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History of Nyack College

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

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

Today Nyack College, an accredited liberal arts college, continues to fulfill the vision of its founder. It is an educational institution rooted in the historic Christian faith, serving The Christian and Missionary Alliance, the church, the community and the world. Nyack College seeks to produce broadly educated persons who are prepared for advanced study, careers, and civic responsibility.

It is committed to promoting Christian knowledge, moral maturity, and spiritual development in its students, and to preparing them for lives of ministry and service. To achieve these objectives, the institution offers traditional and non-traditional undergraduate and graduate programs to a coeducational, ethnically diverse student body. Additional graduate programs are offered through Alliance Theological Seminary.

Statement of Faith

We believe...

- There is one God, who is infinitely perfect, existing eternally in three persons: Father, Son, and Holy Spirit.
- Jesus Christ is true God and true man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures. He is now at the right hand of the Majesty on high as our great High Priest. He will come again to establish His Kingdom of righteousness and peace.
- The Holy Spirit is a divine person, sent to indwell, guide, teach, empower the believer, and convince the world of sin, of righteousness, and of judgment.
- The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of man. They constitute the divine and only rule of Christian faith and practice.
- Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss.
- Salvation has been provided through Jesus Christ for all men; and those who repent and believe in Him are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God.
- It is the will of God that each believer should be filled with the Holy Spirit and be sanctified wholly, being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service. This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion.
• Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the church in this present age.
• The Church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the Church, which has been commissioned by Him to go into the entire world as a witness, preaching the gospel to all nations. The local church is a body of believers in Christ who are joined together for the worship of God, for edification through the Word of God, for prayer, fellowship, the proclamation of the gospel, and observance of the ordinances of baptism and the Lord’s Supper.
• There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto judgment. The Second Coming of the Lord Jesus Christ is imminent and will be personal, visible, and premillennial. This is the believer’s blessed hope and is a vital truth, which is an incentive to holy living and faithful service.

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

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

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

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

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

Pursuit of Truth: Nyack College is committed to the PURSUIT of truth in God’s Word and God’s world. The pursuit of truth in God’s Word provides the conceptual framework within which we interpret God’s world and humanity’s place in it. The pursuit of truth in God’s world requires that we investigate and be responsible stewards of the physical world and that we foster and cherish human intellectual and cultural achievements.

Integration of Truth: Truth is whole. Thus we seek to INTEGRATE truth in God’s Word with that discovered in God’s world.
**Communication of Truth:** Truth must be COMMUNICATED with clarity and precision. For this reason we seek to cultivate the ability to read carefully, think critically, and speak and write clearly.

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

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

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

Questions and inquiries should be directed to:

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

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

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

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

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

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

Source: Nyack College, Graduate Catalog, 2009-2010
**ALLIANCE GRADUATE SCHOOL OF COUNSELING FACULTY**

### Mental Health Counseling

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**ROCKLAND CAMPUS**

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Alliance Graduate School of Counseling

The Alliance Graduate School of Counseling offers two degrees: a 66-credit Master of Arts in Mental Health Counseling, and a 61-credit Master of Arts in Marriage and Family Therapy. Whereas the M.A. in Mental Health Counseling is offered at both campuses, the M.A. in Marriage and Family Therapy is only offered at the Rockland campus. Admission is an opportunity for the student to successfully accomplish all requirements established in order to graduate from the program with a Master of Arts degree. Admission into the AGSC program is not a guarantee of graduation.

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 mental health clinicians in mental health settings such as hospitals, social service agencies, private practice, and church counseling centers.

These programs are designed to meet the educational requirements for licensure as a Mental Health Counselor or a Marriage and Family Therapist in New York State. Graduates of both programs are eligible to seek employment towards meeting the supervised experience required for licensure. Graduates will have up to two years to meet the experience requirement and must pass a licensure qualifying examination in order to complete New York State licensure requirements.

For further information see: http://www.op.nysed.gov/mhp.htm.

Mental Health Counseling students interested in National Counselor Certification should contact: http://www.nbcc.org. (See page 14 in Student Handbook)

Mission Statement
The Alliance Graduate School of Counseling is committed to preparing students for the role of mental health clinicians who are emotionally mature, intellectually sound, professionally competent, and spiritually vibrant, to do God’s healing work in broken lives, couples and families.

AGSC Core Values
- Belief in the centrality and authority of the Holy Scriptures as the source, foundation and guide to Truth.
- 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.
- 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.
• 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 a professional association, excellence in scholarship, and education of the broader Christian community.

Counseling-In-Training Requirement
Among the potential benefits of receiving therapy as a person entering the counseling profession are: *In vivo* learning of therapeutic techniques, learning therapy from a client perspective, becoming aware of blind spots that may interfere with providing effective therapy, becoming comfortable with the degree of interpersonal intensity required in therapy, and increased emotional maturity.

All matriculated AGSC students, both MHC and MFT, must engage in individual, marital, or family counseling with a professional therapist, from the list approved by the AGSC faculty, for a minimum of 15 standard sessions during their first year in the AGSC program. The student will cover all expenses related to this service. This counseling is not available in-house at the college at this time. Refer to “Orientation Packet” for list of approved counselors and copies of compliance and completion forms. Students who have had counseling sessions within the 18-months prior to admission, may have these hours counted toward their counseling session requirement pending school approval. The student must contact the respective program director with a written request within the first semester of admission into AGSC. Note: Counseling via Skype will not be accepted as a fulfillment of the Counselor-In-Training requirement.

MHC students have a second therapy requirement. Participation in group therapy is a requirement of GCN 604 Group Dynamics & Therapy and therefore, may not be counted as meeting the requirement for counselor-in-training. Further details will be provided by the GCN 604 Group Dynamics & Therapy faculty. The MHC student will cover all expenses related to this second requirement.

Student Review
Because counseling is an interpersonal process with considerable influence and power, continued enrollment in the program is also predicated upon the student maintaining:

1. an appropriate level of social and emotional maturity (e.g., good relational health, dependability, realistic self-awareness).
2. the ability to communicate effectively (e.g., empathy, affect regulation, attainment of counseling skills).
3. appropriate professional attitudes and behaviors (e.g., maintenance of appropriate boundaries, adherence to ethical standards, accepting of constructive feedback).
4. and other personal attributes (e.g., spiritual and psychological growth) believed by the faculty to be necessary for success in the counseling profession.

The faculty will meet twice annually to review all students regarding their academic and professional achievement in accordance with the guidelines of the American Counseling Association (ACA) and the American Association for Marriage and Family Therapy (AAMFT). (see student evaluation form on page 27)

Significant concerns in any of these areas may result in the following: a remediation plan requiring completion within a specified timeframe, or dismissal from the program.
Professional Associations

Membership in a local chapter is highly recommended. The following are professional association websites that students are encouraged to explore.

American Association of Christian Counselors  www.aacc.net
American Association for Marriage & Family Therapy  www.aamft.org
American Counseling Association  www.counseling.org
American Mental Health Counselors Association  www.amhca.org
Christian Association for Psychological Studies  www.caps.net
Connecticut Counseling Association  www.ccamain.com
New Jersey Mental Health Counselors Association  www.njmhca.org
New York Association for Marriage & Family Therapy  www.nyamft.org
New York Mental Health Counselors Association  www.nymhca.org
Master of Arts in Mental Health Counseling – 66 credits

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

1. acquired a strong academic course of study, which integrates the science of modern mental health with Biblical truths.
2. attained a high level of knowledge regarding basic counseling skills commensurate with the degree offered.
3. acquired a working understanding of personal ethics and values essential for the practice of effective counseling and therapy.

Academic Tracking Sheet

I. Core Courses:  (Completion required prior to Internship): 24 credits
   - GCN 502: Theories & Foundations of Counseling
   - GCN 503: Research Methods & Analysis
   - GCN 504: Psychopathology
   - GCN 601: Principles & Methods of Counseling
   - GCN 602: Measurement & Assessment  (Pre-req.: GCN 503, 504)
   - GCN 603: Counseling & Human Development  (Pre-req.: GCN 502)
   - GCN 604: Group Dynamics & Therapy
   - GCN 605: Marriage & Family Counseling: Foundations

Prior to Internship,
1. Students must have a **cum GPA of 3.0 (B)**, in the above-listed courses.
2. 15 sessions of Personal Counseling. **Completion date: ________**

II. Internship: 12 credits
   - GCN 702: Ethics & Professional Issues  **Summer (3) cr.**
   - GCN 791: Practicum  **Summer (3) cr.**
   - GCN 792: Internship  **Fall (3) cr. / Spring (3) cr.**

III. Advanced Core Courses: (May enroll in conjunction with Internship) 12 credits
   - GCN 501: Perspectives on Counselor Formation
   - GCN 606: Counseling for the Urban Context
   - GCN 607: Domestic Abuse: Interventions & Reporting
   - GCN 610: Career Development  *NYS residency requirement. Offered only in Rockland.*

IV. Electives: 9 credits

V. Capstone course: 3 credits
   - GCN 701: Psychology and Theology  *(Pre-req.: GCN 502, 503, 504, 601, 602, 603, 604, 605, + 6 credits of Bible)*

VI. Bible/Theology Classes: 6 credits
   - TH 601: Theology I: God & Humanity
   - OT / NT / TH __________________________

VII. GCN 799: Counselor Preparation Comprehensive Examination: Spring/Fall 0 credits
    Administered during the last semester of year of completion.
Internship

Central to our program is the goal of equipping our counselors to meet the needs of people with hurting or broken lives and relationships. We endeavor to prepare our graduates to function professionally within churches, crisis centers, day treatment programs, hospitals, mental health clinics, para-church agencies, and private practice settings. Toward this end, the AGSC Internship Program is vital for our students' preparation. The Internship Handbook (which is available on-line) provides important information about the expectations, purpose, and requirements of the internship experience.

Philosophy of Training

The Internship Program within AGSC is designed to take the theoretical and academic and to refine that knowledge with applied and practical experience. It is an integrative learning experience designed to bridge the gap between the scientific research based approach to human behavior and the practice of counseling with real life problems, dynamics, and circumstances.

The model for the internship-training program is consistent with the goals and objectives of the mission of AGSC. The program emphasizes experiential learning in the integration of modern counseling theory and practice with relevant value and faith issues, sensitivity to multi-cultural/ethnic and cross-cultural issues, mentoring through supervision and nurturing of professionalism, multi-modal instructional experiences, and case study applications.

Training Plan

The internship experience is an integrative learning experience designed to bridge the gap between the social science of human behavior and the practice of counseling people with real life problems in the context of their environment.

The Internship Program engages in positive efforts designed to ensure that interns will have opportunities to learn about and experience cultural and individual diversity as they relate to the practice of counseling.

Internship placements arranged through AGSC are located primarily in the tri-state area, representing a variety of clinical treatment modalities including outpatient prevention programs, outpatient mental health and/or substance abuse clinics, inpatient psychiatric hospital units, day treatment programs and substance abuse rehabilitation facilities. Students may also locate their own internships, provided they meet NBCC and CACREP guidelines. View internship requirements and further details, including licensing requirements, on the AGSC website.

Counselor Preparation Comprehensive Examination (CPCE)

The Exam

The CPCE is an exit examination required of all MHC students. It is administered during the student's last semester of study in the program. The comprehensive examination is a summative evaluation of the core knowledge areas of counseling. The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBCC).
The CPCE is a 160 item, multiple choice, knowledge-based examination that reflects the 8 Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation:
1. Human growth and development
2. Social and cultural foundations
3. Helping relationships
4. Group work
5. Career and lifestyle development
6. Appraisal
7. Research and program evaluation
8. Professional orientation and ethics

The CPCE is a nationally-normed examination, allowing the program to compare our students with other counseling students’ performance across the nation. It also allows a standardized evaluation of students in the program.

Preparing for the Exam
The following books and study materials have been utilized by AGSC students to study for the CPCE:

- The “Encyclopedia of Counseling” by Howard Rosenthal.
- The NCE study material published by The Association for Advanced Training in the Behavioral Sciences.
- “The Counseling Primer”
- Counselingexams.com

This is not an endorsement of specific study materials.

Grading Process
The program administers the CPCE and sends student answer sheets to the publisher for scoring. The program typically receives the results back from the publisher in four to six weeks. The program uses the standard cut-off score of one standard deviation below the national mean for the given form of the test. Based on the obtained score, the following grades are posted on the student’s transcript:
- “PD” (Passing with Distinction) (2sd above the mean)
- “P” (Pass)
- “F” (Fail) (less than 1 sd below the mean)

Distribution of Exam Results
Results of the exam will be communicated to students via email.

The National Counselor Examination for Licensure and Certification® (NCE)
The NCE is used for two purposes: national counselor certification and state counselor licensure. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC).

The NYC and the Rockland campuses are approved sites for the NCE Administration for current students. The campus coordinator is Dr. Elissa Lin Rathe.
National Certifications
The NCC certification was launched by NBCC in 1982 as a result of the efforts of members of the American Counseling Association (ACA). Since that time, NBCC has become an independent entity and more than 80,000 counselors have become NCCs. The NCC is one of two NBCC certifications that are accredited by the National Commission for Certifying Agencies (NCCA). The NCC is the prerequisite for all specialty certifications (below) with NBCC. The National Counselor Examination for Licensure and Certification (NCE) is required for this certification.

Specialty Certifications
NBCC also offers three specialty certifications. All three require the National Certified Counselor certification as a prerequisite or corequisite.

The Certified Clinical Mental Health Counselor (CCMHC)
The CCMHC was launched originally in 1979 by the National Academy for Certified Clinical Mental Health Counselors. In 1993, the Academy and NBCC reached an agreement for NBCC to take over administration and testing for the CCMHC certification. Nearly 1,000 NCCs currently hold the CCMHC certification. The National Clinical Mental Health Counselor Examination (NCMHCE) is required for this certification.

The National Certified School Counselor (NCSC)
The NCSC certification was launched in 1991 in cooperation with the American School Counselor Association (ASCA). There are more than 2,500 NCCs who also hold the NCSC certification. The National Certified School Counselor Examination (NCSCE) is required for this certification.

The Master Addictions Counselor (MAC)
The MAC certification was first offered in 1995 and testing with the EMAC began in 1996. The MAC is one of two NBCC certifications that is accredited by the National Commission for Certifying Agencies (NCCA). The MAC is also recognized and accepted by the U.S. Department of Transportation (DOT) as qualifying for the Substance Abuse Professional (SAP) training and credential. More than 600 NCCs currently hold the MAC. The Examination for Master Addictions Counselors (EMAC) is required for this certification.

National Certification and State Licensure
What is national certification?
National counselor certification from NBCC proves to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC (National Certified Counselor). NBCC is the largest national counselor certification program in the world.

What is a state license?
A state license in counseling is literally permission from a particular state to practice counseling or to call oneself a licensed counselor. Some states have a single license and some have a two-tiered system. The names of state licenses vary from state to state. Some examples are LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, and LPC-MH.
<table>
<thead>
<tr>
<th><strong>Name of Credential</strong></th>
<th>National Certified Counselor (NCC) – Issued by NBCC</th>
<th>State Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBCC also offers three specialty certifications for NCCs in addictions, clinical mental health and school counseling.</td>
<td>Differs from state to state. Most common titles are: Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), Licensed Clinical Professional Counselor (LCPC), and Licensed Professional Clinical Counselor (LPCC). Issued by each state regulatory board.</td>
<td></td>
</tr>
</tbody>
</table>

| **Purpose** | To promote and represent the counseling profession through a national certification program where the standards are set by members of the counseling profession. Compliance with continuing education requirements and the NBCC Code of Ethics ensure that NCCs stay current with the profession’s best practices. | To protect the public by defining practitioners who can legally use the title of a licensed counselor and/or who can provide counseling services in a particular state. These standards are set by state legislatures. |

| **Examinations** | The National Counselor Examination for Licensure and Certification (NCE) | NCE and/or NCMHCE: State counselor licensure boards contract with NBCC to use one or both of these examinations. |

| **Requirements** | · Master’s degree in counseling or with a major study in counseling from a regionally accredited institution · 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master’s time period · Post-master’s experience and supervision requirements are waived for graduate students enrolled in or who have completed CACREP accredited tracks. · Passing score on NCE | Varies from state to state. All require some combination of · Master’s degree · Counseling experience and supervision · Passing score on NCE and/or NCMHCE. Some require mental health laws exam of that state. |
MHC Graduation Requirements

The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding Ceremony Banquet.

Graduation applications must be submitted to the Registrar's Office at the beginning of the semester prior to the student's final semester.

1. **Sixty-six Semester Hours of Graduate-Level Coursework**
   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 54 of their 66 credits at their designated primary site.

   New York City students must meet the NYS residency requirement by enrolling in GCN 610 Career Development at the Rockland campus.

2. **Internship Experience**
   A minimum of 700 clock hours of supervised practicum and internship experience in an approved setting, 40% of which must be direct client contact. For a full time student, this sequence would typically be taken during the second year of study, starting in June, at the end of the first year, through the end of April of the following second year.

3. **Attainment of appropriate professional attitudes and behaviors indicative of social and emotional maturity.**

4. **CPCE**
   Students are required to enroll in GCN 799 Counselor Preparation Comprehensive Exam in the last semester of study in the program. Students will only be allowed to take the CPCE once. GPA is not affected by the results of the comprehensive exam.

5. **Exit Interview**
   Satisfactory completion of an exit interview with your advisor. The interview is to be scheduled by the student during their last semester of study.

6. **Counselor-In-Training Therapy**
   Completion of required C-I-T therapy. (See section: Counselor-In-Training Pg. 9)

7. **Complete All Financial Obligations**
   If you have obtained loans through Federal loans, it is a Federal requirement that you meet with your Student Financial Services counselor for an Exit Interview. Degree will not be granted until all financial charges (tuition, fees) are paid.

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 his/her advisor and to remain current with class and schedule changes.
Master of Arts in Marriage and Family Therapy – 61 credits

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 scheduled primarily on Tuesday afternoon (2-5 pm) and evening (6-9 pm); and Thursday afternoon (2-5 pm) and evening (6-9 pm). Internship times will be scheduled during other days throughout the week.

Program Sequences
Students may enter the MFT program in one of two sequences (tracks)

1) Full-Time Sequence – may be completed in a 2-year intense program of study with a 12 month Internship.
2) Part-Time Sequence – may be completed in a 3-year program of study with a 12 month Internship (8-9 credit hours per Fall/Spring Semester).

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. The Internship for each sequence runs for a minimum of 12 consecutive months. Though not encouraged, it is possible for students to switch their program sequence after they have started their course of study. It is the student’s responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the program. It is also the responsibility of the student to maintain contact with his/her advisor and to remain current with class and schedule changes.

Program Goals

Content
1) Theoretical Diversity Acquire a comprehensive, theoretical foundation of MFT via the “Theory Cube Model” (comprising nine MFT systemic theories) and live clinical observation.

2) Theoretical Integration Learn how MFT theories are integrated with biblical truth and acquire a practical methodology for incorporating spirituality into clinical practice.

3) Theoretical Staging Demonstrate a basic understanding of the progression of therapy including assessment, case conceptualization, treatment plans, clinical intervention, referral and termination.

Competency
4) Clinical Skills Develop basic skills for effective clinical assessment, treatment, referral and termination within the field of MFT and to construct treatment goals that are consistent with case conceptualization.

5) Clinical Sensitivity Demonstrate the ability to effectively join with clients, become clinically attuned to issues of diversity (personality, ethnicity, gender, spirituality), and adapt theoretical approaches for maximum clinical efficacy.

6) Clinical Enrichment Grow in psycho-educational knowledge and skill to proactively nurture couple/family life and to acquire training in the M.B.T.I. and the Prepare-Enrich Inventory.
Character

7) **Personal Integrity** Grow in “self of the therapist” issues by application of MFT to personal relationships, marriage and family and strengthen spiritual life for transcendent capacity to love, discern, and counsel for optimal clinical effectiveness.

8) **Professional Values** Demonstrate a growing ability to provide clinical care in a manner that is consistent with family law and the AAMFT code of professional ethics.

9) **Professional Identity** Acquire knowledge of MFT licensure and research, professional affiliations, areas of specialization and a growing clarity of future direction upon graduation.

Marriage and Family Therapy Academic Tracking Sheet

<table>
<thead>
<tr>
<th>I. Core Courses:</th>
<th>(Completion required prior to Internship):</th>
<th>15 credits</th>
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</thead>
<tbody>
<tr>
<td>MFT 504: Psychopathology</td>
<td>3</td>
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<tr>
<td>MFT 505B: Theories of Marriage and Family Therapy I</td>
<td>3</td>
<td></td>
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<tr>
<td>MFT 508B: Theoretical &amp; Personal Foundations of MFT</td>
<td>3</td>
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<tr>
<td>MFT 509: Premarital Counseling</td>
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<tr>
<td>MFT 603B: Individual &amp; Family Development</td>
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<tr>
<td>MFT 605B: Theories of Marriage and Family Therapy II</td>
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<tr>
<td>MFT 691: Marriage and Family Therapy Practicum</td>
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<table>
<thead>
<tr>
<th>II. Internship:</th>
<th>15 credits</th>
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</thead>
<tbody>
<tr>
<td>MFT 604B: MFT Ethics, Family Law &amp; Professional Issues</td>
<td>3</td>
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<tr>
<td>MFT 737: Clinical Observation</td>
<td>3</td>
</tr>
<tr>
<td>MFT 794: Class Supervision</td>
<td>2</td>
</tr>
<tr>
<td>MFT 795: Group Supervision/Clinical Consultation</td>
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<tr>
<td>MFT 796: Dyadic Supervision/Clinical Consultation</td>
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<thead>
<tr>
<th>III. Advanced Core Courses:</th>
<th>29 credits</th>
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</thead>
<tbody>
<tr>
<td>MFT 501: Perspectives on Counselor Formation</td>
<td>2</td>
</tr>
<tr>
<td>MFT 503B: Research Methods &amp; Analysis</td>
<td>3</td>
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<tr>
<td>MFT 602: Measurement &amp; Assessment</td>
<td>1</td>
</tr>
<tr>
<td>MFT 608: Ethnicity &amp; Family Therapy</td>
<td>3</td>
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<tr>
<td>MFT 609: Marital Therapy: Assessment and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>MFT 610: Family Therapy: Assessment and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>MFT 705B: Theories of Marriage and Family Therapy III</td>
<td>1</td>
</tr>
<tr>
<td>MFT 706: Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 707: Children &amp; Adolescents in MFT</td>
<td>2</td>
</tr>
<tr>
<td>MFT 708: Abusive &amp; Addictive Family Systems</td>
<td>2</td>
</tr>
<tr>
<td>MFT 709: Marriage &amp; Family Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>MFT 733: Medical &amp; Mental Illness in Family Therapy</td>
<td>2</td>
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<tr>
<td>MFT 734: Spirituality in Marriage &amp; Family Therapy</td>
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</table>

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<tr>
<th>IV. Electives:</th>
<th>2 credits</th>
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<tr>
<td>MFT: Elective</td>
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</table>
MFT Graduation Requirements

The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding Ceremony Banquet.

Graduation applications must be submitted to the Registrar's Office at the beginning of the semester prior to the student's final semester.

1. **Sixty-one semester hours of graduate-level coursework**
   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. **Internship experience.**
   Satisfactory completion of a 400 hour Internship over a minimum of 12 consecutive months. Direct Client Contact (counseling) will comprise 300 hours while Live Clinical Observation will comprise 100 hours. A minimum of 50% of the total direct client contact hours (counseling hours) must be relational therapy (couples and families), while 50% of the counseling hours may involve individual and/or group therapy.

3. **Attainment of appropriate professional attitudes and behaviors indicative of social and emotional maturity.**

4. **Exit Interview.**
   Satisfactory completion of an exit interview with your advisor. The interview is to be scheduled by the student during their last semester of study.

5. **Counselor-In-Training Therapy**
   Completion of required C-I-T therapy. See section: Counselor-in-Training therapy.

6. **Complete all financial obligations.**
   If you have obtained loans through Federal loans, it is a Federal requirement that you meet with your Student Financial Services counselor for an Exit Interview. Degree will not be granted until all financial charges (tuition, fees) are paid.

   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 his/her advisor and to remain current with class and schedule changes.
Nyack College Academic Policies

Academic Standing and Grades
In order to continue studies and receive Title IV and State aid, a student must demonstrate that he or she is making acceptable progress toward earning a degree. The following paragraphs represent the progression of the program and the minimum academic standards that must be met to be eligible for Title IV and State aid. These standards are required by State and Federal funding agencies.

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

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

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

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

A student who has been academically dismissed may apply for reinstatement through the Academic Appeals Committee. The appeal process is initiated by completion of the “Academic Dismissal Appeal Request” form, which may be found on the Nyack website: http://www.nyack.edu/about2010/academics/AcademicAppeal

The completed form must be submitted to the respective program director:
Mental Health Counseling: Dr. Carol Robles
Marriage & Family Therapy: Dr. Andrew Mercurio

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

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

Class Attendance Policy
Class attendance is fundamental to good scholarship and is expected of all students. Attendance policies are outlined in the syllabi of each course.
Degree Requirements
Students are responsible for completing the degree requirements outlined in the catalog in effect at the time of matriculation. If a student breaks matriculation, he/she will assume the degree requirements in effect at the time of re-enrollment. Matriculation is broken by changing programs or by not attending for a year or more, unless a "leave of absence" has been filed (see section "Leave of Absence"). Any curricular changes mandated by New York State will supersede this policy.

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

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

Disabilities (Office of Disabilities Support Services)
It is the policy and practice of Nyack College to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local laws regarding students with disabilities. Under these laws, no disabled, but otherwise qualified student shall be denied access to, or participation in services, programs and activities at Nyack College. For the complete policy statement, go to the Nyack College web site at: http://www.nyackcollege.edu/?page=DSS.

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

At the Rockland campus contact: Elona.Collins@nyack.edu.
At the NYC campus contact: Adelaide.Pabon@nyack.edu.

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

Since the Master of Arts in Mental Health Counseling and the Master of Arts in Marriage and Family Therapy are derived from the same field (and licensure in one area permits work in the other), New York State stipulates that only one degree may be awarded.

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

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

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

**Family Educational Rights & Privacy Act (FERPA)**

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

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

**Grading System**

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

- **A/A-**: Excellent - Distinction in understanding of subject matter, prompt and thorough preparation of assignments, outstanding ability manifested in readings or projects, evidences of original thinking, and sustained interest in the work of the class, with constructive participation therein.

- **B+/B/B-**: Above Average - Understanding of subject matter, prompt and thorough preparation of assignments, very good performance in readings and projects, and an interest in the work of the class, with constructive participation therein.

- **C+/C** Average - Expected of College Students - Acceptable knowledge of the subject matter, understanding of the fundamental principles and a reasonable ability to apply them, and promptness in preparation of assignments.

- **C-**: Below Average - Minimally adequate understanding of subject matter, irregular and inadequate preparation of assignments, and uncertain prospect of success in subsequent courses.

- **F**: Failure - Inadequate knowledge and understanding of subject matter.

- **FX**: Failure - Failing grade given when students do not officially withdraw from a course but stop attending, or fail to complete the work for an incomplete.

- **I**: Incomplete - May be given when students, because of prolonged illness or other circumstances beyond their control, are unable to complete their work by the end of the semester.

- **P**: Pass - Pass grade indicates adequacy in summative experience. This grade is not included in grade point averaging.

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

- **AWD**: Administrative Withdrawal - Grade given when a student has been administratively withdrawn.

**Grade Point Average**

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

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

- **WF** (0-56) = 0.0 points
Graduation Dates
A student's graduation date coincides with his/her degree completion date (normally the last day of the student’s final semester). Diplomas are issued three times per year: (January, May & September). Graduation ceremonies, however, are only held in May.

Graduate students of outstanding scholarship are selected for graduation honors as follows:
- **Honors**: Cumulative GPA of at least 3.85, and
- **Honors With Distinction**: Cumulative GPA of at least 3.95.
These designations will appear on the student's diploma.

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

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

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

Students who have a grievance relative to academic policies, grades given or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the Academic Dean, whose judgment is final. In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester.

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

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

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

Policy on Plagiarism
Students at Nyack College are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices for providing his/her professor with resources and references used to develop his/her paper or project.
Plagiarism is defined as an act of "Literary Theft," when the work of another is misrepresented as the original work of the Nyack College student. This may be done intentionally or unintentionally. When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted MLA or APA practices and standards.

It is recognized that there exists some confusion or ambiguity regarding proper procedures and practices regarding integration of bibliographical references into assignments. In addition, there are, unfortunately, individuals who disregard academic integrity and deliberately plagiarize another's work in their assignments. The following policy is intended to address both intentional and unintentional plagiarism. In addition, it recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

Levels and Consequences

**Level One: Minimal Plagiarism**

The college recognizes that there is often no student intent to misrepresent borrowed material as one's own, but he/she has simply been careless in complying with acceptable presentation and reference conventions. In this case, assignments will be returned to students who will be advised by their professors to rewrite assignments in acceptable form. No grade will be assigned until the professor is satisfied that the student has made adequate revisions meeting MLA or APA standards.

**Level Two: Substantial Plagiarism**

Substantial plagiarism exists where the writer gives no recognition to sources from which substantial material such as phrases, sentences or even ideas are drawn. The minimum penalty for this offense is the rewriting of the paper, and a one-letter grade reduction being given to the offending work. Maximum penalty is failure of the course.

**Level Three: Complete Plagiarism**

Complete plagiarism exists when an entire work is copied from an author or composed by another person, and presented as original work. A failing grade for the course is automatically given. The professor will write a reprimand, a copy of which will be kept in the student's file. A repeat offense may result in suspension or expulsion from the college.

**Other Plagiarism Offenses**

- Submitting the same essay, presentation or assignment for credit in more than one course, unless prior approval has been obtained. Minimum penalty: write a new paper with a full letter grade reduction being given to the work. Maximum penalty: failure of the course.
- Cheating on an examination or falsifying material subject to academic evaluation. Penalty is failure of the course.
- Submitting false records or information at the time of admission to the college, e.g., transcripts, letters of reference. Penalty appropriate to gravity of the offense, the likelihood being either suspension or expulsion from the college.

Any Nyack College student who is unclear about what is required in writing a research-based assignment should speak with his/her professor for clarification.

Cases of plagiarism and cheating are to be reported to the Program Directors of each degree. Appeals may be made to the Dean of AGSC with the provision that the instructor involved and the program Director be present when the case is considered.
Registration
Graduate students must register through their individual graduate programs.

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

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

Courses may not be added after the end of the add/drop period. If a student officially withdraws from a course during the add/drop period, the course will not be recorded on the permanent record card. Courses officially dropped after that time are considered "withdrawals" and a grade of "WD" is recorded on the permanent record card. *NOTE: When withdrawal from courses reduces the total credit load below full time status, eligibility may be jeopardized for financial aid, scholarships, athletics, college housing, immigration status, and veteran's benefits.

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

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

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

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

A "leave of absence" is not considered a break in matriculation when determining the catalog year that a student is following (see "Degree Requirements"). However, program modifications may be necessary to fulfill the original degree requirements in the event of curricular changes.
Repeat Courses
Each degree program establishes its own policy outlining the circumstances under which a
course may be repeated. In all cases, when a course is repeated, only the second grade
(regardless of what it is) will be calculated into the student’s GPA. However, both grades
will remain on the permanent record. In the case of a student repeating a course in which a
passing grade acceptable within his/her program has already been received, the course will
not be included as part of his/her course load for financial aid purposes.

Residency Requirement
All students who are enrolled in a Nyack College program within the state of New York are
required by the New York State Education Department to complete a minimum of one
complete course at the Rockland campus. For each degree program, one course is designated
for instruction in Rockland. Online courses do not meet this requirement.

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

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

1. Credits will be accepted only on the basis of official transcripts. Course
descriptions from academic catalogs and course syllabi are also required.
2. Course work will be evaluated on the basis of a number of factors, including, but
   not limited to, accreditation, equivalency of content and/or learning outcomes, and
   overall fit within the ethos of the program.
3. Transfer credit is not given for courses below a “B” grade.
4. Only credits, not grades or grade points, are transferred.
5. Credits are acceptable for transfer only if they were earned within the past 7
   years. This is calculated from the date the credits were earned, not from the
   graduation date.
6. Credits are transferred to meet the degree requirements of a specific program. A
   change of program may significantly affect the number of transferable and applicable
   credits.
7. Maximum of 15 credits will be accepted into any AGSC degree program.
Student Evaluation

Student Name: _____________________________________________
Faculty Name: _____________________________________________
Course: _____________________________________________
Semester and Year: _______________________ Date: _______________________

Using the scale below, please rate the above student’s:

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Not App</th>
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<tbody>
<tr>
<td>Academic skills</td>
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<tr>
<td>Demonstrates...</td>
<td>□</td>
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<tr>
<td>Assumes responsibility for assigned tasks</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
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<tr>
<td>Meets stated deadlines for assignments</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Final grade earned for the course: ____________________</td>
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Non-academic skills

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<th>Not App</th>
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<tbody>
<tr>
<td>Demonstrates emotional stability</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Demonstrates integrity and Christian ethics</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
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<tr>
<td>Demonstrates sensitivity towards the well-being of others</td>
<td>□</td>
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Classroom Attitudes and Behaviors

<table>
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<th>Not App</th>
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<tbody>
<tr>
<td>Is present on time for class</td>
<td>□</td>
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<tr>
<td>Demonstrates respect for fellow students</td>
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<td>Listens respectfully to others</td>
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<tr>
<td>Does not monopolize group or class discussions</td>
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<tr>
<td>Participates in class discussions in a thoughtful and relevant way</td>
<td>□</td>
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<tr>
<td>Maintains professional boundaries with professor</td>
<td>□</td>
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<tr>
<td>Understands and respects confidentiality of peers</td>
<td>□</td>
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Additional comments (continue on back if needed):

________________________________________________________________________