS 201-Accounting I	3	BUS 232-Princ. Of Management	3
ENG 201 or 202-Global Lit. I or II	3	Laboratory Science	3
PHI 101-Intro. To Philosophy	3	BUS 327 Business Comm.	3
BUS 237-Quantitative Methods	3	BIB 303 Christian Thought	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
BUS 301-Intermed. Accounting I	3	BUS 302-Intermed. Accounting II.	3
BUS 311-Cost/Managerial Acct.	3	BUS 334-Princ. Of Finance II	3
BUS 331-Princ. Of Marketing	3	BUS 336-Business Law II	3
BUS 333-Princ. Of Finance I	3	Fine Arts requirement	3
BUS 335-Business Law I	3	BUS 415-Federal Income Tax	3
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
BUS 403-Auditing	3	BUS 411-Adv. Accounting	3
BUS 341-Mgmt. Of Info. Sys.	3	BUS 470-Business Policy	3
BUS 428-Business Ethics	3	BUS 458 – Operations Mgt.	3
SOC 347-Cont American Soc	3	BIB-Elective	3
BUS 312-Acct. with Computers	3	Misc.Elective	1

ACCOUNTING –

B.S. (CPA/Honors track)

Primary Faculty: Ray Garcia

Mission

Under the mission of Alliance University, 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 Alliance University, that will uniquely qualify our students to fill key roles in the business world of the coming millennium. All Alliance 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 successfully complete 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, Alliance 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.

Program Assessment

Outlined below are assessments used to gauge the effectiveness of our programs.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
ETS Major Field Achievement Test National exam assessing subject matter knowledge in business and related courses	Final Exam	Senior Year	1, 5	1, 5
Comprehensive examinations	ECO201, ECO202, BUS 428, and BUS 470	Courses	1, 4-5	1, 4-5
Capstone course designed to measure student mastery of essential theoretical and methodological issues associated with business and accounting	Business Policy & Strategic Management	Senior Year	1-5	1-5

131 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 202 – Microeconomics	3
BUS 237 – Quantitative Methods for Business Managers	3
BUS 408 – Corporate Taxation	3*
BUS 416 – Financial Reporting and Analysis	3*

*indicates Accounting Course

Accounting Major Suggested Program Plan				
FIRST YEAR: Fall		FIRST YEAR: Spring		
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3	
BUS 101-Intro. To Business	3	ECO 202-Microeconomics*	3	
ECO 201-Macroeconomics	3	ENG 102-College Writing II	3	
ENG 101-College Writing I	3	HIS 114-Hist. Of World Civ. II	3	
HIS 113-Hist. Of World Civ. I	3	PMN 201-Nyack Heritage	1	
ECO 101-Personal Econ/Finance	1	MAT 330 Stats for Business	3	
LIB 101-Information Literacy	1			
SECOND YEAR: Fall		SECOND YEAR: Spring		
BIB 201-New Testament Lit.	3	BUS 202-Accounting II	3	
BUS 201-Accounting I	3	BUS 232-Princ. Of Management	3	
ENG 201 or 202-Global Lit. I or II	3	Laboratory Science	3	
BUS 237 Quantitative Methods	3	BUS 327 Business Comm.	3	
PHI 101-Intro. To Philosophy	3	BIB 303 Christian Thought	3	
THIRD YEAR: Fall		THIRD YEAR: Spring		
BUS 301-Intermed. Accounting I	3	BUS 302-Intermed. Accounting II.	3	
BUS 311-Cost/Managerial Acct.	3	BUS 334-Princ. Of Finance II	3	
BUS 331-Princ. Of Marketing	3	BUS 336-Business Law II	3	
BUS 333-Princ. Of Finance I	3	Fine Arts requirement	3	
BUS 335-Business Law I	3	BUS 415-Federal Income Tax	3	
ECO 362-Money & Banking	3			
FOURTH YEAR: Fall		FOURTH YEAR: Spring		
BUS 403-Auditing	3	BUS 411-Adv. Accounting	3	
BUS 341-Mgmt. Of Info. Sys.	3	BUS 470-Business Policy	3	
BUS 428-Business Ethics	3	BUS 458 – Operations Mgt.	3	
SOC 347-Cont American Soc	3	BIB-Elective	3	
BUS 408-Corporate Taxation	3	BUS 416- Financial Report/Analys	3	
		BUS 312-Acct. with Computers	3	

BUSINESS ADMINISTRATION– B.S.

Primary Faculty: Dr. Hal Snarr

Mission

Under the mission of Alliance University, 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.

Alliance 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.

Program Assessment

Outlined below are assessments used to gauge the effectiveness of our programs.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
ETS Major Field Achievement Test National exam assessing subject matter knowledge in business and related courses	Final Exam	Senior Year	1-5	1
ECO201 – Macroeconomics – PPP Model Paper	Grade	Freshmen Year		1
ECO202 – Microeconomics – Final Exam	Grade	Freshmen Year		1
BUS428 – Business Ethics – Ethics Paper	Grade	Senior Year	2,4	1,4,5
BUS470 – Business Policy & Strategic Management – Capstone Group Project	Grade	Senior Year	1,3,5	1

BUS331 – Principles of Marketing – Final Project	Grade	Junior Year	3	
BUS470 – Business Policy & Strategic Management – Corporate Responsibility paper	Grade	Senior Year	4	2

120 credit hours, distributed as follows, are required for the BS Business Administration 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 237 – Quantitative Methods for Business Managers	3
CSC-Elective (104 or above) <u>or</u> 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	
<i>Choose any 5 of the following:</i>	
BUS 301-Int. Accounting I BUS 302-Int. Accounting II BUS 311-Cost/Managerial Acct.	BUS 334-Princ. Of Finance II BUS 403-Auditing BUS 411-Adv. Accounting BUS 415-Federal Income Tax

Finance Concentration	
<i>BUS 334-Principles of Finance II Plus any 4 of the following:</i>	
BUS 242-Personal Finance BUS 321 Risk Mgmt & Insurance BUS 311-Cost/Managerial Acct. BUS 351-Securities & Invest	ECO 362-Money & Banking BUS 415-Federal Income Tax. BUS 410- Case Analysis in Financial Management

Management Concentration	
<i>Choose any 5 of the following:</i>	
BUS 246-Non-Profit Organ. BUS 311-Cost/Managerial Acct. BUS 315-Global Business BUS 321-Risk Mgmt & Insurance BUS 326-Organ. Behavior BUS 327-Business Comm. BUS 344-HR Mgmt.	BUS 413-Product Management BUS 424-Sales Force Management BUS 454-Entrepreneurship BUS 458-Operations Mgmt. 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	
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Marketing Concentration	
<i>BUS 338-Marketing Research Plus any 4 of the following:</i>	
BUS 315-Global Business BUS 327-Business Comm. BUS 346-Adv. & Sales Promo. BUS 348-Retail Mgmt. BUS 412- Project Management	BUS 413-Product Mgmt. BUS 363-Public Relation BUS 424-Sales Force Mgmt. BUS 443-Direct Marketing BUS 453-International Marketing BUS 454- Entrepreneurship

Wealth Management Concentration	
<i>BUS 242-Personal Finance Plus any 4 of the following:</i>	
BUS 321-Risk Mgmt & Insurance BUS 334-Finance II BUS 327-Business Comm. BUS 351-Securities & Investments	BUS 415-Federal Income Tax BUS 443-Direct Marketing ECO 362-Money and Banking ITS 425-Data Modeling & Analytics

Business Administration Major Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3
BUS 101-Intro. To Business	3	ECO 202-Microeconomics	3
ECO 201-Macroeconomics	3	ENG 102-College Writing II	3
ENG 101-College Writing I	3	HIS 114-Hist. Of World Civ. II	3
HIS 113-Hist. Of World Civ. I	3	MAT 330-Probability and Stats	3
ECO 101-Personal Econ & Fin	3	LIB 101-Info Literacy	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
BIB 201-New Testament Lit.	3	BUS 202-Accounting II	3
BUS 201-Accounting I	3	BUS 232-Princ. Of Management	3
ENG 201 or 202-Global Lit. I or II	3	PHI 101-Intro to Philosophy	3
BUS 237-Quantitative Methods	3	BUS-elective	3
Liberal Arts elective	1	PMN 201-Nyack Heritage	1
Foreign Language	3	Foreign Language	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
BIB 303 Christian Thought	3	BIB-Elective	3
BUS 331-Princ. Of Marketing	3	BUS 341-Mgmt. Of Info. Sys.	3
BUS 333-Princ. Of Finance I	3	Fine Arts requirement	3
BUS 335-Business Law I	3	CSC Elective or BUS 312	3
Science Elective	3	SOC 347-Cont American Soc	3
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
BUS 428-Business Ethics	3	BUS 470-Business Policy	3
BUS-electives	6	BUS-electives	6
Elective	5	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 60 credit hours also provide a smooth transition for adult students who are interested in the Alliance University 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 Business Administration degree:

Core Component (26 credits)	Credits
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
ECO 101 - Personal Economics & Finance	3
Science Elective	3
Social Science elective (pick one of 4)	3
Core elective, choose one: ENG 201, 202, PHI 101, or math elective	3
Major Field Component (24 credits)	
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
Miscellaneous Elective Component (10 credits)	
Liberal Arts electives	1
Miscellaneous electives	9
Recommended: HIS 113, HIS 114, or core electives	
Total credits required	60

Business Administration Major (A.S.) Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
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
ECO 201-Personal Econ & Fin	3		
SECOND YEAR: Fall		SECOND YEAR: Spring	
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	Science Elective	3
PMN 201-Nyack Heritage	1	CSC-Elective (104 or above)	3
Elective	1		
Liberal Arts Elective	1		

INFORMATION TECHNOLOGY Department

Information Technology - B.S.

Primary Faculty: Paul Nevill

The Information Technology 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 Information Technology.

Program Admission and Progression Requirements

Students can declare Information Technology as their major at any time. However, it is important that students who apply for admission to the Information Technology program have the motivation and ability to understand and effectively use computer technologies. In addition to the general admission requirements listed in the catalog, Information

Technology majors must apply for admission to the Information Technology degree program by the end of their sophomore year. Admission to the Information Technology 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.

Information Technology Program Student Learning Goals

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

Socially Relevant

1. Possess the knowledge, skills, and dispositions to create computer applications to help community building to industry building.
2. Possess the knowledge, skills and dispositions to enhance how people communicate and live.

Academically Excellent

3. Know and articulate the information technology concepts.

Globally Engaged

4. Demonstrate knowledge of global trends in the development of computer science.

Intentionally Diverse

5. Demonstrate the skills to use analytical thinking and utilize diverse perspectives as a means to problem solving and development of diverse computer applications.
6. Demonstrate the skills and dispositions to command successfully throughout all programming languages.

Personally Transforming

7. Demonstrate dispositions for core competency of Information Technology concepts and skills.
8. Have the knowledge, skills, and dispositions to successfully find employment in this field through the comprehensive portfolio development, project development skills, and the research techniques.

The College Student Learning Goals for the chart above can be numbered as follows:

1. 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.
2. 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.
3. 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.
4. 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 cocurricular activities.
5. 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.

Assessment	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
1 The student will write an informed, accurately documented, critical essay.	This will be accomplished as the students fulfilling various requirements of the core component courses ITS101, ITS341, ITS343, ITS411, ITS444	Freshman, Sophomore, Junior and Senior years	2,3,7 and 8	1, 2, and 5
2 The student can articulate technical concepts in a general manner to non-technical individuals	This is accomplished through yearly "mock" job interviews and the following courses ITS101, ITS210, ITS345, ITS472, and ITS474	Freshman, Sophomore, Junior and Senior years	2,3,4,5 and 8	1,4, and 5
3 The student demonstrates how information technology is directly connected to society.	This is accomplished through discussion in the following courses ITS101, ITS341, ITS343 and ITS444.	Freshman, Sophomore, and Junior Years	1, 2, and 5	2, 3, and 5
4 The student demonstrates current skills technically relevant in today's workplace	The technical relevant skills are acquired through hands-on courses ITS112, ITS201, ITS210, ITS312, ITS420, ITS441, and ITS425.	Freshman, Sophomore, and Junior Years	1,2,4, 7 and 8	1,2, and 4
5 The student presents a complete over-arching presentation of the skills, leadership and relevancy with regard to the core curriculum.	The remaining final Capstone classes ITS472 and ITS474 unites the core curriculum into a final representation of all acquired skills.	Senior Year	1,2,3,6,7 and 8	1,2, 4, and 5

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

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

Foreign Language..... 6

Information Technology Majors take MAT 110 College Algebra as the mathematics elective.

Bible and Ministry Minor Curriculum..... 15

Major Field Component (47 credits)

ITS 101 - Introduction to Information Technology..... 3

ITS 112 - Introduction to Programming I..... 3

ITS 201 - Introduction to Programming II.....	3
ITS 210 – Computer and Server Organization.....	3
ITS 242 – Web Page Design.....	3
ITS 312 - Database Designs.....	3
ITS 341 – Management Information Systems.....	3
ITS 343 – Cyber Law and Ethics.....	3
ITS 345 – Desktop Support and ITIL.....	3
ITS 411 – Software Engineering.....	3
ITS 420 – Data Movement and Technology.....	3
ITS 425 – Data Modeling/Analytics.....	3
ITS 441 - Data Communication	3
ITS 444 – E-Commerce.....	3
ITS 472 – Capstone I.....	2
ITS 474 - Capstone II.....	3

Miscellaneous Component (18 credits)

Miscellaneous electives.....	18
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BS Information Technology Course Progression

Fall Semester		Spring Semester	
Course	Units	Course	Units
First Year (15 credits)		First Year (16 credits)	
PMN 101-Intro to Spiritual Form	2	BIB 102-Old Testament Lit	3
ITS 101-Intro to Information Tech	3	ENG 102-College Writing II	3
ITS 112-Programming I	3	HIS 114-Hist. of World Civ. II	3
ENG 101-College Writing	3	MAT 110- College Algebra	3
HIS 113 - Hist. of World Civ	3	ITS201-Programming II	3
LIB 101-Info Literacy	1	PMN 201-Nyack Heritage	1
Second Year (15 credits)		Second Year (15 credits)	
ENG 201 or 202-Global Lit. I or II	3	BIB 201-New Testament Lit.	3
ITS 210-Computer & Server Org	3	ITS 312-Database Designs	3
ITS 242-Web Page Design	3	ITS 341-Management Info Syst	3
PHI 101-Intro. to Philosophy	3	ITS 345-Desktop Support and ITL	3
Art History Elective	3	Miscellaneous electives	3
Third Year (15 credits)		Third Year (15 credits)	
ITS 343-Cyber Law and Ethics	3	ITS 301-Christian Influence in Today's AI	3

ITS 420- Data Movement & Tech	3	ITS 411 Software Engineer	3
ITS 425- Data Modeling/Analytics	3	Elective (ITS427 Data Modeling/Analytics II	3
ITS 441- Data Communication	3	Bible Elective	3
SOC 347-Cont American Soc	3	Social Science Elective	3
Fourth Year (14 credits)		Fourth Year (15 credits)	
ITS 472- Capstone I	2	ITS 474- Capstone II	3
Lab Science (less lab)	3	ITS 444- E-Commerce	3
Foreign Language	3	Foreign Language	3
Miscellaneous elective	6	Miscellaneous electives	6

SCHOOL OF EDUCATION- GRADUATE

Primary Faculty: Dr. Christine Willard (Childhood Education and Inclusive Education Program Director)

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) for its advanced level programs and by the Council for Accreditation of Educator Preparation (CAEP) for its initial certification programs. 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

Alliance University 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 or Childhood Special Education. Initially certified teachers may pursue additional certification through strands of these programs or may pursue professional certification, or a certification extension through the Inclusive Education program.

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 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

1. Equip candidates with a competency in working with diverse student groups by the use of effective teaching methods.
2. 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.
3. Guide candidates to an understanding of the impact of teaching on the greater community and the world.

Academics

4. 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.
5. 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.
6. 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

7. Develop candidates as transformative leaders as they envision and implement a nurturing, stimulating, inclusive, international environment for students, schools and communities.
8. 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.
9. 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

10. Develop candidates who are able to design, implement, and evaluate the appropriateness of instruction and refine practices.
11. 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.
12. 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 retained by the SOE on an electronic management system, or as hard copies. These artifacts may be randomly selected for CAEP 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.

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)

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 Alliance University 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 (EAS)
 - Multi-Subject Childhood Content Specialty Test (CST)
 - a. Additional Certification Practicum (Two 10-day placements)
 - Multi-Subject Childhood Content Specialty Test (CST)
1. Completion of program coursework
2. 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, 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	Alignment to Student Learning Goals	
Content Specialty Test (CST)	Licensure Test	End of Program	Program 4	College 1
Teaching Competencies Rubric (TCR)	Practicum	End of Program	1-12	1-5
Clinically-based project	Practicum	End of Program	1,3-12	1,3-5

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. Alliance University'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	2017-18	2018-19	2019-20
Alliance University Overall Pass Rates	100%	71%	77%
NY State Average Overall Pass Rates	N/A	NA	N/A

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	3
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

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
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Required Assessments (0 credits)

EDG 675 - Comprehensive Exam	0
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Childhood Education <u>Initial Certification</u> Suggested Program Plan			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research	3	EDG 511-Int. Curr. Lit. Skills	3
EDG 530-Incl Classroom.	3	EDG 565-Methods of Math	3
EDG 730-Field for Incl Classroom	0	EDG 765-Field for Methods Math	0
EDG 532-Exceptional Child	3	EDG 512-Character Education	3
EDG 732-Field for Exceptional	0	EDG 547-Health Issues	1
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 520-Dev & Learning Theories	3	EDG 563-Methods of Social Studies	3
EDG 545-Literacy	3	EDG 763-Field for Methods Soc Stud	0
EDG 745-Field for Literacy	0	EDG 615-Practicum in Child Ed	3
EDG 652-Teaching ELLs & Bilingual..	3	EDG 675- Comps	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 <u>Additional Certification</u> Suggested Program Plan			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research	3	EDG 511-Int. Curr. Lit. Skills	3
EDG 530-Incl Classroom.	3	EDG 565-Methods of Math	3
EDG 730-Field for Incl Classroom	0	EDG 765-Field for Methods Math	0
EDG 532-Exceptional Child	3	EDG 512-Character Education	3
EDG 732-Field for Exceptional	0		
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 520-Dev & Learning Theories	3	EDG 563-Methods of Social Studies	3
EDG 545-Literacy	3	EDG 763-Field for Methods Soc Stud	0
EDG 745-Field for Literacy	0	EDG 564-Methods of Science	3
EDG 652-Teaching ELLs & Bilingual..	3	EDG 764-Field for Methods Science	0
		EDG 766-Practicum: Lower	3

	EDG 767-Practicum: Upper	3
	EDG 675- Comps	0

<i>Childhood Education <u>Non-Certification</u> Suggested Program Plan</i>			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research	3	EDG 511-Int. Curr. Lit. Skills	3
EDG 530-Incl Classroom.	3	EDG 565-Methods of Math	3
EDG 730 – Field for Incl Classroom	0	EDG 765-Field for Methods Math	0
EDG 532-Exceptional Child	3	EDG 512-Character Education	3
EDG 732-Field for Exceptional	0		
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 520-Dev & Learning Theories	3	EDG 563-Methods of Social Studies	3
EDG 545-Literacy	3	EDG 763-Field for Methods Soc Stud	0
EDG 745-Field for Literacy	0	EDG 615-Practicum in Child Ed	3
EDG 652-Teaching ELLs and Billing	3	EDG 764-Field for Methods Science	0
		EDG 564-Methods of Science	3
		EDG 675- Comps	0

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.

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)

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 Alliance University 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 Assessment of Dispositions, having met at least 80% of the dispositional expectations.
6. Approval by School of Education faculty.

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

Applicants wishing to transfer into the program 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.

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, 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 Alliance University 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 Assessment of Dispositions.
2. The candidate must submit a 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
 - Multi-Subject: Teachers of Childhood Content Specialty Test (CST)
 - a. Additional Certification Practicum (Two 10-day placements)
 - i. Students with Disabilities Content Specialty Test (CST)
 - ii. 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 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, 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	Alignment to Student Learning Goals	
Content Specialty Test (CST)	Licensure Test	End of Program	Program 4	College 1
Teaching Competencies Rubric (TCR)	Practicum	End of Program	1-12	1-5
Clinically-based project	Practicum	End of Program	1,3-12	1,3-5

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. Alliance University'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:

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	3
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
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 Disb	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 & Bilingual Students	3
EDG 547 - Health Issues for Educators	1
EDG 590 - Seminar for Professional Experience	2
EDG 592 - Internship for Special Education in Grades 1-3	3
EDG 593 - Internship for Special Education in Grades 4-6	3

Option for those seeking non-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.

<i>Childhood Special Ed. <u>Initial Certification</u> Suggested Program Plan</i>			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 530-Incl Classroom.	3	EDG 533-High Inc Disabilities	3
EDG 730-Field for Incl Classroom	0	EDG 733-Field for High Inc Disab	0
EDG 532-Exceptional Child	3	EDG 534-Autism/Low Inc Disab	3
EDG 732-Field for Exceptional	0	EDG 734-Field for Autism/Low	0
EDG 512-Character Education	3	EDG 547-Health Issues	1
		EDG 500-Ed Research	3
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 652-Teaching ELLs and Bilingual	3	EDG 536-Sp Ed Beh Man	3
EDG 545-Literacy	3	EDG 736-Field for Beh Mangmt	0
EDG 745-Field for Literacy	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		
EDG 675- Comprehensives	3		

<i>Childhood Special Ed. <u>Additional Certification for those already holding Childhood initial certification</u> Suggested Program Plan</i>			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 530-Incl Classroom.	3	EDG 533-High Inc Disabilities	3
EDG 730-Field for Incl Classroom	0	EDG 733-Field for High Inc Dis	0
EDG 532-Exceptional Child	3	EDG 534-Autism/Low Inc Disab	3
EDG 732-Field for Exceptional	0	EDG 734-Field for Autism/Low	0
EDG 512-Character Education	3	EDG 500-Ed Research	3
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 652-Teaching ELLs and Bilingual	3	EDG 536-Sp Ed Beh Man	3
EDG 545-Literacy	3	EDG 736-Field for Beh Management	0
EDG 745-Field for Literacy	0	EDG 654-Assessment Eval IEP	3
		EDG 738-SpEd Pract: Lower	3
		EDG 739-SpEd Pract: Upper	3
		EDG 675- Comprehensives	0

<i>Childhood Special Ed. <u>Additional Certification for those already holding another initial certification</u> Suggested Program Plan</i>			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 530-Incl Classroom.	3	EDG 533-High Inc Disabilities	3
EDG 730-Field for Incl Classroom	0	EDG 733-Field for High Inc Dis	0
EDG 532-Exceptional Child	3	EDG 534-Autism/Low Inc Disab	3
EDG 732-Field for Exceptional	0	EDG 734-Field for Autism/Low	0
EDG 512-Character Education	3	EDG 500-Ed Research	3
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 652-Teaching ELLs and Biling	3	EDG 536-Sp Ed Beh Man	3
EDG 545-Literacy	3	EDG 736-Field for Beh Management	0
EDG 745-Field for Literacy	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		SEMESTER II: Spring	
EDG 530-Incl Classroom.	3	EDG 533-High Inc Disabilities	3
EDG 730-Field for Incl Classroom	0	EDG 733-Field for High Inc Dis	0
EDG 532-Exceptional Child	3	EDG 534-Autism/Low Inc Disab	3
EDG 732-Field for Exceptional	0	EDG 734-Field for Autism/Low	0
EDG 512-Character Education	3	EDG 500-Ed Research	3
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 545-Literacy	3	EDG 536-Sp Ed Beh Man	3
EDG 745-Field for Literacy	0	EDG 736-Field for Beh Management	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 Credits)

Liberal Arts and Science Core Component ^ (49* credits)

^ 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
Fine Arts	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 credits)	
Communication and the Arts	15
English	15

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	3
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
Special Education (15 credits)	
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
Required Assessments (0 credits)	
EDG 675 - Comprehensive Exam	0

STUDENT TEACHING AND SEMINAR (12 Credits)

EDG 590 - Seminar for Professional Experience	2
EDG 591 - Student Teaching Special Education 1-3/4-6	5
Choose one of the following:	5
EDU 492 - Student Teaching: Lower	5
EDU 493 - Student Teaching: Upper	5

Academic Areas of Specialization (15 credits)

These specialization courses fulfill the liberal arts electives 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 - electives (upper-level)	9

B.S./M.S. Childhood Special Education Major Suggested Program Plan			
FIRST YEAR: Fall		FIRST YEAR: Spring	
EDU 191-1 st Yr Field Experience		BIB 102-Old Testament Lit.	3
EDU 246-Found. of Education	3	ENG 102-College Writing II	3
ENG 101-College Writing I	3	LIB 101-Information Literacy	1
HIS 113-Hist. of West. Civ. I	3	LAN-Elective	3
LAN-Elective	3	MAT-Elective	3
PED 211-PE for Educ	1	PMN 201-Nyack Heritage	1
PMN 101-Intro to Spiritual Form	2	PSY 101-General Psychology	3
SECOND YEAR: Fall		SECOND YEAR: Spring	
EDU 221-Teaching w/ Techno	1	BIB 201-New Testament Lit.	3
EDU 258-Dev & Lrng Theory	3	EDU 259-Tchg & Lrng Strategies	3
ENG 201 or 202-Global Lit. I or II	3	EDU 292-2 nd Yr Field Experience	
HIS 213-U.S. History I	3	Fine Arts	3
Life Science	4	HIS 214-U.S. History II	3
Liberal Arts Elective	3	Physical Science	4
THIRD YEAR: Fall		THIRD YEAR: Spring	
EDU 321-Tech Apps for Tchrs I	1	BIB 303-Christian Thought	3
EDU 331-Meth. in Science	3	EDU 334-Teaching Literacy II	3
EDU 332-Meth. in Soc. Stud.	3	EDU 336-Methods in Math	3
EDU 333-Teaching Literacy I	3	EDU 392-3 rd Yr Field Experience	0
EDU 391-3 rd Yr Field Experience	0	EDU 392S- Seminar for Field	1
EDU 391S- Seminar for Field	1	EDU 445-Educ. Div. Pop.	3
EDU 335- Literacy III	3	Liberal Arts Electives	3
MAT 211-Math Elem. Teachers	3		
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
EDU elective	3	EDU 247-Health Issues	0
EDG 530-Incl Classroom.	3	EDU 441-Christian Teacher	2
EDG 730-Field for Incl Classrm	0	EDG 533- High In Dis	3
EDG 532-Exceptional Child.	3	EDG 733- Field for High In Dis	0
EDG 732-Field for Except Child	0	EDG 534- Autism/Low Inc Dis	3
EDG 512-Character Education	3	EDG 734- Field for Autism/Low	0
		Liberal Arts Electives	3
		EDG 500-Ed Research	3

FOURTH YEAR: Summer Liberal Arts Elective	3	
FIFTH YEAR: Fall EDG 536-Sp Ed Beh Man EDG 736-Field for Beh Mangmt EDG 619-Sp Ed Prac EDG 654-Assessment/Eval IEP Liberal Arts Electives EDU 675- Comprehensives	3 0 3 3 3 0	FIFTH YEAR: Spring EDG 590-Professional Seminar EDG 591-Stu Teach Spec Ed 1-3/4-6 EDU 421-Tech Apps for Tchrs II EDU 492/493-Stu Tchg: Upper/Lower

NOTE: Suggested plan subject to change based on course offering adjustments.

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 applications 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 Alliance University 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	Alignment to Student Learning Goals
1. Differentiated Unit	EDG 530	Beginning of program	Program College 1-6, 8, 10 1-3
1. Learning Segment	Final Pedagogical Course	End of Program	1,3-12 1,3-5
1. Comprehensive Exam	Exit Exam	End of Program	1-12 1,3,5

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	3
EDG 532-The Exceptional Child	3
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

<i>Inclusive Education: Suggested Program Plan</i>			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research	3	EDG 511-Int. Curr. Lit. Skills	3
EDG 532-Exceptional Child	3	EDG 512-Character Education	3
EDG 530-Incl Classroom.	3	EDG 515-Integrating Math/Tech	3
EDG 732 Field for Exc. Child	0		
SEMESTER III: Summer		SEMESTER IV: Fall	
EDG 652-Teaching ELLs	3	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
EDG 530--The Inclusive Classroom	3
Bilingual Content and Curriculum (2g1 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--Teaching Content in the ESL./ Bilingual Classrm	3
EDG 657--Multicultural Foundations	3
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.

<i>Inclusive Education—Track Leading to Bilingual Education Extension: Suggested Program Plan</i>			
SEMESTER I: Fall		SEMESTER II: Spring	
EDG 500-Ed Research	3	EDG 511-Int. Curr. Lit. Skills	3
EDG 552-Bilingual Education	3	EDG 656-Teach Content In ESL/Bilingual Classroom	3
EDG 530-Incl Classroom.	3	LIN 654- Second Lang. Acquisition	3
EDG 753 Field for Bilingual Ed	0		
SEMESTER III: Summer		SEMESTER II: Spring	
EDG 652-Teaching ELLs & Biling.	3	EDG 532-Exceptional Child	3
EDG 752- Field for ELLs & Biling.	0	EDG 732-Field Exceptional Child	0
		EDG 657- Multicult. Foundations	3
		EDG 757-Field for Mult Found	3
		LIN 653- Grammar and Phonology	3

SCHOOL OF EDUCATION - GRADUATE

Primary Faculty: Christine Willard

The School of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP) for initial certification programs.

Mission

The mission of the Undergraduate School of Education at Alliance University 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 a standards-driven, student-centered, assessment-based, collaborative approach.

Student Learning Goals

Service

1. Equip candidates with a competency in working with diverse student groups by the use of effective teaching methods.
2. 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.
3. Guide candidates to an understanding of the impact of teaching on the greater community and the world.

Academics

1. 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.
2. 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.
3. 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

1. Develop candidates as transformative leaders as they envision and implement a nurturing, stimulating, inclusive, international environment for students, schools and communities.
2. 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.
3. 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

1. Develop candidates who are able to design, implement, and evaluate the appropriateness of instruction and refine practices.
2. 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.
3. Equip candidates with an understanding of effective ways to utilize appropriate assessment-based approaches for the improvement of student learning and educational practice.

School of Education Electronically Collected Material Policy

In an effort to monitor the quality of the SOE courses and programs, samples of student work will be electronically retained by the SOE on an electronic management system or as hard copies. These artifacts may be randomly selected for NCATE/CAEP 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.

CHILDHOOD EDUCATION - B.S.

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

The School of Education is accredited by Council for Accreditation of Educator Preparation (CAEP). The Childhood Education (Gr 1-6) is an approved program under the provisions and regulations of the Commissioner of Education and the Division of Teacher Education and Certification of the Department of Higher Education of the State of New York. The Childhood Education curriculum leads to recommendation for the initial certificate for teaching students in Grades 1-6. The State of New York certification procedures require that recommended candidates make personal applications for this initial certificate. Alliance University is not required to make recommendations 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 (EAS), Content Specialty Test (CST), and Teacher Performance Assessment. 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 and CST during junior year, as passing scores are required for admission to student teaching.

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

Applicants wishing to transfer into the program 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.

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.
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.
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.
5. The candidate must have passing scores on the Educating All Students (EAS), 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 extracurricular 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	Alignment to Student Learning Goals	
1.Content Specialty Test (CST)	Licensure Test	End of program	Program 4	College 1
2.Teaching Competencies Rubric (TCR)	Practicum/Intern	End of Program	1-12	1-5
3.Clinically-based project (edTPA)	Practicum/Intern	End of Program	1, 3-12	1,3-5

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. Alliance University's Childhood Education B.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	2018-19	2019-20	2020-21
Alliance University Overall Pass Rates	71%	77%	92%
NY State Average Overall Pass Rates	NA	N/A	N/A

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 undergraduate teacher education programs of Alliance University 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.

127 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 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 (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
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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 335- Literacy II	5
Field Experience - EDU 191, 292, 391, 391S, 392, and 392S	2

Areas of Specialization (15 credits)

Communication and the Arts	15
English	15

Total credits required 127

Academic Areas of Specialization

These specialization courses fulfill the liberal arts electives 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 - electives (upper-level)	9

<i>Childhood Education Major Suggested Program Plan</i>			
FIRST YEAR: Fall		FIRST YEAR: Spring	
PMN 101-Intro to Spiritual Form.	2	BIB 102-Old Testament Lit.	3
EDU 191-1 st Yr Field Experience		ENG 102-College Writing II	3
EDU 246-Found. of Education	3	LAN-Elective	3
ENG 101-College Writing I	3	MAT-Elective	3
HIS 113-Hist. of World Civ. I	3	PSY 101-General Psychology	3
LAN-Elective	3	PMN 201-Nyack Heritage	1
PED 211-PE for Educ	1	LIB 101-Info Literacy	1
SECOND YEAR: Fall		SECOND YEAR: Spring	
EDU 221-Teaching w/ Techno.	1	BIB 201-New Testament Lit.	3
EDU 258-Dev & Lrng Theory	3	EDU 259-Tchg & Lrng Strategies	3
ENG 201 or 202-Glob Lit. I or II.	3	EDU 292-2 nd Yr Field Experience	1
HIS 213-U.S. History I	3	FNA elective	3
Life Science	4	HIS 214-U.S. History II	3
Liberal Arts Elective	3	Physical Science	4
THIRD YEAR: Fall		THIRD YEAR: Spring	
EDU 353- Exceptional Child	3	BIB 303-Christian Thought	3
EDU 321-Tech Apps for Tchrs	1	EDU 334-Teaching Literacy II	3
EDU 331-Meth. in Science	3	EDU 336-Methods in Math	3
EDU 332-Meth. in Soc. Stud.	3	EDU 392-3 rd Yr Field Experien.	0
EDU 333-Teaching Literacy I	3	EDU 392S-Seminar in Field	1
EDU 391-3 rd Yr Field Experien.	0	Liberal Arts Electives	3
EDU 391S-Seminar in Field	1	EDU 445-Educ. Div. Soc.	3
MAT 211-Math Elem. Teachers	3		
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
EDU 470-Senior Seminar	2	EDU 247-Health Issues	0
EDU 492-Student Teaching.	5	EDU 441-Christian Teacher	2
EDU 493-Student Teaching.	5	Liberal Arts Electives	9
EDU 421-Tech Apps for Tchrs	1	EDU Elective	3

Suggest plans subject to change based on course offering adjustments.

Students who do not meet School of Education admission criteria upon enrollment may declare the AA in Liberal Arts and Sciences with an Education emphasis Admission to the School of Education is not guaranteed. Students must meet the set standards of the School of Education . It is recommended that students meet with a representative from the SOE during the first semester of their sophomore year.

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

CORE COMPONENT {39 credits}

ENG101, 102 College Writing I and II	6
ENG201, 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
*Fine Arts Elective	3
Foreign Language (1 year of same language)	6

*Laboratory Science Elective	4
*Liberal Arts Elective	1
**Social Science Elective (PSY 101)	3
*Math Elective	3
Bible and Christian Ministry Component (9 credits)	

Miscellaneous Elective Component (12 credits)

EDU 246 Foundations of Education EDU 191L Field Experience
EDU 258 Development and Learning Theory EDU 291 L Field Experience .
EDU 259 Teaching and Learning Strategies EDU 292 Field Experience
HIS 213 US History I

* Degree Childhood, specific electives. Call SOE for guidance or check catalog.

CHRISTIAN SCHOOL EDUCATION – CHILDHOOD – B.S.

(Leads to the Association of Christian School International Certification. Does not lead to NYS Initial Certification in Childhood Education.)

The undergraduate teacher education programs of Alliance University 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.

This program does not lead to NYS certification in Childhood Education; however, all course and field experiences fulfill NYS certification requirements except student teaching. Candidates may apply for NYS certification via the Individual Evaluation Pathway after passing the NYSTCE licensure exams and gaining additional classroom experience.

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 2.75

Applicants wishing to transfer into the program will be expected to present a college grade point average of not less than 2.75 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.

Formal Admission to the School of Education program

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 2.75 in Education, and 2.75 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 Education-related courses include MAT 211 Math for Elementary Teachers and PED 211 Physical Education for Educators.
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

Forty days during a semester in the senior year is devoted to full-time supervised student experiences in local Christian schools. 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.
2. The candidate must complete a physical examination, including a Mantoux tuberculin test, within the 6 months prior to student teaching and present a health certificate indicating that he/she is free from physical and health conditions that might be detrimental to teaching.
3. All prerequisites to supervised student teaching must be satisfied, including 100 hours of supervised field experience. A grade of C or better is required in each education course, or the course must be repeated.
4. The candidate must have an overall cumulative grade point average of not less than 2.75, an average of not less than 2.75 in his or her area of specialization and, and an average of not less than 2.75 in education and education-related courses. Childhood courses include MAT 211 Math for Elementary Teachers and PED 211 Physical Education for Educators.
5. 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.
6. 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 extracurricular 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	Alignment to Student Learning Goals
1.Content Specialty Test (CST)	Licensure Test	End of program	<div>Program</div> <div>College</div> <div>4</div> <div>1</div>
2.Teaching Competencies Rubric (TCR)	Practicum/Intern	End of Program	<div>1-12</div> <div>1-5</div>
3.Clinically-based project	Practicum/Intern	End of Program	<div>1, 3-12</div> <div>1,3-5</div>

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. Alliance University's Childhood Education B.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	2018-19	2019-20	2020-21
Alliance University Overall Pass Rates	71%	77%	92%
NY State Average Overall Pass Rates	NA	N/A	N/A

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.

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

Liberal Arts and Science Core Component	42
Christian School Education - 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 Elective	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
Foreign Language Component (6 credits)	6
1 year (2 semesters) of the same language	
Bible and Ministry Minor Curriculum (12 credits)	

PMN 101 - Intro to Spiritual Formation	2
PMN 201 - Nyack Heritage	1
BIB 102 - Old Testament Lit	3
BIB 201 - New Testament Lit	3
BIB 303 - Christian Thought	3
Major Field Component (48 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 331 - Methods in Teaching Science	3
EDU 332 - Methods in Teaching Social Studies	3
EDU 333 - Methods of Teaching Literacy I	3
EDU 334 - Methods of Teaching Literacy II	3
EDU 335 - Methods of Teaching Literacy III	3
EDU 336 - Methods in Teaching Math	3
EDU 344 - Teaching the Bible	2
EDU 353 - Exceptional Child	3
EDU 441 - The Christian Teacher (Worldview requirement)	2
YFS 202 - Foundations of Teaching in the Church	3
EDU 470 - Senior Seminar	2
EDU 495 - Student Teaching (Christian Sch Ed)	6
EDU Electives	2
Field Experience - EDU 191, 292, 391, 392,	0
Areas of Specialization (15 credits)	
Communication and the Arts	15
English	15
Total credits required	123

Academic Areas of Specialization

These specialization courses fulfill the liberal arts electives 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 - electives (upper-level)	9

Suggested Program Plan			
FALL I		SPRING I	
PMN 101 Intro to Spiritual Formation	2	BIB 102 Old Test Lit	3
EDU 191 1 st Year Field Experience	0	ENG 102 College Writing II	3
EDU 246 Foundations of Education	3	LAN Elective	3
ENG 101 College Writing I	3	LIB 101 Information Lit	3
HIS 113 World Civ I	3	MAT Elective	3
PSY 101 General Psych	3	PMN 201 Nyack Heritage	1
FALL II		SPRING II	
EDU 221 Teaching with Tech	1	BIB 201 New Test Lit	3
EDU 258 Dev & Learning Theory	3	EDU 259 Teaching & Lon Strat	3
ENG 201 or 202 Global Lit I or II	3	EDU 292 2 nd Year Field Exp	0
HIS Elective	3	Fine Arts Elective	3
Biological Science Elective	4	HIS Elective	3
		Physical Science Lab Elective	4
FALL III		SPRING III	
EDU 331 Methods of Science	3	EDU 334 Teaching Literacy II	3
EDU 332 Methods of Social Studies	3	EDU 336 Methods in Math	3
EDU 333 Teaching Literacy I	3	EDU 445 Educating a Diverse Soc	3
EDU 353 Exceptional Child	3	Liberal Arts Elective	3
EDU 391 Third Year Fall Field Ex	0	EDU 392 Third Year Spring Field Ex	0
MAT 211 Math for El. Sch Teach	3	EDU 335 Teaching Literacy III	3
Liberal Arts Electives	3		
FALL IV		SPRING IV	
EDU 470 Senior Seminar	2	BIB 303 Christian Thought	3
EDU 495: Christian Sch Ed St. Tchg	6	YFS 202 Foundations of Tchg/Church	3
EDU 344 Teaching the Bible	2	EDU 247 Health Issues	0
EDU Elective	2	EDU 441 Christian Teacher	2
		Liberal Arts Electives	6

Cheryl Phenicie School of Nursing

Cheryl Phenicie School of Nursing

Dr. Elizabeth Simon, Dean

Nursing Component

Primary Faculty: Dr. Inseon Hwang, Sun Ko, Lauren Lebo, Dr. Elenic Lima, Grace Mathew, Dr. Rexi Thomas

The Nursing program at Alliance University is a competitive baccalaureate degree. Students who meet the requirements will be allowed to progress and compete for the limited spots in the clinical phase of the program. Students not eligible to continue in the nursing program will be advised to either complete the Liberal Arts and Sciences degree or change their major to a Bachelor's degree utilizing their earned credits.

Vision:

To be the first-choice nursing program/s for all future nurses seeking a life-transforming Christian education to serve locally and impact globally. Employers and ministries will seek our graduates as the best choice. Our graduates will be channels of healing in diverse local and global healthcare service settings..

Mission

The vision of Alliance University School of Nursing is to send Christian nurses into the world to show Christ's love as they minister to the healthcare needs of all people. 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 prepare students to become entry level nurses. They will integrate nursing skills, knowledge, clinical judgment, and Christian values to provide compassionate care and advocate for others. The curriculum provides students with the foundation for life-long learning and consistent professional advancement. Our mission is centered on three priorities to maintain academic excellence; preserve prudent practice; and progressive professional mobility.

Program Learning Goals

Graduates of the Alliance University School of Nursing will be equipped to:

1. Pursue truth and knowledge as the foundations of Christian nursing practice.
2. Practice the profession of nursing as an agent of healing.
3. Uphold the value for each person as created in the image of God and to provide nursing care to diverse populations with cultural competence and humility.
4. Develop Christian character essential for a servant leader and seek opportunity to serve beyond the call of duty.
5. Discover opportunities as a practitioner of the profession and advance in the practice of profession as a life-long learner and influential leader.

Admission to the Nursing Component

Qualified students in the Nursing prerequisite curriculum apply to the nursing major following successful completion of the ATI TEAS Version 7 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 ATI TEAS exam upon admission to Alliance University. Low scoring students will be asked to change their major. Students who score in the mid-high range will be able to analyze areas of weaknesses and have the opportunity to improve their academic performance..
- 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
- Completion of PSY 101 with a C or higher.
- Science courses must have been completed in the last 7 years at the point of admission to the Nursing Program with a grade of C+ or greater.
 - o Students below 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.

- Nursing Major Application completion with essay
- 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. A \$1,500 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 candidate for our program in a selective process.

Pre-Clinical Phase

- Completion of the ATI TEAS exam upon admission to Alliance University. 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 rigorous nursing program.
- Completion of the following courses with a minimum grade of a C+:
 - College Algebra (MAT 110), Essentials of Chemistry (CHE 101), Principles of Nutrition (BIO 115), Anatomy and Physiology I and II (BIO 213 and 214), Microbiology (BIO 220), College Writing I and II (ENG 101 and 102), and Human Growth and Development (PSY 244)
- Completion of General Psychology (PSY 101) with a minimum grade of a C.
- There is a 7 year limit for math, science, and psychology courses transfers.
- Cumulative GPA of 2.7 or higher
- Cumulative GPA of 2.7 in math, science, and psychology courses with minimum course grade identified above. Students may repeat up to three math and science courses during the preclinical phase. A failure on the course retake will lead to dismissal from the Nursing program.
- Freshmen students must have a minimum college GPA of 2.5 at the end of their first year to progress to the sophomore year. Freshmen students who do not meet the GPA requirement will not progress with the Nursing Major and will need to select another major.

Clinical phase

- Meet the nursing program policies and requirements
- Submission of the application of Admission to the Clinical Phase by November 1st for the Spring semester and May 15 for the Fall semester.
- Submission of the official ATI TEAS transcript by November 1st. and June 1st. A minimum qualifying composite score of 60% is required for freshmen and 66 % for transfers. Refer to the ATI TEAS for further information below.
- Students will be permitted to progress to the clinical phase based on the availability of clinical practicum sites in a selective process. Admission to the clinical phase is at the discretion of the program.
- Once admitted to the clinical phase, students are not permitted to take courses outside of Alliance University.
- A \$1,500 nonrefundable nursing entrance fee is reflected in the billing statement when entering the clinical phase.

The ATI TEAS Exam Version 7

- This is the entrance exam for the school of nursing. To qualify, candidates need a minimum composite score of 60% for Freshmen and 66 % for transfer students. Official ATI TEAS transcript must be submitted before November 1st for spring admission and June 1st for fall admission The ATI TEAS exam is offered year round; however, candidates may only take the exam three times in a calendar year with a one month wait period between test dates to permit time for thorough preparation for the 2nd attempt. Scores above 60% or 66% do not guarantee acceptance. Students are strongly encouraged to use the ATI TEAS SmartPrep course prior to taking the exam. The ATI TEAS SmartPrep course provides individual users with study plans that are tailored to their needs and allows them to prepare more efficiently and remediate key areas of need.

Program Assessment

Assessment/Indicator		Context	Location in Program	Alignment to Student Learning Goals	
				Program College	
1	Kaplan integrated testing	Clinical Course	Throughout program	1	1
2	NCLEX-RN	Licensure Exam	End of program	1	1

3	Clinical Competency	Employer Survey	Post-graduation	2	5
4	Advanced Education Rate	Pursuit of Graduate Nursing Degree	Post-graduation	2,5	5
5	Participation in Service Learning	Survey	End of program	3	2,3
6	Sensitivity to others	Clinical Practice	Senior year	3,4	
7	Rates of Graduation and Employment	Standard Indicators	After graduation	2,5	5
8	Spiritual Growth Assessment	Survey	End of program	4,5	4,5

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.

Transfer Credits

The College may grant credits according to the nursing program policies and requirements. Syllabi from the previous program may be requested to ensure course equivalency at Alliance University. Nursing clinical credits are not transferable (NURxxx courses). Certain non-clinical NUR courses with a grade of B or above may be transferred at the discretion of the program faculty.

Clinical Practicum

During the spring semester and fall semester of the sophomore year, students will engage in clinical practice at various clinical settings. Students are required to maintain and meet the health clearance requirements to register for clinical nursing courses. Students who complete the required documents by the deadline will be scheduled in designated clinical facilities.

Clinical courses requirements are, but not limited to:

- Criminal background check with a 'no record' verification
- Annual negative 10 panel drug toxicology screen and more frequently based on requirements of the clinical affiliates, including randomly at the discretion of the College and or clinical affiliates.
- Initial 2 step Purified Protein Derivative (PPD) testing and then annual PPD testing or Quantiferon TB Gold blood test
- Valid and current American Heart Association (AHA) Basic Life Support Course Certification
- Uptodate Immunization records
- Annual influenza vaccination
- Proof of immunity to MMR, varicella, and Hepatitis B
- Halyard N95 Mask Fit Test
- Complete an annual physical health exam
- Physical and mental ability to perform in the role of a nursing student

The student may be assigned day and/or evening clinical rotations during the week and/or weekend over the course of the program. Students are assigned to health care facilities in boroughs of New York City, Rockland County, and Westchester County. It is the responsibility of the student to arrange transportation to and from clinical sites.

Progression Policy

To progress in the clinical phase, 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 to avoid dismissal from the Nursing program.
- Unsatisfactory clinical grades, performance, or an "F" in the clinical requires repetition of the entire nursing course (clinical and lab component).
- 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 clinical phase.
- Update all clinical requirements prior to each semester to register for clinical nursing courses within the deadline to be scheduled in clinical facility roster
 - o Valid American Heart Association Basic Life Support certificate
 - o Initial 2 step PPD testing and then annual PPD testing
 - o Annual urine drug screening and randomly by the College or clinical affiliation requests
 - o Annual Influenza vaccine proof
 - o Additional health clearance and compliance by affiliated clinical agencies
- Demonstration of satisfactory standards of conduct.

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 completed the sophomore level comprehensive clinical skills competency lab examination in NUR292 and NUR204.
- Achieve a passing score in pharmacology, lab, and calculations exams to progress to NUR 393 (Adult Health Alterations I)
 - Students are to achieve a grade of 90% on the first attempt. Students who do not achieve a 90% on the 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 that leads to withdrawal from 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 pharmacology, lab, and calculations exams 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 the 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”.

Course Failures:

- A required nursing course may be repeated only once
- A single nursing course failure will lead to probation
- Failure to maintain a GPA of 2.7 will result in probation
- Failure of two nursing courses leads to dismissal
- A withdrawal from any required course is considered a course failure.

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 plan to take the examination. The School of Nursing will assist students in their application process to the State Board for licensure.

It is the responsibility of the student seeking licensure in states other than New York to verify licensure requirements are met. 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 appreciation or Music appreciation Elective	3
SOC 147—Our America	3
BIO 301—Genetics Seminar	3
BIO 315—Human Pathophysiology	3
PSY 337—Statistics for Social Science	3

Major Field Component (51 credits)

NUR 203—Principles of Pharmacology	3
NUR 204—Health Assessment across the Lifespan	3
NUR 292—Foundations for Nursing Practice	5
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 **122**

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
FNA Elective	3

THIRD YEAR: Fall

NUR301- Worldview ChristianNurse	3
NUR 393 – Adult Hlth Alter I	4
PSY342 – Abnormal Psych	3
NUR 203- Princ Pharmacology	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
INT 101-Info Literacy	1
PSY 244-Human Growth/Dev.	3
BIO 115- Principles of Nutrition	3

SECOND YEAR: Spring

BIO 315- Hum Pathophysiology	3
NUR 204- Health Assessment	3
NUR 292 – Found Nurs Pract	5
PMN 201 – Nyack Heritage	1
MAT 340 or PSY 337 Stats Soc. Sci	3

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
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. Stacey Barker

Primary Faculty: Dr. Janet Furness, Dr. Ingyu Moon, Ms. Percelene McLain, Dr. Kwiryung Yun, Dr. Anderson Yoon

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 to sit for the LMSW license and to practice as advanced social workers, taking 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 promotes 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.

MSW Program Student Learning Goals/ Program Competencies

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Integrate professional social work practice with their faith developed through understanding a Christian worldview

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

Assessment / Indicator	Context	Location in Program	Alignment to Student Learning Goals	
			Program Competency	College
Integrative Assessment	Knowledge	End of Selected Courses	1 - 9	1,2
Competency 10 Exam	Knowledge	End of Generalist Year	10	1,2
Field Evaluation	Knowledge, Values, Skills, Cognitive/Affective Processes	End of Generalist Year; End of Specialization Year	1 - 10	3,4,5

The Master of Social Work Program is accredited by the Council on Social Work Education.

Program Content

- 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.

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 Alliance University 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. Applicants to the 63-credit MSW program must meet the following general standards:
Cumulative grade point average (GPA) of 2.75 on all undergraduate course work, OR
Cumulative GPA of 3.00 on last 60 hours of undergraduate coursework, OR
Candidates not meeting any of the GPA criteria above who have a cumulative undergraduate GPA of 2.50-2.74 may apply for admission on a provisional status if all other qualifications are met.
4. Submission of three recommendation forms is required: one from an academic source familiar with the applicant's ability to succeed in a graduate program; one from an employer, one from a professional colleague or community associate. Do not ask friends or relatives.
5. Current Resume is required.
6. Submission of two essays is required, each 700-800 words as a Word document using 11 or 12-point type, Courier, Times Roman or Calibri font. Departure from these guidelines may result in a return of essays for correction and delay the process. Essays are a personal statement discussing reasons for selecting social work as a profession and Alliance' MSW program and an essay demonstrating critical thinking skills by discussing a value articulated in the NASW Code of Ethics.
7. A personal interview will be conducted in most cases.
8. Graduate credits will be considered in assessing your qualifications.
9. Under certain circumstances, students may receive a maximum of 29 credit hours for work completed not more than five years prior to first registering in a CSWE-accredited graduate school of social work and for which a grade of at least a "B" was received. Field credits do not transfer. All Field Education requirements must be completed as part of this MSW program. Students must complete a minimum of 30 credits in the Alliance University School of Social Work to be eligible for the master's degree.

Advanced Standing Program (33 cr):

Applicants who wish to complete the MSW program in one year must submit their application by June 1st in order to be assured of a field placement in the Fall semester.

1. Applicants for the Advanced Standing program must have graduated within the last five 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. Submissions from family members and personal friends are not considered.
4. Applications will submit two essays, each double spaced, a minimum of 800 words, created as a Word document, 11 or 12 point type, Times Roman, Courier, or Calibri font. The essays address the following:
 - a. A Personal statement discussing reasons for selecting social work as a profession and Alliance's MSW Program specifically.
 - b. An essay on a topic in the application demonstrating critical thinking skills.
5. A personal interview will be conducted in most cases.
6. Graduate credits will be considered in assessing applicants' qualifications.
7. A current resume is required.

Bridge Preparation for Advanced Standing students:

Upon acceptance into the Advanced Standing Program, students may participate in an orientation period. For students not earning the BSW from Alliance University, 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 programs 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.

For students not earning the BSW from Alliance University, the course WK 562 Social Work and Christianity is a required course and is offered in place of one elective course. This course defines the unique identity of Alliance's MSW program and is required to complete assessment of Program Competency # 10.

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 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
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 & 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

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 & 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				
TOTAL CREDITS			14	TOTAL CREDITS			13

CLINICAL SOCIAL WORK PRACTICE SPECIALIZATION COURSE REQUIREMENTS (PART-TIME)

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

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
SWK517	Field Instruction & Seminar I		3	SWK557	Field Instruction & Seminar II		3
TOTAL CREDITS			9	TOTAL CREDITS			9
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
SWK617	Field Instruction & Seminar III		4	SWK657	Field Instruction & Seminar IV		4
TOTAL CREDITS			10	TOTAL CREDITS			10
Fourth Academic Year							
Course Title			Cr.	Course Title			Cr.
FALL SEMESTER				SPRING SEMESTER			
SWK628	Social Work Program and Practice Evaluation		3	SWK699	Professional Seminar II		3
SWK649	Professional Seminar I		1		Elective		3
	Elective		3				
TOTAL CREDITS			7	TOTAL CREDITS			6

LEADERSHIP IN ORGANIZATIONS & COMMUNITIES SPECIALIZATION COURSE REQUIREMENTS (PART-TIME)							
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	
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

SWK517	Field Instruction & Seminar I	3	SWK557	Field Instruction And Seminar II	3
TOTAL CREDITS		9	TOTAL CREDITS		9
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
SWK646	Leadership in Community Practice	3		Elective	3
SWK617	Field Instruction & Seminar III	4	SWK657	Field Instruction & Seminar IV	4
TOTAL CREDITS		10	TOTAL CREDITS		10
Fourth Academic Year					
Course Title		Cr.	Course Title		Cr.
FALL SEMESTER			SPRING SEMESTER		
SWK628	Social Work Program and Practice Evaluation	3	SWK699	Professional Seminar II	3
SWK649	Professional Seminar I	1		Elective	3
	Elective	3			
TOTAL CREDITS		7	TOTAL CREDITS		6

SOCIAL WORK - B.S.

Primary Faculty Dr. DeVonne Allen (Program Director) and Dr. Carlton Jean

Mission of the Bachelor of Science in Social Work Program:

The mission of the Alliance University 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:

1. The program prepares students to be generalist social work professionals who are guided by a person-in-environment framework, respect for human diversity, scientific inquiry, and a global perspective.
2. The program provides a transformational learning environment that facilitates a love for learning, critical thinking to assess and respond to multi-system level social problems, and prepares students for graduate education, especially in social work.
3. The program provides a learning environment that models an integration of Christian faith with learning, prepares students to enhance the well-being of all people, and advocates for justice, with compassion and the highest ethical integrity.

Student Learning Goals- Program Competencies:

Graduates of Alliance University's BSW program will:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Integrate professional social work practice with their personal faith that is developed through an understanding of a Christian worldview

The following assessments are used to assess program effectiveness.

Assessment / Indicator	Context	Location in Program	Alignment to Student Learning Goals	
			Program	College
Integrative Assessment	Knowledge	End of selected courses	(all)	1,2
Field Evaluation	Values, Skills	End of Program	(all)	3,4,5
Portfolio	Knowledge, Values, Skills, Cognitive/Affective Processes	SWK499 Integrative Seminar	(all)	1,3,4

Accreditation

The Alliance University 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 one year, rather than the standard two years).

Admission to the BSSW Program & Three Levels of 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 Alliance University, 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.

The BSSW program is divided into three (3) levels and students' progress will be reviewed at each level before moving on to the next. This process is outlined below:

1. **Level one (Social Work Major):** Students declare social work as their major with the registrar's office. Students take most of the core and prerequisite course. They will be advised by social work faculty members.
2. **Level two (BSSW Program)** Students take mostly social work major courses.
3. **Level three (Field Education):** Students take practice related courses and participate in Field Education.

Level One: Admission to the Social Work Major

Student must meet the general admissions requirements list

Level Two: Admission and Progression to the BSSW Program

In order to enter the BSSW program, student must:

1. Complete approximately 50 credits.
2. Complete the prerequisite courses for the BSSW program listed below:
 - SWK 101 - Introduction to Social Work & Social Welfare
 - SWK 242 - Social Work & Christianity
 - SWK 246 - 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
3. Obtain a minimum cumulative grade point average of 2.5 and a minimum cumulative grade point average of 2.75 in social work courses.
4. Demonstrate appropriate professional social work standards and behaviors.
5. Submit an application to the BSSW program during the second semester 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.
6. Students who do not meet these requirements will not be allowed to the social work major and should meet with their social work advisor to discuss further academic plans.

Level Three: Progression to Field Education

In order to enter Field Education in the senior year, student must:

1. Complete the following social work courses:
 - SWK 314 Human Behavior in the Social Environment I
 - SWK 324 Foundations of Social Justice
 - SWK 354 Human Behavior in the Social Environment II
 - SWK 355 Social Welfare Policy and Services
 - SWK 357 Field Experience and Pre-practice Seminar
2. Obtain a minimum cumulative grade point average of 2.75.
3. Submit an application in place for the Field Education program in November of the junior year.
4. Students who do not meet these requirements will not be allowed to enter the field Education program..

Field Education

In the second semester of the junior year, students engage in field experiences combined with a 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. Students also attend field instruction seminars. Field placement begins in November and ends in May.

Degree Requirement

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.

Students must also satisfy the college's general education requirements.

Liberal Arts and Sciences Core	45
Arts History Elective or MUS 115 (ARH 101, 120, 280 or MUS 115)	3
*Scientific Reasoning (BIO 225 Human Biology)	3
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
INT 103 - Service Learning and Community Engagement	2
INT 107 -Critical Thinking	3
LIB 101 - Information Literacy	1
PHI 101 - Intro to Philosophy	3
*POL - American Government	3
*PSY 101 - General Psychology	3
SOC 101 - Introduction to Sociology	3
SOC 147 - Our America	3
Quantitative Literacy (an approved course in Mathematics)	3

* Indicates specific courses replacing some courses in the standard core, as well as additional requirements counted as core for social work majors

Bible and Ministry Minor Curriculum	15
PMN 101 Introduction to Spiritual Formation	2
BIB 101 Old Testament Lit	3
BIB 201 New Testament Lit	3
BIB 303 - Christian Thought	3
REL World Religion	3
PMN 201 Nyack Heritage	1

Social Work Major Component	46
SWK 101 - Introduction to Social Work and Social Welfare	3
SWK 242 – Social Work and Christianity	3
SWK 246 - Interpersonal Communication Skills	3
SWK 314 - Human Behavior in the Social Environment I	3
SWK 324 – Foundations of Social Justice: Diversity/Power/Oppression	3
SWK 328/PSY 337/ or MAT 340 - Statistics for Soc. Sci.	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

Miscellaneous Elective Component (14 credits)	
Miscellaneous electives	14

Total credits required 120

BS Social Work Major Suggested Program Plan

FIRST YEAR: Fall			FIRST YEAR: Spring		
SOC 147- Our America	3		ARH Elective or MUS 115		3
INT 103- Service Learning & Community Engagement	2		PHI 101- Introduction to Philosophy		3
PMN 101- Introduction to Spiritual Formation	2		INT 101- Information Literacy		1
ENG 101-College Writing I	3		PMN 201- Nyack Heritage		1
SWK 101-Intro. to Social Work	3		ENG 102-College Writing II		3
INT 107-Critical Thinking	3		PSY 101- General Psych		3

SECOND YEAR: Fall		SECOND YEAR: Spring	
HIS 113 - World Civilization I	3	HIS 114- World Civilization II	3
BIB 201- New Testament Literature	3	BIB 101- Old Testament Literature	3
ENG 201 or 202- Global Literature I or II	3	SOC 101- Intro. To Sociology	3
MAT Quantitative Literacy	3	BIO Human Biology	3
SWK 242- Social Work & Christianity	3	POL Amer Government	3
		SWK 246-Interpersonal Communication Skills	3
THIRD YEAR: Fall		THIRD YEAR: Spring	
BIB 303 Christian Thought	3	SWK 354-Human Behavior II	3
SWK 314-Human Behavior I	3	SWK 357-Field Experience	2
SWK 324-Found of Social Justice	3	SWK 358-SW Research Meth.	3
SWK 328/PSY 347 -Stats Elect.	3	SWK 355- Soc Welf Pol/Serv	3
Electives	3	Elective	3
FOURTH YEAR: Fall		FOURTH YEAR: Spring	
SWK 416-SW Practice w/ Ind/Fam	3	SWK 456-SW Pr w/ Org/Com.	3
SWK 417-Field Instrn. & Sem. I	4	SWK 457-Field Instrn. & Sem. II	4
REL World Religions	3	SWK 499-Integrative Seminar	3
Electives	5	Elective	3

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 102- Culture and the Arts (3)

Culture can be defined as the custom, arts, social institutions and achievements of a particular nation, people, or other social group. This course specifically examines the arts as manifestations of human intellectual achievement regarded collectively. The wide variety of the arts; from painting and classical music to pop culture and movies are studied within the context of a particular time, place or people group. Topics vary based on the culture that is examined, but students will examine ways in which cultural identity is shaped through the wide range and variety of the arts.

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 emphasis 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 the 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

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*

All BIB courses meet liberal arts electives requirements 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, current methods of research, 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 299 Bible Literacy (0)

Twenty-question, short-answer test covering the content of the 66 books of the Bible. Based on John Sailhamer's volume, The Books of the Bible. (Required, not for credit)

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.

OLD TESTAMENT

BIB 305 - Texts and Translations of the Old Testament (3)

Surveys the history of texts and translations of the Old Testament, from the most ancient manuscripts to modern English versions. The course introduces students to important ancient texts that are crucial to the formation of our modern English translations of the Old Testament. Prerequisite: BIB 102.

BIB 306 – Women in the Bible (3)

The treatment and expectations of women in scripture are often jarring to the contemporary audience. Old Testament laws regarding topics such as rape, menstruation, and childbirth will receive special attention, as will the specific women who are mentioned in Scripture. Prerequisite: BIB 102.

BIB 307 - Computer Tools for Biblical Studies (1)

This single-credit course introduces students to the vast array of computer and internet programs that can significantly contribute to research, writing and presenting topics in Biblical Studies. Prerequisite: BIB 102.

BIB 308 - The Book of Exodus and Its Impact on Scripture (3)

The story of Exodus, including the law giving at Sinai, is the most influential narrative in the Bible (Old and New Testaments). This course first examines the historical, theological, geographical and literary contexts of Exodus, and then surveys the numerous biblical texts that reuse the exodus story. Prerequisite: BIB 102.

BIB 309 - Inner-biblical Interpretation (3)

This course surveys the various ways in which Old Testament texts interpret each other. Throughout the semester, students examine a selection of texts whose meaning alters in light of their relationships with other biblical passages. Prerequisite: BIB 102.

BIB 314 - The 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 are examined. Prerequisite: BIB 102.

BIB 316 - Psalms and the Lyrical Poetry of Ancient Israel (3)

An introduction to the poetry of the Old Testament with particular focus on the Book of Psalms. This course explores the literary techniques used by ancient Hebrew poets for creating the songs and poetry in the Bible. 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. Prerequisite: BIB 102.

BIB 319 - Isaiah (3)

A course examining the Book of Isaiah, focusing on: its literary style, historical context, Isaiah's reuse of scripture, issues regarding authorship, and Messianic passages. Prerequisite: BIB 102.

BIB 325 - Historiography in Ancient Israel: Samuel–Kings and Chronicles (3)

A study of the historiographical writings of Samuel–Kings and Chronicles, with a special focus on how the theological worldview of Samuel–Kings differs from Chronicles, and how these theological differences are expressed in the respective compositions. Prerequisite: BIB 102.

BIB 332 - The Message of the Minor Prophets (3)

A survey of the message, historical context, theology and literary styles of the twelve minor prophets. This class additionally devotes attention to how each book both reuses scripture and is subsequently reused by later biblical texts. Prerequisite: BIB 102.

NEW TESTAMENT

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. Prerequisite: BIB 201.

BIB 329 - Literature Between the Old and New Testaments (3)

An introduction to literature written between the Testaments, the so-called “400 years of silence.” Many of these works were written after the last Old Testament book and before the New Testament. Special attention will be given to ideas that proved influential in the development of early Christian thought and practice, and which appear in the Gospels, Acts, Epistles, and Revelation. Prerequisite: either BIB 102 or BIB 201.

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.

BIB 331 - Hermeneutics (3)

A survey of the principles of biblical interpretation and application. It covers the importance of literal interpretation, word studies, grammatical analysis, context, figurative language, and biblical genres. It includes issues of application, such as determining what is normative and the implications of cultural relativism. Prerequisite: BIB 102 or BIB 201.

BIB 336 - Parables (3)

This course will investigate the development of the narrative parable in post-biblical Jewish literature and the New Testament. We will examine the background to contemporary parabolic literature with the aim to better understand the parables of Jesus. In particular, the ancient Jewish theological context of the New Testament's parables will be analyzed, discussed, and presented. Prerequisite: BIB 201. (Can also be used for THE elective).

BIB 337 – Luke (3)

A study 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. Prerequisite: BIB 201.

BIB 339 – Paul and His Letters (3)

A course that provides and introduction to Paul and his epistles. Attention will be given to the life of Paul as reported in Acts (e.g. Paul's call and missionary journeys), and to Paul's letters in light of their historical and cultural background in order to gain a better understanding of the Apostle's message. Prerequisite: BIB 201.

BIB 340 – Jerusalem Through the Ages (3)

A course that traces the history and development of Jerusalem from the conquest of the Jebusite city by David until the modern era. This class will examine a particular part or parts of Jerusalem's history, in the Old and New Testament periods, Byzantine, Islamic, medieval occupation up to the modern struggle for Jerusalem in the 20th century.

BIB 363 – Acts (3)

The course follows the beginnings of the church from the day of Pentecost, through Paul's journeys and his arrest and imprisonment in Rome. Special attention will be given to issues of historiography, interpretation of the Old Testament and the emerging faith of nascent Christianity. 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 367 – Galatians (3)

A study of selected passages and themes from Paul's letter to the Galatians. Course includes treatment of key critical issues. Prerequisite: BIB 201.

BIB 369 – John (3)

Study of selected passages and themes of the Fourth Gospel with a survey of critical issues. Prerequisite: BIB 201.

BIB 381-Land of the Bible (3)

A course designed to introduce the student to the historical, geographical, and archaeological setting for the biblical world in the Old and New Testament periods. Prerequisite: BIB 102 or BIB 201.

BIB 388 – Introduction to Archaeology (3)

The course is intended to introduce the student to the discipline of archaeology through participation in a field school as part of an archaeological excavation in Israel. Prerequisite: BIB 102 or BIB 201.

BIB 460 - Topics in Bible and Theology (3)

Selected topics not currently offered in the areas of Biblical and Theological studies. Prerequisite: BIB 102 and BIB 201.

BIB 470 - Seminar (3)

Analysis of selected problems and themes in biblical interpretation and theology by means of student research, presentation, and discussion. Prerequisite: BIB 102 and BIB 201.

BIBLE LANDS FIELD STUDIES

BIB 373 - Greece Field Study (3)

An historical, archeological, and theological field study. Walk in Paul's footsteps in Greece which may include visits to Neapolis, Philippi, Thessaloniki, Berea, Athens, and Corinth. Visits to ancient monasteries, a Crusader fortress, and pagan worship sites are also included (same as ANT 386 and HIS 386).

BIB 374 - Turkey Field Study (3)

This course engages the historical, geographical, and cultural setting of ancient Asia Minor and modern Turkey. The program will visit archaeological sites important in the history of Greece and Rome during their domination of 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 *** and HIS ***).

BIB 384 - Israel Field Study (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 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.

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 Biology 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 Biology Majors) Prerequisite: BIO 107

BIO 112-Ecology I (3)

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. For Non-Biology Majors Only

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 protest 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 lectures 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 lectures and labs. For Non-Biology Majors Only.

BIO 128- General Biology 2 (4)

A survey of the protest 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 lectures and labs. For Non-Biology Majors Only.

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 lectures only and is designed for non-majors.

BIO 232 Ecology (4)

A study of the relationships of organisms with each other and their environment. Fundamental ecological principles will be examined including concepts of population and community ecology. Topics include the structure and function of ecosystems, biodiversity, and energy flow. The laboratory component of the course offers students opportunities to study natural systems and to collect, analyze and interpret data. Prerequisites – BIO108.

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. Prerequisite BIO108

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. Prerequisite CHE214

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. Prerequisites BIO108 and CHE213

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 the 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). 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 237- Quantitative Methods for Business Managers (3)

Building on basic statistical techniques, this course explores managerial and business statistics. It covers multivariate regression and model building, forecasting, decision making, analysis of variance, non-parametric statistics and research design and methods. Additional statistical and analytical topics may be covered as time permits. Critical thinking and problem solving skills will be emphasized as students learn to evaluate various statistical models and methods as applicable to real-world business scenarios. Technology tools will be used to assist in solving problems. Prerequisite MAT 330

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 321- Risk Management and Insurance (3)

This course provides an overview of the principles of risk management and its analytical techniques of risk exposure, regulations and the functions of the insurance industry. It will meet the objectives of providing 1) a broad perspective on risk management, 2) a conceptual framework for decision-making and public policy, and 3) details on insurance contracts and markets. Prerequisites: BUS 202, BUS 333

BUS 326-Organizational Behavior (3)

Relates theory and research to an understanding and explanation of human behavior within organizations. Concepts covered include interpersonal communication and influence, small group behavior, and inter-group conflict and cooperation.

BUS 327-Business Communications (3)

An examination of the concepts and methods of communicating effectively in business and organizations. Emphasis on creating messages, writing letters and memos, preparing reports and proposals, and making oral presentations. (liberal arts)

BUS 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 360- Special Topics in Business (1-3)

This course will involve research into a specific topic of current interest. The student will conduct a literature review of the topic, and under the guidance of a mentor, will write a survey paper on the special topic.

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. Prerequisites: BUS 301, BUS 302

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 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 builds on prior learning in financial 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.

BUSINESS: 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.

BUSINESS: 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.

BUSINESS: 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.

BUSINESS: 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 allowed 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 corporations 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 to 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)

BUSINESS: 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 Alliance University 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 511 Urban Church and the Poor (3) See Urban Ministries (UR 511).

CD 513 Alliance Doctrine and Polity (1) See PMN 340

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 sermon structures, written communications such as grant proposals, support letters, bulletins, newsletters, brochures, etc. Each student will develop personal skill, confidence, and technique.

CD 602 Introduction to Chaplaincy (3)

This course will explore the United States military chaplaincy: its organization, role, and mission in support of the men and women who comprise our Armed Forces. Special focus will be given to understanding the context of ministry as military chaplains and the multiplicity of factors that affect providing religious support. The course will examine key issues that military chaplains must understand in order to minister effectively in the complex environments in which the military functions. A partial list of these issues will include separation of Church and State, religious pluralism within the military and society, and the relationship of religion to culture. Students will learn through a combination of activities to include reading and writing assignments, class lectures and discussions, individual research, and student briefings. Students will have the opportunity to learn and grow through interaction with one another and a variety of special guest lecturers.

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 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 713 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 735 Spiritual Leadership (3)

This course focuses on the characteristics and responsibilities of a spiritual leader. It will examine spiritual leadership from a Biblical perspective and differentiate between a business leadership model and a spiritual leadership model for the church. The student will receive practical tools for developing the characteristics and skills of a spiritual leaders in a modern context.

CD 741 Preaching in the Urban Context (3) See Urban Ministries (UR 741).

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 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)

The course covers basic topics including measurements, matter, and energy, atomic theory, the periodic system of the elements, chemical bonds, quantitative relationships in chemical reactions, kinetic theory, equilibria, radioactivity, and properties of water, acids, bases, and solutions.

CHE 114-Inorganic Chemistry II (4)

The course covers basic topics, including solutions, chemical kinetics, equilibrium, acid-base chemistry, environmental chemistry, chemical thermodynamics, nuclear chemistry, the chemistry of non-metals, transition metal complexes, and coordinate chemistry. Fundamental principles such as metal-ligand bonding, charge, spin state, and orbital analysis will be presented. The coordination of different ligand classes to transition metals will be covered, including reactivity trends. Particular emphasis will be placed on organometallic chemistry, small molecule activation, reaction mechanisms, and catalysis. In addition to establishing fundamental chemical principles, students will develop skills in scientific reasoning, problem-solving, and experimental technique that are essential for students considering careers or advanced study in chemistry, biology, or medicine/health professions.

CHE 213-Organic Chemistry I (4)

The course covers basic topics, including 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.

CHE 214-Organic Chemistry II (4)

The course covers basic topics, including the advanced theoretical treatment of reaction mechanisms, spectroscopic properties of organic compounds, reactions and properties of aromatic systems, carbonyl compounds (aldehydes, ketones, carboxylic acids), amines, unsaturated conjugated systems, and transition metal complexes, radical reactions, as well as configurations of biological molecules. Laboratory work consists of more advanced organic synthesis and qualitative organic analysis.

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 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 theater 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 350- Seminar and Practicum: Media Colloquium (3)

An intensive study of the techniques and procedures of newspaper production. Involves the student as an active member of Alliance University's student newspaper, The Forum. Instructor permission required for enrollment.

COM 360- Seminar and Practicum: Broadcast Colloquium (3)

An intensive study of the techniques and procedures of radio broadcasting and production. Involves the student as an active member of Alliance University's radio station, WNYK. Instructor permission required for enrollment.

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.

COM 435- Media Law (3)

The background and current protections for speech and media, with attention to libel, privacy, copyright, obscenity, commercial speech and other areas.

COM 440-Topics in Communications (3)

Examination of selected topics of current interest to Communications faculty. 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 450- Senior and Practicum: Colloquium (3)

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 the 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.

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 computer 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 composed 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 issued. 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 mathematical concepts and skills for enhanced mathematical 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) ATS- 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.

CHRISTIAN LEADERSHIP 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 prepare 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 to 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 coursework 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.

CHRISTIAN LEADERSHIP 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.

CHRISTIAN LEADERSHIP 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 gleaning 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 -997 Doctoral 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 102- Introduction to World Dance (3)

An introduction to international dance diasporas, and to the importance of dance culture, performance, and history to larger social constructs.

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 205- Introduction to Theater (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 Theater (3)

An overview of the techniques essential to the performance, direction, and production of musical drama. Some attention is given to the history of musicals, especially in the American scene. (same as MUS 218)

DRA 219 African American Theater (3)

In this course, students will read plays, view videos, and listen to music to discover the qualities that made theater vital in 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 440 - Topics in Dramatic Arts (3)

Examination of selected topics of current interest to Dramatic Arts faculty. 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.

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.

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 Alliance 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 while leading 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 (3)

This course is designed to provide the general and special education classroom teacher with the knowledge, skills, and dispositions needed for successful inclusive teaching. This is an introduction to the nature and characteristics of the learning and behavior challenges that students with special needs face in the general education classroom, and the practical procedures, collaborative practices, and instructional strategies that lead to successful inclusion. The emphasis will be on co-teaching models, differentiated instruction, accommodations for instruction and assessment, and collaboration among professionals and parents. A documented 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 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 exceptional 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 exceptional 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 Alliance University 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 Alliance University 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-and 2- 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 to classroom management, the learning environment, lesson planning, collaborative teaching and assessment of all learners. The candidates are supervised by Alliance University 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 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 attain 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-Teaching Content 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 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 Alliance University 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 Alliance University 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 EDG752 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 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 Alliance University 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 Alliance University Education faculty. Practica are a minimum of 15 full days in each placement and are accompanied by a weekly seminar.

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 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 335-Methods of Teaching Literacy III (3)

This course will build on the foundation provided in Literacy I and II to focus on students requiring differentiated in-class instruction and support services to succeed in the classroom. Interpreting and utilizing diagnostic information, classroom management and grouping for maximum learning, individualized literacy methods, and authentic assessment will enable candidates to effectively instruct a diverse body of learners. Prerequisites: EDU 246, EDU 258, EDU 259, School of Education approval.. Corequisite: EDU 392

EDU 336-Methods in Teaching Math in Elementary School (3)

Methods Of CED 344-Teaching the Bible (3) Practical application of the principles of inductive Bible study. Extension of these principles to the teaching process with laboratory experience in planning and teaching Bible lessons in the classroom. Prerequisite: BIB 102. (Same as EDU 344) 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 344

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

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--6+ 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--6+ 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 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 includes 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 Alliance University 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 Alliance University Education faculty. Prerequisite: School of Education approval and successful completion of all methods courses and field experiences

EDU 495 - Supervised Christian School Education Student Teaching (6)

Application of professional knowledge and skills in an assigned class in a Christian school setting under the supervision of an experienced mentor teacher. / 40 Days Duration Co-Requisite: Senior Seminar: EDU 470, ECE 470, or EDS 470

MUSIC EDUCATION (EDM) *Traditional Undergraduate*

See MUSIC courses under School of Music

ENGLISH (ENG) *Traditional Undergraduate*

All classes meet liberal arts elective requirements.

ENGLISH Writing Courses:

First time students who enter Alliance University 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 catalog 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 the 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 analysis 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. Co Requisite 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 the Core Curriculum Literature requirement.)

ENGLISH 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 17th 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 17th Century to the late 20th 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 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 312-Literary Criticism (3)

This course comprehensively surveys theory and methodology in literary criticism with particular emphasis on major schools of theory such as Feminism, Marxism, Deconstruction, New Historicism, Psychoanalytic, African American, and Postcolonial.

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 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 Phillis Wheatley, Frederick Douglass, Langston Hughes, Richard Wright, Malcolm X, and Alice Walker.

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 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 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.

Global Community Development (GCD) *Traditional Undergraduate*

GCD 101 Foundations of Community Development (3)

This course is designed as a survey of Community Development in a variety of urban and rural contexts around the world. Students will be exposed to a variety of practitioners, key authors, and core values of the discipline.

GCD 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.

GCD 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.

GCD 228-Introduction to Women in Ministry (3) (For course description see PMN 228) Prerequisites for GCDS majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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 relieve 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.

GCD 336- Funding Projects and Ministries (3)

This course is designed to assist and prepare students for effective fundraising 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 GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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.

GCD 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.

GCD 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 GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 343-Culture and Communication (3) (For course description see ANT 343, liberal arts elective) Prerequisites for GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 344 Diverse Teams and Community Building (3)

This course is designed to assist and prepare students for effective work with diverse teams in roles of leadership, collaborator, and coach. Students will be exposed to research on team development, conflict among diverse teams and effective team practices in multicultural and transcultural environments. Students will be involved in diverse team exercises and will have a special focus on the application of teamwork in community building.

GCD 346-Cross-Cultural Adjustment (3) (For course description see ANT 346, meets liberal arts elective) Prerequisites for GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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 GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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 (1 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.

GCD 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 GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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 GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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 GCD majors and GCD Interdisciplinary Studies majors: GCD 224, ANT 201, GCD 341, and GCD 343.

GCD 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)

GCD 459- International Relations and Political Economy (3)

This course explores the political, diplomatic, and economic problems facing developed, developing, and transitional societies.

GCD 460- Topics in Intercultural Studies (1-3)

Selected topics not currently offered in Global Community Development Studies.

GCD 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.

GCD 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.

GCD 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.

GCD 495/496-Urban Ministries Internship (3) (For course description see PMN 495/496)

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 (3) *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. \$200 Fee.

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 (3) *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 (3) *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 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 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 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 725 Psychopharmacology (3)

Course provides students with an appreciation and understanding of basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and also that the side effects of such medications can be identified. This course emphasizes the key CACREP Clinical Mental Health

Standard 2h: Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. Taught on campus and online; lectures, PowerPoint, case studies, videos and required readings will be employed.

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 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.

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. 1 credit = 100 total hours, including 40 face to face. 2 credits = 200 hours, including 80 face to face. 3 credits = 300 total hours, including 120 face to face. Students may not enroll for more credits than correspond to hours achieved in the previous semester, unless there has been a change in circumstance enabling additional credits/hours to be accomplished. 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 student 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 (GCN 604); 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 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.

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. (crosslisted with CD770)

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)

INFORMATION TECHNOLOGY (ITS) *Traditional Undergraduate*

ITS 101- Introduction to Information Technology (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.

ITS 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.

ITS 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.

ITS 210-Computer and Server 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.

ITS 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.

ITS301- Christian Influence in Today's AI (3)

This class will research current events in AI and it's worldview and contrast it with a Christian worldview.

CSC 312-Database Designs (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: ITS 112 or ITS 201.

ITS 341-Management Information Systems (3) (For course description see BUS 341)

ITS 343 – 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 (IS). 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.

ITS 345- 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.

ITS 411-Software Engineering (3)

This course introduces the fundamental concepts of software engineering. The topics to be covered include: (1) software development life cycle models, (1) software requirements and analysis, (3) software design, (4) software implementation, (5) unit testing and system testing, (6) validation and verification and (7) software maintenance. Prerequisite: ITS 112 or ITS 201.

ITS 420 - Data Movement and Technologies (3)

Course discusses old and new methods to move data from business systems to more enterprise data system including the various database repositories. Oracle Data Warehouse Builder will be used for hands-on use in the class. These are commonly used tools and are available for education purposes. Python will also be discussed and how businesses are choosing to use it for some tailored data movement projects.

ITS 425- Data Modeling and Analytics (3)

This course will help the student learn theory and process of creating data models suitable for everything from small business to enterprise environments. Course introduces data exploration helping students to learn what questions to ask, best ways to get the data, known methods to explore and how to determine if results make sense and why. In continuing objective to provide the students with industry alignment, available tools such as Tableau, Cognos, and Microsoft Power BI will be employed in the classroom.

ITS 427- Information Technology (3)

This class extends the ITS 425 Data Modeling and Analytics course by preparing the student for Tableau Desktop Specialist Certification through targeted exercises and practice exams. Pre-requisite: ITS 425

ITS 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.

ITS 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.

ITS 472-Capstone (2)

This course is the preparation for the student's pinnacle presentation to synthesize and integrate skills and knowledge acquired throughout the CS undergraduate curriculum, and which includes significant design experience. Written and oral communication are a key part of the design experience. Students will have the opportunity to practice essential project management skills and work with current software tools and technologies.

ITS 474 Capstone II (2)

This course is a continuation of ITS 472 project-oriented course designed for seniors to culminate their knowledge and skills obtained from their studies within the Information Technology major. Student teams will develop a project scope, project plan, document functional specifications, develop a design document, implement specified functions, provide weekly progress reports, give project presentations to the class, conduct final project presentations to the class, and provide a complete final report that includes documentation of all class activities. Pre-requisite : ITS 472

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 Alliance 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 103 - Service Learning and Community Engagement (2)

This course will offer broad and general content related to students' service experiences. Emphasis will be placed on understanding the individuals with whom they are working and the contexts in which they live and learn. The course will touch on the fundamentals of engaging individuals in a helping situation, theories related to individual development, implications of race, ethnicity, culture and immigration, impacts of multiple social contexts: the family, peers, school, social agencies and community, understanding the effects of social oppression on people's lives: poverty, racism, sexism, classism, etc.

INT107 - Critical Thinking

Critical thinking is inseparable from good reasoning. In this class, students will explore essential themes of critical thinking such as identifying purpose, context, points of view, questions at issue, assumptions, implications, concepts, conclusions, and alternatives. Students will examine the nature of arguments and argumentation, basic logical methods, methods of definition and summarizing key points, and applying their methods of reasoning to various real-life issues across multiple disciplines. PHI 107

INT 113- College to Career: Clinical Pastoral Education Unit 1 (3)

This course is preparation for College to Career: Clinical Pastoral Education Unit 2. It is designed to offer students exposure to a career in chaplaincy.

INT 114- Clinical Pastoral Education Unit 2 (3)

This three-credit course is designed to offer students the opportunity to pursue a career in chaplaincy. The Clinical Pastoral Education Unit 2 course provides in-class and virtual instruction. Upon course and internship completion, students are able to earn professional certification. Prerequisite: INT 113

INT 160- Topics (1-3)

Selected topics not currently offered in Interdisciplinary Studies.

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. Prerequisite: Discipline-specific research course in at least one of the fields of concentration.

Arabic

OT 767- 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. 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 101

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 122

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 introduction to fundamental elements of Korean language; reading, writing, listening and speaking in Korean. The main topics include basic expressions used in everyday life and each lesson covers dialogue, pronunciation, vocabulary, grammar, and role-plays. Students will also have the opportunity to engage and acquire the fundamental understanding of historical and modern tradition/culture of Korea.

Spanish

SPA 101/102-Elementary Spanish I/II (3-3)

An introductory course in the essentials of Spanish grammar and conversation. Both spoken and written Spanish will be studied with the goal of developing good communication skills. Note: Students who have taken 3 or more years of Spanish in high school should take SPA 201/202.

SPA 105/106-Grammar for Spanish Speakers I/II (3-3)

An overview of the Spanish language. Intended for the Spanish-speaking student who has not studied the language formally and will benefit from a complete review of the basic grammatical structures. Permission of the Language faculty required.

SPA 201/202-Intermediate Spanish (3-3)

A review of Spanish grammar and composition, with continued study of the more complex structures of Spanish. Emphasis will be on developing fluency in oral and written work. Readings in Spanish will also be a key aspect of the course. Course conducted mainly in Spanish. Prerequisite: SPA 102 for SPA 201; SPA 201 for SPA 202.

SPA 311/312-Advanced Spanish Grammar I/II (3-3)

Advanced study of Spanish grammar and usage, with emphasis placed on the correct recognition and usage of tenses as applied to literary studies. Foundational for further study of Spanish literature.

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.

MATHEMATICS (MAT) *Traditional Undergraduate*

All courses meet liberal arts elective requirements.

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

MAT108-Math Concepts for the Contemporary World (3)

Making sense of the world and its various narratives requires the ability to process and evaluate quantitative information. This course aims to give students the mathematical tools needed to critically examine quantitative issues arising in statistics, finance, science, and media. Students will learn the basics of logical reasoning, the use of graphs and algebra to create quantitative models, and the role of statistics and probability in analyzing data. These ideas will be used to assess the quantitative claims raised in a variety of contemporary case studies.

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

MAT 211-Math for the Elementary School Teacher (3)

The study of topics from the National Council of Teachers of Mathematics for grades K-6 will be covered. Such topics will include math as problem solving, math as communication, estimation, numbers and numeration, probability and statistics. Education majors only. Prerequisite: MAT 101 or equivalent.

MAT 231-Pre-Calculus (3)

An in-depth study of mathematical ideas, concepts, and solutions relative to algebra, trigonometry, and functions. Prerequisite: Math SAT

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 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 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.

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 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. \$200 Fee.

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 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 in spring.

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 in 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 in 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 summer. (*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 in 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 in spring. (*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 settings and internship cases. Offered in fall.

MFT 622 Personal Development (1)

The aim of this course is to enhance a student's personal and relational growth. Married students have the option of attending a Couple Support Group with their spouses. Distinct from group therapy, the focus will be psychoeducation and marital enrichment as various issues of couple formation will be discussed (e.g., communication, conflict-anger, forgiveness, personality differences, spiritual-emotional-physical intimacy; protective boundaries, etc). Single students will attend an Individual Support Group and select one area of personal growth (e.g., health related concerns, personality development, work related habits, spiritual formation, etc). or relational growth (e.g., friendships, family relationships, co-workers, etc.). Students will participate in their groups for the entire semester. A safe, confidential and professional environment will be fostered by relevant teaching and interactive group discussions. Offered in spring.

MFT 680 Professional Development (1)

This experiential course will focus on the professional development of MFT students. Students will attend the Annual AAMFT Conference as a cohort group with 1-2 faculty members. This experience will enhance the student's professional identity and affiliation with the national MFT clinical organization- The American Association for Marriage and Family Therapy. Students will explore areas of clinical interest by choosing their own itinerary of seminars to attend during this 4-day event. They may have opportunities to present Student Poster research and/or participate in Conference presentations offered by Alliance faculty. Students considering further education may explore doctoral programs that are represented at the conference. (students considering Doctoral Studies may be offered the opportunity to replace Conference attendance by writing a mini-thesis or working on a research project). Offered in fall.

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. Offered in fall and spring.

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 in spring. (*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 a couple's sexuality. Assessment skills for common sexual difficulties and disorders will be offered along with basic systemic treatment interventions. Offered in fall. (*Prerequisite MFT609.*)

MFT 707 Children & Adolescents in Marriage & Family Therapy (3)

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 in all. (*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 (3)

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 in 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 in fall. (*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 Alliance University. 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. Offered fall/spring/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. Offered in spring.

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. Offered summer

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. Offered in fall/spring/summer.

MFT 798 Internship Completion (0)

Students take this course only if they have completed all academic coursework, yet are still completing their clinical internship beyond their scheduled program graduation date.

MFT 799 MFT Capstone (1)

This course is offered during a student's final semester and serves as a summative evaluation of the MFT program and future exploration of post-graduate professional pursuit. Students will be evaluated by content proficiency and/or skill proficiency. Context proficiency will be measured by a comprehensive exam that covers core content taught throughout the MFT curriculum. Designed in a format that replicates the MFT national licensure examination, students will gain an opportunity to prepare for this exam. Skill proficiency will be measured by an evaluative clinical case study that will be written and then orally presented to faculty. Post-graduate professional pursuits will be explored as students examine areas of clinical focus, specialization and ongoing clinical training. Offered in 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 keyboard harmony and piano technique class which is a co-requisite with Literature and Materials of Music. Required of all majors except for candidates in the AS degree program; not required for Music minors.

MUS 103-Fundamentals of Singing (1)

Class instruction in basic vocal techniques including proper breathing, posture, basic diction skills, vocal health, and communication skills. 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.

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. Required for Mus Ed and other 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 in which they are enrolled in Applied lessons. Expected repertoire is listed under "Recommended Repertoire" in the *Alliance University School of Music Handbook*.

MUS 201-202- Piano Class 3 and 4 (1-1)

Course is co-requisites with Literature and Materials of Music. Emphasis is on piano technique. 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. Not required for Keyboard majors.

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. This requirement is waived for any students earning a "B" in Class Piano 4 (MUS 202).

MUS 290- Gospel Music Practicum (2)

A course covering Gospel music vocal pedagogy to prepare students as teachers. This includes the practical aspects of performing gospel music, including vocal health, communication, harmony, and improvisation. Prerequisite: MUS 125 and MUS 318 or permission of the instructor.

MUS 370-Junior Recital (1)

(See recital requirements in School of Music Handbook.)

MUS 402 – Introduction to Opera Coaching (2)

Score study and performance for the pianist or singer whose intent is preparing singers of opera roles or arias to learn their music. The opera coach specifically leads the singer being coached into the understanding of style, phrasing, articulation, intonation, dynamics, emotional expression, and important traditions, helping the opera singer to communicate the music to the audience. Required for Collaborative Piano majors or BM in Keyboard performance in lieu of two semesters of MUS 206. Prerequisite: Fluent score reading, permission of instructor.

MUS 470-Senior Recital (1)

(See recital requirements in School of Music Handbook.)

MUS 475-Concerto Requirement (0)

A complete concerto (normally three movements) approved by the Applied instructor 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)

1 credit- The student will take one 30-minute private lesson per week, and will demonstrate competency in a minimum of three compositions or movements. 1 credit per semester.

2 credits- T

he student will take one 60-minute private lesson per week, and will demonstrate competency in five compositions or movements. 2 credits per semester.

Rarely, and only with the Dean's approval, can students take a three credit applied lesson.

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 or Electric 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)
 MUS 157- Broadway Singing (1-2)

6 or more hours practice per credit per week as an absolute minimum (or 6 hours a week for one credit lesson and 12-15 hours per week for a two credit lesson)

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: MUS321

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)
 Attendance at five School of Music or approved concerts per semester. 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 or elective)

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 courses 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 musicianship 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 218- Introduction to Musical Theatre (3)
 (same as DRA 206, see course description) (liberal arts elective)

MUS 234-Vocal Literature (2)
 A broad study of art song literature, from Baroque to Contemporary, and significant repertoire from oratorios and operatic works. The course will include interpretation and foreign language diction. Prerequisite: MUS 233, Dicton. (Liberal arts elective.)

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. (Liberal arts elective)

MUS 345-Entertainment Industry Economics (3) (For course description see BUS 345)

MUS 347-Music Business I: The Legal Aspects of the Music Industry (3) (For course description see BUS 347)

MUS 349-Music Business II: Music Industry, Recording, Merchandising, Contracts, and Career Development (3)
 (For course description see BUS 349)

MUS 350- Keyboard Literature I (1)
 A broad study of repertory for the solo piano and its compositional forms from the Common Practice period, to include sonatas, variation form, preludes and fugues, the etudes, and character pieces. Composers such as Bach, Czerny, Hummel, Beethoven, Liszt, Tomaszek, Henselt, and others are discussed. Score study is central to this course. Equivalent literature for harpsichord players or organists. (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 effects will also be covered.

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. Required of all vocal majors during their senior year.

MUS 452- Keyboard 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 the instrumental design of the piano are discussed. Equivalent repertoire from this period for organists and harpsichord players. (Liberal arts elective)

MUS 480-Independent Study (1-3)

Independent study in an approved topic in music. Permission of the Dean is required.

MUS 490- Senior Seminar (2)

A capstone course of the School of Music, encompassing 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. Required of all Music majors.

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-Keyboard Pedagogy (1)

The psychology and principles of teaching the beginning and intermediate level piano, organ, or harpsichord 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, communication, 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 Alliance University 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 Alliance University Education faculty. Prerequisite: School of Education approval and successful completion of all methods courses and field experiences.

MUSIC ENSEMBLES *Traditional Undergraduate*

All Music majors are required to take two ensembles each semester, one for one credits and one for zero credits. All ensembles are repeatable classes.

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, a possible spring tour, campus and community appearances, and periodic European tours. Prerequisite: Audition required. (Six semesters of Chorale participation are required for all Vocal majors. (Music Organization)

MUS 167-Instrumental Ensemble (0-1)

This course is designed for all students who play a wind, percussion, or string instrument. This includes music education majors who are learning secondary instruments for student teaching. This course will provide an ensemble experience for students where they will get the opportunity to lead the ensemble, compose, improvise, and learn the basic concepts of ensemble practice.

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 ensembles 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. Emphasizes music of the Renaissance and Baroque, but not exclusively. 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- Jazz Ensemble (1)

An instrumental and vocal 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 the 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. Instrumentalists only. Prerequisite: 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 365-Opera Theater Workshop (0-3)

The study and performance of chamber operas, one-act operas, scenes from major operas, and selected Broadway musicals. Open to all students. Prerequisite: Audition required. Instructor will decide the credit designation.

MUS 366-Musical Theater Workshop (0-3)

The study and performance of selected Broadway musicals. Open to all students. Prerequisite: Audition required. Instructor will decide the credit designation.

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 108 & 109 Literature and Materials 1 & 2.

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. Each student is to learn a minimum of 8 songs. Prerequisite: MUS 233

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 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: Literature and Materials of Music 1 and 2.

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: MUS108 & 109

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.

MUSICIANSHIP and COMPOSITION *Traditional Undergraduate*

MUS 108 - Literature and Materials One (5)

A cultural and musical literacy course. Traditional skills such as listening, music notation, spelling and reading will be developed, alongside an historical and contemporary understanding of art, music, mathematics and philosophy in society.

MUS 109- Literature and Materials Two (5)

An in-depth study of contemporary music from both the vernacular as well as the concert repertoire. Harmony and voice leading skills are developed, and historical topics from Post-Colonialism to the Vietnam War are discussed as they pertain to the development of music from that period.

MUS 111-Basic Musicianship (2)

Provides an introduction to music language skills 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 solfège. 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: Class Piano 1 & 2

MUS 208- Literature and Materials Three (5)

Explores the music from the Classic and Romantic eras. Counterpoint, harmony and voice leading skills are further expanded to include the part writing of longer harmonic progressions.

MUS 209 -Literature and Materials Four (5)

Focuses on music from the Renaissance to the Baroque periods. The full harmonic vocabularies of both concert and vernacular traditions are developed. Harmonic progressions that include all diatonic and chromatic possibilities are expected to be mastered by the conclusion of Literature and Materials Four.

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 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 a similar style. The course includes a strong emphasis on lyric content and development, as well as experimentation with new and original approaches to songwriting. (Liberal arts elective)

MUS 308 Literature and Materials Five (5)

A review of history and theory topics from the previous four seminars. Literature and Materials Five is also a study of post-tonal theory and the many connections of music theory to mathematics and philosophy.

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: MUS209, Literature and Materials of Music 4

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 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

MUSIC in Worship Traditional Undergraduate

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 109

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 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: MUS208, L&M 3

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 residency.

MUS 415- Music and Worship (2)

A capstone course for music majors in their junior or senior year 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)

Gospel Music Courses Traditional Undergraduate

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 205- Introduction to Gospel Keyboard (1)

Gospel song is frequently based upon the music of the Hammond organ. For Gospel music performers, the last semester of keyboard performance consists of an introduction to that highly-expressive instrument, as well as an introduction to the unique styling of the Gospel piano. Required for Gospel Music Performance majors. Prerequisite MUS 201.

MUS 290- Gospel Music Practicum (2)

A course covering Gospel music vocal pedagogy to prepare students as teachers. This includes the practical aspects of performing gospel music, including vocal health, communication, harmony, and improvisation. Prerequisite: MUS 125 and MUS 318 or permission of the 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. (liberal arts elective)

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. (liberal arts elective)

MUS 339 Gospel Conducting

Conducting techniques for choral and instrumental music in standard and sub-divided rhythms are taught, through the specialized approach to conducting required for expressive Gospel technique. Required for Gospel Performance Majors. 2 credits. Prerequisite Mus 222

MUS340 Performing the Traditional Spiritual in Gospel Style

The African American Spiritual is a precursor to Gospel music, and the milieu in which the spiritual was created, together with the improvisatory nature of its creation, make it a unique expression in American music. The understanding of taste and the tradition are the basis of convincingly interpreting the African American spiritual. Performance seminar. Required for Gospel Music Performance majors. 2 credits.

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: MUS208, L&M 3 (liberal arts elective)

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.

ORGANIZATIONAL LEADERSHIP (LDG) *Graduate School of Business & Leadership (MSOL)*

MSOL First Trimester

LDG 640 Foundations of Organizational Leadership (3)

This course provides an analysis of major leadership theories 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. Based on the insight gained in this course, students will create a personalized leadership development plan. A final outcome of this course provides students with the opportunity to develop an empirical based proposal to conduct a study that addresses a socially relevant leadership and organizational issue. This proposal will continue to be revised post this course, until it is ready for Institutional Review Board (IRB) submission. Once the proposal is approved by IRB, students will be allowed to conduct data.

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)

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.

LDG 670A Thesis Seminar I (1)

In this course, students are required to submit a draft of a thesis proposal that includes a draft of Chapter I (Introduction), and Chapter II, (Literature Review), Chapter III (Methodology), All documents are required for IRB submission. Survey Instrument and IRB form. *(Additional class time will be required)*

MSOL 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 the 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 completion of Chapter IV (Results) and Chapter V (Discussion and Conclusion). In addition, students may be required to complete revisions throughout the entire document. Once all chapters are edited and complete, students begin thesis defense preparation. (Additional class time will be required) (pre-req LDG 670)

MSOL 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 to develop an action plan for change management based on the results of their research. A PowerPoint presentation is prepared for client feedback. *(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 are required to participate in an oral and written defense of their thesis. Upon successful defense of their thesis students will receive a grade.

Organization Management *Courses only available to students in the School of Business and Leadership*

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 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 organization forms, the development of culture and behavior, and the impact of the 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 workforce.

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 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 essays 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 Biblical 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.

Nursing Level One:

Enrollment in the following Level 1 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher; GPA 2.75 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 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 292 - Foundation for Nursing Practice(5)

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 (3-2-4).

Nursing Level Two:

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).

Nursing Level Three:

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 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 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 2020* 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 (2-0-6).

OLD TESTAMENT (OT) *Alliance Theological Seminary*

(Please note: 600-level book studies are in English; 700-level book studies use Biblical 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 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 Alliance University. 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 Alliance University and inspiration for Alliance'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. A Special Course Fee to cover the cost of the trip will be attached. Instructor permission required.

PMN 252-Leadership and Character Development (3)

This course is designed to develop knowledge of what characterizes a strong leader, help the student to assess his/her strengths and weaknesses as a leader, and engage him/her in practical and experiential leadership exercises. (Same as 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. Instructor's permission required for non-majors. Prerequisite: PMN 100.

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 and BIB 331.. 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 318- Business as Mission (3)

This course focuses on understanding and encouraging people to form for-profit businesses that will benefit the community and proclaim the gospel 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 prerequisite 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 prerequisite 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, lighting, 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 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 will take place and students will be able to pattern ministry after the model set by Jesus during his earthly ministry.

PMN 335- Pastoral Epistles (3)

The pastoral epistles reveal the deeper calling of church leadership to seek the will of God for the children of God. Through a study of 1 Timothy and 2 Timothy and Titus, students will observe the insights of Paul as he handled the conflicts and struggles leaders faced in the early years of the church.

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-Leadership and Administration (3)

Principles of the organization and administration of church ministries, including coordination of program and personnel, budgets and financing, personal time management, and leadership development.

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, weddings, administering ordinances, conducting meetings, visitation, and pastoral care. Prerequisite: PMN 311. Instructor's permission required for non-majors.

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 the 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 requirements.

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 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 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 the opportunity to exercise their own moral thinking by applying those theories to a variety of contemporary moral issues. Prerequisite: PHI 101.)

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 441-Philosophy of Religion (3)

The course centers on questions concerning the relationship between faith and reason, the attributes of God, and the nature of things like: miracles, evil, and religious experience. (Same as REL 441)

PHI 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 121-Foundations of Physical Education and Sport (3)

A basic introduction to physical education dealing with the philosophical, historical, biological, physiological, sociological and political foundations of physical education. Emphasis is placed on helping the student become aware of the basis for sport in America through the development of physical education.

PED 211-Physical Education for Educators (1)

The course is designed to offer practical experience in activity planning, implementation, and evaluation. Candidates will develop an understanding of motor development and physical activity as central elements to foster active, healthy lifestyles for N-6th grade students as well as their roles in academic learning.

PED 222-Exercise Physiology (3)

Basic metabolic processes occurring at rest and during exercise; dynamics of muscular contraction and circulation; the relationship of nutrition to physical performance; and effects of age, environment, and gender on physical activity. (liberal arts elective)

PED 234-Personal Health Strategies (3)

Provide the necessary knowledge and skills to develop a personal fitness/wellness program and to achieve greater lifelong health. Includes component of first aid and CPR as directed by the American Red Cross.

PED 319-Sport Management (3)

Course intended to survey approach to the field of sports management. Topics covered include evolution of sports management, career opportunities, communications in sport, ethics in sport, technology in sport and basic management issues including scheduling, personnel, etc.

PED 328-Principles of Coaching (3)

A survey of the psychological, motivational, technical and tactical development of a sports coach. Includes practical application as well as administration and organization aspects of coaching interscholastic or recreational teams.

PED 329-History of Sports in Society (3)

A survey of past and present roles sport has played within our society including the impact on the educational system, the media, family and economic structures. Areas include heritage, social status, personality and race will be addressed. (liberal arts elective)

PED 490-Sports Internship (1-3)

The practical application of business knowledge in an applied setting will be studied. The location and nature of the internship must be approved by the Department Chair and Dean.

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.

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 requirements.

PSY 101-General Psychology (3)

This course is an introduction to the scientific study of human behavior and mental processes. Topics will include neuroscience and behavior, sensation and perception; states of consciousness; learning; memory, motivation; thinking, language, and emotions; stress; personality; psychological disorders; and 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 literature review and 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 the instructor. Prerequisite: ENG101.

PSY 242- Prenatal and Neonatal Psychology (3)

This course examines physiological, social, psychological, and cognitive development from conception until the end of the second year of life. Topics include genetic and chromosomal factors, pregnancy, birth, temperament, sensorimotor intelligence, attachment, emotions, language, and personality development.

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.

PSY 246-Child Psychology (3)

This course examines physiological, social, psychological, spiritual and cognitive development from infancy until the beginning of adolescence. Topics include brain, motor, emotional, personality, cognitive, and language development, gender roles, play, divorce, child maltreatment, and family and community interaction.

PSY 248-Adolescent Psychology (3)

This course examines physiological, social, psychological, spiritual and cognitive development from the beginning to the end of adolescence.

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 (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 321-History of Psychology (3)

This course examines the historical development of contemporary psychological concepts and theories will be reviewed.

PSY 337-Statistics for Social Science (3)

This course is an introduction to statistical methods as applied to the social sciences. Topics include frequency distributions, graphs, measures of central tendency, variability, correlation, sampling errors, and t-tests. Prerequisite: Any Math course.

PSY 339-Experimental Psychology (4)

This course is an introduction to the principles and procedures of research in psychology and will be presented with an emphasis on the experimental method. An APA style research paper will be required. Prerequisite: PSY 337.

PSY 342-Psychopathology (3)

This course presents descriptions and studies of the major behavior disorders including their origin, diagnosis, treatment, and prevention.

PSY 345- Psychology of Addiction (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.

PSY 348-Human Sexuality (3)

This course includes the 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.

PSY 354-Health Psychology (3)

This course investigates the psychological issues regarding health promoting and maintaining behaviors, prevention and treatment of illness, etiology and correlates of health, illness, and dysfunction, and an analysis of the health care system and the formation of health policy.

PSY 411 - Cognitive Psychology (3)

Examines the cognitive processes broadly referred to as "thinking." Emphasis will be placed on a discussion of memory models, consciousness, attention, language, concept learning, reasoning, problem-solving, and neural networks. Classical theories and experiments in these areas will be reviewed.

PSY 424 - Sensation and Perception (3)

Examines the processes underlying how we experience (sense) and interpret (perceive) the world around us. Emphasis will be placed on the function and structure of the various sensory systems and their corresponding processing centers in the brain

PSY 438- Biopsychology (3)

This course presents an overview of the physiological processes relating to human behavior. Topics include the central nervous system, neurotransmitter and neurohormonal functioning, the biological basis for emotions, perception, motivation and brain disorders.

PSY 441-Psychology of Personality (3)

The course will examine the major personality theories, with emphasis on their consistency, completeness, relation to empirical data, and practical implications.

PSY 443-Psychology of Learning (3)

This course examines historical and contemporary issues in learning. Topics include respondent and operant learning principles, stimulus control, reinforcement, shaping, verbal behavior, and imitation.

PSY 444-Psychotherapy (3)

This course is 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 course examines a review of some area of psychology not covered by other courses. Topics will vary.

PSY 470-Psychology Capstone (3)

This course covers a review of the field of psychology with the successful completion of the department outcomes assessment. Prerequisite: PSY 253; open only to senior Psychology major (90 credits or more complete) s or minors.

PSY 480-Independent Study (1-3)

The student will complete an independent study in an approved topic in Psychology. Permission of the Department Head and Dean is required.

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 meet liberal arts elective requirements.

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 worldview.

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 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 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.

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 members, 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 602 Introduction to Chaplaincy (3)

This course will explore the United States military chaplaincy: its organization, role, and mission in support of the men and women who comprise our Armed Forces. Special focus will be given to understanding the context of ministry as military chaplains and the multiplicity of factors that affect providing religious support. The course will examine key issues that military chaplains must understand in order to minister effectively in the complex environments in which the military functions. A partial list of these issues will include separation of Church and State, religious pluralism within the military and society, and the relationship of religion to culture. Students will learn through a combination of activities to include reading and writing assignments, class lectures and discussions, individual research, and student briefings. Students will have the opportunity to learn and grow through interaction with one another and a variety of special guest lecturers.

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 in fall. See Mentored Development (p. 54). Prerequisite: 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 in spring. See Mentored Development (p. 54). Prerequisite: SF603.

SF 735 Spiritual Leadership (3)

This course focuses on the characteristics and responsibilities of a spiritual leader. It will examine spiritual leadership from a Biblical perspective and differentiate between a business leadership model and a spiritual leadership model for the church. The student will receive practical tools for developing the characteristics and skills of a spiritual leader in a modern context.

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 requirements.

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.

SOC147- Our America (3)

Our America explores various narratives of how America came to be, not only from traditionally predominant perspectives, but also those of Black/African Americans, Hispanic/Latinx Americans, Asian Americans, Indigenous peoples, immigrants, and undocumented peoples. In this course students will learn about key sociological concepts including tradition, class race, and values, while exploring and experiencing stories of commodification, exploitation, and resilience in the face of great adversity. This course will help students to construct a critical understanding of what kind of country the United States is, and how we can incorporate relevant narratives to further understand the American story. Part of this course involves experiential learning in which students will visit numerous museums in New York City and hear first hand accounts of people from various backgrounds. (replaces SOC 347)

SOC 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. (also PMN 205, ICS 205)

SOC 302 – Faith, Power and Advocacy (3)

This course will examine the theory of structural and institutional racism as one interlocking element of a complex system designed to continually oppress people of color and the integral role that Christianity has in birthing and perpetuating it, and now must play in dismantling it.

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 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 GCD 334)

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 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.

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 242- 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 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 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 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 lifespan 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 60 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 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 taken during the senior year of the SWK program. It requires a total of 225 hours of field learning in a social service agency. It will provide students with opportunities to acquire skills in generalist social work practice, to try out social work practice roles in the field, and test 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. The hours provided in the agency are part of field instruction and a salary will not be provided. In addition, students are required to attend 14 hours of field seminar sessions throughout the semester with the purpose of allowing further opportunity to process field experiences. and connect those experiences to social work theories. Co-requisite: SWK 416 \$95 Fee.

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 communicates. It explores the 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 workers 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. \$95 Fee

SWK481 - Clinical Knowledge of Substance Use Disorders I: Basic Knowledge of Physical, Psychological, and Pharmacological Effects (3)

This course gives students foundational knowledge on the physical, psychological, and pharmacological effects of substance use disorders. The content includes the following topics: history and evolution of substance use disorders; patterns of use and current trends for alcohol, tobacco, and other drugs (ATOD); the effects of ATOD ingestion on the brain and body ATOD pharmacology and the interaction of ATOD with other medications; signs and symptoms of substance use; the biopsychosocial aspects of substance use; emotional, cognitive, and behavioral aspects of substance use; and the potential for multiple substance use disorders.

SWK482 - Clinical Knowledge of Substance Use Disorders II: Overview of the Addiction Field (3)

This course gives students an overview of a variety of theories, research findings, treatments, and recovery. The content includes terms and concepts related to theory, research, and the practice of treatment approaches; risk and protection factors related to substance use; a continuum on substance use disorder services and treatments; the developmental stages of recovery; and knowledge of common payer systems and funding sources.

SWK483 - Clinical Knowledge of Substance Use Disorders III-a: Diversity of Intervention and Treatment Approaches (1)

This course gives students knowledge of the theory and the applications of evidence-based interventions and treatment approaches; non-traditional treatment methods; medication supported recovery/medication—assisted treatment; 12-steps and mutual aid groups; a continuum of care and resources; and grant funding requirements.

SWK484 - Clinical Knowledge of Substance Use Disorders III-b: Practical Knowledge and Skills for Substance Abuse Treatments and Services (1)

This course gives students the practical knowledge and skills required to provide substance abuse treatments and services. The content includes diagnostic criteria for substance abuse disorders; evidence-based diagnostic tools and systems; toxicology testing/screening; and collaborative documentation.

SWK 496 - 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. Offered Spring Even year.

SWK 498 - 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.

SOCIAL WORK (SWK) *Graduate*

GENERALIST COURSES

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. The hours provided to the agency are part of field instruction and a salary will not be provided. In addition to completing hours in their field placement, students are required to attend 14 hours of 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 \$95 Fee

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 generalist 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 on 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 lifespan 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 hours of 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 \$95 Fee

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 SPECIALIZATION

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, the focus will be on providing a 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 generalist 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 \$95 Fee

SWK617A- Field Instruction and Seminar II (3)

This is the first of three field instruction courses taken on a decelerate schedule when permission is granted by the Director of Field Education. 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. 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 \$95 Fee

SWK626 -Advanced Clinical Assessment and Diagnosis (3)

Advanced clinical assessment and diagnosis courses 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

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:.. (\$175 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 generalist 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 specialization 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 \$95 Fee.

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 specialization 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 \$95 Fee

SWK 657B-Field Instruction & Seminar IV (2)

This is the third 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 specialization 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 IV

SWK 657C - Field Instruction & Seminar IV (1)

This is the third course of three field instruction courses taken on a decelerated schedule during the specialization year of the MSW degree program when approved by the Director of Field Education. It is the completion of Field Instruction & Seminar IV, SWK657B and requires 75 hours of field learning that will consist of 7.5 hours per week in a social service agency in addition to 7 hours of field seminar. Students will continue to build upon and refine application of the core competencies within their specific area of specialization at the previously assigned field site. 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: SWK657A Field Instruction & Seminar IV (3)

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 Alliance'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 generalist courses and the first specialization semester courses (\$265 fee applies)

LEADERSHIP IN ORGANIZATIONS AND COMMUNITIES SPECIALIZATION

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

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 ensure 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.. 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

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 transformational 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 Alliance'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 the licensing exam is a component of this course. Additional fee for the course is \$200.

Social Work Electives

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.

SWK 586-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.

SWK 598 - 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 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.

SWK636 - Leadership and Organizational Practice I (3)

Leadership and Organizational Practice I is offered as an elective for students who are interested in performing 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. Offered annually Fall semester

SWK 661- Social Work with Congregations and Faith Based Organizations (3)

This course discusses the history and energy behind thriving social work activities in congregations and faith-based organizations from the 19th 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.

SWK674- Health and Social Work (3)

This course will provide students an opportunity to explore the continuum of chronic illness and disability focusing on the medical and psychosocial aspects of physical health conditions and the cultural meanings ascribed to illness, including the impact of illness on families over the life course. Focus also will be directed to the application of clinical interventions for coping with illness, self-concept, identity formation, and the impact of illness on family relationships. Students will examine evidence-based individual, family, and group modalities in working with chronic illness and disability. Attention also will be directed to the interdisciplinary professional relationships that social workers must form within the health care system and the role of the social worker. Delivery of health care services and intervention strategies will focus on the disabled, the poor, the oppressed, and populations at risk, including women and children, ethnic and racial minorities, the elderly, prisoners, etc.

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. Offered Winterim.

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 682-Social Work with Congregations and Faith-based Organizations (3)

This course reveals the history and energy behind thriving social work activities in congregations and faith-based organizations from the 19th 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 683 -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. Offered Spring Even year.

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 688 - Human Trafficking (3)

This course will explore the complexity of human trafficking as one of the fastest growing criminal enterprises in the world. Through weekly readings and research, including class discussions, students will learn the causes, effects, and the various forms of human trafficking towards exploitation particularly of children, youth, men, and women. In this class, we will provide a broad overview of trafficking in human beings in its historical, legal, political and social contexts. Students will gain a basic understanding of the risk factors, warning signs, and trafficking terminology. Topics include but are not limited to: Domestic Minor Sex Trafficking, Cyber Violence/Victimization, Domestic Abuse/Sexual Abuse, Advocacy, Empowerment and Social Standards. Offered Spring

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. Offered in Fall.

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 anxiety and mood disorders. Offered in 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 in fall.

SWK 734 - Play Therapy (3)

The purpose of this course is to provide students with an understanding of a variety of play therapy theoretical orientations and specific skills, which can be implemented when working with children and their families. This class format includes a combination of lecture, discussion, individual and group experiential exercises, video clips, and role-play. Students will have numerous opportunities to practice play therapy situations and experiment with a variety of play therapy media in each class session. This course is designed for maximum student involvement and participation to facilitate the integration of practice, theory, and research.

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 in spring.

SWK 751 - Clinical Knowledge of Substance Use Disorders I: Basic Knowledge of Physical, Psychological, and Pharmacological Effects (3)

This course gives students foundational knowledge on the physical, psychological, and pharmacological effects of substance use disorders. The content includes the following topics: history and evolution of substance use disorders; patterns of use and current trends for alcohol, tobacco, and other drugs (ATOD); the effects of ATOD ingestion on the brain and body ATOD pharmacology and the interaction of ATOD with other medications; signs and symptoms of substance use; the biopsychosocial aspects of substance use; emotional, cognitive, and behavioral aspects of substance use; and the potential for multiple substance use disorders.

SWK 752 - Clinical Knowledge of Substance Use Disorders II: Overview of the Addiction Field (3)

This course gives students an overview of a variety of theories, research findings, treatments, and recovery. The content includes terms and concepts related to theory, research, and the practice of treatment approaches; risk and protection factors related to substance use; a continuum on substance use disorder services and treatments; the developmental stages of recovery; and knowledge of common payer systems and funding sources.

SWK 753 - Clinical Knowledge of Substance Use Disorders III-a: Diversity of Intervention and Treatment Approaches (1)

This course gives students knowledge of the theory and the applications of evidence-based interventions and treatment approaches; non-traditional treatment methods; medication supported recovery/medication—assisted treatment; 12-steps and mutual aid groups; a continuum of care and resources; and grant funding requirements.

SWK 754 - Clinical Knowledge of Substance Use Disorders III-b: Practical Knowledge and Skills for Substance Abuse Treatments and Services (1)

This course gives students the practical knowledge and skills required to provide substance abuse treatments and services. The content includes diagnostic criteria for substance abuse disorders; evidence-based diagnostic tools and systems; toxicology testing/screening; and collaborative documentation.

SWK 770- Topics in Social Work (1-3)

Courses offered on an ad hoc basis to give additional elective options.

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 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 Theologies (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*

THE 313 - Sex, Gender, and the Bible (3)

An interdisciplinary examination of the nature of sex (male and female), the nature of gender (masculinity and femininity), sexuality, sexual intercourse, and relationships. Biblical studies will focus on the question of gender roles in marriage and in the church, especially the egalitarian-complementarian theological debate. Discussion will also touch on the related issues of singleness, celibacy, sexual identity, and gender-related rites of passage.

THE 314 - Theology of Social Justice (3)

An exposition of social justice in the Bible and Christian history. Special attention is given to the holistic nature of salvation as expressed in the Bible and the work Christians have accomplished on behalf of the powerless and oppressed in history and today. Discussion will focus on issues such as racism, classism, and sexism.

THE 320 - Historical 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 - Christian Spirituality (3)

An introduction to the history of Christian spiritual formation practices and disciplines through the ages. Attention will be given to martyrs, monastics, mystics, Reformers, and more. Study will focus on the major players and their practical spiritual practices.

THE 325 -The Pentecostal Movement (3)

An exposition of the factors leading up to the Pentecostal movement, Pentecostal leanings in the history of the Church, and its spread through the world as well as into mainline denominations.

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 applications 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 330 - Christian Ethics (3)

An in-depth examination of ethics in the Holy Scriptures and Christian history. Special emphasis is placed on the life and teaching of Jesus Christ and the letters of Paul as the foundations of a Christian ethical and moral theology. Prerequisite BIB 201 or permission of instructor.

THE 331 - Women in Christian Tradition (3)

The role of women in the history of the church is an untold story. This course focuses on women's roles and influence through the ages as deacons, nuns, letter-writers, leaders, and preachers, beginning in the New Testament narrative and continuing to today.

THE 332 - Ritual and the People of God (3)

An exposition of the worship described in the Bible (sacrifice, festal cycle) as well as the major practices of Christians in history and today. Special attention will be given to sacraments, feast days, and other corporate worship elements.

THE 333 - Three Great Christianities (3)

An exposition of what Roman Catholicism, Eastern Orthodoxy, and Protestantism share, where they differ, and whether ecumenism is possible.

THE 335 - Wealth and Poverty in the Gospels (3)

The course will examine the views of wealth and poverty that are reflected in the canonical Gospels. Special attention will be given to the development of these ideas in ancient Judaism as a background for Jesus' ministry. Theological trends such as, eschewing wealth, the value of poverty, giving away all of one's belongings to the poor, and God's divine response to the sufferers of impoverishment will be analyzed in this course.

THE 336 - The Image of Humanity in Ancient Judaism and Nascent Christianity (3)

The course is intended to examine the theological anthropology of ancient Judaism in order to understand the background of the Gospels' teachings on the value and importance of each human being. Special attention will be given to the dueling conceptions of the humanity's creation in the "image of God" (*imago dei*) and from the "dust of the ground" – an idea that is found in some of the Dead Sea Scrolls that were authored by the Qumran community – and the manner in which these influence Jesus' teachings on charity, redemption, and the kingdom of heaven.

THE 337 - The Historical Relationship of Judaism and Christianity (3)

The course is intended to examine the history of the relationship between Judaism and Christianity from ancient Judaism and nascent Christianity to modernity. Special attention will be given to the relationship of the Jesus movement to ancient Judaism, as well as key historical events that shaped this relationship, e.g., the two Jewish revolts, the reign of Constantine and the Byzantine Empire, the Crusades, the Inquisition, the Holocaust, the founding of the State of Israel and Christianity's revitalized search for the Jewish Jesus and Paul in the modern period. Students will be introduced to the ancient texts, historical documents, children's books, movies and documentaries in order to grasp the contours and complexities of the relationship between these monotheistic faiths

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 368 - Old Testament Exegesis (3)

A survey of the principles of biblical interpretation and application. Throughout the semester, students learn the principles and practice of Old Testament exegesis, via topics such as: word studies, grammatical analysis, contextual interpretation, figurative language, and biblical genres. (Prerequisite: BIB 102)

THE 444 –The Messiah (3)

An introduction to the origin and development of the idea of the Messiah in the Hebrew Scriptures, Ancient Judaism and the New Testament. Particular attention is given to key biblical texts and how they were interpreted to speak to the yearning for redemption among the communities living in the days of the Second Jewish Commonwealth—including nascent Christianity.

THE 446 The Church (3)

A biblical and historical study of the origin, purpose, function, and marks of the Church; its universal and local manifestations; how its struggles with the larger issues of the orthodoxy, unity, purity, and worldliness have affected its character and witness.

THE 451- The Holy Spirit in Early Jewish and Christian Understanding (3)

The course is designed to assist the student in understanding the importance of language, literature, and the historical and religious setting in our understanding of developing notions regarding the Holy Spirit in early Jewish and Christian thought.

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 members, 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 needs 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 602 Introduction to Chaplaincy (3)

This course will explore the United States military chaplaincy: its organization, role, and mission in support of the men and women who comprise our Armed Forces. Special focus will be given to understanding the context of ministry as military chaplains and the multiplicity of factors that affect providing religious support. The course will examine key issues that military chaplains must understand in order to minister effectively in the complex environments in which the military functions. A partial list of these issues will include separation of Church and State, religious pluralism within the military and society, and the relationship of religion to culture. Students will learn through a combination of activities to include reading and writing assignments, class lectures and discussions, individual research, and student briefings. Students will have the opportunity to learn and grow through interaction with one another and a variety of special guest lecturers.

UR 610 Urban Social 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 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 325- Cultivating Healthy Marriages (3)

This course guides those going into ministry to learn how to cultivate strong marriages, both personally and professionally. Students explore how they can use the challenges, joys, struggles, and celebrations of life to draw closer to their spouse (present/future) and God and to help others draw closer to their spouses (future or present) and God. Special areas of focus include: sex, finances, history, and future goals, and communication.

YFS 331- Working with Children (3)

The church's objectives and program for children are 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 349- Family Dynamics and Systems (3)

While considering sociological and psychological analysis of families, this course offers theoretical, theological, and practical resources for developing needed family ministries within the local church. Students will also better understand their own families of origin and develop mature philosophies for their future families of procreation.

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, 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 392-Student Teaching II (1)

Advanced teaching methodology, supervised field experience, and construction of teacher training events related to ministry courses; students teach one hour each week throughout the year. To be taken in junior year. Prerequisite: YFS 391

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 401- Teaching Students & Equipping Leaders in Youth & Family Ministry (3)

The church is responsible for bridging Christian education with spiritual formation in their disciple-making ministries. This course will provide a tool box of pedagogy to develop sermons into lesson plans with active learning as well as practice building a scope and sequence for the ministry to follow. Each student will examine the needed values for a leader in ministry and will develop plans to train competencies and refine individuals on a team.

YFS 442- Mentoring and Coaching Relationships (3)

This course provides an 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, 492, 493-Seminar and Practicum in Youth and Family Studies I & II (3-1-3)

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 the Department Head.

The Advisement Center

Shaun Patterson - Director

Mission:

The Advisement Center is an institutional one-stop-shop to help students navigate their academic and social needs. All students will be connected to an advisor who will support them as they embark on their academic journey. The Advisement Center will not replace the role of academic advising. Students will need to maintain contact with their advisor for issues such as creating a course schedule or clarifying requirements of the major. The Advisement Center proactively monitors a student's progress throughout the academic program and intervenes when necessary. Under the Advisement Center are the below departments.

Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program (HEOP) is a federally funded program that was initiated at Alliance University 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 Alliance University, but whose standardized test scores and/or previous academic performance may not fully demonstrate this potential.

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.

Testing Center

Accuplacer Policies Students enrolled at Alliance University are required to take a placement test administered by the University 97 | Alliance University Board. The results of the ACCUPLACER exam will determine the course level in math and English a student is qualified to take. The tests provide valuable information about academic performance. The test can be taken in person or virtually.. **First Year Courses** • Intermediate Writing (3 credits) • Foundations of Algebra (3 credits) **Exemptions** Students who meet the following criteria are exempt from taking a placement test. (All exemptions will be issued by the Admissions Office) • Earned a 2.5 GPA in high school and received a C or better in math or English • Transferred 60 credits or more **In-Person Proctoring Location:** Alliance University - Lower Level Room B11 **Making an appointment** • Students will make an appointment with their admissions counselor. • A proctor will be available Monday through Thursday 11:00 AM to 5:00 PM to schedule an appointment • The ACCUPLACER exam can take up to 4 hours. The earliest start time is 11:00 AM and the latest start time is 12 noon (Time slots: 11:00 AM -3:00 PM or 12 Noon - 4:00 PM) **Policies:** • Students are allowed to use the restroom or take a short break during the ACCUPLACER. However, the proctor will inform the student to keep track of the break time. • Students are not allowed to bring a physical calculator into the test center or use handheld calculators during the ACCUPLACER unless the students have been approved through official accommodations. • Once the students complete their exam, they will make an appointment with Devona Stewart to schedule their DEV courses for the semester. **Students with Accommodations:** • Accommodations for ACCUPLACER exams are approved by schools, universitys, or test centers, so students do not need to go through the University Board request process before taking those exams. • If students need accommodated test formats—such as braille or a prerecorded audio (MP3 via streaming)— the schools or test center must order them before test day. • Students must show disability documents to Alliance University and the test proctor before making an appointment for the Accuplacer exam

Tutoring Center

Tutoring Services offer one on one meetings for students with certified peer tutors. These meetings help with course content along with learning strategies for a selection of required academic courses offered. Our tutoring philosophy is consistent with Alliance University's mission and core values both inside and outside of the classroom. We believe tutoring can facilitate personal transformation as students begin to rise to university expectations and embrace standards that can foster the benefit of being academically engaged and self directed. Tutoring Services also promote independent preparation by empowering students to utilize various approaches to developing study skills, note taking, effective communication with professors, exam preparation and utilizing academic resources. Alliance University is a member of the University Reading and Learning Association (CRLA) which provides an annual certification program for all AU tutors. For more information, contact: Cassidy Crossett, Tutoring Director (646) 564-6931 tutoring@nyack.edu Mon-Fri 9AM to 5PM Tutoring Appt. Availability: Mon-Sun 8AM to 9PM both in-person and virtually.

Disability Support Services

The Office of Institutional Disabilities helps students with various disabilities to receive equal access to academic, social, spiritual, and cultural programs offered on campus. Based on current and comprehensive documentation from a qualified practitioner, we will support students' requests for reasonable accommodations 98 | Alliance University that will help them to optimize the learning experience. The HEOP office will handle all outside services required to accommodate those students who are in the HEOP. It is the policy and practice of Alliance University 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 Alliance University. Alliance University is committed to the student as a whole person and believes that each student has infinite value to God. Alliance University desires that all students that we serve realize their full potential and recognize the unique value of others. In this spirit, we provide reasonable accommodations to disabled students to help optimize their learning experience, while encouraging them to develop and maintain independence. All communications between students and the Office of Disability Support staff are confidential, as is any supporting documentation maintained on file. Arquisha Moreno - Director of Disabilities/Accommodations Email:arquisha.moreno@nyack.edu / Phone: 646-564-6737 Virtual-Proctoring - Examity What is Examity? Examity is an online proctoring solution that gives students the flexibility option to take exams remotely. Policies: • Students have the option to complete the Accuplacer online-proctoring by Examity ONLY if they cannot take the exam in-person due to COVID-19 or students who are out-of -state. • If a student would like to take the Accuplacer online, they must give us 24 to 48 hour notice to schedule an appointment. • Students will always have access to Examity 24/7 - technical support through phone, email or chat. • ACCUPLACER tests can only be administered on a desktop computer or laptop. The device must have a webcam and microphone (built-in or external)

College to Career Services

The College to Career Services(C2C)team prepares and places students in professional internships and full time jobs upon graduation. C2C provides preparation through career development workshops, forums, and small group conversations across all majors. Career assessments, one-to-one sessions, informational interviews, shadow days, research and profile developments round out a full cadre of services available to our students.

The Writing Center

Statement Regarding Writing Instruction, Support, and Assessment:

The Alliance University 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 Alliance University student is equipped to write more effectively during his/her collegiate experience and beyond.

To accomplish this aim, Alliance University provides numerous levels of support and resources. These include an on campus Writing Center 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 Alliance University 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 Alliance unless they have satisfactorily completed the equivalent at an accredited college or university. To assess a student's progress in writing development, all incoming freshmen take the Initial Assessment Tool, a timed writing assignment, which establishes a baseline which indicates a 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 Alliance 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.

Division of Library Services

Christy Choi, Director of Library Services
Sunya Notley, Reference and Instruction Librarian

Mission

The division of Library Services enriches the learning experience by providing quality resources and responsive service to encourage users to develop life-long critical thinking skills within a Christian framework.

Vision

The Division of Library Services proactively seeks ways to improve its patrons' experience and satisfaction in their engagement with library services and resources.

Values Statement

Welcoming Environment
Engaging collaboration
Leading-Edge Services
Learner-Centric Design and Planning
Scholarly resources

Resources of Eastman Library in Manhattan, support the academic research needs of ATS and Alliance students and faculty. The collection contains approximately 4,000 print books, 670,000 purchased or subscription e-books, as well as online reference, serials and streaming video and audio resources. Encore, the library online discovery system, displays physical items in Eastman Library 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 Alliance and Alliance Theological Seminary. 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, computer labs, and other public institutional computers. 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 library, New York Public Library in NYC. Reciprocal borrowing privileges are available through the American Christians Library Association (ACL) or the American Theological Library Association (ATLA) Online students have reciprocal borrowing options locally with dozens of other institutions located throughout the United States.

The library is staffed by 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.

LIBRARY POLICY AND HOURS

Visit the library's homepage located at: www.nyack.edu/library for the library policy and current Library Hours.

CONTACT INFORMATION

NYC Campus
Eastman Library (NYC Campus) 2 Washington Street New York, NY 10004 646.378.6100 x6799 eastmanlib@nyack.edu

INFORMATION LITERACY

Individualized reference assistance and group instruction (the latter often in cooperation with faculty) provided by the library 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.

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.

Program Assessment

The following assessment instruments (among others) are used to assess program effectiveness:

Assessment	Context	Frequency
Annual Library Student Survey	Undergrad and Grad Students in Manhattan and Online	Taken annually
Annual Library Faculty Survey	Faculty for all undergraduate and graduate programs	Taken annually

Library Statistics	Results from annual statistics	Statistics are submitted annually to the Director 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

Off-Campus Programs

The student academic experience is further enhanced through off-campus study programs. Alliance University offers many opportunities for students to study off-campus through international academic courses taught abroad by our faculty through our Global Service-Learning office, and through semester abroad programs through the CCCU. Many of our international programs provide the opportunity for internships.

For more detailed information on these programs and how to go about studying off campus, contact the Global Service-Learning office at: gslassist@nyack.edu. Off Campus programs will be promoted each semester and supporting information on the application and other resources will be available through the website at www.nyack.edu/gsl

Faculty-Led Global Service-Learning Courses:

El-Araj Excavation Project

The excavation schedule is represented by two 2-week sessions. The time spent at the excavation will be supplemented by guest lectures and local field trips. The 2021 season will reach additional Roman occupation as the earlier Crusader and Byzantine structures are removed. We hope to expose the entire mosaic floor discovered in 2019 and locate an inscription that might help us date and properly identify this church. New squares in Area A will be opened in an effort to completely reveal the size of the Byzantine church. A new area (Area D) will be opened to reveal more of the Roman structures just under the surface.

Israel

Alliance University and Alliance Theological Seminary invite you to join a unique travel opportunity to the Holy Land. Our journey is a study of the physical, historical and cultural settings of the land of the Bible in the days of the New Testament. We will give particular attention to how these elements influenced and affected the world in which Jesus lived. This study trip is a focus on historical geography, which is an integration of geography, history, archaeology and ancient literature. Preparatory reading assignments and map studies will maximize your learning experience during your travel from Dan to Beersheba and beyond. Relevant archaeological, historical, and biblical information will be presented in our field studies to enhance your learning experience. Special guest lectures by renowned Israeli archaeologists will complement our efforts to provide you a most rewarding trip to the Holy Land.

Cebu

This Global Service-Learning trip will provide students with heartwarming experiences centered around the G1:27 children's ministry founded and directed by our alumni in Nangka, Philippines. Students will have the opportunities to investigate the life of children who live in extreme poverty. 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.

Greece

Walk in the footsteps of Paul in Greece! We will meander by the river in Philippi, travel through gorgeous terrain to Thessalonica and Berea, stand atop Mars Hill in Athens, and climb to the temple of Aphrodite in Corinth. In addition to the biblical cities, we will also tour early Christian monasteries in Meteora, the archeological sites of Delphi and Olympia, and more! To top it off, we will head to an island beach. You will fall in love with the Greek food and its people as the land of the Bible becomes real to you!

Venice

"This is a magical place" is not an uncommon reaction of students who, still sleepy after their flight from New York City, get their first glimpse of "La Serenissima," the serene city in the sea. As they learn about Venice, they begin to comprehend the genius of building a city three miles out to sea, not only on islands but on the upright poles of millions of trees which have been floated down the rivers of Northern Italy—more than a thousand years ago. Even though a smooth railway now connects Venice with the mainland, the magic of this city of art, music, great churches, and museums still draws millions of tourists from all over the world—and students of Alliance University discover the city for themselves, in a way that has been called much more comprehensive than a more expensive tourist experience can provide. The friendships fostered by the experiences of this GS-L trip do not stop after we are back in the United States, comparing notes and taking our finals with our professors, food, and fellowship.

Spiritual Pilgrimage on the Camino

This course will focus on the spiritual formation that occurs in pilgrimage and journey. Students will engage in a 7-8-day pilgrimage of the Camino in Spain. Reading, lectures and assignments will focus on spiritual transformation in the midst of the journey. Pre-trip physical training and a strong level of fitness will be necessary for the completion of this course.

Journey of the Bean

Study the coffee trade experientially! From harvesting the berries of coffee trees, through the unique process that turns a little berry into a steaming cup of coffee, students will explore coffee farms, mills, collectives and coops, training centers and outlets. Students will learn about free trade, fair trade, and direct trade models, the coffee buyers, community and economic development in coffee communities, and the many different layers of the coffee industry.

Literary London

One of the oldest established cities in the world, Europe's largest city, and one of the most diverse—where over 300 languages are spoken—London welcomes explorers to discover her rich past and unfolding future. As members of the GSL London-Oxford trip, we will learn how the Globe Theatre shaped Shakespeare's vision, study Roman ruins on our way to worship with fellow Christians at St. Giles church which still bears the scars of WWII bombings, taste real shepherd's pie at pubs where Dickens and Wilde ate, as well as, eat curry or kebabs with Londoners for lunch. We'll join local poets for a poetry reading and reflect on God's work and glory during evensong at St. Paul's. And when city life starts to overwhelm us, we'll hop a bus and head for Oxford, visit the University, walk with C. S. Lewis—at least in spirit, and take in England's countryside.

Migration and the Strait of Gibraltar

Study the rich history and culture of the people on both sides of the Strait. Migration has been a topic for the gateway to the Mediterranean since 711 and the Umayyad conquest of Spain. Students will learn experientially as they engage in observation techniques, interviews, and a unique menu of guest lecturers. Students will learn about Islam in North Africa, Medieval Spain and Portugal, current trade models, and the socio-political issues of the day. Attention will be given to several select NGO's operating in North Africa among at risk and marginalized ethnic groups. Students will travel by plane, bus, and boat on this epic learning journey.

CCCU Semester Programs

In partnership with the Council of Christian Colleges and Universities, Alliance offers exciting semester long and summer courses offered below:

Middle East Studies Program

Located in Amman, Jordan, the Middle East Studies Program (MESP) immerses students in the daily life, language, food, culture, religion, and politics of one of the oldest cities in the world. With extensive travel throughout the Middle East, you will learn firsthand from locals how to work, play, and serve in the region as you become their neighbor — and soon, their family — while learning adventurously at MESP.

Oxford Studies Program

Live and study in the beautiful and renowned city of Oxford. A semester at Scholarship and Christianity in Oxford (SCIO) utilizes expert tutors, offers endless scholarly resources, grants access to the Bodleian library, and more. We invite you to walk the same paths and study in the same places as some of the greatest scholars in history.

Other Study Abroad Programs

Students interested in other study abroad programs outside of the semesters and courses listed above would not enroll in Alliance University for the semester and may not receive the same financial aid packages and scholarships received with GSL and CCCU off campus programs.

Academic Information & Policies

Address Changes

Alliance University uses the address (location) provided by a prospective student on the Application for Admissions form as the student's official location. Any change of student address must be submitted to the Registrar via the student portal, by filling out the "Change of Address" form available on Ask Nyack, or in the office.

Within 14 days of an address change processed by the Registrar's Office, students, regardless of their degree, will be notified that their change in address may result in changes to licensure, certification requirements that may or may not align with Alliance University's curriculum based on New York State Department of Education standards. Students will be directed to the consumer information page detailing Professional Licensure Disclosure policy.

Acadeum Course Sections (.ACS)

Through our consortial agreement, students are allowed to take Acadeum courses only by advisor and registrar approval.

- Acadeum courses are only offered in a semester when the required Alliance course is not offered.
- Acadeum courses are not open to first semester students.

Attendance Policies

Class Attendance

Class attendance is mandated to ensure course seat time requirements are fulfilled. Attendance 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. Attendance in online courses is taken once a week based on course interaction, as determined by threaded discussions, submitted papers, quizzes/exams, and/or synchronous class sessions.

Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the "seat time" missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.

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

Alliance University'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 prerequisite requirements) or related reasons may file for a formal "Program on Hold" approval with the Registrar's Office. **Supporting documentation is required.**

- Title 34, subtitle B, Chapter VI, Part 668, subpart B of the 2022 NSC guidelines states, "The number of days in the approved leave of absence... (may) not exceed 180 days in any 12 month period. ... Failure to return from a leave of absence may have an impact on the student's loan repayment terms, including the exhaustion of some or all of the student's grace period."
- "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.

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 advice and clearance, except for Alliance Theological Seminary and cohort-based programs. 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. Every credit requirement 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.

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 faculty advisor. The Modification must be approved by their advisor AND ALSO by the Head of the Department for the substituted course requirement.

Time Limit to Complete Degree

Certain degree programs require students to complete within a given time frame. Please refer to individual 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 broken by changing programs or not attending for a semester 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 semester 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 a 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 complete all requirements for admission into the desired degree program. 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.

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

- 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
 - 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."

- I. **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.
- II. **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.
- III. **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. Alliance will assume that a student not enrolled in the Adult 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. Such financial independence is established via the "Dependency Override" form submitted to Student Financial Services.
 2. In the event of serious health concerns such as illness, injury or hospitalization.
 3. If a student is under the age of 21, Alliance 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 Alliance 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.

Alliance 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 Alliance 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, 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 Alliance/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

Student Identity Verification and Privacy in Online Courses:

Alliance University has an integration between Campus Management (SIS) and Edvance360 (LMS) that enrolls only the students that are registered for a course to their courses on the LMS. Alliance University uses the student's institutional email address and student ID# to identify a student to the course. The name which the student uses to enroll at the institution is also used for the student account on the LMS.

Edvance360 shall implement the Software and System such that the data files and information of Alliance 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 Alliance 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 Alliance's administrator. Alliance 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.

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. **Students in their final semester are not eligible to request an incomplete grade.**

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 is calculated 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.

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.

Pass/Fail Option:

Students with 60 credits and a cumulative GPA of at least 2.5 may take one elective course per semester pass-fail. Core courses and major courses are excluded. Not more than four courses toward the degree may be taken on a pass-fail basis. Only a grade of "F." will be computed into the GPA. Students must notify the Registrar's Office of their intent to take a course pass-fail within the first week of a fourteen- or fifteen-week term, or by the first day of class for an intensive course.

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 Alliance University 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:

Academic Probation: 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 programs will be informed of probationary status or dismissal by the school Dean or Graduate Program Director.

Academic Dismissal: 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 (Organizational Management Program)

To make satisfactory academic progress in the first and second of the THREE TERMS at Alliance, 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 be 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 not be able to continue with their cohort. An appeal form is available on our website for students who wish to appeal for permission to stay in the Organizational Management program.

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 Alliance University courses, except to make up their failing grades, until standards of Satisfactory Academic Progress are met.

Traditional Undergraduate Standards for Satisfactory Academic Progress

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 Alliance University/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.

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

Graduate & Post-Graduate Standards for Satisfactory Academic Progress

Alliance Theological Seminary students must maintain a minimum 2.50 cumulative GPA.

Doctoral students must maintain a minimum 3.00 cumulative GPA & will be academically dismissed upon failure of a course.

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

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 with 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 evidenced 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 are calculated as a failing grade. Any remaining Incomplete grades are converted to 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 after evidence of non-attendance.

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.

Student Records

- Academic enrollment records and transcripts are securely maintained by the University and are available by request on our website or by emailing registrar@nyack.edu.
- Students who are admitted to Alliance University/ATS based on falsified records forfeit admission and may be administratively withdrawn and forfeit any access to academic records.

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

Honors with Highest Distinction: highest GPA for the Master of Divinity program

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.

Alliance Honor Society: The Alliance Honor Society of Alliance University 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. Alliance University'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.

Undergraduate Graduation Honors: Students of outstanding scholarship are selected for graduation honors in the following manner:

Cum Laude	GPA at least 3.25
Magna Cum Laude	GPA at least 3.50
Summa Cum Laude	GPA at least 3.80

In order to be eligible for graduation honors, Bachelor students must have completed 60 credits of graded coursework that applied to your degree at Alliance University by the time honors are determined and Associate graduates require completion of a minimum of 40 credits at Alliance University. In order to be eligible as Valedictorian, a student must have completed 75% of their credits at Alliance University.

Valedictorian: The Valedictorian is selected for the Spring ceremony based on student performance (GPA) in the previous Fall semester. Alliance University holds a minimum standard for Valedictorian in terms of transfer credits and credits taken at Alliance. A student must have taken 75% of their degree program at Alliance University to be considered for Valedictorian. From the students who meet that 75% requirement, we gather the students who have earned the highest GPA in the previous Fall term. From those high GPA scholars, we determine the students with the most Alliance University credits. **The student with the most credits earned from Alliance University AND the highest (Fall) GPA is selected as the Valedictorian each Spring.** *Any student who has transferred in more than 25% of their degree program is disqualified.

Non-traditional undergraduate students (OM) 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 Alliance University 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. Our student database indicates a course is repeated, whether or not it counts against the grade point average or not. Certain courses are designed to be repeatable, for example music ensembles or play participation.

CLASSIFICATION OF UNDERGRADUATE STUDENTS

<i>Undergraduate</i>	
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

Commencement Policies

Commencement Dates

A student's graduation date coincides with his/her degree completion date. Alliance University has a scheduled Conferral Date at the conclusion of the Fall, Spring and Summer terms. 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 Alliance University/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.

Commencement 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 Alliance.
- 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 1st for December / September 15th for May graduates.
- Students who will complete all degree requirements as stated above enrolled in the Alliance University 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 an Alliance University Associate's degree subsequent to receiving a Alliance University Bachelor's degree.
- All official CLEP (or other testing by examination) scores must be received by March 15th for Spring graduates or October 15th for Fall graduates.

A student may fulfill the program requirements of the Alliance University/ATS catalog under which he/she entered or any subsequent catalog in effect when they are registered students, unless matriculation is broken.

Grievance Policy and Complaint Processes

Grievance Policy

Alliance University 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.

1. 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.
2. If resolution is not reached, the matter may be directed to the department head or program director of the class in question.
3. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean.
 - a. If the student is still not pleased with the resolution, they may fill out the appeal form for the Final Appeals Committee as outlined below. In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester.

Final Academic Appeal Committee

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.

A formal letter of appeal should be submitted to finalappeal@nyack.edu within 14 days of the final decision of your Dean. The statement must include (1) the reason for the complaint, (2) all informal measures taken to resolve the dispute or conflict up to the date the formal grievance is submitted, and lastly, (3) any relevant supporting documents. Students may remain enrolled until the appeal is processed.

- 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".
 - ◆ The Dean or the one assigned, will make a final decision once reviewing the recommendation suggested by the Student Development Office. The final decision will be directed to those involved in the dispute, in writing. The Registrar's Office will retain a copy of the letter in the student's record.

{Origin of Graduate and Undergraduate Grievance and Complaint Processes

The following complaint process is adapted for Alliance University largely from the clearly explained policies in place at John Hopkins University and Pace University. (See University Grievance Procedure: Students Grievances.

(n.d.). Retrieved from

<https://www.pace.edu/student-handbook/university-policies-disciplinary-and-grievance-procedures/university-grievance-procedure-student-grievances> and Grievances and Complaints. (n.d.). Retrieved from <https://education.jhu.edu/student-resources/students-affairs/student-services/grievances-and-complaints/>.)

Student Grievance and Complaint will apply to grievances and complaints concerning Student Associations, and Student College programs, facilities and services.

(1) Student Associations- grievance in respect to unfair treatment by any person included in the school body (colleagues, administration, staff, faculty).

(2) Student college programs, facilities and services- grievances and violations with regard to college policies and procedures when conducting services, activities, programs, or with regard to facilities.

The initial and recommended approach of managing a dispute or conflict would be to have all parties involved (persons and departments) resolve the matter through an informal discussion. A third party may be included if requested ("Grievances and Complaints. (n.d.)). If all measures to resolve the conflict through an informal approach have been exhausted with no outcome of a resolution, the submission of a formal grievance to the Student Development Office is permitted. We emphasize, having a formal grievance processed should only be sought after all measures have been taken to settle the dispute informally}

Complaints and Grievances not Eligible for the Process Outlined Above

Certain complaints, grievances and disputes may not qualify to undergo the process above and require that other action be taken. See below for additional information and clarification in this regard.

- **Disability.** All faculty, staff, and students must direct disability-related complaints to The Office of Support Services. Refer to the [Disability Support Services page](#).

- **Discrimination and Harassment.** All forms of discrimination or harassment should be directed to the College's Student Development Office. This includes any form of discrimination or harassment "on the basis of race, color, gender, sex, religion, age, sexual orientation, pregnancy, national origin, ethnicity, disability, marital status, or veteran status". Contact The Student Development Office appropriate to your enrolled campus.
- **FERPA.** In accordance with federal law, students are hereby notified of the Family Educational Rights & Privacy Act of 1974, as amended. Guidelines and Grievance Forms are housed in the Registrar's Office.
- **Grade Disputes.** The grade appeal procedure can be found under the heading "Grievance Policy" of this catalog, with subsequent appeal measures detailed under the heading "Final Academic Appeals" afterward.
- **Sexual Harassment / Misconduct.** All inappropriate sexual behavior will be addressed according to the policies of the College. This includes complaints alleging sexual misconduct, sexual assault, or sexual harassment. The policies on sexual violence prevention and response found on the College's webpage for Safety and Security.
- **Student Academic Conduct.** All academic conduct disputes are handled in accordance with the Plagiarism Policy for academic integrity on page 250 of this catalog.
- **Student Non-Academic Conduct.** Student disputes of a non-academic disposition are handled by the Colleges student conduct code in the Alliance University Student Handbook found on the student portal.

Direct Grievances and Complaints To:

Student Programs, Facilities, and Services: Allegations of violations of College policies and procedures with respect to programs, services, activities or facilities

Student Development or Human Resources: Allegations of unfair treatment from faculty, administration, staff or fellow students

All Other Grievances / Complaints Refer to:

Complaint / Issue	Office / Committee
Discrimination/Harassment	StudentDevelopment@nyack.edu
Disability	Office of Disability Services: arquisha.moreno@nyack.edu
Sexual Misconduct	HR, Title IX Coordinator, Dean of Students, RD, Coach Title IX
Grades	Finalappeal@nyack.edu
Student Academic Misconduct	Finalappeal@nyack.edu
Student Non-Academic Misconduct	StudentDevelopment@nyack.edu
FERPA	Registrar@nyack.edu

Immunization Policies

In accordance with New York State Public Health Law 2165, Alliance University 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.

Alliance University is requiring all students to be vaccinated against COVID-19 as a condition of having access to campus buildings—both in New York City and at the Jersey City residential facility. Students are required to provide proof of vaccination and may seek accommodation for a health or religious exemption by submitting the request to Student Development. These student forms will be available on the website.

In accordance with New York State Public Health Law 2167, Alliance University 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 an online or distance education degree program, 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 Alliance University, 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 acknowledgement. Any student caught cheating, including plagiarizing, during her/his matriculation at Alliance University 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 a 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 Alliance University 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.

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:

100-199 Freshman/Intro levels/Remediation
200-299 Sophomore
300-399 Junior
400-499 Senior

Graduate:

500-799 Masters level Post-Graduate
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.

Credit Hour Policy

This policy defines credit hours at Alliance University 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:

1. 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
2. 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, practical, studio work, and other academic work leading toward 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 $[(45 \text{ hours} \times \text{number of credits}) / \text{number of weeks}]$, 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 Synchronous Courses- a semester credit hour consists of the equivalent of at least forty five (45) hours of combined direct faculty interaction via instructor-led synchronous joining of an on ground class or full instruction in a virtual format . For existing traditional courses that are also taught online, the student learning outcomes and credit hours should be the same regardless of modality.
- 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.

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.

Organizational Management 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 Course change request 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 course withdrawal 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 circumstances 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 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.

Alliance University 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.

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.

Study Options

Alliance University offers several study options. By design, alternate 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. Alliance Course codes designate the delivery system following the following naming conventions:

The first letter denotes the "Campus" providing the course: N=New York, O=Online, P=Puerto Rico, A=Academy

The second letter denotes the Section: O= Online delivery method, A or B or C= multiple sections

OS or NOS= indicates the course is online, but meets at scheduled times

NZ= the course requirements are divided between in-person and online meeting times

Online and Online-Synchronous Study:

Courses offered by the Online Campus will be designated by an O in their section (OA, OB, etc). Courses offered by a ground campus for online study will be designated with an "O" after the site indicator (for example, NO). 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. Students who are not able to demonstrate academic success online may be limited to on ground study. Online-Synchronous courses are designated NOS indicating that the instruction is synchronous and students must log in at a specified, scheduled time for live instruction.

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 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 Alliance University/ATS's program by transfer of credit. Minimum grade requirements apply according to the program. These grades are not included in the Alliance University grade point average. Forms to request off-campus study or pre-approval of transfer credit are available at the Registrar's Office.

Withdrawal

Course Withdrawal: 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.

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 Alliance University 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 readmission 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.

Institutional Withdrawal: Students withdrawing from the institution should complete and submit an Intention to Withdraw form immediately, as financial aid refunds are calculated based on date of notification. Withdrawal from all or part of a student's registration does not relieve the student of the tuition charges for the course(s). Students desiring to withdraw from the college must complete an Institutional Withdrawal Form, available in the Registrar's Office and online. 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 and will need to proceed through re-admission in order to return.

Transcript Information

Official transcripts are ordered at www.nyack.edu/transcripts. They may be issued electronically or via mail. Official Transcripts will not be issued if the student's account is in arrears. A minimum of one business week should be allowed for processing. Unofficial transcripts are available through the student portal for current students, or may be ordered through the Registrar's Office using the form at 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 at Registrar@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/

STUDENT HANDBOOK

The *Alliance University 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

STUDENT e360 ACCESS

Access to course materials that are posted online for both on campus courses and online courses is for the duration of the term the course is housed in. If students wish to retain documents submitted for course work they should keep a copy of those items on a personal device.

Alliance University Admissions

Alliance University 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.

All admissions materials for undergraduate and graduate programs for both Manhattan and Online campuses should be forwarded to:

Alliance University/Alliance Theological Seminary
2 Washington Street
New York, NY 10004
Fax: 212 343-2668
Email: admissions@nyack.edu

To contact an Admissions Associate: (646) 378-6101

Undergraduate admissions@nyack.edu

Graduate: 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 Alliance University. 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 Alliance University (see Transfer of Credits).
4. Auditors are students who take courses at Alliance University 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 Alliance University 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 Alliance University Undergraduate program is decided on a rolling basis; completed applications submitted early are prioritized. Admissions to the Alliance University Graduate programs are decided by specific dates noted on the Alliance University 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 readmission through the Admissions Office. Students more than six years must resubmit admission documents. 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 Alliance for any reason, the student must first submit an appeal to the office placing the hold before being considered for readmission.

Articulation Agreements

Alliance University articulation agreements authorize the acceptance of students and receipt or awarding of credits for academic work completed at the following educational institutions and organizations:

Acadeum Consortium

Arrow (MDiv. equivalency courses)

C&MA Ministerial Study Program; extensive Undergraduate course equivalencies or 3 credit elective at ATS

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 Disciple Making Leadership Certificate program (CLDC) up to 6 credits given towards specific ministry courses

Child Evangelism Fellowship (Courses give credit for Youth and Family Studies (no retro-active credit)

ELIM Bible Institute

FATELA (Facultad Teológica Latinoamericana) Doctor of Ministry program

H.E.A.R.T. Missionary and Training Institute

The Hudson Valley Career Pathways Consortium (BOCES course; credit for Nursing)

Institute of Career Continuity (ICC) undergraduate

LEAD Ministerial program of the C&MA

Long Island School of Music (LICM)

Liquid Church: undergraduate Bible core or ATS electives

The Long Island Conservatory of Music (LISM) undergraduate and ESL program

Metro Community Church (MIT)

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.

Ministerial Study Program (MSP) undergraduate online program transfer.

NYSUM (City Reach)

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

Rising Hope (courses offered in area prisons; credit for Core and Bible/Ministry minor courses)

RIZE Education

Salvation Army School for Officers Training: Suffern, NY; credit for Bible, Pastoral Ministry, and Fine Art

Spanish Eastern Bible Institute (SEBI) (4 year program gives 12 credit Bible/Ministry for ministry majors)

Summit International School of Ministry 43 credits for AA and 62 credits for BA in Biblical/Theological Studies

The Urban Ministry Institute (World Impact); credit given for Pastoral Ministry, Bible, Theology

Young Life (Semester long apprentice program; credit for Bible/Ministry courses)

Alliance University has articulation agreements that allow for exchange of students and their credits with the following foreign universities:

Calvin University, South Korea

Jerusalem University, Israel; Exchange Program

Kwangwoon University, Korea

Seoul Theological University, Korea

Sungkyul University, Korea

Xiamen University: China, exchange program for Master of Arts in Christian Study

Alliance University has articulation agreements with the following educational entities that allow current students to enroll in courses with these institutions as part of their academic loading. There may be additional fees associated with these courses as appropriate: high schools whereby Alliance University credit is granted to students taking selected courses at those high schools.

Evangel Christian School (*Alliance University core courses taught at their high school*)

Transfer Applicants

Alliance University 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 Alliance University 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. Alliance University 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. Alliance 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 online Alliance 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, baccalaureate, master, or doctoral degree at Alliance, and the remaining courses necessary to fulfill the Alliance University degree requirements.

Transfer credit is evaluated as stipulated below:

1. The course must be similar in scope and content to courses offered at Alliance.
2. Transfer credits *applicable* to a student's academic program will be accepted.
3. Accredited colleges and universities that meet Alliance University's transferability standards.
4. Check with the Office of the Registrar for a complete list of acceptable accrediting agencies, which include Straighterline, NACES, WES, and GLOBE.
5. 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.
6. 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.
7. Only credits, not grades or grade points, are transferred.
8. Quarter credits are evaluated as 2/3 (two-thirds) of a semester credit. No fractional credit is transferred.
9. Students graduating with an associate's degree from an accredited institution may be admitted as candidates for the bachelor's degree at Alliance University. 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 Alliance University catalog requirements.
10. Transfer students who enroll in a bachelor's degree program at Alliance University 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.
11. Only undergraduate credits earned at accredited institutions will be considered for MSED pre-requisites purposes.
12. Graduate-level credits must have been earned at accredited institutions to be considered for transfer credit into graduate programs.
13. Transfer credits will be evaluated on a case by case basis for DMIN students.
14. International transcripts generally require a WES, Globe, 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 Alliance University/ATS has an affiliation with the institution issuing the transcript.
15. Graduate credits are acceptable for transfer to graduate degrees only if they were earned within the past 7 years, with the exception of ATS credits which do not expire. Time is calculated from the date the credits were earned, not from the graduation date.
16. **Each program has established the maximum number of transfer credits allowed:**

MA in Counseling	15 credits
MA in Marriage and 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 Alliance)
Associate's Degree	45 credits (at least 3 major courses required at Alliance)
*subject to accreditor regulations regarding credits applied to degrees earned elsewhere.	

17. For Bachelor degrees, twenty-four (24) of your last 30 credits must be taken at Alliance University.
18. Registrar and Departmental approval must be given to transfer in courses once a student matriculates at Alliance University. Students who take a course without prior approval have no certainty of transfer back to Alliance University.

Transcripts must be sent directly from the institution to be considered official. They can be sent by mail to: Alliance University Admissions, 2 Washington Street, New York, NY 10004 or by email to admissions@nyack.edu. Transcripts can also be sent through Parchment or E-Scrip Safe. Transcripts submitted to Alliance University for admission or credit transfer become the property of Alliance University and cannot be returned to the student or forwarded to other institutions.

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. Alliance University's CLEP code number is 7410.

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 Alliance University. After enrollment at Alliance University, 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.
- Alliance University 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.

Alliance University 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. Alliance University 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

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 the graduate level.

Army Concurrent Admissions Program:

Alliance University is a member of the Servicemembers Opportunity Colleges (SOC). As a participant in the Army's Concurrent Admissions Program (ConAp) Alliance University seeks to accommodate the education needs of persons in the armed forces.

Professional Licensure Disclosures

Alliance University offers several programs leading to professional licensure. States vary in what professions they require to be licensed and how licensure is acquired. Please refer to Alliance's General Institutional Information page [nyack/edy/consumerinfo](#) for each program's fulfillment of educational requirements for specific professional licensure/certification by state.

Nondiscrimination Policy:

Alliance University 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.

International Students Admissions Requirements

Alliance University 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 Language Proficiency Requirements:

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), International English Language Testing System (IELTS), Pearson Test of English (PTE), and Duolingo English Test (DET) are accepted.

The following minimum score is required:

Undergraduate: TOEFL paper—523; TOEFL Internet—70; IELTS--6.0; PTE—50; DET—95

Graduate: TOEFL paper—550; TOEFL Internet—80; IELTS--6.5 ; PTE—54; DET—105

The TOEFL Super-score is accepted.

Undergraduate Freshmen

1. Students who complete a high school diploma outside of the U.S. in a predominantly non-English curriculum are required to submit English language proficiency test scores as outlined above.
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 English language proficiency test. 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 School of Music

1. Applicants whose first language is not English must submit English language proficiency test scores as outlined above. There is no absolute minimum score required on any test for the Alliance University School of Music.
2. Students scoring lower than 60 on the Internet-based TOEFL, however, are less likely to be competitive applicants. Scores between 60 and 70 are considered favorably, though all students with scores below 70 may be asked to complete additional assessment of their English proficiency during the audition process. The Dean of the School of Music will make the final determination regarding an international student's acceptance to the School of Music.

Undergraduate Transfer

1. Students who complete a college/university degree outside of the U.S. in a predominantly non-English curriculum are required to submit English language proficiency test scores as outlined above.
2. Students who complete less than 30 credits at a U.S. accredited college program are required to submit English language proficiency test scores as outlined above unless the high school curriculum was predominantly English.

Graduate

1. Students who complete a bachelor's degree outside of the U.S. in a predominantly non-English curriculum are required to submit English language proficiency test scores as outlined above. Additional testing required by any specific graduate program must be taken to meet admission standards.

Undergraduate (including School of Music) Exemptions from language proficiency testing:

If a student has studied in a school or college/university in a non-English speaking country where the sole language of instruction is English for at least three full years at the time of application;

If a student has studied in a school or college/university located in the U.S. or English-speaking country (Canada, United Kingdom, Ireland, Australia, New Zealand) where the sole language of instruction is English for at least two full years at the time of application.

Graduate Exemptions from language proficiency testing:

If a student has completed a bachelor degree entirely in schools/colleges/universities where the language of instruction is English. 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 Alliance University, 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.

Undergraduate Admissions

Alliance University 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, Alliance University looks for potential academic success, the capacity to learn, and evidence that the individual will thrive in a Christ-centered academic environment.

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) or Globe for evaluation.
4. An official transcript from any and all colleges attended previous to Alliance. Non-US college transcripts must be submitted to World Education Services (WES) or Globe for evaluation. Students enrolled in ESL classes can submit only their most recent college transcript (including language training).
5. Official SAT or ACT scores are optional.
6. Signed statement of faith and statement of community life adherence.
7. Pastor’s recommendation
8. Personal Essay
9. Transfer Recommendation (residential students only)
10. Immunizations. In accordance with the New York State Public Health Law 2167, Alliance University 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

Testing: Some students, depending on their high school GPA, may be required to take the Accuplacer Placement Test. The results of the exam will determine the student’s first semester classes.

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 Alliance University is considered a non-matriculated student. Students who have not completed high school 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.

Undergraduate Admission to the School of Nursing

Freshman Applicant

Minimum high school GPA of 2.70.
Result of ATI TEAS Online Practice Assessment (atitesting.com)

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 63 on ATI TEAS Exam

Undergraduate Admission to the School of Education

Freshman Applicant to programs leading to New York State certification
Minimum high school GPA of 3.0

Transfer Applicant
Minimum college cumulative GPA of 3.0

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 Alliance University 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.
Enroll in Alliance University English major and apply to the School of Education once 3.0 GPA is achieved.

Admission to the Organizational Management Program

Contact Information

Applications for admission may be downloaded or completed online at 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) or Globe for evaluation.
1. 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) or Globe for evaluation.
2. Writing sample.
3. Professional recommendation.
4. Completed Work and Life Experience Form.
5. Re Immunizations. In accordance with the New York State Public Health Law 2167, Alliance University 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.
6. Computer literacy is required.

Admission to the Prison Program/Reentry Program

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) or Globe for evaluation.
3. An official transcript(s) from any and all colleges attended showing at least 60 transferable college credits. 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) or Globe 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 Alliance University 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 programs).
4. Official transcripts from all previous colleges or universities attended showing evidence of an accredited bachelor's degree unless the coursework was completed at Alliance University in which case an unofficial transcript will be sufficient. Non-U.S. college transcripts must be submitted to World Education Services (WES) or Globe 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, Alliance University 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. Students are required to have access to a computer and the internet. Applicants to the program should be able to:
 - send and receive email
 - open or send an email attachment
 - conduct research using the Internet
 - use Microsoft Word
 - download files

Additional material as required for specific degree programs.

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 Alliance University 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 Alliance University.

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.

Admission to 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. - Christian Experience Statement and Essay. 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. Canadian school transcripts can be submitted without an evaluation.
4. Two recommendations: pastor/ministry leader and general reference.
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.

Audit Students:

1. Audit application form.
2. 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. Canadian school transcripts can be submitted without an 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 Questions. Exploring a general direction for an area of practical and theological research for your eventual dissertation.
7. A personal interview with the Director of the D.Min. Program and/or one faculty member may be required.

Admission to 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)

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. Personal Assessment Inventory- PAI (\$50 testing fee).
6. Three letters of reference: pastoral, academic and general. Contact the AGSC Office for more information.

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.

Admission to the Master of Business Administration program

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. Two recommendations: academic and professional
5. Interview: Students may be required to interview with the Director or Dean of the program.

Admission to the Master of Science in Organizational Leadership program

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.

Admission to the 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. Transcribed courses for transfer credit must be as recent as 7 years.
4. 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.
5. 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 to the Master of Social Work program

In addition to the General Admissions Requirements for Graduate Programs, the 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.
 - i. 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.
 - ii. 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.
 - iii. 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 EESSP program applicants)
8. Resume

Employed social service practitioners are encouraged to apply to either the Traditional, the Experienced and Employed Social Services practitioners (EESSP) 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 2022-2023

Alliance University/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	13,500
Less than 12 credits (per credit)	1,125
More than 18 credits (per credit)	750
Auditing: Less than 12 credits (per credit)	100
Private Music Fee Audit (per credit)	400
Technology Fee:	
2-8 credits	150
9-12 credits	250

Undergraduate Resident Fee, (per semester)

Resident Fees: (room and 21 meal plan).....	7500
Room Reservation Deposit	250
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
Web Page Design/Graphic Arts	100
Introduction to Computer Science	499
Kickboxing	85
Nursing major fee per term	1500
Nursing major lab	50
Personal Spiritual Formation	150
Music Majors iPad purchase	550
Music Majors iPad Apps Fee (per semester)	25
Social Work Field Instruction Courses (per semester)	95

(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 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

Additional Fees (subject to individual needs)

Diploma replacement fee	45
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Alliance Theological Seminary

Tuition per credit	640
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	640 (SWK 699)
*continuation fees apply	

Alliance Graduate Programs

Alliance Graduate School of Counseling

Tuition (per credit)	910	
Tevera testing fee	200	
MS in Education - Tuition (per credit)	810	
*MS in Organizational Leadership - Tuition (per credit)		810
*MBA - Tuition (per credit)	910	
MSW - Tuition (per credit)	910	
-----Field Education Fee (per course)	95	
-----Retreat Fee (SWK 649)	175	
-----License Preparation Fee (SWK 699)	200	
-----Hooding Ceremony	65	
Directed Study (per credit)	100	
<i>*continuation fees apply</i>		

Additional Fees (non-refundable)

Technology Fee – All Programs/Term	
2-8 credits	150
9-12 credits	250
Transcript Domestic (per copy)	5
Transcript International (per copy)	7.50
Rush transcript fee	15
Project/Program Completion/Extension	varies
Diploma Reorder 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 Alliance/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

The Federal School Code for Alliance University/ATS is 002790.

Complete the NY State TAP Application (Tuition Assistance Program). 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, 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 2020 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 2020 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, 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 Alliance University on the SAR, the Office of Student Financial Services will receive the information electronically. Once Alliance University 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 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 5th academic year if they are currently enrolled in an approved five-year baccalaureate program or an approved educational opportunity program (HEOP--see below). To check TAP application status or for further information, go to www.hesc.com or call 1-888-697-4372.

Higher Education Opportunity Program (HEOP): Funded by Alliance University 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 Alliance University for further details (845) 675 - 4444.

Satisfactory Academic Progress Policy for Federal and New York State Aid

Federal and New York State regulations require Alliance University 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. Alliance University 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 Alliance University catalog for more detailed information regarding courses, grading standards 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 Alliance University the academic office will determine the number of credit hours acceptable toward a degree at Alliance. 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 Alliance 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.

Alliance University 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%

Organizational Management 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—Organizational Management 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.

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.

Alliance University/ATS Graduate Academic and Financial Program Standards

A. Alliance University 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

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.

ALLIANCE UNIVERSITY/ALLIANCE THEOLOGICAL SEMINARY GRANTS

Alliance University 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
- Graduate – see program specific Finances pages
- Organizational Management- 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 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 must be paid.

NYACK COLLEGE/ATS ENDOWED SCHOLARSHIPS

The Alliance University Scholarship Committee annually awards a number of scholarships to worthy traditional undergraduate students. Alliance Theological Scholarship Committee awards annual scholarships to 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. Payments in full are due before the term start date.

Automatic Payment Plans

Alliance University is pleased to offer a convenient interest-free monthly payment plan. This Automatic Payment Plan provides students and their families with a low cost option for budgeting tuition costs for the full academic year as well as for each semester. Each student's financial aid award letter provides financial aid information and approximate costs, which are needed in order to enroll in the payment plan. Cost for the payment plan is \$60 annual plan and \$30 semester plan. Payments will be charged on the 5th or the 20th 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 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 for more information.

Company and Military

Alliance University 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 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 Alliance University/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 Alliance University and any subsequent holder shall be governed in all respects by the laws of the State of New York.

TUITION EXCHANGE PROGRAMS (Traditional Undergraduate)

Alliance University 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.

VETERAN EDUCATIONAL BENEFITS

In accordance with the 'Veteran Benefits and Transition Act of 2018', Alliance University permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides a certificate of eligibility or statement of benefits for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution

OR

2. 90 days after the date the institution certified tuition and fees following the receipt of the COE

Alliance University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or to require that a covered individual borrow additional funds due to the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from the Department of Veterans Affairs under chapter 31 or 33.

Alliance University may require students to do the following:

- submit a certificate of eligibility for entitlement to educational assistance not later than the first day of a course of education for which the individual has indicated the individual wishes to use the individual's entitlement to educational assistance.
- submit a written request to use such entitlement.
- provide additional information necessary to the proper certification of enrollment by the educational institution.

ROOM AND BOARD REGULATIONS

Housing is not available for students enrolled in the Organizational Management programs. The residence halls are generally not open to new students until the day before Registration.

A \$250.00 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.

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 Alliance University 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.

Alliance University 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 Alliance University 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 Alliance University 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 \$250 room registration deposit.

Tuition Refund Schedule for Students Who Withdraw from Alliance University:

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

Alliance University grants will be prorated according to tuition charges. All other fees will not be refundable once the registration period closes (this includes private music lessons). Students who withdraw during a scheduled school break will have their withdrawal processed using the last date of classes scheduled before the break.

Organizational Management Program Withdrawal/Refund Policy

The Organizational Management refund policy is established to determine the amount of tuition each student is refunded when a withdrawal from Alliance University is required. It is important to officially withdraw (see Withdrawals and Re-Admissions in the OM 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 are the refund policies for the OM 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—8th week, 1st night of the 3rd 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. Alliance University 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)

Rafael Candelaria Acosta, Executive Director of Alliance Theological Seminary, Puerto Rico. M.P.S., Alliance Theological Seminary, Puerto Rico. B.B.A., University of Puerto Rico; 2017.

Gwen Parker Ames, Dean, Division of Student Success. Ed.D., M.A., B.A., Columbia University, Teacher's College; 2004.

Gregory Beeman, Director of Institutional Research. D.Min. Alliance Theological Seminary. M.Div., Gordon-Conwell Theological Seminary, B.A., Messiah College; 2010.

Elias Dantas, Director of International Relations. Ph.D., D.Miss., Th.M., Fuller Theological Seminary. B.Th., North Presbyterian Seminary, Brazil; 2007.

Jeffrey Dueck, Associate Dean, School of Arts and Sciences, Professor of Philosophy. Ph.D., SUNY Buffalo. B.A., Alliance University; 2010.

Charles O. Galbreath, Associate Dean, ATS. Ph.D in Religious Education, Fordham University, New York. Th.M., Princeton Theological Seminary, M.Div. Alliance Theological Seminary, B.S., Alliance University; 2003.

Charles H. Hammond, Vice President for Church Relations and Dean of the Chapel. 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.

Kristen Luba, Director of Assessment and Accreditation Liaison Officer. M.A., Alliance Theological Seminary. B.S., Alliance University; 2008.

Rajan Mathews, President. M.Div., Gordon-Conwell Theological Seminary, M.B.A., M.A. Rutgers University; 2021.

David F. Turk, Provost & Vice President for Academic Affairs; Professor of English. Ph.D., M.A., New York University. B.A., Alliance University; 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, Vice President for Student Development and Dean of Students, M.P.S., Alliance Theological Seminary. B.A., Alliance University; 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., Alliance University; 1999.

Tracy C. Walker, Institutional Registrar. Master's of Education, SUNY New Paltz. B.S., Alliance University; 1992.

FACULTY

DeVonne Allen, Assistant Professor of Social Work and BSW Program Director. 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.

Stacey L. Barker, Professor of Social Work and Director of the MSW Program. Ph.D. In Social Welfare, Case Western Reserve University. M.S.W., University of Missouri, B.A., Eastern Nazarene College; 2018.

Frank Chan, Professor of Bible and coordinator of Doctor of Ministry Dissertation Research. Ph.D., Westminster Theological Seminary. M.A., Trinity Evangelical Divinity School, B.A., Wheaton College; 1999.

Christy Choi, Director of Library Services. M.L.S., Queens College. M.P.S., Alliance Theological Seminary, B.S., Alliance University; 2009.

Amy F. Davis Abdallah, Professor of Bible. Ph. D., Drew University. M.Div., Alliance Theological Seminary, B.A., Grove City College; 2002.

Louis A. DeCaro, Jr., Professor of Church History, Ph.D., New York University. M.A., Westminster Theological Seminary, M.A., New York University, B.A., Geneva College; 2006.

David M. Emanuel, Professor of Bible. Ph.D., Hebrew University, Jerusalem. M.Sc., University of London, M.A., Hebrew University, Jerusalem, B.S., Open University; 2010.

Elaine Eng, Professor of Mental Health Counseling. M.D., Albert Einstein College of Medicine. B.A., Princeton University; 2012.

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, Professor of Social Work. Ed.D., University of Rochester. M.S.W., Rutgers University, B.S. Philadelphia College of the Bible; 2016.

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