College of Liberal Arts and Sciences

Laura Barrett, Ph.D., Dean

Phone: (845) 257-3520
Location: Jacobson Faculty Tower
Web Address: www.newpaltz.edu/collegelas
ANTHROPOLOGY
(845) 257-2990
www.newpaltz.edu/anthropology/

Professor:
Victor deMunck, Ph.D., University of California, Riverside

Associate Professors:
Giselle Hendel-Sebestyen, Ph.D., Columbia University
Benjamin Junge, Ph.D., Emory University
Kenneth Nystrom, Ph.D., University of New Mexico

Assistant Professors:
Joseph E. Diamond (Chair), Ph.D., SUNY Albany
Lauren Meeker, Ph.D., Columbia University

The Anthropology Department does not have a program leading to a graduate degree in anthropology; however, the department offers a graduate level field school course during the summer.

COURSES

ANT534 Archaeological Field School (6)
Intensive field and laboratory instruction in excavation techniques, mapping and recording, artifact cataloging, analysis and curation, and the preparation and writing of archaeological reports.
BLACK STUDIES
(845) 257-2760
www.newpaltz.edu/blackstudies/

Professor:
Albert J. Williams-Myers, Ph.D. (history), University of California-Los Angeles

Associate Professors:
Major G. Coleman, Ph.D. (political science), University of Chicago

Assistant Professors:
Karanja Keita Carroll, Ph.D. (African American studies), Temple University
Zelbert Moore, Ph.D. (history), Temple University

The Black Studies Department does not have a program leading toward a graduate degree in Black Studies. However, the department offers graduate courses appropriate to graduate degrees in other departments.

COURSES

BLK502 Blacks in New York History (3)
A thematic examination of the socioeconomic and political contributions of peoples of African descent to the history of New York State, from the colonial period to the present.

BLK510 Contemporary Black Women’s Literature (3)
Analysis of mostly contemporary novels, essays, dramas, poems, and autobiographies by women of African ancestry in the United States, the Caribbean and Africa. Aesthetics, womanist approaches, the oral tradition, and critiques will be examined.

BLK522 African/African-American History & Experiences (3)
Presents the history of Africans in an unbroken continuity from Egypt to modern African American experiences, highlighting retention aspects of African culture including language, art, music and religion, and an appreciation of African contributions to world civilizations.
COMMUNICATION DISORDERS

(845) 257-3620
www.newpaltz.edu/commdis/

Associate Professors:
Anne C. Balant, Ph.D., City University of New York
Inge Anema, Ph.D., City University of New York

Instructors:
Andrea Abramovich, M.S., College of St. Rose
Susan Arnao, Au.D., A.T. Still University
Wendy Bower, M.S., University of Wisconsin, Madison
Kathryn Burke, M.S.Ed., SUNY New Paltz
Jana Losey, Ph.D., University of Oklahoma
Jessica Welsh, M.S., CCC-SLP, Arizona State University

Lecturer:
Rebecca Swensen, M.A., Gallaudet University
Dana Arthur, Ed.M., Harvard University

MASTER OF SCIENCE IN COMMUNICATION DISORDERS (090S 090I)

The Master of Science in Communication Disorders prepares students who have strong undergraduate backgrounds in Communication Disorders for a wide range of career opportunities and for doctoral study. The program includes two concentrations:

- Speech Language Pathology (62 credits) 090S
- Speech and Language Disabilities (68 credits) 090I

The Master of Science in Communication Disorders at SUNY New Paltz is registered as licensure-qualifying in New York State and is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #320, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

The concentration in Speech and Language Disabilities also leads to a NYS Initial certificate as a Teacher of Students with Speech and Language Disabilities.
Admission Requirements

- A baccalaureate degree from an accredited institution
- A minimum cumulative undergraduate grade point average (GPA) of 3.0 (4.0 scale)
- A college-level course in statistics with a minimum grade of 2.0 (4.0 scale)
- At least nine courses in speech, language and hearing at the undergraduate level. Courses must be determined to be equivalent to the New Paltz minimum specified courses listed below. These courses must be completed prior to matriculation
- Official results of the GRE general test with satisfactory test scores
- One copy of ALL official transcripts (including transfer schools)
- A non-refundable application fee of $50
- Three letters of recommendation from persons familiar with your recent professional/academic activity and qualifications
- A typed, 400-500 word graduate admissions essay
- Interview and proctored writing sample may be required

<table>
<thead>
<tr>
<th>SPECIFIED COURSES</th>
<th>MINIMUM CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology of Speech &amp; Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Child Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Hearing and/or Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Language Development in Children</td>
<td>3</td>
</tr>
<tr>
<td>Observations in Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Tests &amp; Assessment in Communication Disorders (or Diagnostics)</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition, students applying for the Speech Language Disabilities Program (090I) must complete the following three courses, or their equivalents. These courses should be taken in advance but may be completed during graduate study:

- A course in the foundations of Education, e.g., EDS340 Sociological and Philosophical Foundations of Education (3 credits)
- A course in child or adolescent development, e.g., EDS371 Child Psychology and Development (3 credits)
- A course in special education inclusion, e.g., SPES350 Creating Inclusive Elementary School Classrooms (3 credits)

Other required courses for ASHA certification which should be taken in advance (but may be completed during graduate study) are listed below. A minimum grade of C (2.0) is required in each course.

- A college-level human or animal biological science course (3 credits)
- A college-level physics or chemistry course (3 credits)
- Two college-level social science courses (total of 6 credits)
- A course in aural rehabilitation (3 credits)
- A course or certificate demonstrating manual communication proficiency

Application Procedure
December 1 – Applications accepted
February 1 – Application deadline

Students may apply online or via paper application. To apply, submit the following items to the Graduate School in one complete packet:

- A signed application (paper applications) or a signature page (online applications)
- All undergraduate transcripts, including schools with transfer credits in sealed envelopes
- A typed 400-500 word graduate admissions essay
- Three letters of recommendation in sealed envelopes
- Satisfactory GRE scores

If you have questions about the application process or the programs offered, please contact the Graduate School at (845) 257-3947 or gradschool@newpaltz.edu.

Program Requirements

Students must:

- File a “plan of study” during the first semester after matriculation
- Complete prescribed course work within four years after matriculation
- Maintain a cumulative average of 3.0 or higher, with no more than two grades below B-
- Successfully complete a comprehensive examination with written and oral components
- Demonstrate clinical competence by successfully completing the prescribed number of clinical contact hours. These will be between 325 and 375 clock hours depending on previous clinical experience

Curriculum Requirements

NOTE - the major plans and courses are already on our website. Should they be included here or linked from the website (or vice versa)?

M.S. in Communication Disorders – Speech-Language Pathology Concentration 090S: Completion of 62 semester credit hours of prescribed course work with a minimum GPA of 3.0 (B). Leads to New York State licensure and ASHA certification.

<table>
<thead>
<tr>
<th>REQUIRED COURSEWORK</th>
<th>Credits</th>
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<tbody>
<tr>
<td>A SCIENTIFIC AND LINGUISTIC BASES</td>
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</tr>
<tr>
<td>CMD500 Instrumentation for SLP</td>
<td>1</td>
</tr>
<tr>
<td>CMD508 Neurophysiology of Speech</td>
<td>3</td>
</tr>
<tr>
<td>CMD509 Advanced Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>CMD520 Augmentative Communication</td>
<td>2</td>
</tr>
<tr>
<td>CMD524 Foundations of Language 1</td>
<td>1</td>
</tr>
<tr>
<td>CMD534 Foundations of Language 2</td>
<td>1</td>
</tr>
<tr>
<td>B RESEARCH METHODS</td>
<td>3 Credits</td>
</tr>
<tr>
<td>CMD550 Research Methods in Communication Disorders</td>
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### C SPEECH, LANGUAGE, AND SWALLOWING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CMD504</td>
<td>Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD505</td>
<td>Child Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD507</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD512</td>
<td>Seminar in Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>CMD516</td>
<td>Seminar in Adult Language Disorders</td>
<td>3</td>
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<tr>
<td>CMD519</td>
<td>Swallowing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD522</td>
<td>Seminar in Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD525</td>
<td>Advanced Diagnosis Speech-Lang. Disorders</td>
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### D PROFESSIONAL ISSUES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMD510</td>
<td>Professional Issues in Comm. Disorders</td>
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</table>

### II PROFESSIONAL AREA ELECTIVE COURSEWORK

*Students who have not taken a course in Aural Rehabilitation must take CMD511*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMD511</td>
<td>Aural Rehabilitation</td>
<td>3</td>
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<tr>
<td>CMD521</td>
<td>Early Intervention for Sp. Lang. Path.</td>
<td>3</td>
</tr>
<tr>
<td>CMD523</td>
<td>Language and Literacy Development</td>
<td>3</td>
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<tr>
<td>CMD526</td>
<td>A second Diagnostic Practicum</td>
<td>1</td>
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<tr>
<td>CMD553</td>
<td>Research Practicum</td>
<td>1</td>
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<tr>
<td>CMD593</td>
<td>Selected Topics in Communication Disorders</td>
<td>1-3</td>
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<td>CMD595</td>
<td>Independent Study</td>
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### III CLINICAL PRACTICUM

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CMD501</td>
<td>Clinical Methods in Speech-Language Path 1</td>
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<tr>
<td>CMD506</td>
<td>Clinical Methods in Speech-Language Path 2</td>
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<tr>
<td>CMD503</td>
<td>Practicum in Speech-Language Pathology*</td>
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<tr>
<td>CMD526</td>
<td>Diagnostic Practicum in SLP</td>
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<tr>
<td>CMD570</td>
<td>Practicum in Audiology</td>
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*Depending on the number of undergraduate practicum hours completed, up to 2 credits of CMD503 may be waived.*

### IV COMPREHENSIVE EXAM

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

### TOTAL CREDITS REQUIRED FOR THE DEGREE

| Credits | 60-62 |
M.S. in Communication Disorders - Speech and Language Disabilities Concentration 090I: Completion of 68 semester credit hours of prescribed course work with a minimum GPA of 3.0 (B). Leads to the Teacher of Students with Speech and Language Disabilities (TSSLD) Initial Certificate, New York State licensure, and ASHA certification. This concentration is recommended for students who wish to earn TSSLD certification and do not already have the initial certificate.

<table>
<thead>
<tr>
<th>REQUIRED COURSEWORK</th>
<th>51 Credits</th>
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<tr>
<td><strong>A</strong> SCIENTIFIC AND LINGUISTIC BASES</td>
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<tr>
<td>CMD500 Instrumentation for SLP</td>
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<tr>
<td>CMD508 Neurophysiology of Speech</td>
<td>3</td>
</tr>
<tr>
<td>CMD509 Advanced Speech Science</td>
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<tr>
<td>CMD520 Augmentative Communication</td>
<td>2</td>
</tr>
<tr>
<td>CMD524 Foundations of Language 1</td>
<td>1</td>
</tr>
<tr>
<td>CMD534 Foundations of Language 2</td>
<td>1</td>
</tr>
<tr>
<td><strong>B</strong> RESEARCH METHODS</td>
<td>3 Credits</td>
</tr>
<tr>
<td>CMD550 Research Methods in Communication Disorders</td>
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</tr>
<tr>
<td><strong>C</strong> SPEECH, LANGUAGE, AND SWALLOWING</td>
<td>26 Credits</td>
</tr>
<tr>
<td>CMD504 Phonological Disorders</td>
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<tr>
<td>CMD505 Child Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD507 Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD512 Seminar in Stuttering</td>
<td>3</td>
</tr>
<tr>
<td>CMD516 Seminar in Adult Language Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD519 Swallowing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CMD522 Seminar in Voice Disorders</td>
<td>3</td>
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<tr>
<td>CMD525 Advanced Diagnosis of Speech and Lang. Dis.</td>
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<tr>
<td>CMD### Elective(s)</td>
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Note: Students who have not had a course in Aural Rehabilitation must take CMD511

<table>
<thead>
<tr>
<th>EDUCATION COURSEWORK</th>
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<tbody>
<tr>
<td>CMD510 Professional Issues in Communication Disorders</td>
<td>2</td>
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<tr>
<td>CMD521 Early Intervention for Speech Lang. Path.</td>
<td>3</td>
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<tr>
<td>CMD523 Language and Literacy Development</td>
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<td>EDS565 Teaching in Inclusive Classrooms</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>CLINICAL PRACTICUM</th>
<th>17 Credits</th>
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<tbody>
<tr>
<td>CMD501 Clinical Methods in Speech-Language Path 1</td>
<td>2</td>
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<tr>
<td>CMD506 Clinical Methods in Speech-Language Path 2</td>
<td>3</td>
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<tr>
<td>CMD503 Practicum in Speech-Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>CMD526 Diagnostic Practicum in SLP</td>
<td>1</td>
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<tr>
<td>CMD530 Practicum Speech-Lang Path in the Schools</td>
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<tr>
<td>CMD570 Diagnostic Audiology Practicum</td>
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</table>
Additional Requirements for the Initial Certificate – TSSLD:

| Seminar – Schools Against Violence (SAVE) |
| Seminar – Dignity for All Students Act (DASA) |
| Seminar - Identification and Reporting of Suspected Child Abuse and Maltreatment |
| Educating All Students (EAS) test |
| Academic Literacy Skills Test (ALST) |

COURSES

CMD500 Instrumentation for Speech-Language Pathology (2 credits)
Principles of observation and measurement of physiological and acoustical phenomena important for the clinical assessment of speech, using electronic and computer-based instrumentation. Topics include time and frequency domain measurements of sound, sound spectrography, observation and measurements of the parameters of the respiration and speech production and the resulting air pressures and flows. Includes principles of operation, use, and care of clinical equipment. Prerequisite: Matriculated status (090).

CMD501 Clinical Methods in Speech-Language Pathology 1 (2 credits)
Therapeutic procedures in the management of disorders of oral communication. First-level direct clinical experience working with clients in individual therapy programs at the New Paltz Speech and Hearing Center. Planning of long- and short-term goals, development of lesson plans, selection of appropriate materials and clinical procedures, use of clinical instrumentation, ongoing diagnosis, and accurate written reporting of these experiences. Prerequisite: Matriculated (090) status.

CMD502 Language Development and Disorders in the Educational Setting (3 credits)
Survey of the field of speech/language pathology and disorders of language as applied to school-aged children. Analysis of the symptoms, causes and management of common speech and language deficits that affect reading/writing. Introduction to collaborative practices in inclusive educational settings. (Does not count toward the M.S. in Communication Disorders.)

CMD503 Practicum in Speech Language Pathology (1-3 credits)
Procedures used in the examination, diagnosis, and treatment of communication disorders are studied and applied under supervision. Each student will plan and carry out a program of treatment for persons with communication disorders. Students analyze their clinical performance, set goals for improvement, and evaluate their progress. May be repeated for credit. Prerequisite: Matriculated (090) status.
CMD504 Phonological Disorders (3 credits)
The development of the phonological system in children, phonological processes in typical and atypical language learners and their impact on academic performance, techniques for assessment and remediation of phonological disorders. Co-requisite: CMD509 or 88509. Prerequisite: Matriculated (090) status.

CMD505 Child Language Disorders (3 credits)
An investigation of language pathologies, etiologies, assessment procedures and therapies for children. Prerequisite: Matriculated (090) status.

CMD506 Clinical Methods in Speech-Language Pathology 2 (2 credits)
Therapeutic procedures in the management of communication disorders. Participation in the planning and procedures for SLP therapy including the evaluation of therapeutic progress. Prerequisites: Matriculated Status (090) and CMD501.

CMD507 Seminar in Motor Speech Disorders (3 credits)
Etiology, diagnosis and clinical management of motor speech disorders. Prerequisite: Matriculated (090) status.

CMD508 Neurophysiology of Speech (3 credits)
Advanced study of the neuroanatomical structures and neurological integrations responsible for speech and swallowing. Prerequisite: Matriculated (090) status.

CMD509 Advanced Speech Science (3 credits)
Physiological correlates of speech segments and the resulting acoustic signal to which listeners ascribe phonetic significance. Examination of respiratory, laryngeal, and upper vocal tract speech functions, in the context of known physiological data and theoretical models. Prerequisite: Matriculated (090) status and CMD508.

CMD510 Professional Issues in Communication Disorders (2 credits)
Consideration of professional, ethical, and legal issues; structure of programs providing speech and language services in public schools and other settings; strategies for life-long learning and continuing professional development. Prerequisite: Matriculated (090) status.

CMD511 Aural Rehabilitation of Children and Adults (3 credits)
Social, emotional, and communicative impact of hearing impairment; (re)habilitation strategies for children including amplification, cochlear implants, auditory training, assistive technology and educational placement; rehabilitation strategies for adults including speech reading, auditory training and assistive technology; distance learning format. Prerequisite: Matriculated (090) status.

CMD512 Seminar in Stuttering (3 credits)
Modern theories, research findings, and treatment methods related to the study of the nature, etiology, and treatment of stuttering. Prerequisite: Matriculated (090) status.

CMD516 Seminar in Adult Language Disorders (3 credits)
Nature and significance of language deficits and communicative disorders associated with aphasia, closed head injury, and dementia. Theoretical concepts and evaluative and therapeutic techniques are examined. Recent research findings analyzed. Prerequisite: Matriculated (090) status.
CMD519 Swallowing Disorders (3 credits)
An introduction to the clinical and professional practice aspects of swallowing disorders, dysphagia, from the speech-language pathologist’s perspective. Prerequisite: Matriculated (090) status and CMD508.

CMD520 Augmentative Communication Systems (2 credits)
Theory and practice of augmentative communication systems. Examines basic decision making issues for clinicians in the selection of devices for those unable to use speech as a primary mode of communication. A variety of high and low technology devices are explored. Prerequisite: Matriculated (090) status.

CMD521 Early Intervention for Speech-Language Pathologists (3 credits)
A practical approach to early intervention and preschool special education as it relates to the speech-language pathologist: overview of federal and state regulations and their implementation; review of birth-five development across domains; multidisciplinary evaluations and treatment; documentation and record-keeping, service coordination; service provision in home, center, and inclusionary settings, and effective networking strategies. Prerequisite: Matriculated (090) status.

CMD522 Seminar in Voice Disorders (3 credits)
Recent developments, research findings, and treatment methods related to the etiology and therapy of voice disorders. Prerequisite: Matriculated (090) status.

CMD523 Language and Literacy Development (3 credits)
Explores the nature of language and literacy development and provides an introduction to modern theories, recent developments, research findings, and treatment methods related to language and literacy.

CMD524 Foundations of Language 1 (1 credit)
Formal aspects of syntax and morphology as appropriate to the assessment and treatment of breakdowns in typical language production and comprehension. Syntactic terms used by language interventionists are reviewed and applied through practice exercises. Topics are addressed within the framework of Brown's stages of developmental expectations. Prerequisite: Matriculated (090) status.

CMD525 Advanced Diagnosis of Speech and Language Disorders (3 credits)
Theoretical and practical application of the scientific method to the diagnosis of speech, language, and voice disorders in individuals. Prerequisite: Matriculated (090) status.

CMD526 Diagnostic Practicum in SLP (1-3 credits)
Guided clinical practice in diagnostic procedures in speech and language in an on-campus clinical setting, toward meeting requirements for ASHA certification. May be repeated for credit up to 2 times. Prerequisite: Matriculated (090) status and CMD525; may be taken concurrently with CMD525.
CMD530 Practicum in Speech-Language Pathology in the Schools (8 credits)
Student teaching is the culminating experience in the Speech and Language Disabilities Program (090I) that strives to foster caring, critical, and reflective professionals responsive to the needs of a diverse society. Students will receive guided clinical practice in therapeutic procedures for the prevention, assessment, and management of a variety of communication disorders in an educational setting sufficient to meet requirements for the New York State Initial Certificate as a Teacher of Students with Speech and Language Disabilities, as well as some of the clock hour requirements for the Certificate of Clinical Competence of the American Speech Hearing and Language Association. Prerequisite: CMD501, CMD506, CMD503, and CMD525.

CMD534 Foundations of Language 2 (1 credit)
A continuation of material introduced in Foundations of Language 1 with an emphasis on syntactic function and a brief review of syntactic form. Intensive in-class practice will be supplemented with clinically applicable take-home assignments. Prerequisite: Matriculated (090) status and CMD524.

CMD550 Research Methods in Communication Disorders (3 credit)
Introduction to the research process, research techniques and research sources. The dual goals of the course are to enable students to write effective research proposals for questions they desire to answer and to understand and critically evaluate research reports they read. Prerequisite: Matriculated (090) status.

CMD553 Research Practicum (1-3 Credits)
A mentored forum for students to refine their own research interests while participating in clinical and non-clinical research specific to Communication Disorders. May be repeated for credit up to three times. Prerequisite: Matriculated (090) status.

CMD570 Diagnostic Audiology Practicum (1 credit)
Clinical practice in diagnostic audiological evaluation techniques with emphasis on basic audiological concepts as they relate to test protocols; basic evaluation interpretation; strictly supervised setting. Minimum 25 hours required which can be added toward the hourly requirement for the Certificate of Clinical Competence of the American Speech Language Hearing Association. Prerequisite: Matriculated (090) status.

CMD593 Selected Topics in Communication Disorders (1-3 credits)
Selected topic course descriptions may change from semester to semester. Please consult the Schedule of Classes for more information regarding this course. Prerequisite: Matriculated (090) status.

CMD595 Independent Study Communication Disorders (1-3 credits)
Prerequisite: Matriculated (090) status.

CMD599 Comprehensive Exam Workshop
Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam. Prerequisite: Matriculated (090) status.

CMD799 Continued Registration (1 credit)
May be repeated for credit. Prerequisite: Matriculated (090) status.
ENGLISH
(845) 257-2720
www.newpaltz.edu/english/

Distinguished Teaching Professors:
Jan Z. Schmidt, Ph.D., Syracuse University
H.R. Stoneback, Ph.D., Vanderbilt University

Professors:
James M. Schiffer, Ph.D., University of Chicago

Associate Professors:
Mary Stella Deen, Ph.D., University of Virginia
Heinz Insu Fenkl, M.A., University of California, Davis
Thomas Festa, Ph.D., Columbia University
Heather A. Hewett, Ph.D., University of Wisconsin, Madison
Andrew Higgins, Ph.D., University of Massachusetts, Amherst
Mary Holland, Ph.D., University of California, Los Angeles
Nancy Johnson (chair), Ph.D., McGill University
Daniel Kempton, Ph.D., University of California, Santa Cruz
Christopher A. Link, Ph.D., Boston University
Edward Mayer, Ph.D., Washington University
Cyrus Mulready, Ph.D., University of Pennsylvania
Thomas G. Olsen, Ph.D., Ohio State University
Fiona Paton, Ph.D., Pennsylvania State University
Sarah Wyman, Ph.D., University of North Carolina, Chapel Hill

Assistant Professors:
Jacqueline George, Ph.D., University of Michigan
Oksana Laleko, Ph.D., University of Minnesota, Twin Cities
Matthew Newcomb, Ph.D., Pennsylvania State University
Vicki Tromanhauser, Ph.D., Columbia University
Michelle Woods, Ph.D., Trinity College, Dublin

Lecturers:
Laurence Carr, M.A., New York University
Dennis Doherty, M.A., SUNY New Paltz
Penny Freelon, M.A., SUNY New Paltz
Rachel Rigolino, M.A., SUNY New Paltz

MASTER OF ARTS IN ENGLISH

Admission Requirements
One official copy of a baccalaureate transcript from a regionally accredited institution with at least 36 credits in English, exclusive of freshman composition. (Applicants who present fewer than 36 undergraduate credits in English may remedy this deficiency by taking additional courses as recommended by the English graduate committee.)

A 3.0 overall cumulative undergraduate grade point average. (Applicants whose undergraduate grade point average in English is less than 3.0 may be admitted on the basis of GRE scores.)

A sample of the applicant’s critical writing, either one or two essays totaling about 10 pages in length.

International applicants must provide an internet-based TOEFL score of at least 85. GREs are recommended.

Program Requirements
Complete prescribed course work within seven years after matriculation.

Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.
Present nine credits in a single foreign language or satisfactory evidence of equivalent competence.

Satisfactory performance on the English Department's comprehensive examination.

Curriculum Requirements 30 credits

No more than six credits may be transferred from another institution. No more than six credits taken before admission to the MA program may be credited to the degree.

The English Proseminar (ENG500), generally taken in the first semester.

At least one course in pre-early modern literature and/or language, such as ENG501, ENG502, ENG 503, ENG527, and when appropriate, ENG 572 (consult the Graduate Director for direction on this course).

At least one course in Shakespeare (ENG505 or ENG574).

One other course from the periods before 1800, for which a second Shakespeare course may be counted.

Three courses from the periods after 1800.

One course in literary criticism (ENG550, ENG555, or ENG585).

Assistantships

Teaching Assistantships are available for students in the MA program. The Assistantship pays a stipend plus tuition for two graduate English courses per semester; recipients of the Assistantship teach one section of Composition and enroll in two graduate English courses per semester. Teaching Assistants are supported through a maximum of 33 credits. Modern Theories of Writing, ENG515, is required and is usually taken in the first semester of the Assistantship. Application is made through the English Department office.

A limited number of other stipendiary positions are sometimes available within the English Department and elsewhere on campus. Check regularly with the English Department to learn of these opportunities.

MA/MAT PROGRAM IN ENGLISH

Graduate students may complete the Master of Arts degree in English and the Master of Arts in Teaching (English) in a joint MA/MAT program. This joint program is intended for students who wish to earn a New York State secondary education teaching credential and have the benefit of additional study in English through the MA program.

Joint Program – Who is Eligible?

Students who are accepted into the MA (English) or MAT (English Education) may apply for admission to the Joint Program after they have satisfactorily completed at least 6 graduate credits in English with a GPA of at least 3.0.

Students who have already completed the MAT or MA in English may apply for the additional degree that the Joint MA/MAT Program affords them. Their matriculation into the Joint Program must be within five years of the matriculation date for their first degree, and they must complete the Joint Degree program within seven years of the matriculation date for their first degree.

Joint Degree Application Process

- After completing 6 graduate credits in English, students meet with their graduate advisor to discuss their intentions;
- Students then will be advised to write 1) a brief statement indicating their wish to begin the joint program, 2) a 1-2 page application essay detailing their reasons for wanting the additional degree;
- Students request one additional letter of recommendation. Those seeking to add the MA to their MAT must submit a letter from an English Professor; those seeking to add the MAT to their MA need a letter from a faculty member or someone else (e.g., an employer, an internship or volunteer supervisor) who can speak to their talents for working with young people and their potential as a teacher;
Students seeking to add the MA to the MAT must submit a sample of critical writing, either one or two essays totaling about 10 pages in length.

Students submit the Graduate School application (pages 1-2), and the materials listed above to the Graduate School (Haggerty Administration Building, Room 804).

Transfer Credits

Students who are enrolled in or have completed the MA in English will be permitted to transfer up to 15 graduate credits in English into the MAT program. Students who are enrolled in or have completed the MAT in English will be permitted to transfer up to 15 graduate credits in English into the MA program. This transfer policy is available only to students who are enrolled in or have completed the first graduate degree program at SUNY New Paltz, and the credits must be transferred within seven years of matriculation in the first degree program. No more than six credits of graduate work at another institution may be transferred into either the SUNY New Paltz MA or MAT program.

Degree Program Time Limit

Students have seven years to complete both degrees. Exceptions to this rule will be considered on a case-by-case basis.

For more information contact:
Thomas Festa, English Graduate Director
festat@newpaltz.edu
(845) 257-2726

Mary Sawyer, Department of Secondary Education & Coordinator, English Education
(845) 257-3114
sawyerm@newpaltz.edu

The Graduate School
(845) 257-3285

COURSES

ENG500 English Proseminar (3)
A graduate-level introduction to research and literary analysis. The work of the course centers upon the writing of literary commentaries totaling ca. 40 pp. Required of all MA, MAT and MS candidates on admission to candidacy.

ENG501 Introduction to Old English (3)
Old English as a language and readings in the original.

ENG502 Introduction to Middle English (3)
Middle English as a language and readings in the original.

ENG503 Chaucer (3)
Language and literary art of Chaucer, life and thought of medieval England; emphasis on the Canterbury Tales.

ENG504 English Literature of the Sixteenth Century (3)
Selected prose and poetry of the English Renaissance, including works of such figures as Spenser, Sidney, Wyatt, Surrey, Nashe, Green, and Dekker.

ENG505 Shakespeare (3)
An introductory survey of Shakespeare’s works, with emphasis upon historical, cultural, and critical problems.

ENG506 English Drama through the Jacobean Period (3)
Medieval drama and later playwrights such as Kyd, Marlowe, Jonson, Webster, Chapman, Beaumont, and Fletcher.

ENG507 English Literature of the Seventeenth Century (3)
Leading English writers of poetry and prose in the seventeenth century, excluding Milton. Metaphysical and Cavalier poets and such prose authors as Browne, Burton, Bunyan, and Pepys.

ENG508 Milton (3)
Milton’s major poetical works and selected minor poems and prose works in relation to his time and seventeenth-century thought.

**ENG509 Eighteenth-Century English Literature (3)**
Historical survey of poets, satirists, and essayists: Dryden, Swift, Pope, Addison, Johnson, Gray, Burns, and others. Some background philosophy. No novels or drama.

**ENG510 Early English Novels (3)**
Great pioneers of the novel: Defoe, Richardson, Fielding, Smollett, and Sterne. Not open to students who have taken ENG414 or 41414.

**ENG511 Restoration and Eighteenth-Century English Drama (3)**
Playwrights such as Dryden, Otway, Etherage, Wycherley, Congreve, Farquhar, Gay, Lillo, Goldsmith, and Sheridan.

**ENG513 Female Heroes of Literature: Nineteenth Century (3)**
A feminist critical study of female heroism in selected American and British nineteenth-century novels. Authors will include Bronte, Hawthorne, George Eliot, Hardy, James, Wharton, Chopin, Dreiser.

**ENG514 Female Heroes of Literature: Twentieth Century (3)**
A feminist critical study of female heroism in selected American and British twentieth-century novels. Authors will include Lawrence, Woolf, Hemingway, McCullers, Steinbeck, Lessing, Atwood, Godwin.

**ENG515 Modern Theories of Writing (3)**
A general introduction to developments in writing theory and instruction including such topics as the composing process, cognition and writing, invention and revision strategies, discourse theory, alternative approaches to teaching grammar and style. (Especially suitable for students planning to teach.)

**ENG517 English Romantic Literature (3)**
Major writers of the English romantic movement and related critical and historical works. Not open to students who have taken 41417.

**ENG518 The English Novel of the 19th Century (3)**
Major British novelists of the 19th Century studied in the context of the whole English novel and European fiction of the nineteenth century.

**ENG519 English Literature of the Victorian Period (3)**
Poetry, fiction, and non-fiction works of the Victorian period. Such figures as Browning, Tennyson, Arnold, Swinburne, Dickens, Thackeray, Carlyle, and Ruskin.

**ENG521 Modern British Drama (3)**
Playwrights such as Wilde, Shaw, Galsworthy, Maugham, Barrie, Synge, O’Casey, Osborne, and Pinter.

**ENG522 British Literature of the Twentieth Century to 1945 (3)**
British novelists and poets of the first half of the twentieth century: Conrad, Joyce, Forster, Woolf, Lawrence, Yeats, Eliot, Graves, and others.

**ENG523 Joyce (3)**
Joyce’s major works, in the light of their structural, linguistic, and thematic innovations.

**ENG524 Virginia Woolf (3)**
Virginia Woolf produced innovative, influential work in many genres: stories, novels, non-fiction, criticism, biography. We explore these and use her Diary to document her life as a writer.

**ENG525 Contemporary British and American Literature Since 1945 (3)**
Investigation of the emerging themes in prose and poetry since World War II.

**ENG527 The Development of Modern English (3)**

**ENG529 Ballad Revivals (3)**
The ballad as a special form of literature in light of two dramatic revivals of interest in the genre: the eighteenth century (Addison, Percy, Burns, Scott) and the twentieth (Kipling, Housman, Yeats, Warren, and the contemporary folksingers).

**ENG532 The American Renaissance (3)**
Research in such figures as Emerson, Thoreau, Hawthorne, Whitman, and Melville, and in movements such as utopianism, transcendentalism, and abolitionism.
ENG533 American Fiction in the Nineteenth Century (3)
Major works in prose fiction from Irving and Poe to Howells and James.

ENG534 American Poetry in the Nineteenth Century (3)
Works of major poets in America before and after the Civil War: Emerson, Poe, Whitman, and Dickinson, among others.

ENG535 Realism and Naturalism in American Fiction (3)
Selected works by such writers as Howells, Twain, James, London, Dreiser, Farrell, Jeffers, and Dos Passos.

ENG536 American Fiction in the Twentieth Century to 1945 (3)
Study of important American novelists, 1900-1945, including the work of major novelists such as Faulkner, Hemingway, Fitzgerald and Warren.

ENG537 American Poetry in the Twentieth Century to 1945 (3)
Reading of the principal American poets at home and abroad in the period up to 1945: Eliot, Frost, Cummings, Pound, and Auden, among others.

ENG538 Modern American Drama (3)
Playwrights such as O'Neil, Anderson, Howard, Behrman, Sherwood, Odets, Wilder, Miller, Williams, Albee.

ENG539 American Fiction After 1945 (3)
Study of the major authors and movements of post-1945 American fiction, including Ellison, Kerouac, Bellow, Pynchon, and Morrison.

ENG541 Seminar in Creative Writing (3)
Seminar in Creative Writing. Workshop in the techniques of writing fiction, poetry, or drama for proficient writers who wish to be published. Not applicable to the MS or MA degrees.

ENG550 Literary Criticism (3)
Major theories of the nature and functions of literary art, from ancient to modern times.

ENG555 Twentieth-Century Literary Criticism (3)
A study of major twentieth-century theories of literature, such as those of Marxist and psychoanalytical critics, the New Critics, the Chicago school, the theories of Northrop Frye, Feminism, and Deconstruction. In-depth consideration of primary critical works.

ENG556 Literature and Lore of the Catskill Mountains and the Hudson Valley (3)
Introduces the student to the fundamental ideas of regional studies (sense of place, etc.) through the study of prose, poetry, and folklore of the Hudson Valley and Catskill Mountain Region.

ENG560 Forms of Autobiography (3)
An introduction to classic and/or contemporary autobiographies. Discussion of principles of autobiographical writing; forms of the genre; and critical and theoretical perspectives. Topics and readings will vary from year to year.

Courses numbered ENG 571-589, uniformly titled “Studies in . . .,” generally focus more specifically or narrowly on their subjects than do courses numbered ENG500-570. While no specific permission is required to enroll in these courses, students are advised to consult with the Graduate Director or the course instructor to make sure that they are best served by enrolling in these courses over other more general offerings.

ENG572 Studies in Middle English Literature (3)
May be repeated for credit.

ENG573 Studies in Sixteenth-Century English Literature (3)

ENG574 Studies in Shakespeare (3)

ENG575 Studies in Seventeenth-Century English Literature (3)

ENG576 Studies in Eighteenth-Century English Literature (3)

ENG577 Studies in English Romanticism (3)

ENG578 Studies in Victorian Literature (3)

ENG579 Studies in Nineteenth-Century American Literature (3)

ENG580 Studies in Twentieth-Century American Poetry to 1945 (3)

ENG581 Studies in Twentieth-Century American Fiction to 1945 (3)
ENG582 Studies in Twentieth-Century British Poetry to 1945 (3)
ENG583 Studies in Twentieth-Century British Fiction (3)
ENG584 Studies in Contemporary British Literature (3)
ENG585 Studies in Contemporary Criticism (3)
ENG586 Studies in Contemporary American Literature (3)
ENG587 Studies in Contemporary British and American Drama (3)
ENG588 Studies in Comparative Literature (3)

ENG590 Thesis in English (3)
Writing of a substantial essay under the guidance of a faculty advisor. (Arrangements must be made well in advance of the semester in which the thesis is to be written.)

ENG595 Independent Study English
Directed study under the guidance of a faculty advisor. (Arrangements must be made well in advance of the semester in which the study is to be undertaken.)
The Geography Department does not have a program leading to a graduate degree in geography; however, the department offers graduate courses appropriate to graduate degrees in other departments.

COURSES

GEO501 Geography for Teachers (3)
Basic concepts about the physical environment and the geographic relationships between the Earth and its human occupants. The National Geography Standards are used in this course to facilitate the implementation of geography in the K-12 curriculum.

GEO506 Contemporary China (3)
Examination and analysis of the recent transformation of China’s landscape, emphasizing physical, economic, and social changes.

GEO526 Urban Planning (3)
An introduction to the history, theory and practice of Urban Planning in the United States. This course includes current issues in land use, natural resources, housing, zoning, transportation and innovative planning techniques. Field research encouraged.

GEO541 Geography of American Cities and Suburbs (3)
Among the most dramatic, controversial, and significant trends in the human geography of the United States has been the decline of the central city and expansion of suburbs. The causes and consequences of these trends and some proposed remedies to alleviate those aspects perceived to be detrimental.

GEO551 Environmental Conservation (3)
Comparative analysis of the distribution, use, and interrelationships of the natural resources of the world. Efforts at conservation and public policies adopted in various nations are studied.

GEO560 Problems of Population (3)
Growth, expansion and pressure of population in the world, and contemporary problems of population in urban and suburban areas of the United States.
Professors:
Lee Bernstein, Ph.D., University of Minnesota
L. H. Roper, Ph.D., University of Rochester

Associate Professors:
Andrew Evans, (chair), Ph.D., University of Indiana
Kristine Harris, Ph.D., Columbia University
Susan Lewis, Ph.D., SUNY, Binghamton
Heather Morrison, Ph.D., Louisiana State University
Akira Shimada, Ph.D., University of London
Hamilton Stapell, Ph.D., University of California, San Diego
Michael Vargas, Ph.D., Fordham University

Assistant Professors:
Christopher Albi, Ph.D., University of Texas at Austin
Serpil Atamaz-Hazar, Ph.D., University of Arizona
Andrea Gatzke, Ph.D. Pennsylvania State University
Meg O’Sullivan, Ph.D. University of North Carolina
Reynolds Scott-Childress, Ph.D., University of Maryland

Lecturer:
William Strongin, M.T.S., Harvard Divinity School

The History Department does not have a program leading to a Master of Arts in history; however, the department offers graduate courses appropriate to graduate degrees in other departments.

COURSES

HIS506 Medieval Society (3)
Medieval life and institutions, especially in the twelfth and thirteenth centuries. Prerequisite: HIS207 or 58207, or HIS346 or 58346, or HIS438 or 58348.

HIS521 Interpretations of American History (3)
Selected problems in American history studied as reflections of different historical interpretations; emphasis on the most recent scholarly developments. Of special interest to teachers of American history.

HIS522 Colonial America (3)
Topics in the history of colonial America.

HIS523 American Revolution (3)
Selected problems in the Revolutionary period; special attention to causes and nature of the American Revolution.

HIS527 Recent American History (3)
Selected problems in United States history from 1890 to the present. Topics selected from a broad range of possible areas of concentration, including social, intellectual, diplomatic, economic, and political issues.

HIS529 Studies in American Social History: 1880 to Present (3)
Selected topics in the history of American society from 1880 to present, emphasis on newer methodologies of social history. Themes: urbanization, industrialization, immigration, ideas in their social context, and changing cultural values as expressed in literature, education, religion and the fine and performing arts. Prerequisite: Matriculated (445 or 532) status.

HIS534 Modern European Social History (3)
Examines the social lives and experiences of Europeans from the sixteenth to the nineteenth century. Traces the dramatic change from the rural, agricultural societies of the early modern period to the urban, industrialized nations of the nineteenth century and the effect of this shift on ordinary men and women. Prerequisite: Matriculated (109A, 445 or 532) status.
HIS545 The Middle East and The West (3)
A study of the history, and historiography, of the political, economic and cultural contacts and interactions between societies of the Middle East and the West from the 18th century to the present. Prerequisite: Matriculated (445 or 532) status.

HIS549 World War II (3)
Surveys the war from 1939 to 1945 as a phase of global history. Emphasis on relating diplomatic and military history to world-wide social, economic, scientific and political changes.

HIS550 America and Vietnam (3)
The origins, nature and consequences of America's involvement in Vietnam, the most important and traumatic episode in recent U.S. foreign policy. Prerequisite: Matriculated (040, 109, or 532) status.

HIS557 Global History (3)
An advanced introduction to the study of the interconnections among major civilizations of the world, beginning with pre-history; focuses on global history since 1500.

HIS562 American Indians (3)
A history of selected Native American nations north of Mexico. Among the nations treated will be the Six Nations of the Iroquois Confederacy, Navajos, Delawares, Cherokees, Menominees, and Sioux. Prerequisite: HIS221 or 58221 and HIS522 or 58522. Matriculated (445 or 532) status.

HIS575 American Immigration (3)
An analysis of patterns of American immigration from the colonial era to the present. Traces old-world sources and examines similarities and differences in ethnic group behavior.
Associate Professors:
Ligia Aldana, Ph.D., University of Miami (Romance Languages, Spanish)
Mary Christensen (chair), Ph.D., University of Michigan (French)
Patricia Fitzpatrick, Ph.D., Florida International University
Marinella Garatti, Ph.D., Ohio State University (Foreign Language Acquisition)

Assistant Professors:
Isidoro Aren Janeiro, Ph.D., University of Massachusetts (Spanish)
Cesar Barros, Ph.D., Washington University, St. Louis
Nathen Clerici, Ph.D., University of British Columbia (Japanese)
Deyanira Rojas-Sosa, Ph.D., University of Minnesota (Spanish Linguistics)
Hanmo Zhang, Ph.D., University of California, Los Angeles (Early Chinese Literature & Historiography)

Lecturers:
Bryan Cracchiolo, M.A., Rutgers (Italian)
Paul Fenouillet, Maîtrise ès lettres, Université de Bordeaux (English)
Luz Porras, M.S.Ed., SUNY at New Paltz (Secondary Education/Spanish)
Mercedes Rooney, Maîtrise de languages vivantes, Université de Franche-Comté (English)
Mary Elizabeth Stevens, M.A., University of Colorado, Denver (Spanish)
Anja Wieden, M.A., University of North Carolina (German)

The Department of Languages, Literatures and Culture does not have a program leading to a graduate degree in foreign language; however, the department offers courses appropriate to graduate degrees in other departments.

FRENCH COURSES

FRN501, FRN502 Intensive Practice in French I, II (3 each)
Advanced study and practice in spoken and written French. Variants of style, and selected problems in vocabulary and syntax. Conducted in French. 46501 and 46502 may be taken separately and in either sequence.

FRN503 Explication de Texte (3)
Analytic study of literature. Exercises in the interpretation of selected texts.

FRN505 Seminar in Modern French Literature (3)
Intensive study of a topic, genre, or author of the contemporary period to be announced. Conducted in French.

FRN507 Nineteenth-Century French Literature I (3)
Intensive study of a topic, genre, or author of the period. Conducted in French.

FRN509 Eighteenth-Century French Literature I (3)
Intensive study of a topic, genre, or author of the period. Conducted in French.

FRN511 Seventeenth-Century French Literature I (3)
Intensive study of a topic, genre, or author of the period. Conducted in French.

SPANISH COURSES

SPA561, SPA562 Intensive Practice in Spanish I, II (3 each)
Offers advanced study and practice in spoken and written Spanish. Variants of old style, and selected problems in vocabulary and syntax. Conducted in Spanish. 89561 and 89562 may be taken separately and in either sequence.

SPA565 Spanish-American Poetry (3)
Poetry of Spanish-American authors from various periods. Conducted in Spanish.

SPA567 Approaches to Spanish-American Culture (3)
The cultural contents of language, arts, and the ways of life in Latin-American countries.

SPA572 Latina and Latin American Women Dramatists (3)
Analysis of women-authored plays written from the 1950's to the present in Mexico, Puerto Rico, Argentina and Latino USA to trace the socio-historical origins of the subordination of women in public and private domains.

**SPA573 Seminar in Spanish Literature I (3)**
Intensive study of a topic to be announced. Conducted in Spanish.

**SPA575 Seminar in Spanish-American Literature I (3)**
Intensive study of a topic to be announced. Conducted in Spanish.

**SPA578 Cervantes (3)**
Critical analysis of the "Don Quixote", and of other works by Cervantes. Conducted in Spanish.
The Political Science Department does not have a program leading to a graduate degree in political science. However, the department offers graduate courses appropriate to graduate degrees in other departments.

COURSES

POL532 The American Presidency (3)
The role of the federal executive in the American constitutional system, the sources of his power, and the organization of the Executive Office.

POL533 Government and Politics of China (3)
Study of the thought and political-military strategies of Mao Tse-tung, the Communist Party, the government, mass organizations, and other means of control and mobilization of the People's Republic of China.
PSYCHOLOGY

Psychology Faculty

Professors:
Glenn Geher (chair), Ph.D., University of New Hampshire
Giordana Grossi, Ph.D., University of Pavia, Italy
Douglas C. Maynard, Ph.D., Bowling Green State University
Alison Nash, Ph.D., SUNY Stony Brook

Associate Professors:
Maryalice Citera, Ph.D., Purdue University
Phyllis R. Freeman, Ph.D., Bryn Mawr College
Michael C. Gayle, Ph.D., SUNY Stony Brook
Tabitha Holmes, Ph.D., University of Vermont
Corwin Senko, Ph.D., University of Wisconsin-Madison
Carol A. Vazquez, Ph.D., Princeton University

Assistant Professors:
Karla Vermeulen, Ph.D., Fordham University
Navin Viswanathan, Ph.D., University of Connecticut
Greta Winograd, Ph.D., CUNY Graduate Center

Lecturer:
Laurie Bonjo, Ph.D., Old Dominion University
Clifford Evans, PhD., Miami University of Ohio
Kathleen Geher, Ph.D., University of New Hampshire
Kristen Medeiros, Ph.D., George Mason University

Counseling Faculty

Professors:
James Halpern, Ph.D., New School for Social Research
Jonathan D. Raskin, Ph.D., University of Florida

Associate Professors
Michael C. Gayle, Ph.D., SUNY Stony Brook
Melanie S. Hill (Director, Counseling Graduate Program), Ph.D., University of Akron

Assistant Professors:
Jonathan Rust, Ph.D., Fordham University

MASTER OF ARTS IN PSYCHOLOGY (208)
(845) 257-3470
http://www.newpaltz.edu/psychology/graduate/psych.html

The Psychology Graduate Program offers general graduate training in psychology leading to a 36-credit Master of Arts degree. It provides students with the opportunity to select courses in a variety of fields including social, cognitive, developmental, organizational, and experimental psychology. The degree may serve as preparation for those training for entry into a doctoral program or as additional training for those who plan to enter or are already involved in applied areas of psychology with an emphasis on research.

Assistantships
Teaching assistantships are available to selected students each year. Current stipends are $5,000 per year plus a six-credit tuition scholarship per semester. Assistantship duties involve assisting in faculty teaching. Inquiries should be addressed to the Director of the Psychology Graduate Program. Other financial support is available to selected...
students each year in positions such as: Assistant in the Office of Psychology and Counseling Graduate Programs, and Academic Advisor to undergraduate psychology students. Other offices on campus, such as Institutional Research, also have a history of employing graduate students in the Psychology Graduate program. For further information, contact the Office for Psychology and Counseling Graduate Programs.

Admission Requirements

The Psychology Graduate Programs’ Admissions Committee makes admission decisions based on the following required criteria:

1. Baccalaureate degree from an accredited institution
2. Minimum grade point average (GPA) of 3.0 for all undergraduate work with at least a 3.0 GPA in psychology courses, or strong evidence of recent academic achievement.
4. Satisfactory scores on the Graduate Record Examination (General test); Psychology Subject GRE scores optional.
5. Completed application for admission to the Master of Arts program in Psychology.
6. One official copy of transcripts of all undergraduate and graduate work.
7. Three letters of recommendation.

International students must meet these additional requirements for admission:

http://www.newpaltz.edu/graduate/international.html.

Review of application for the fall semester begins February 15 and continues until the fall class if filled. Though most admissions are done for fall, spring admission is sometimes possible. However, applications for spring admission must be received by November 15. Application materials may be obtained from The Graduate School, HAB 804, SUNY New Paltz, 1 Hawk Drive, New Paltz, New York 12561-2443. Online applications can also be submitted via the Internet at: http://www.newpaltz.edu/graduate/apply/html.

Curriculum Requirements / 36 credits

Master’s degree candidates for the MA in Psychology must complete a minimum of 36 credits. Students must maintain an average grade of B in graduate-level courses. The department may accept up to nine credits of graduate work taken elsewhere in which a grade of B or better was obtained. Curricular requirements are as follows:

- 9 methodology credits: PSY501, PSY503, PSY507
- 9 content core credits: one developmental class (PSY528, PSY529, or PSY531); one cognitive class (PSY560 or PSY570); one social/organizational class (PSY516 or PSY556)
- 12 experimental specialization credits: PSY 558, PSY 500 (1 credit class taken three times), and one of these options: 6-credit empirical thesis OR 3-credit literature review thesis plus 3 credit empirical independent study
- 2 elective credits

All degree requirements must be completed within five years after admission to degree candidacy. Candidates must receive the recommendation for the degree from the Director of the Psychology Graduate Program, Department Chair, and Thesis Committee.

MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING (290)

(845) 257-3467 or (845) 257-3470
http://www.newpaltz.edu/psychology/graduate/mental.html

The Counseling Graduate Program offers a 60-credit Master of Science in Mental Health Counseling, which serves both students looking to become licensed as mental health counselors and those seeking to eventually proceed into doctoral programs. The curriculum covers mental health counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on mental health counseling training experiences under supervision of licensed professionals. The degree is registered with the State Education Department as meeting the educational requirements necessary for mental health counseling licensure in New York.
Detailed information on the Licensure and Practice of the Mental Health Professions in New York is available from the Office of the Professions (OP) at [http://www.op.nysed.gov/mhclic.htm](http://www.op.nysed.gov/mhclic.htm). The degree can be completed full-time in two years, including summer classes.

**Assistantships**

Teaching assistantships are available to selected students each year. Current stipends are $5,000 per year plus a six-credit tuition scholarship per semester. Assistantship duties involve assisting in faculty teaching. Inquiries should be addressed to the Director of the Counseling Graduate Program. Other financial support is available to selected students each year in positions such as: Assistant in the Office of Psychology and Counseling Graduate Programs, Academic Advisor to undergraduate psychology students, Graduate Intern at the Career Advising and Development Center, and Technical Assistant at the Disability Resource Center. For further information, contact the Office for Psychology and Counseling Graduate Programs.

**Admission Requirements**

The Counseling Graduate Programs’ Admissions Committee reviews applications. Minimum admissions requirements are as follows:

1. Baccalaureate degree from an accredited institution
2. Minimum grade point average of 3.0 for all undergraduate work with at least a 3.0 average in psychology courses, or strong evidence of recent academic achievement.
4. Satisfactory scores on the Graduate Record Examination (General test).
5. Completed application for admission to the Master of Science program in Mental Health Counseling.
6. One official copy of transcripts of all undergraduate and graduate work.
7. Three letters of recommendation.
8. International students must meet these additional requirements for admission: [http://www.newpaltz.edu/graduate/international.html](http://www.newpaltz.edu/graduate/international.html).

The MS in Mental Health Counseling degree only admits students for the fall semester. Application review begins February 1 and continues until the class is filled. Application materials may be obtained from The Graduate School, HAB 804, SUNY New Paltz, 1 Hawk Drive, New Paltz, New York 12561-2443. Online applications can also be submitted via the Internet at: [http://www.newpaltz.edu/graduate/apply/html](http://www.newpaltz.edu/graduate/apply/html).

**Curriculum Requirements / 60 credits**

Candidates for the MS in Mental Health Counseling must complete a minimum of 60 credits. Degree requirements are as follows:

- 36 mental health counseling credits: COU510, COU515, COU520, COU525, COU530, COU540, COU545, COU550, COU555, COU771, COU772
- 9 human growth and development credits: PSY527 plus two electives (chosen from PSY516, PSY528, PSY529, PSY531, PSY556, PSY560, PSY570)
- 6 methodology credits: a statistics course (either PSY501 or PSY503) and a research methods course (PSY507)
- 9 elective credits to be chosen from an approved list of courses
- Mandatory child abuse training
- Note: All courses are three credits except the following, which are four credits: COU530, COU771, and COU772

**Academic Good Standing, Transfer Credits, and Degree Deadline**

- Students must maintain an average grade of B in graduate-level courses.
- The Counseling Graduate Program may accept up to nine credits of graduate work taken elsewhere in which a grade of B or better was earned.
- All degree requirements must be completed within five years after admission to degree candidacy.
The Counseling Graduate Program offers a 60-credit Master of Science in School Counseling, which prepares students for certification as school counselors. The degree includes a core curriculum and specialization courses. The curriculum covers school counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on school counseling training experiences that meet state certification requirements. The degree satisfies New York State educational requirements for both provisional/permanent and initial/professional certification in school counseling, with SUNY New Paltz recommending graduates for certification. Detailed information on the certification of school counselors in New York is available from the State Education Department (SED) at http://www.highered.nysed.gov/tcert. The degree can be completed full-time in two years, including summer classes. Students may attend part-time, but all degree requirements must be completed within five years after admission to degree candidacy.

Assistantships
Teaching assistantships are available to selected students each year. Current stipends are $5,000 per year plus a six-credit tuition scholarship per semester. Assistantship duties involve assisting in faculty teaching. Inquiries should be addressed to the Director of the Counseling Graduate Program. Other financial support is available to selected students each year in positions such as: Assistant in the Office of Psychology and Counseling Graduate Programs, Academic Advisor to undergraduate psychology students, Graduate Intern at the Career Advising and Development Center, and Technical Assistant at the Disability Resource Center. For further information, contact the Office for Psychology and Counseling Graduate Programs.

Admission Requirements
The Counseling Graduate Programs’ Admissions Committee reviews applications. Minimum admission requirements are as follows:

1. Baccalaureate degree from an accredited institution
2. Minimum grade point average of 3.0 for all undergraduate work with at least a 3.0 average in psychology courses, or strong evidence of recent academic achievement.
4. Satisfactory scores on the Graduate Record Examination (General test).
5. Completed application for admission to the Master of Science program in School Counseling.
6. One official copy of transcripts of all undergraduate and graduate work.
7. Three letters of recommendation.
8. International students must meet these additional requirements for admission: http://www.newpaltz.edu/graduate/international.html

The M.S. in School Counseling degree only admits students for the fall semester. Application review begins February 15 and continues until the class is filled. Application materials may be obtained from The Graduate School, HAB 804, SUNY New Paltz, 1 Hawk Drive, New Paltz, New York 12561-2443. Online applications can also be submitted via the Internet at: http://www.newpaltz.edu/graduate/apply/html.

Curriculum Requirements / 60 credits
Candidates for the M.S. in School Counseling must complete a minimum of 60 credits. Degree requirements are as follows:

- 39 school counseling credits: COU510, COU515, COU520, COU525, COU535, COU540, COU545, COU555, COU781, COU782, SPE565; and one of the following: EDS546 or EDS741
- 9 human growth and development credits: PSY527 plus two electives (chosen from PSY516, PSY528, PSY529, PSY531, PSY556, PSY560, PSY570)
- 6 methodology credits: a statistics course (either PSY501 or PSY503) and a research methods course (PSY507)
- 6 elective credits to be chosen from an approved list of courses
- Mandatory child abuse training; mandatory school violence prevention and intervention training
- Note: All courses are three credits except the following, which are four credits: COU535, COU781, and
**Academic Good Standing, Transfer Credits, and Degree Deadline**

- Students must maintain an average grade of B in graduate-level courses.
- The Counseling Graduate Program may accept up to nine credits of graduate work taken elsewhere in which a grade of B or better was earned.
- All degree requirements must be completed within five years after admission to degree candidacy.

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**Advanced Certificate in Mental Health Counseling (291)**

(845) 257-3467 or (845) 257-3470  
http://www.newpaltz.edu/psychology/graduate/school.html

**Program Coordinator: Dr. Melanie Hill**

The 24-credit* advanced certificate in mental health counseling is a bridge program that addresses the needs of two distinct cohorts, both requiring supplemental coursework and training to qualify for licensure as mental health counselors in New York State. Students with 36- or 48-credit degrees in mental health counseling will accrue the additional credits needed to meet the 60-credit education requirement for licensure, while those with 36-60-credit degrees in other areas of counseling (or a closely related helping-professions discipline) will acquire the specialized courses and fieldwork necessary to retrain as mental health counselors. All students complete the 12-credit practicum/internship sequence (COU530, COU771, COU772), which includes more than 600 hours of supervised mental health counseling experience, plus 12 additional credits based on review of their prior graduate transcripts and identification of specific courses needed to fulfill licensure requirements. Admission to the program is in spring only.

Consistent with the mission of the State University of New York at New Paltz, the advanced certificate program provides students with a challenging, student-centered, and personalized learning environment that enables them to gain the knowledge, skills, and confidence to contribute productively to their profession and communities. For those professionals interested in "retooling" within the broad field of counseling, the advanced certificate program facilitates mid-career changes in specialization to meet professional goals and local and regional needs.

Graduates of the SUNY New Paltz M.S. in School Counseling degree require only 18 credits to complete this advanced certificate.

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**ADVANCED CERTIFICATE IN TRAUMA AND DISASTER MENTAL HEALTH COUNSELING (292) (Online Program)**

(845) 257-2333  
http://www.newpaltz.edu/idmh/grad.html

**Program Coordinator: Dr. Karla Vermeulen**

The Advanced Certificate in Trauma and Disaster Mental Health is a 15-credit program for mental health professionals who are pursuing or who have already earned an MA, MS, or higher degree in counseling, social work, or related fields, and who would like to receive intensive specialized education in assisting survivors of disasters and trauma. Curriculum requirements include three core courses and two electives. All classes are entirely online with the exception of one weekend on the New Paltz campus. Classes will be taught by a combination of SUNY New Paltz faculty members who are affiliated with the Institute for Disaster Mental Health and by adjunct instructors with expertise in treating trauma in specific populations. The advanced certificate may be completed within one year or extended as the student prefers.
**Admission Requirements**
Minimum admission requirements are as follows:

1. One official copy of transcripts of all undergraduate and graduate course work.
2. Minimum cumulative grade point average of 3.0 for all undergraduate and graduate coursework.
4. Completed application form.
5. Statement of professional goals.
6. Resume or CV (only required for applicants who have already earned an MA, MS or higher degree)
7. International students must meet these additional requirements for admission: [http://www.newpaltz.edu/graduate/international.html](http://www.newpaltz.edu/graduate/international.html)

**Curriculum Requirements / 15 credits**

Required Courses—9 credits

**COU565 Disaster Mental Health**
Theory and research in disaster mental health are studied and activities of disaster counseling are practiced, including American Red Cross trainings that will allow students to be deployed to disasters. Note that this course will be offered in two versions:
1. **Summer Hybrid:** Seven weeks online plus one weekend on the New Paltz campus.
2. **Fall-winter International:** One weekend on the New Paltz campus, and one week in Israel when students will work alongside Israeli graduate social work students on the Ben Gurion University campus in the Negev.

**COU561 Evidence-Based Assessment & Treatment of Traumatic Stress**
Understanding, assessing and treating traumatic stress and post-traumatic stress disorder (PTSD), including the nature and impact of trauma, risk and protective factors, assessing post-traumatic effects, early intervention and PTSD prevention strategies, an overview of cognitive-behavioral treatments, and cross-cultural perspectives. Online, delivered every Fall semester.

**COU562 Assessment and Interventions with Children, Adolescents, and Families**
The social-emotional and developmental needs of children make them a special population that necessitates specialized training for individuals who will work with children and families. This course will train students to assist child survivors and their caregivers following disasters and traumatic events, especially those events that cause the sudden death of a parent or other loved one. Online, delivered every Summer.

Electives – Students will select two courses (6 credits total)

**COU563 Assisting Veterans and First Responders**
This online course will prepare clinicians to engage and treat military personnel and first responders and their families, examining the unique cultural and clinical considerations affecting these populations and using theory and research to identify appropriate treatment modalities. Online, delivered alternate Spring semesters.

**COU566 Assisting Vulnerable Populations**
Understanding the needs of individuals and groups considered vulnerable prior to, during and after a disaster. Learning to assess needs, understanding the systems already in place, knowing how to access appropriate supports and structures, and an overview of factors that may assist in mitigating the effects of disasters. Online, delivered alternate Spring semesters.

**COU567 Grief, Loss, and Bereavement**
Understanding and treating reactions to death and loss, especially due to disaster. Topics include attachment, typical and extreme reactions, models of adjustment, death rituals, and grief counseling and other evidence-informed interventions for survivors. Online, delivered every Fall semester.
COURSES
PSYCHOLOGY

PSY500 Research Practicum (1)
Forum for exploration, development, and refinement of students’ research projects. Focuses on presentations and discussions related to students’ personal research interests. Development, execution, and presentation of research emphasized. May be repeated for credit. Prerequisite: Matriculated (208) status.

PSY501 Analysis of Variance (3)
An examination of various ANOVA models and their applications (including SPSS usage) for between and within-subjects designs, such as one-factor and factorial ANOVA, and analysis of covariance. Assumptions, effect size, and power will be discussed. Prerequisite: Matriculated (208, 290 or 295) status.

PSY503 Correlation and Multiple Regression (3)
Introduction to analysis techniques within the multiple regression family of inferential statistics. Topics include bivariate, semi-partial and partial correlation, mediators and moderators, and regression approaches for interactions, curvilinear relationships and categorical and dichotomous data. Prerequisite: Matriculated (208, 290 or 295) status.

PSY507 Research Methods in Psychology (3)
Principles of research design in psychology, including field studies, randomized experiments, and quasi-experimental designs. Discussion of moral and ethical problems encountered in conducting animal and human research. Each student designs a research project. Prerequisite: PSY501 (PSY551 or 80551), PSY503 or 80503 and matriculated (208, 290 or 295) status.

PSY516 Organizational Psychology (3)
Examines individual behavior in work settings, primarily at the group, team, and organizational levels. We will explore issues concerning work motivation, leadership, organizational culture, group conflict, and job-related attitudes. Prerequisite: Matriculated (208, 290 or 295) status.

PSY527 Human Growth and Development (3)
Examines theory and research related to the social, emotional, cognitive, and physical development of individuals. Consideration is given to diverse pathways to and through adulthood, normative transitions, and ecological and contextual models of development. Prerequisite: Matriculated (208, 285, 290 or 295) status.

PSY528 Infancy and Early Childhood (3)
Current issues in psychological development, with a focus on contemporary research and theoretical perspectives in socio-emotional and cognitive development in infancy and early childhood. Central issues include controversies about the roles of nature and nurture, and the extent to which the early years are formative. Prerequisite: Matriculated (208, 285, 290 or 295) status.

PSY529 Adulthood (3)
Examines theory and research related to the social, emotional, cognitive, and physical development of adults. Although consideration is given to diverse pathways to and through adulthood, normative transitions and issues are emphasized, along with ecological and contextual models of development. Prerequisite: Matriculated (208, 285, 290 or 295) status.

PSY531 Middle Childhood & Adolescence (3)
Explores theory and research related to the study of middle childhood and adolescence. Biological, social, emotional, and cognitive aspects of development are examined with an emphasis on the contextual factors that inform developmental outcomes. Prerequisite: Matriculated (208, 285, 290 or 295) status.

PSY556 Contemporary Issues in Social Psychology (3)
Issues, concepts, theories, and research in major areas of social psychology are examined. Prerequisite: Matriculated (208, 285, 290 or 295) status.

PSY558 Seminar in Contemporary Research (3)
Investigation of one or more areas of general experimental psychology: Cognition, developmental, learning, motivation, perception, and/or physiological. Prerequisite: Matriculated (208, 290 or 295) status.

PSY560 Cognitive Processes (3)
Classical and contemporary theories in the areas of cognitive psychology and cognitive science are examined. Empirical evidence is reviewed. Topics include (but are not limited to) attention, encoding, memory, imagery, psycholinguistics, reasoning, problem solving, artificial intelligence, emotion, and cognitive disorders. Prerequisite: Matriculated (208, 290 or 295) status.

PSY570 Cognitive Neuroscience (3)
Main concepts and methods of investigation in cognition and neuroscience. Topics include (but are not limited to) perception, attention, memory, emotion, language, neural plasticity, consciousness, and brain-mind problem. Prerequisite: PSY311 or 80311 and matriculated (208, 290 or 295) status.

PSY590 Thesis (3 or 6)
Students carry out a research project under the supervision of a faculty advisor and two readers. Students can opt to complete a literature review (3 credits) or an empirical project (up to 6 credits). All empirical projects must conform to IRB guidelines for scientific integrity and ethical treatment of participants. The required form is available from Records and Registration. Prerequisite: Matriculated (208, 290 or 295) status.

PSY591 Fieldwork in Psychology 1 (3)
An approved fieldwork experience in psychology to enable students to enrich their academic program with applied work in their field of study. Prerequisite: Matriculated (208, 290 or 295) status.

PSY592 Fieldwork in Psychology 2 (3)
An approved fieldwork experience in psychology to enable students to enrich their academic program with applied work in their field of study. Prerequisite: Matriculated (208, 290 or 295) status.

PSY595 Independent Study (3)
Prerequisite: Matriculated (208, 290 or 295) status.

PSY795 Independent Study (3)
Prerequisite: Matriculated (208, 290 or 295) status.

PSY599 Continued Registration (1)
Prerequisite: Matriculated (208, 290 or 295) status.

COUNSELING

COU510 Counseling Theories (3)
Contemporary theories of counseling and psychotherapy. Prerequisite: Matriculated (290 or 295) status.

COU515 Counseling Skills (3)
Contemporary counseling skills. Techniques from approaches such as analytic, person-centered, cognitive-behavioral, and family systems. Prerequisite: Matriculated (290 or 295) status.

COU520 Career Development, Counseling, and Assessment (3)
Career counseling theory and practice. Models of career development and implications of these models for career counseling and assessment across diverse populations. Prerequisite: Matriculated (208, 290 or 295) status.

COU525 Multicultural Counseling (3)
Reviews knowledge and research in multicultural counseling. Teaches skills useful in counseling individuals from diverse populations; focus on personal awareness about stereotypes and how they may impact counseling diverse clients. Prerequisite: Matriculated (208, 290 or 295) status.

COU530 Foundations of Mental Health Counseling (4)
History, philosophy, and professional orientation in mental health counseling. Ethical, legal and socio-cultural/diversity issues in mental health counseling; includes supervised practicum experience in mental health counseling setting. Prerequisite: Matriculated (290) status; B- or better in COU510 or (PSY551) or 80551 and COU515 or (PSY553) or 80553 and COU520 or (PSY508) or 80508.

COU533 Foundations of School Counseling (4)
History, philosophy, and professional orientation in school counseling. Basics of K-12 guidance programs, including relationship of guidance programs to overall school environment. Ethical, legal and socio-cultural/diversity issues in
school counseling; includes supervised practicum experience in school setting. Prerequisite: Matriculated (295) status and B- or better in COU510 (PSY551) or 80551, COU515 (PSY553) or 80553, and COU520 (PSY508) or 80508.

COU540 Psychopathology (3)
Reviews approaches to psychopathology, particularly as they pertain to counseling. Examines systems for conceptualizing, comprehending, and understanding those diagnosed with psychopathology. Covers theoretical approaches and the Diagnostic and Statistical Manual of Mental Disorders. Prerequisite: Matriculated (208, 285, 290 or 295) status.

COU545 Group Dynamics and Counseling (3)
Theory and practice of group counseling. Examines group dynamics and theories of group development in counseling contexts. Techniques and principles of group counseling, with special emphasis on implications for school and mental health counseling settings. Prerequisite: Matriculated (208, 290 or 295) status.

COU550 Couple and Family Counseling (3)
A variety of approaches to family and couples therapy including psychoanalytic, behavioral, transgenerational, structural, strategic and systems will be examined. The theory and technique of Bowen, Minuchin, Haley, and the Milan associates will be emphasized. Prerequisite: Matriculated (208, 290 or 295) status.

COU555 Assessment (3)
Theoretical and applied examination of issues pertinent to personality and intellectual assessment. Introduces practical applications (administration, scoring, interpretation, and report-writing), as well as theoretical issues (ethics, utility, reliability, and validity). Prerequisite: Matriculated (290 or 295) status.

COU565 Disaster Mental Health (3)
Theory and research in disaster mental health are studied. Activities of disaster counseling are practiced. Students complete a one-day American Red Cross training in DMH that will allow them to be deployed to disasters. Prerequisite: COU510 (PSY551) or 80551, COU515 (PSY553) or 80553, and COU540 (PSY552) or 80552.

COU771 Ethics and Professional Orientation: Mental Health Counseling Internship 1 (4)
Ethics and professional orientation in counseling; includes first half of intensive supervised internship experience in either mental health or school counseling. Sections are designated for either mental health or school counseling students. Prerequisite: COU580 (PSY580) or 80580 and matriculated (290) status.

COU772 Ethics and Professional Orientation: Mental Health Counseling Internship 2 (4)
Ethics and professional orientation in counseling; includes second half of intensive supervised internship experience in either mental health or school counseling. Sections are designated for either mental health or school counseling students. Prerequisite: COU771 (PSY581) or 80581 and matriculated (290) status.

COU585 Contemporary Issues in Counseling (3)
In depth examination of a particular area of counseling. May be repeated multiple times for credit, as long as the topic is different each time the course is taken. Prerequisite: Matriculated (290 or 295) status.

COU590 Thesis (3 or 6)
Students write a counseling-related thesis under the supervision of a thesis committee (a faculty adviser and two committee members). Students do a literature review/conceptual thesis (3 credits) or an empirical thesis (6 credits). All empirical projects must conform to IRB guidelines. Prerequisite: Matriculated (290 or 295) status.
The core faculty members of the women's studies program are: Karl Bryant, PhD University of California at Santa Barbara, Sociology and Women's Studies, Heather Hewett, PhD University of Wisconsin, English and Women's Studies, Edith Kuiper, PhD. University of Amsterdam, Economics and Women's Studies.

The Women’s Studies Program is coordinated by:

Kathleen Dowley, Ph.D., Michigan State University
845-257-3558
dowleyc@newpaltz.edu

Women's Studies courses are also taught by affiliate faculty from a range of departments, including:

Sunita Bose (sociology), Mary Christensen (foreign languages), Stella Deen (English), Judith Dorney (educational studies), Kathleen Dowley (political science), Salvatore Engel-DiMauro (geography), Kristine Harris (history), Melanie Hill (psychology), Nancy Johnson (English), Benjamin Junge (anthropology), Nancy Kassop (political science), Susan Lewis (history), Katherine McCoy (educational studies), Gowri Parameswaran (educational studies), Fiona Paton (English), Jerry Persaud (communication/media), Anne Roschelle (sociology), Nancy Schniedewind (educational studies), Patricia Sullivan (communication/media), Vicki Tromanhauser (English), Sarah Wyman (English).

Women's Studies does not have a program leading to a graduate degree within the faculty of Liberal Arts and Sciences; however, a graduate emphasis on Women's Studies/Services is offered through the Master in Professional Studies Degree Program, Humanistic/Multicultural Education. See the Educational Studies/Humanistic Education section for a description of that program.

COURSE

WOM515 Women and Health (3)
Women's health issues from an interdisciplinary perspective. History and structure of the medical establishment as it affects women consumers. Designed for lay persons, this course will increase understanding of women and health care, and foster informed decision making.