NEW PALTZ

Graduate School

2004 – 2006

www.newpaltz.edu/graduate
An Overview of SUNY New Paltz

Character:
SUNY New Paltz is a highly selective, publicly assisted, regional university, offering programs leading to the Bachelor’s degree, the Master’s degree and the Certificate of Advanced Study.

Founded:
1828 as the New Paltz Classic Academy, New Paltz is the 99th oldest collegiate institution in the country

Location:
New Paltz, New York
Small, historic village (population 11,300) in Mid-Hudson Valley, midway between Albany and NYC; exit 18 off the New York State Thruway (I-87)

Campus:
216 acres set in the beautiful Hudson River Valley, settled next to the nation’s oldest street with its original houses just blocks from campus; 39 non-residence buildings, 14 residence halls.

Enrollment:
Graduate – 1,466
Undergraduate – 7,690

Academic Structure:
The Graduate School
School of Business
School of Education
School of Fine & Performing Arts
College of Liberal Arts & Sciences
School of Science & Engineering
Faculty:
303 full-time; 92% holding a Ph.D. or terminal degree
Student-Faculty Ratio– 14:1

Accreditation:
The College is fully accredited by the Middle States Association of Colleges and Secondary Schools and is approved as a degree-granting institution by the Trustees of the State University of New York and the Regents of New York State. Academic programs with national certification include:

- Teacher certification by the New York State Education Department and accreditation by the National Council for Accreditation of Teacher Education
- Music programs are accredited by the National Association of Schools of Music and the National Association for Music Therapy
- Art programs are accredited by the National Association of Schools of Art and Design
- Theatre programs receive accreditation from the National Association of Schools of Theatre
- Chemistry program is accredited by the American Chemical Society
- Electrical Engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology
- Communication Disorders is accredited by the American Speech-Language and Hearing Association
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State University of New York

Facts:

The nation’s largest and most comprehensive state university system, The State University of New York (SUNY), was founded at Potsdam, New York in 1816. Years later, the Morrill Act of 1862 led to the creation of four Ivy League land-grant SUNY colleges, which now currently exist at Cornell University. SUNY was officially established in February 1948 when New York became the 48th state, of the then 48 states, to create a state university system. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers’ colleges. All of these colleges, with their unique histories and backgrounds, united for a common goal: To serve New York State. Since 1948 SUNY has grown to include 64 individual colleges and universities that were either formerly independent institutions or directly founded by the State University of New York.

Today, the State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education. The State University of New York’s 64 campuses are divided into four categories, based on educational mission, the kinds of academic opportunities available, and degrees offered. SUNY offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, associate degree programs, baccalaureate degree programs, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system via 7,669 degree and certificate programs overall.

SUNY students represent the society that surrounds them. In January 2008, 19.9% of all enrolled students were minorities. While SUNY students are predominantly New York State residents, representing every one of the state's 62 counties, they also hail from every other state in the United States, the District of Columbia, four U.S. territories, and 168 foreign countries. SUNY enrolls 40% of all New York State high school graduates, and the total enrollment of 418,000 full-time and part-time students represents 37% of New York State’s higher education student population. SUNY alumni number over 2.4 million graduates residing in New York State and throughout the world.

SUNY attracts the best and brightest scholars, scientists, artists and professionals and boasts nationally and internationally recognized faculty in all major disciplines. Faculty are regular recipients of prestigious awards and honors. SUNY colleges and universities range from world-renowned community colleges, such as the Fashion Institute of Technology, to first-rate graduate schools and the nation’s top veterinary school. The highly-regarded doctoral degree granting universities are home to top research programs and attract experts in a variety of fields. Students study in campus classrooms and laboratories or work from a distance through the SUNY Learning Network, which provides educational opportunities to more than 70,000 students through 4,000 courses and 60 degree and certificate programs.

The State University of New York is committed to providing quality education at an affordable price to New Yorkers and students from across the country and the world.

Faculty:

SUNY is committed to bringing its students the very best and brightest scholars, scientists, artists and professionals. SUNY campuses boast nationally and internationally recognized faculty in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors. Among our faculty are Nobel Laureates, Dirac and Fields Medal winners, National Medal of Science Laureates, and members of the National Academies of Science, Engineering and Medicine. Also among SUNY faculty are winners of the Pulitzer Prize, MacArthur Foundation “Genius Grants” and Grammy, Emmy and Tony Awards. SUNY highly values the work our faculty do in the classroom as well. We are proud to note that the 62 percent of our faculty at state-operated campuses who are full-time teach 75 percent of total credit hours.
Research:
SUNY encourages research and innovation. In FY 2005, funding for SUNY research and sponsored programs totaled $894.1 million, supporting more than 18,000 employees and 10,500 SUNY research projects. This is a 10 percent increase from the previous year and more than a 95.3 percent increase since FY 1995. In FY 2004, a diverse range of SUNY ideas and discoveries generated 44 U.S. patents and $13.5 million in royalties. Based on the most recent Association of University Technology Managers “Licensing Survey: FY 2003,” SUNY is ranked the 14th largest producer of patents of all universities public and private, just behind Harvard and Cornell Universities. Our research also ranked 10th among New York State organizations in number of patents from 1999 to 2003, ahead of Carrier Corp., Siemens, Lockheed Martin, Bausch & Lomb and Bristol-Meyers Squibb.

Biomedical advances by SUNY professors include the invention of MRI technology, the first implantable heart pacemaker, discovery of the causes of Lyme disease and the invention of Nicorette® gum for smoking withdrawal.

State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University’s motto is: “To Learn—To Search—To Serve.”

BOARD OF TRUSTEES
Joseph Belluck
Eric Corngold
Henrik Dullea
Ronald Ehrenberg
Angelo Fatta
Tina Good
Stephan Hunt
Eunice A. Lewin
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H. Carl McCall (Chairman)
John Murad
Peter Knuepfer
Tremayne Price
Linda Sanford
Richard Socarides
Carl Spielvogel
Cary Staller
Gerri Warren-Merrick

SYSTEM ADMINISTRATION
Chancellor
Nancy L. Zimpher

Interim Provost and Vice Chancellor
Elizabeth L. Bringsjord

Senior Vice Chancellor for Community Colleges and the Education Pipeline
Johanna Duncan-Poitier

Senior Vice Chancellor and General Counsel, Secretary of the University
William F. Howard

Vice Chancellor for Policy and Chief of Staff
James J. Malatras

Interim Chief Financial Officer,
Vice Chancellor for Capital Facilities and General Manager of Construction Fund
Robert Haelen

Vice Chancellor for Research and President of the Research Foundation
Timothy Killeen

Associate Vice Chancellor for Government Relations
Stacey Hengsterman

Associate Vice Chancellor for Strategic Planning and University Advancement
Kaitlin Gambrill

Jennifer LoTurco
Assistant Vice Chancellor for External Affairs
The State University of New York at New Paltz is an exciting blend of tradition and vision. At its educational core is the ever-present belief in the importance of a liberal arts education. This served as the guiding principle at the time the university was founded, in 1828, and continues to aid in the preparation of students for transition into the global community today. Equally important is the commitment to the growth of the student-intellectually, culturally, and socially. Throughout its history, New Paltz has led the way in the development of significant innovations, not the least of which has been its dedication to providing an international focus to all areas of its curriculum.

Between the founding of this school and the establishment of the present 257-acre campus of the State University of New York at New Paltz, many historic changes took place.

- 1828 - School for teaching of classics started
- 1833 - The New Paltz Academy established
- 1885 - State normal school established
- 1886 - Normal school opened
- 1925 - Changed from offering a two year degree to three year
- 1942 - Normal school becomes State Teachers College at New Paltz; authorized to grant baccalaureate degree
- 1947 - Graduate courses leading to master’s degree introduced
- 1948 - State University of New York created by legislative action; The College at New Paltz joins 30 other institutions of higher learning
- 1951 - New Paltz adds art education degree to its program
- 1959 – College’s name changed to College of Education
- 1960 – Authorization of liberal arts program leading to Bachelor of Arts degree granted
- 1961 - College renamed State University of New York College of Arts and Science at New Paltz
- 1994 -College renamed State University of New York at New Paltz

Today, the State University of New York at New Paltz has many more programs, facilities, and students than the founders of the classics school could have foreseen in 1828. What has not changed in the course of the history of higher education at the State University of New York at New Paltz is a strong commitment to the principle of excellence in teaching and learning.

**COLLEGE COUNCIL**

Kenneth J. Abt (Chair............) ..................Middletown
Bythema B. Bagley ’83, ..........................New Paltz
Eli Basch, ..........................Kingston
Michael E. Catalinotto, Esq. ..........................Saugerties
Vincent Cozzolino ’83, ..........................New Paltz
Robert J. DiCarlo ’79 ..........................Stony Brook
Carolyn Kuhlmann ..........................Ellenville
Ronald Law ’74 ..........................Bronx
Eleanor Venables ..........................New Paltz
Manuel Tejada, Student Association
Paul Zuckerman, Faculty Representative
Vacant, Alumni Representative
THE COMMUNITY

Located in the 329 year-old village of New Paltz (founded in 1677 by French Huguenots), the contemporary buildings of the landscaped campus are a fitting contrast to the historic structures of the community and to the farmlands and vineyards beyond. Nestled between the historic Hudson River to the east and the majestic Shawangunk Mountains to the west, New Paltz provides some of the most breathtakingly beautiful countryside on the east coast. The community is surrounded by the fertile farmlands of the Wallkill River Valley and hill upon hill of apple orchards and vineyards, making the region one of the prime apple-growing and wine making areas in New York State.

New Paltz is an aesthetic blend of commerce and natural beauty and is great for hiking and biking or just strolling along its many quiet tree-lined streets. Restaurants, retail shops and professional offices intermingle with historic stone houses built in the 17th and 18th centuries.

New Paltz is most famous for Huguenot Street, the oldest street in America, where visitors are welcome to tour the original stone houses, gaining a glimpse of 17th century colonial life.

The local terrain -- from underground caverns to mountain peaks -- is perfect for on-site study in geology. New York City, an educational gold mine, is less than a two hour drive, and benefits business, political science, communication, international relations, and fine and performing arts students with voluminous offerings: the UN, network studies, national publications, Wall Street, Broadway, museums and galleries, -- to scratch only the surface.

Regional beauty is but one reason to consider attending New Paltz. The region itself abounds in educational experiences. History students, for example, would be hard-pressed to find a more suitable location for exploring America's past. The nation's oldest street with its original houses is just blocks from campus and ancient Native American artifacts abound. Former US presidents' homes, as well as Kingston's historic Rondout district, become natural labs for history and anthropology students. Political science majors are just a short drive away from the state capital and internships in state government. An abundance of health care agencies offer beneficial observation experience to students with ambitions for medical or allied health careers.

THE FACULTY

The State University of New York at New Paltz has a distinguished faculty consisting of approximately 300 full- and 300 part-time members. Eighty-four percent of the full-time faculty hold the doctorate or appropriate terminal degrees and represent more than 100 American and 15 foreign universities.

In addition to their outstanding academic and professional credentials, the faculty is distinguished by a devotion to excellence in teaching.

Distinguished Professors – Michael Adams, Gerald Benjamin, Arthur Cash (Emeritus), David Clark, Lawrence Fialkow, Laurence Hauptman, Ronald Knapp, Keqin Li, Jan Z. Schmidt, Harry Stoneback

University Professor – Vladimir Feltsman

Distinguished Service Professorship – Peter D.G. Brown, Dorothy Hayes (Emeritus), Henry Urbanski

Distinguished Teaching Professors – Jan Z. Schmidt, Gerald Sorin (Emeritus), Harry Stoneback

State University's Chancellor's Award for Excellence in Teaching:

The Chancellor's Award for Excellence in Faculty Service:
The Chancellor's Award for Excellence in Professional Service:

The Chancellor's Award for Excellence in Librarianship:

The Chancellor's Award for Excellence in Scholarship and Creative Activities:

STUDENT CONSUMER INFORMATION REQUIREMENT

In compliance with both Federal and State laws, the College makes available to students or prospective students information about instructional programs, costs of attending the institution, financial assistance available to students, refund policy, qualification of faculty, graduation rates and placement of graduates. The College Registrar is available to assist students or prospective students in obtaining information specified in the Regulations of the Commissioner of Education, Chapter 2, Sections 53.1-3, 4.

A copy of the State University of New York at New Paltz campus crime statistics as reported annually to the U.S. Department of Education will be provided upon request by SUNY New Paltz University Police. Please direct all such requests to University Police at 845-257-3340, or 845-257-3802, or download the report at www.newpaltz.edu/police/securityact.html. Additionally, information may be obtained from the U.S. Department of Education website at www.ed.gov.

ACCESS TO EDUCATIONAL RECORDS

1. The Family Education Rights and Privacy Act (FERPA) provides that qualified individuals and agencies shall have the right to inspect and review certain student educational records. Individuals and agencies so qualified are:
   - Presently and formerly enrolled students (who may see their own records);
   - Parents of formerly enrolled students of the van den Berg Learning Center;
   - School and government officials and agencies specifically described in Section 438 of the Act.

2. The following records are maintained by the college and may be reviewed by duly qualified persons by making a written request at the designated office. The law requires that access must be provided not more than 45 days after receipt of the request.
   - Records relating to student payments, receipts, applications for refunds, dormitory damage assessments – Office of Student Accounts.
   - Information concerning NDSL and Perkins Loans Student Loan Office.
   - Student teaching records, including personal information and evaluation reports (other than confidential evaluation reports received prior to January 1, 1975) – Student Teaching Office.
   - Records and recommendations relating to overseas academic programs (other than letters of recommendation received prior to January 1, 1975) – Center for International Programs.
   - Student housing records, including current addresses, records of dormitory disciplinary actions, requests for single rooms and accommodations for other special housing needs, dormitory damage assessments, resident assistant employment information – Department of Residence Life.
   - Records relating to Continuing Education (other than letters of recommendation received prior to January 1, 1975) – Office of Extended Learning.
   - Undergraduate admissions and readmissions files (other than letters of recommendation received prior to January 1, 1975) – Office of Records & Registration.
▪ Records relating to Educational Opportunity Program students including academic records, letters of academic probation and dismissal – *Educational Opportunity Program*.

▪ Graduate admissions applications, related correspondence (other than letters of recommendation received prior to January 1, 1975), and transcripts of baccalaureate work for matriculated and non-matriculated graduate students – *Office of the Graduate School*. Graduate Record Examination or Miller Analogies Test scores where required and letters of reference for matriculated students are on file in the respective department offices. Duplicate transcripts of baccalaureate work are on file in the respective department offices.

▪ Records relating to career planning and placement – *Career Resource Center*.

▪ Transfer students credit evaluations – *Office of Records & Registration*.

▪ Records relating to student financial aid (other than Parents’ Confidential Statements and Income tax returns) - *Office of Financial Aid*.

▪ Records relating to disciplinary action, legal action, or complaints about students – *Office of the Vice President for Student Affairs*.

▪ Student employment records – *Payroll Office*.

▪ Records relating to applications to medical and dental schools (other than letters of recommendation dated prior to January 1, 1975) – *Pre-Medical and Pre-Dental Advisory Committee*, Dr. Tom Nolan, Chairman.

3. The following records maintained by the college are specifically excluded from the Family Education Rights and Privacy Act and will not be available for inspection:

▪ Personal notes made by instructional, supervisory, or administrative personnel, in the sole possession of the maker and not available to anyone else except a substitute.

▪ Records maintained by the Health and Counseling Centers, or by other college counselors. These records will be made available to an appropriate professional of the student’s (or parent’s) choice.

▪ Confidential letters of recommendation, reference, or evaluation if the right of access has been waived (see paragraph 8).

▪ Other letters of recommendation, reference, or evaluation received prior to January 1, 1975.

▪ Parents’ Confidential Statements and parents’ income tax returns.

4. Each of the offices mentioned in paragraph 2 will maintain a record of individuals or agencies who have requested and/or obtained access to the student records for which it is responsible, and will be available for inspection on the same basis as the basic records.

5. Access to records listed in paragraph 2 may be obtained by submitting a written request to the office indicated. Forms for this purpose are available in these offices but are not required. Arrangements will be made available within 45 days of the request for inspection of such records in the office in which they are maintained.

6. Requests by the student (or parent) for permanent removal of any document or record from the file or for permission to file a response to such document or record shall be made to the officer maintaining the record. If the request is denied, a hearing may be obtained in the following manner:

▪ If the officer maintaining the record is a vice president, the hearing will be conducted by the president (or designee).

▪ If the officer maintaining the record is not a vice president, the hearing will be conducted by the vice president (or designee) responsible for supervision of the office in which the record is maintained. In such cases the president (or designee) may entertain appeals.

▪ The hearing will be held within a reasonable time after request thereof is made and a written decision will be issued within 10 working days of completion of the hearing.

7. Each student may waive his/her right to access confidential recommendations used solely in connection with applications for admission to this or any other college or university, applications for employment, or receipt of an honor. The names of persons making such recommendations will be provided upon
request. The executed waiver will be sent to the individual providing the recommendation and will place the recommendation in the category of documents not available for inspection and review.

8. It is the general policy of the college to obtain a student’s consent before releasing any information. However, in the case of normal public relations such as a specific public event (theatrical production, concert, athletic event, graduation, awarding of scholarship), information regarding a student’s participation in that event, the student’s class and major field of study, and the height and weight of members of athletic teams maybe released without consent. Any student who does not wish to have this information released must so notify the college relations officer in writing not later than the second week of classes – Office of Public Affairs.
STUDENT SERVICES

Student Health Service
Medical Problems and Education
(845) 257-3400

Student Counseling
Individual and Group Counseling and Outreach
(845) 257-2920

Disability Resource Center
Disabled Student Information and Services
(845) 257-3020

Career Resource Center
Career Advisement Resources
(845) 257-3265

Educational Opportunity Program
Assistance for Historically Disadvantaged Students
(845) 257-3220

Center for International Programs
International Student Advising
(845) 257-3125

Office of Financial Aid
Information on Grants and Loans
(845) 257-3250

Office of Student Accounts
Payment Information
(845) 257-3150

Department of Residence Life
On-Campus Housing
(845) 257-4444

College Bookstore
(845) 257-3050

Campus Auxiliary Services
ID Cards, Food Service
(845) 257-3370

Registrar
Course Registration, Transcript Requests
(845) 257-3100

Office of Computer Services
Student Computing
(845) 257-3130

Telecommunications & Parking Office
Parking Permits
(845) 257-3001

University Police
Emergencies
(845) 257-2222
CAMPUS REGULATIONS
Campus regulations are available either from the Office of the Vice President for Student Affairs or on-line at www.newpaltz.edu/studentaffairs/regulations.html.

ACADEMIC RESOURCES
Sojourner Truth Library
Instructional Media Services
Samuel Dorsky Museum of Art
Haggerty Intensive English Language Program
Mid-Hudson Teacher Center
Mid-Hudson School Study Council
Classroom Technology Institute
Software Institute Curriculum Center
Speech and Hearing Center
Teaching and Learning Center

ACADEMIC FACILITIES
General Use Classrooms – 77
General Use Lecture Halls – 8
Smart/Electronic Classrooms – 17
Science and Engineering Labs – 29
Open and Specialized Computer Labs – 61
Music Practice Rooms – 10
BFA Studios – 48 in 5 locations
MFA Studios – 45 in 5 locations
Specialized Art Task Rooms & Art Labs - 41
Theatres – 3
Recital Halls – 1
Planetarium – 1
Speech & Hearing Clinic – 1
Music Therapy Clinic – 1
Language Learning Center – 1
The Graduate School

Laurel M. Garrick Duhaney, Ph.D.
Associate Provost for Academic Affairs
Dean of the Graduate School

(845) 257-3285
Toll Free: 1-800-248-8856
Haggerty Administration Building (HAB 804)

www.newpaltz.edu/graduate

Our Mission: The Graduate School at SUNY New Paltz aims to meet the educational needs of graduate, pre-professional, professional and career-changing students seeking timely, innovative, and intellectually stimulating study while providing the breadth and depth of knowledge necessary in their chosen disciplines. Whether in the classroom, in the field, or online, our graduate, certificate and non-credit programs prepare students to be knowledgeable and skilled, ethical, and culturally sensitive individuals prepared to contribute meaningfully to their profession and their communities.

SUNY New Paltz Mission

The Graduate School has a long and proud history of providing professionals in the Hudson Valley and beyond the tools for success in their chosen career path.
We have made every effort to provide salient and accurate information in this handbook. However, the State University of New York at New Paltz assumes no liability for errors or omissions in this publication and reserves the right to alter existing rules and regulations such as those governing academic programs, academic standards, and organizational structures within its jurisdiction and after appropriate consultation. Students, faculty, and staff are expected to be governed by the information herein published or subsequently altered.

**Affirmative Action**

SUNY New Paltz supports Affirmative Action and Equal Opportunity and does not discriminate against individuals or groups on the basis of race, sex, age, national origin, religion, disability, veteran status, marital status, or sexual orientation in education or employment, or in any of its policies or programs. All actions toward employees and students are based upon performance-related criteria. Further, SUNY New Paltz will not tolerate sexual harassment of employees or students.

Any persons alleging discrimination should contact the Affirmative Action Office at 257-3271.
**THE GRADUATE SCHOOL**

**MAJOR/ HEGIS/ PROGRAM CODES**

**MASTER OF SCIENCE IN EDUCATION (MSED)**

MSED program requires a NYS Teaching Certificate for application.

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**MASTER OF ARTS (MA)**

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**MASTER OF BUSINESS ADMINISTRATION (MBA)**

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<th>Prg #</th>
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<tbody>
<tr>
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<td>261</td>
<td>0506</td>
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</tr>
<tr>
<td>Public Accountancy</td>
<td>262</td>
<td>0502</td>
<td>25662</td>
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</table>

**BACHELOR OF SCIENCE/MASTER OF SCIENCE (BS/MS)**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Major</th>
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<tbody>
<tr>
<td>BS Comp Eng/MS Electrical Eng</td>
<td>266</td>
<td>0909</td>
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<tr>
<td>BS Elec Eng/MS Electrical Eng</td>
<td>267</td>
<td>0909</td>
<td>34687</td>
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</table>

**MASTER OF SCIENCE (MS)**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Major</th>
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<tbody>
<tr>
<td>Electrical Engineering</td>
<td>265</td>
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</tr>
<tr>
<td>Music Therapy</td>
<td>285</td>
<td>1099</td>
<td>31000</td>
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<tr>
<td>Mental Health Counseling</td>
<td>290</td>
<td>2104</td>
<td>31095</td>
</tr>
<tr>
<td>School Counseling</td>
<td>295</td>
<td>0826</td>
<td>32351</td>
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<tr>
<td>Communication Disorders</td>
<td>090</td>
<td>1220</td>
<td>25668</td>
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<td>Speech-Lang. Disabilities Conc.</td>
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<tr>
<td>Speech-Lang. Pathology Conc.</td>
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**MASTER OF FINES ARTS (MFA)**

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<tr>
<td>Ceramics</td>
<td>301</td>
<td>1009</td>
<td>03729</td>
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<tr>
<td>Metal</td>
<td>302</td>
<td>1009</td>
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<tr>
<td>Painting/Drawling</td>
<td>303</td>
<td>1002</td>
<td>12319</td>
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<td>Printmaking</td>
<td>305</td>
<td>1009</td>
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<tr>
<td>Sculpture</td>
<td>306</td>
<td>1002</td>
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**ADVANCED CERTIFICATES**

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<tbody>
<tr>
<td>Mental Health Counseling</td>
<td>291</td>
<td>2104</td>
<td>35776</td>
</tr>
<tr>
<td>Multicultural Education</td>
<td>071</td>
<td>0899</td>
<td>34618</td>
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<tr>
<td>Trauma &amp; Disaster Mental Health</td>
<td>292</td>
<td>2104</td>
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**CERTIFICATE OF ADVANCED STUDY (CAS)**

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<tbody>
<tr>
<td>School Leadership</td>
<td>401A</td>
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<td>29035</td>
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<tr>
<td>Alt Cert. School District Leader (Trans D)</td>
<td>401B</td>
<td>0899.54</td>
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### MASTER OF SCIENCE FOR TEACHERS (MST)

MST program leads to NYS Teaching Certification in grades 1-6

<table>
<thead>
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<th>Program</th>
<th>Code</th>
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<th>Code</th>
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<tbody>
<tr>
<td>Childhood Education</td>
<td>020C</td>
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<td>25281</td>
</tr>
<tr>
<td>Early Childhood Education (1-6)</td>
<td>020E</td>
<td>0802</td>
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Application to the following programs has been temporarily suspended:

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
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<tbody>
<tr>
<td>MSEd  Literacy Ed &amp; Adol Spec Ed</td>
<td>029B</td>
<td>0899</td>
<td>31413</td>
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<tr>
<td>MSEd  Literacy Ed &amp; Adol Spec Ed</td>
<td>059G</td>
<td>0899</td>
<td>31412</td>
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<td>MSEd  Child Spec Ed &amp; Literacy Ed</td>
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<td>0899</td>
<td>31414</td>
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<tr>
<td>MSEd  Early Childhood Education</td>
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<td>0823</td>
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### MASTER OF ARTS IN TEACHING (MAT)

MAT program leads to NYS Teaching certification in grades 7-12

<table>
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<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Childhood Education</td>
<td>020E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education (1-6)</td>
<td>020E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood Spec Ed &amp; Literacy Ed</td>
<td>059C</td>
<td>0899</td>
<td>31414</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>011A</td>
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<td>25286</td>
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<table>
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<tr>
<td>Adolescence Ed: Biology</td>
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<td>Adolescence Ed: Chemistry</td>
<td>104B</td>
<td>1905.01</td>
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<td>Adolescence Ed: Earth Science</td>
<td>102B</td>
<td>1917.01</td>
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<td>Adolescence Ed: English</td>
<td>103B</td>
<td>1501.01</td>
<td>25305</td>
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<td>Adolescence Ed: French</td>
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<td>1102.01</td>
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<td>Adolescence Ed: Mathematics</td>
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<td>1701.01</td>
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<td>Adolescence Ed: Social Studies</td>
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<td>Adolescence Ed: Spanish</td>
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<td>MA Biology</td>
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<td>206</td>
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<td>MA Art Studio</td>
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<td>MFA Photography</td>
<td>304</td>
<td>1011</td>
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<tr>
<td>MFA Intermedia Design</td>
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<td>1009</td>
<td>03730</td>
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<tr>
<td>CERT Teaching English Lang Learners</td>
<td>607</td>
<td>1508</td>
<td>35335</td>
</tr>
<tr>
<td>CAS School District Business Leadership</td>
<td>402A</td>
<td>0827</td>
<td>29037</td>
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</table>
THE COLLEGE OFFERS PROGRAMS LEADING TO EIGHT MASTER'S DEGREES, GRADUATE CERTIFICATE PROGRAMS AND TO THE CERTIFICATE OF ADVANCED STUDY.

Master of Science in Education
The Master of Science in Education degree is for teachers who wish to improve their professional competence and mastery of subject matter. Completion of a degree program may lead to professional certification in a field and level, providing the student has at least three years of full-time teaching experience and has initial certification in a teachable major.

Master of Arts in Teaching
The Master of Arts in Teaching degree is designed specifically for non-certified students who have bachelors' degrees in an academic discipline and who wish to earn a teaching certificate at the secondary level.

Master of Science for Teachers
The Master of Science for Teachers degree is designed specifically for non-certified students who have bachelors' degrees in an academic discipline and who wish to earn a teaching certificate at the elementary level.

Master of Professional Studies
The Master of Professional Studies degree is offered in humanistic/multicultural education. This program is designed for individuals who are involved in education in its broadest sense who are seeking to help others develop their intellectual capacities, expand their self-knowledge, enhance interpersonal skills, and foster humane working, learning, or living situations. Students currently enrolled include individuals in the helping professions and teachers with certification in special subjects such as family-consumer science, health, music, physical education, and technology.

Master of Arts
The Master of Arts degree may serve as a complete program in a specific discipline or as a first stage of graduate study. If a student has initial certification at the secondary level in the same discipline as the MA, application for professional certification may be made upon completion of the degree, providing the student has at least two years of full-time teaching experience in the area of certification.

Master of Science
Communication Disorders. The Master of Science degree in Communication Disorders offers two concentrations: Speech-Language Pathology and Speech and Language Disabilities. The Speech-Language Pathology concentration leads to New York State licensure and ASHA certification in speech-language pathology. The Speech and Language Disabilities concentration leads to New York State teacher certification as a Teacher of Students with Speech and Language Disabilities.

Computer Science. The Master of Science degree in Computer Science is designed to provide students with a strong foundation for advanced professional work or doctoral study in the computer field. Courses are offered in computer software, hardware, theory, and mathematics. This graduate-level program requires 30 credit hours selected from three course categories, allowing for both breadth and depth of study. To accommodate part-time students, most graduate courses are offered in the late afternoon or evening and meet once a week. Teaching assistantships are available on a competitive basis. The program does not require a baccalaureate degree in computer science.

Electrical Engineering. The Master of Science degree in Electrical Engineering offers courses in electromagnetic fields and waves, telecommunications, electronics, and control systems. The program has two options: thesis and non-thesis. The thesis option emphasizes research and requires submission of a thesis in addition to taking advanced core and elective courses in electrical engineering. This option requires the completion of 30 credits, 24 course credits and 6 thesis credits. The non-thesis option requires
completion of 30 course credits and successful passing of a comprehensive examination. The program, which can be pursued either full- or part-time, is designed to serve recent graduates and practicing engineers who need in-depth knowledge in the rapidly changing and expanding areas of electrical engineering beyond what can be included in the traditional bachelor’s program.

**Music Therapy.** The Master of Science degree in Music Therapy comprises 48-credits. It provides students with a comprehensive education in Music Therapy at the advanced level. The program meets the guidelines for the approval of academic programs in music therapy as set forth by the National Association of Schools of Music, the American Music Therapy Association, and the Commissioner’s Regulations – Sec. 52.34 Creative Arts Therapy.

**Counseling.** The Master of Science degree in Mental Health Counseling comprises 60-credits. It offers students the opportunity to pursue a specialized course of study. It serves both students seeking licensure as mental health counselors and those who intend to pursue doctoral studies. Degree requirements cover a core curriculum and specialized courses. Three required fieldwork courses provide unique, varied, and intense hands-on mental health counseling training experiences under supervision of licensed professionals.

The Master of Science degree in School Counseling comprises 60-credits and leads to certification as a school counselor. 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 can be completed full-time in two years, including summer classes.

**Master of Business Administration**
The Master of Business Administration degree prepares career-oriented individuals for a broad range of management responsibilities by offering concentrated study in business administration or public accountancy. The MBA program will enable students to take managerial and professional leadership roles in regional, national, and international enterprises.

**Master of Fine Arts**
The Master of Fine Arts degree comprises 60-credits specializing in ceramics, metal, painting/drawing, printmaking and sculpture (photography and graphic design). Candidates holding a master’s degree in fine art studio or fine arts may petition the department to transfer a maximum of 30 credits toward the 60-credit MFA program.

**Certificate of Advanced Study**
The Department of Educational Administration’s Certificate of Advanced Study program is a 60-credit program (30 credits beyond the master’s degree) leading to professional certification, and to the College’s Certificate of Advanced Study. The following specializations are offered: School Leadership, Alternate Certificate: School District Leader (Transition D) and School Business Leadership.

**Graduate Certificate Programs**
**Counseling:**
The 18-24-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.

**Education:** These certificate programs do not lead to NYS certification.
The Department of Educational Studies offers a 15-credit Multicultural Education Certificate program. This post-master’s certificate program prepares teachers and other educational professionals to develop knowledge and skills to effectively educate and support the diverse students in our schools.

The Advanced Certificate in Teaching English Language Learners (TELL) offers just the right balance of content knowledge, current research, personal reflection, and hands-on practice to help you work more effectively with English language learners in and outside the U.S.
Teacher Education Programs

Certification
The information listed below reflects the new guidelines and requirements, as of January 1, 2014, which is subject to change based on the New York State Education Department's (NYSED) initiatives and regulations. For more information on all the following requirements, please access our Certification Assistance website at:
http://www.newpaltz.edu/schoolofed/certification.html

Initial and Professional Certification
Candidates completing the MSED are recommended for Professional certification, and those completing MAT and the MST programs are recommended for both Initial and Professional certification, upon conferral of degrees. However, students must also apply for their certificates on their own TEACH Accounts. The Initial Certificate is valid for five years, in which time an appropriate master's degree must be earned and 3 years of teaching experience need to be accrued and documented. Candidates may apply for a one- or two-year extension, if the required conditions are met:
http://www.highered.nysed.gov/tcert/certificate/timeext.html. The Professional certificate requires the completion of 175 hours of professional development every 5 years in order to maintain validity to continue to teach. For more information, please check: http://www.highered.nysed.gov/tcert/certificate/maintaincert-prof.html.

Fingerprint Processing
All candidates for teacher certification in the State of New York are required to apply for verification of their fingerprints and must be processed prior to fieldwork observations. Start by applying on your TEACH Account at: www.highered.nysed.gov/tcert/ospra/

Workshops: Child Abuse Identification, SAVE (School Violence Prevention), and DASA (Dignity for All Students Act)
In order to graduate, all candidates for teacher certification in the State of New York are required to complete a two-hour training in the mandated reporting of child abuse or neglect, a two-hour training in school violence prevention, and a six-hour training in the Prevention and Intervention for Harassment, Bullying, Cyberbullying, and Discrimination In Schools. For the Child Abuse and SAVE on-campus workshops, which are offered at least once per semester, pick up registration forms at the OM 115 bulletin board. Otherwise, take the workshops on-line at: www.childabuseworkshop.com www.violenceworkshop.com and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.

Teacher Certification Examinations
Candidates must file with NYSED official qualifying scores on the New York State Teacher Certification Exams (NYSTCE). As of 2014, there are four exams: The Teacher Performance Assessment (edTPA), the Educating All Students Test (EAS), the Academic Literacy Skills Test (ALST), and the Content Specialty Test (CST) in the appropriate certification area. All four tests are required for the first Initial Certification. For further test information, call (518) 474-3901 or visit the NYSTCE website at: http://www.nystce.nesinc.com/ and http://www.nystce.nesinc.com/NY_annProgramUpdate.asp.

Certificate Applications
Student Application Information Sheets with step-by-step directions and Program Codes will show you how to register, log-in, and apply for the appropriate teaching certificate at:
Candidates pursuing additional certifications and taking courses at our campus must apply for their certificates directly through NYSED on their own TEACH Account via the Additional Classroom Teaching Certificate Pathway. As a caveat regarding any class taken for evaluation, SUNY New Paltz is not a NYSED evaluator, and in the end, only NYSED can decide whether a certain course will be accepted to meet a specific certificate requirement, and we cannot be held responsible for their decisions regarding our courses.

**Academic Policies and Procedures**

**Policies**

Consistent with its mission as a public institution of higher education, SUNY New Paltz sponsors a broad spectrum of opportunities and services for graduate students in its service region. Although there is a stringent set of criteria for matriculation in a degree program, most students will have access to post-baccalaureate study at New Paltz. Although enrollment in some courses is restricted to matriculated students, many courses have prerequisites, and many others are open and available to students with graduate standing regardless of their field of preparation.

Graduate studies at New Paltz presuppose a rigorous course of study at a higher level and in greater depth than at the undergraduate level. Matriculated students follow a prescribed program, the “plan of study”, and must remain in academic good standing. Other students may register for courses for which they are qualified without regard to a “plan.”

Non-matriculated students who subsequently apply for matriculation are considered in a manner similar to undergraduate transfer students. That is, graduate credits earned prior to matriculation will be evaluated by the department to determine which, if any, may be applied to the degree. Factors to be considered in evaluating these credits include the grade received, the accreditation status of the school, and, for rapidly changing fields, the currency of skills and information covered in the courses.

The non-matriculated classification includes visiting students, students in the last term of their baccalaureate study, and others who do not plan to work toward a degree. On request, the College will provide an official transcript of all graduate courses completed and the grades earned. No official status or obligation pertains to non-matriculated students.
DEFERRAL POLICY

The following deferral policy is applicable to some programs. Please check with your departmental advisor to see if this policy applies to you. Graduate program acceptance and matriculation is for the semester indicated in the student’s acceptance letter. Students who do not enroll in the semester for which they are accepted forfeit their place in the program. Students who have forfeited acceptance into a program have up to one year to request that their acceptance be reinstated. However, granting this request remains at the discretion of the program and the Dean of the Graduate School. After that point, it will be necessary to reapply. The Request for Deferral of Matriculation may be downloaded from our website at: http://www.newpaltz.edu/graduate/forms.html.

PLAN OF STUDY

Once a student receives his/her letter of matriculation from the Dean of the Graduate School, he/she should meet with the assigned advisor to complete a Plan of Study. The Plan of Study is to be signed by the student, the student’s academic advisor(s), the department chair, and is approved by the Dean of the Graduate School. Secondary Education graduate students must have their plans approved by the Education and Content area advisors. Only two courses below B- (2.67 on the 4.00 scale) will be counted toward a graduate degree. Matriculated students with four or more grades below B- will forfeit their matriculated status. Please note that neither undergraduate courses, nor graduate courses with a grade of F may be included on a graduate Plan of Study.

An official Plan of Study must be forwarded to the Graduate School for final approval by the Dean by end of the student’s first semester of coursework following matriculation. Subsequent minor revisions to the plan may be made using the “Request for Change in Plan of Study” form which is available from the academic advisor(s) or from the Graduate School website at: http://www.newpaltz.edu/graduate/forms.html. If the student requires more extensive revision to his/her original plan of study, then a replacement plan should be filed with the Dean of the Graduate School.

ADVISING

Candidates for graduate degrees are assigned an advisor who will assist in developing a plan of study to reflect the student’s interests and career plans and to fulfill degree requirements. Students should not select courses without consulting their advisor or developing a plan of study.

Non-matriculated students may contact the Graduate School for advisement.

ACADEMIC “GOOD STANDING”  Note: Revised Academic Standing rules as of 10/12/2007

Academic Good Standing is defined as a cumulative GPA between 3.0 and 4.0.

Academic Warning is defined as a cumulative GPA between 2.75 and 2.99, after nine credits of graduate coursework. Students placed on academic warning will receive a letter from the Graduate School and must make appointments to meet with their academic advisor and the Dean of the Graduate School. After two consecutive semesters of academic warning, a student’s registration is barred and the block is only removed
after the student meets with the Dean of the Graduate School. If the student's academic status does not return to good standing after the third consecutive semester, the student may be academically dismissed.

**Academic Probation** is defined as a cumulative GPA between 2.50 and 2.74 after nine credits of graduate coursework. Students placed on academic probation will receive a letter from the Graduate School and must make appointments to meet with their academic advisor and the Dean of the Graduate School. While in this academic status, the student's transcript will be marked with a probation indicator. If a student fails to meet with the Dean, he/she will be blocked from future registration. Students will be academically dismissed after two consecutive semesters of academic probation.

**Academic Dismissal** is incurred once a student has earned a cumulative GPA below 2.5, after twelve credits of graduate coursework. Students will also be dismissed after three consecutive semesters of academic warning or after two consecutive semesters of academic probation. Once a student has been academically dismissed, the student is deregistered from current coursework and future registration is prohibited. This action also means that the student cannot matriculate into another graduate program at SUNY New Paltz.

<table>
<thead>
<tr>
<th>GPA</th>
<th>Academic Standing</th>
<th>Comments</th>
</tr>
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<tbody>
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<td>Good Standing (GS)</td>
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</tr>
<tr>
<td>2.75-2.99</td>
<td>Academic Warning—1st semester (W1)</td>
<td>Registration is not affected.</td>
</tr>
<tr>
<td>2.75-2.99</td>
<td>Academic Warning—2nd semester (W2)</td>
<td>Registration is prohibited. Student must meet with Dean of The Graduate School before he/she will be allowed to register.</td>
</tr>
<tr>
<td>2.50-2.74</td>
<td>Academic Probation (AP)</td>
<td>Future registration is prohibited. A probation indicator will be noted on the student's transcript.</td>
</tr>
<tr>
<td>2.49 and ↓</td>
<td>Academic Dismissal (AD)</td>
<td>Registration is prohibited and student is deregistered from coursework.</td>
</tr>
</tbody>
</table>

**ACADEMIC INTEGRITY**

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.
Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity. Forgery is defined as the alteration of college forms, documents, or records or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation, intentional or unintentional, of someone else’s words or ideas without attribution or as one’s own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person’s words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore, is a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own. If students have any questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

Faculty members must report in writing cases of cheating, plagiarism or forgery to their department chair, academic Dean and Associate Dean for Student Affairs. Faculty members are also responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing in writing the department chair, the academic Dean, and the student of the alleged violation and the proposed penalty. The academic penalty may range, for instance, from failure of a specific piece of work in a college course to failure of the course itself.

Cases requiring disciplinary and/or grade appeal action will be adjudicated in accordance with Procedures for Resolving Academic Integrity Cases, a copy of which is available in the office of the Dean of the Graduate School, the office of the Provost for Academic Affairs, and in the academic Dean’s office.

**GRADUATE APPEALS PROCEDURES**

**PROCEDURE FOR IMPLEMENTING GRADUATE ACADEMIC APPEALS**

The appeal system, which deals with perceived inequitable application of academic policy, affords recourse to a student who has evidence, or believes that evidence exists, to show that an inappropriate grade has been assigned or other inappropriate formal academic action has been taken.

The following steps should be taken to initiate and process an academic appeal. It is imperative that the individual student recognizes the responsibility for taking the initiative in the appeal and for processing the appeal through each step of the procedure. It is the student’s decision whether or not to proceed to each step of the procedure.

**Step 1:** The student must consult with the instructor concerning the problem. If a satisfactory resolution of the problem is not achieved and the student wishes to go to step 2, the student must request a signed and dated acknowledgement of the consultation from the instructor. A handwritten note is sufficient.

**Step 2:** The student must consult with the chair of the department offering the course. If a satisfactory resolution of the problem does not result from this consultation and the student wishes to go to step 3, the student must request a signed and dated acknowledgement of the consultation from the chair. A handwritten note is sufficient.
Step 3: The student must go to the Dean of the School offering the course in question, complete the “Student Form for Academic Appeals,” and arrange a meeting with the Dean. If no satisfactory resolution is achieved after consultation with the Dean, the student may initiate step 4. The student must request a signed and dated acknowledgement of the consultation from the Dean.

Step 4: The student should forward to the Graduate Council, via the Dean of the Graduate School (HAB 804), an explanatory cover letter, a copy of the “Student Form for Graduate Academic Appeals,” and any pertinent documentation.

Step 5: The Graduate Council will review the material submitted. After due consideration of the issues, the Council will decide whether further action is justified and the nature of such action. The Council may request a consultation with the student at this step; however, consultation should not be considered routine. The Council may also request a consultation with other individuals involved in the appeal or may request any other information needed for clarification of the issues. The Council will inform the student of its decision in writing.

Step 6: The Graduate Council will recommend to the Provost/Vice President for Academic Affairs such action as he/she deems appropriate to resolve the appeal. A copy of this recommendation will be forwarded to the student.

Step 7: The Provost/Vice President for Academic Affairs will have the ultimate authority in rendering a judgment in cases presented to him or her through the above process. The Provost/Vice President for Academic Affairs will inform the student in writing of the decision.

STUDENT FORM FOR GRADUATE ACADEMIC APPEALS

This form is to be filled out with the assistance of the appropriate representative of the Dean’s office and only after the instructor and the chair of the department have been consulted, and if the problem has not been resolved. The Student Form for Graduate Academic Appeals may be downloaded from our website at: http://www.newpaltz.edu/graduate/forms.html

NOTE: Three (3) copies of this form will be needed (appropriate Dean, Graduate Council, [via the Dean of the Graduate School—HAB 804], student) if the appeal has not been resolved by the Chair.

COURSE-NUMBERING SYSTEM

The first three letters identify the department of origin of the course; the first digit denotes the level; the last two digits identify the course in the department’s course taxonomy.

500-Level Courses.
These are graduate courses designed to build upon the knowledge and skills achieved in an undergraduate field of specialization.
700-Level Courses.
These are advanced courses designed specifically to extend in depth and specialization the knowledge and
skills of the student who has an extensive background in the subject area. Appropriate prerequisites are
indicated for these courses.

Graduate students do not receive credit for any course below XXX5XX.

GRADING SYSTEM

Student performance in most courses is evaluated by letter grades according to the following scale: grades
of A, A- which is outstanding work of consistently high order; B+ for work which is distinctly above average;
B which is average work; B-, C+ for below average work; C, C-, D+, D, or D- for less than marginal work; F
is failing.

The computation of grade point average is based upon the following point values:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>1.00</td>
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<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The mark of I (Incomplete) is awarded at the discretion of the instructor and at the request of a student,
only when the student has completed at least three-quarters of the required work for a course, and where
a personal emergency prevents the student from finishing the work on schedule. A student who receives
an incomplete grade must complete the course work by the midterm (or by the date indicated on the
campus calendar) of the next semester or the I will be converted to an F.

A student who does not register for one calendar year after the semester or summer session in which the
incomplete was awarded will have the incomplete converted to a “permanent incomplete” (I*) if the course is
not completed, or an extension not granted, and the instructor does not change the grade within a calendar
year of granting the incomplete. The “permanent incomplete” can never be changed, but a student may
graduate with the mark on his/her record.

The mark of H (Hold) is used only in those few courses for which it has been approved, such as where the
work begun for a Thesis in a given semester is continued into the following semester. The grade given at
the end of the second semester automatically replaces the H given for the first semester. The mark of H is
also frequently assigned, instead of an I, when the coursework in “Thesis” is incomplete.

Students may not graduate with an H or an I on their record. There is one exception to this rule. A student
with an incomplete in a course which was taken in his/her last semester at New Paltz and which is not
needed to fulfill any college, curriculum, major, or minor requirement may request a permanent incomplete
(I*). This request must be made in writing to the Registrar, HAB 13, and, if the permanent incomplete is
granted, the mark can never be changed. This exception does not apply to the mark of H.

Calculation of Grade Point Average
All SUNY New Paltz graduate courses on the student’s graduate transcript regardless of matriculation
status are used to calculate the GPA.

S/F Option
Graduate students may not elect the S/F Option (formerly listed as the S/U Option) for graduate classes.
Graduate students who take an undergraduate class outside of their disciplinary area may petition the Dean of the Graduate School for the S/F option (formerly listed as the S/U Option) for this class. This option will be granted once for any graduate student.

**Replace Course Grading Option**
Matriculated graduate students may elect to repeat a course under the “Replace Course Grading Option.” The “Replace Course Grading Option” is available to matriculated graduate students as a one-time, single course option, subject to the approval of their advisor or department chair, and the Dean of the Graduate School. Under this option, when the course is repeated, only the second grade will be calculated in a student’s cumulative grade-point average.

**WITHDRAWAL FROM A COURSE**
A student may withdraw from a course until the date specified in the academic calendar, with the payment of a fee. The relevant dates are specified in the academic calendar which appears in the Schedule of Classes. A course withdrawal after that date will be permitted only for compelling non-academic reasons; students should consult with the office of the appropriate Dean of the faculty for detailed information. No record of course enrollment will appear on the transcript if a course is dropped during the course-change period. A grade of W will be recorded for withdrawals from courses after the course-change period and until the course withdrawal deadline date. A grade of F* will be recorded for any student who informally drops a course without following the procedure outlined above. The signature of the instructor and last date of attendance must be on the withdrawal form.

**SECOND DEGREE AT THE SAME LEVEL**
Under certain conditions, students may earn a second degree at the same level. Students may pursue a second master’s degree once the first degree has been awarded. Petitions for a second degree are referred to the Dean of the Graduate School by the Department Chair of the discipline in which the second degree is proposed. The following regulations apply:

1. The plan of study of the second degree must be substantially different from the plan of study of the first degree so as to constitute, in the judgment of the faculties concerned, a new discipline.
2. At least two-thirds of the credits of the second degree, or a minimum of 24 credits, whichever is greater, must be credits that were not included in the first degree.
3. All relevant degree requirements, including residency requirements, must be satisfied for both degrees.

In addition, we have three approved concurrent programs:
- The MAT in Biology and the MA in Biology
- The MAT in English and the MA in English
- The MAT in Mathematics and the MA in Mathematics (This program has been temporarily placed on hold.)

**FIELDWORK/SELECTED TOPICS COURSES**
Selected topics courses are regularly scheduled courses that focus on a particular subject. They may be offered by any department. Descriptions of selected topics courses are printed in the Schedule of Classes each semester.

Fieldwork courses are approved experiences offered by individual academic departments to enable students to enrich their academic program with applied work in their field of study. Fieldwork courses may be offered by any department. Permission of the instructor, the chair, and the Dean of the Faculty are required to enroll in a fieldwork course. The Fieldwork request form may be downloaded from the Registrar’s website at: http://www.newpaltz.edu/registrar/forms.html

**INDEPENDENT STUDY**
The primary purpose of an independent study is to enable the student to pursue knowledge and understanding in an area not covered by a regularly offered course or to a greater depth than is possible through an existing course. Independent study places the major responsibility for learning directly upon the
student, who must have sufficient maturity to identify and resolve a problem through extensive and rigorous research, to search for and to integrate information from a variety of sources, to interpret the data, and to express clearly the meaning of the whole. It is essentially a tutorial course involving close and frequent contact between the student and an instructor.

Because an independent study presupposes a serious interest on the part of the student to study and to research a particular problem or area, it is expected that the instructor and student will devote sufficient time to consider the project in advance to ensure that it is both worthwhile and feasible.

Any single independent study may be offered for 1, 2, 3 or 4 semester credit hours. Up to 6 semester credit hours in independent study may be applied to graduate degrees. All independent study requests must be approved in advance by the instructor, the advisor, the department chair and the Dean of the Faculty. The Independent Study request form may be downloaded from the Registrar’s website at: http://www.newpaltz.edu/registrar/forms.html.

NON-MATRICULATED STUDENT CREDIT LIMIT

Registration is blocked for any non-matriculated student after six to nine graduate credits. The student is required to sign a waiver in the Graduate School in order to remove the block. He/She must obtain the permission (through signature) of the department chair or the appropriate academic dean before registering for courses beyond the 6-9 credit limit. Should the student be accepted for matriculation, only 6-9 graduate credits may be transferred to the graduate degree program. The Non-matriculated Student Waiver may be downloaded from our website at: http://www.newpaltz.edu/graduate/forms.html.

RESIDENCE AND TRANSFER CREDIT POLICY

Residence credit is defined as credit earned in courses offered by New Paltz full-time or adjunct professors in a regular or summer session. Twenty-four semester hours of graduate study normally constitute the minimum residence credit requirement for graduate degrees.

On the recommendation of the department, up to nine transfer credits (some departments may accept fewer) may be applied to the degree at the time of matriculation, subject to the following conditions:

- The course was taken at the graduate level at an accredited institution.
- A grade of B or better was earned in the course.
- The course was taken before matriculation at New Paltz.
- Courses may be no older than seven years.

For transfer credits to be posted to the New Paltz transcript, these conditions must be met. The Graduate School requires an official copy of the transcript, the course must be listed on an approved Plan of Study (or amended Plan of Study) and a New Paltz equivalent course must be assigned by the department. The Graduate Credit Transfer Request form may be downloaded from our website at: http://www.newpaltz.edu/graduate/forms.html.

- Transfer credits may be given after matriculation under special circumstances with permission of the Dean of the Graduate School.

Graduate credits taken while an undergraduate at New Paltz, but not required for the undergraduate degree

On the recommendation of the department and with the approval of the Dean of the Graduate School, SUNY New Paltz graduate students may transfer to their graduate program up to nine (9) graduate credits taken as an undergraduate at SUNY New Paltz, that were not used to fulfill requirements for their undergraduate degree. These courses must be listed on the Plan of Study as approved transfer credits. Courses may be no older than seven years. The Graduate Credit Transfer Request form may be downloaded from our website at: http://www.newpaltz.edu/graduate/forms.html.
TIME LIMIT FOR COMPLETION OF DEGREE

All requirements for a graduate degree, including transfer credits, must be met within seven years of the completion date of the first course listed on the plan of study. After that date, students' matriculation status may be cancelled. Some departments may specify a shorter period. If the time limit expires, students must write to the department with a request, and a projected completion date. If the department recommends approval, the coordinator sends this request to the Dean of the Graduate School for consideration. The Request for Extension of Time form may be downloaded from our website at: http://www.newpaltz.edu/graduate/forms.html

NOTE: Students are expected to consult college publications to determine deadlines for various procedures related to their academic programs. These include course withdrawals, graduation notification, registration, and payments.

AUDIT PRIVILEGES

Some academic courses may be audited. Registered students at the State University of New York at New Paltz, faculty and staff of New Paltz, and persons over 60 years of age may audit courses without paying a registration fee. For all others, a non-refundable registration fee of $50.00 will be charged and payable to Student Accounts. Persons who would like to audit a course must obtain an Audit Form from the Office of Records and Registration. The completed form must have the signatures of (a) the chair of the department offering the course and (b) the course instructor.

The Audit Form must be returned to the department offering the course by the end of the “course add” period. Persons required to pay the registration fee must submit proof of payment with their completed Audit Forms.

The audit privilege permits the auditor to attend a course, providing there is room in the course and the necessary approvals have been granted, and to do assignments, but it does not permit the auditor to take examinations in the course or to have his or her work evaluated in any other way. The auditor receives no grade for the course, nor is any record of course attendance kept in the Office of Records and Registration. Students may not change their enrollment status from audit to credit, or from credit to audit.

Audit privileges are not ordinarily available in studio, laboratory, fieldwork, or performance courses, or courses where class participation of students is of major importance, nor are they available in credit-free courses offered by the institution or in any foreign study program or course.

CULMINATING ASSESSMENTS

The requirements for a master's degree may include at least one of the following: passing a comprehensive exam, writing a thesis based on independent research, giving an oral defense of the thesis, or completing an appropriate special project or internship.

COMPREHENSIVE EXAMINATIONS

Students who fail the comprehensive examination may petition the department for permission to take it a second time. The petitioner must outline what additional study is planned to prepare for the second attempt. In some cases, students may not repeat the examination earlier than one calendar year after the first attempt. Failure of the examination on the second attempt results in forfeiture of matriculation.

Comprehensive examinations are required for the following curricula:

Master of Science in Education Adolescence Education
Biology, Chemistry, Earth Science, English, Mathematics, Social Studies:
Liberal arts subject matter only. Morning test of 150 minutes. Earth Science also requires an oral examination. The Biology program requires an oral examination based on course work.
French, Spanish: Liberal arts subject matter only.

Master of Arts in Teaching
Biology, Chemistry, Earth Science, English, French, Mathematics, Social Studies, Spanish: Liberal Arts subject matter only. Consult with the advisor or the chair of the Department of Secondary Education.

Master of Arts
Biology, Chemistry, English, Geology, Mathematics, Psychology (oral defense of the thesis), Sociology: (Consult with the advisor or the department chair).

Master of Science
Communication Disorders: Written and oral examination based on the student’s course work and clinical practica.
Computer Science: A comprehensive examination based on graduate course work is required.
Electrical Engineering: A comprehensive examination is required for students pursuing the non-thesis option. The examination will cover several subjects.

Please consult the advisor or the department chair about the comprehensive exam.

THESIS
Theses are required for some masters’ programs. After approval by the thesis committee and the department chair, all theses are submitted to the Library for binding and/or for cataloging. Only after the Library accepts the thesis and provides the student with the necessary acceptance letter for the Registrar’s Office may the degree be granted. There is a $25 binding fee for M.A. and M.S. theses and a $10 fee for M.F.A. theses, which become part of the permanent collection and do not circulate. The procedure must be completed before awarding of the degree. Guidelines for the submission of a master’s thesis to the Sojourner Truth Library are available on the Library’s web site: http://lib.newpaltz.edu/policies/masters.html.

Basic Requirements for Theses

1) Thesis Basics
   a. A thesis is generally intended to be a capstone experience for graduate students.
   b. Theses involving the participation of or the collection of data from or about human subjects require prospective review and approval by the Institutional Review Board (IRB) prior to recruitment of or interaction with human subjects. An application must be submitted to the IRB in a timeframe that allows adequate time for review and approval prior to the anticipated start of the research project.
   c. Each program must develop its own written thesis guidelines, which it should disseminate to students and faculty in a systematic and clear way. These guidelines must be reviewed by the Graduate Council and should be consistent with the basic requirements described below.
   d. Graduate programs can:
      i. Require a thesis of all students
      ii. Make a thesis optional for all students
      iii. Not offer a thesis

2) Thesis Credits and Registration
   a. The Graduate School permits theses of 3 or 6 credits.
   b. Each program determines which of these credit options are available to its students.
   c. Each program must have a clear procedure that indicates when a student is eligible to register for thesis. Further, programs must differentiate requirements for completing thesis course requirements from requirements for completing the thesis itself.

3) Thesis Advising
   b. Each program must clearly inform students how to solicit and select a thesis advisor.
c. In some programs, advisors may be assigned to students. In others, students may solicit advisors.
d. If a student encounters difficulty obtaining a thesis advisor, the department chair and program/graduate coordinator must work with the student to resolve the issue.

4) Thesis Committees and Oral Defenses
   a. The incorporation of thesis committees and oral defenses of thesis are up to individual programs.
   b. The composition of a thesis committee (if any) and the planning, meeting, and review/defense schedules pertaining to the thesis are at the discretion of individual programs. These details must be communicated in writing, in a timely fashion, to the student, the advisor, the department chair, and filed with the Dean of the Graduate School.

5) Thesis Grading
   a. Theses are graded using traditional A-F letter grades.
   b. Thesis advisors assign thesis grades, though it is expected that in doing so they will listen to the input of the thesis committee (in programs where there is one).

6) Thesis Credits
   a. Students can register for 3 or 6 credits of thesis at a time; for a 6-credit thesis, students may divide their credits into 3 or 6 credits per term, as necessary.
   b. Thesis credits are graded on an “A-F” basis.
   c. The “H” grade is assigned when the student is making good progress on the thesis, but is not finished within the semester the credits were taken.
   d. Students with an “H” grade who are not taking any other classes must register for 1-credit of Continued Registration for every fall and spring semester that follows until the thesis is completed. If the student is working on the thesis during a summer session, the student must register for the 1-credit Continued Registration for that summer session, as well.

7) Thesis Completion Deadline
   a. Students have until their degree deadline to complete their theses.
   b. Students are urged to work with their advisors to devise a schedule that allows them to complete theses in a reasonable time period. Though individual situations vary, it is anticipated that in most cases theses will not take more than one academic year to complete.

8) Thesis Submission and Storage
   a. Theses must be submitted to the library in accordance with its submission standards. It is the student’s responsibility to submit the thesis with original signature page prior to graduation.
   b. Programs should keep their own copies of student theses, or at least have online access to them once the library switches over to electronic thesis submission.
   c. Students and advisers must insure that any “H” grades are changed to a credit-bearing letter grade; until this is done, the student cannot graduate.

CONTINUED REGISTRATION
Some graduate students may be required to register for a one (1) credit “Continued Registration” course. See your advisor for further information.

Continued Registration for Non-Completers of Comprehensive Exams:

1) Students who wish to devote the semester immediately following the completion of their coursework to prepare for their comprehensive exams, must obtain approval from their graduate program coordinator or chair. These students must register for a zero credit (no fee) workshop in the semester
immediately following the completion of their coursework. This Comprehensive Exam Workshop is only offered for one semester.

2) Students who have completed their coursework, the Comprehensive Exam Workshop and have failed to complete the comprehensive exam at the end of the semester, must register for a one credit continued registration course each subsequent semester until they pass the comprehensive exam or maximize the 7-year years allowed for the completion of their degree. There will be no extensions beyond this 7-year time limit.
Admission Requirements and Procedures

Admission

The Graduate School at SUNY New Paltz offers more than 60 programs of study interspersed amongst its five schools: the School of Education, the College of Liberal Arts and Sciences, the School of Fine and Performing Arts, the School of Science and Engineering and the School of Business. Admission to graduate study is based on the applicant’s academic and professional qualifications without regard to sex, race, color, age, disability, creed, or ethnic origin. The basic requirements for admission are: a baccalaureate degree from an accredited institution and a minimum cumulative undergraduate grade-point average of 3.00 on a 4.00 scale. There is a non-refundable application fee of $50.

Before submitting your application, please review information on admission requirements and deadlines. When you are ready, you can apply to the program of your choice online or by paper. If you have questions about beginning a program of study, please contact the Graduate Advising Office. If you have already applied, please contact the Graduate School Administrative Office.

APPLICATION INSTRUCTIONS

1. Request ONE set of Official transcripts from all post-secondary institutions, including all transfer colleges and any college where college credit was earned during High School. If you are in the process of completing a degree, please send an official transcript that shows your current progress. You will need to submit an official final transcript once your degree has been conferred. When requesting official transcripts, have them sent to your own address. If the college or university’s policy does not permit official transcripts being sent to a student address, then use the Graduate School’s mailing address. However, clearly note in your application packet which transcript is being sent directly to the Graduate School. NOTE: New Paltz graduates only need to submit one set of official New Paltz transcripts.

INTERNATIONAL APPLICANTS: You may be asked to provide a translation or evaluation of your transcript. We accept translations/evaluations by member organizations of the National Association of Credential Evaluation Services (www.naces.org).

2. Collect THREE letters of recommendation from people who are in a position to comment on your potential for graduate study in your chosen area. Letters from former professors in your major are preferred and at least one letter from a professor who taught you in an advanced course would be ideal. Using the letter of recommendation form provided in the paper application or online supplemental item packet, fill out the top portion and submit the form to your recommender. Ask each recommender to seal his/her letter in a self-addressed envelope that you provide, to sign it across the seal and to return it directly to you.

3. Compose a Graduate Admissions Essay that clearly addresses the following:
   - What are your professional goals?
   - How have your previous experiences contributed to your decision to enter the program?
   - How will graduate study assist you in achieving your future career and educational aspirations?

Your essay should be typed, double-spaced and between 400-500 words. Since your essay provides us with a sample of your writing, it should reflect exemplary writing style, organization, and mechanics. Certain programs have specific guidelines for the admission essay; therefore, refer to your intended program of study’s description in the graduate catalog or the departmental website.
1. Assemble and submit to the Graduate School ONE completed packet of items which includes, but are not limited to:
   - Application form
   - ONE set of Official college transcripts (from every college/university attended)
   - THREE Letters of recommendation (in sealed envelopes)
   - A final transcript when the degree was awarded (only applicable if you have not yet graduated, see step 1 above)
   - Application fee and payment form
   - Official GRE, MAT or GMAT* scores (if applicable for your program of study)
   - Evidence of English Language Proficiency ** (required of all international students)
   - Copy of Passport (required for all international students)
   - Foreign Student Financial Statement (required of all international students)
   - Evidence of a NYS Teaching certificate*** (Xerox copy of your certificate, or confirmation of certification from the TEACH website)

2. Mail the COMPLETE application packet to the above address. We will not process incomplete applications.

**ART STUDIO APPLICANTS**
Submit your portfolio directly to the Art Department, FAB 225, 1 Hawk Dr., New Paltz, NY 12561-2443

Contact the department directly at (845) 257-3830 to arrange for the required portfolio review.

**REQUIRED TEST SCORES**

* Satisfactory GRE or MAT scores are required for the MST in Early Childhood or Childhood and the MSEd in School Leadership programs. The GRE is required for the MA in Biology and Psychology, MS in Communication Disorders, Electrical Engineering, Computer Science (for international applicants only), Mental Health Counseling, School Counseling and may be required for Nursing. Satisfactory GMAT or GRE Scores are required from all MBA applicants.

**ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS**

** Prospective international students for whom English is not the native language, and any applicant whose undergraduate degree is from a country where English is not the main language of instruction are required to demonstrate English Language Proficiency. Please review this chart for methods of demonstrating language proficiency.

**NYS TEACHING CERTIFICATION REQUIREMENT**

*** A valid NYS teaching certificate is required for the MSEd in Childhood, Early Childhood, Adolescence, Literacy, Special Ed., Visual Arts Education and the Certificate of Advanced Study in School Leadership. Applicants may submit either a Xerox copy of their certification, or confirmation of their certification from the NYSED TEACH website. See the Graduate Catalog for further details.

**TO CHECK THE STATUS OF AN APPLICATION**

Your userID, PIN and web address will be e-mailed to you once your application has been processed.

Additional requirements for admission to specific programs are described below in each program section. Requests for additional information about admission requirements should be directed to the department...
chair or to the Graduate School.

The applicant’s completed admissions file is forwarded to the department office for the intended program of study to be evaluated. Upon the recommendation of the department chair, the Dean of the Graduate School will notify the student of acceptance or non-acceptance in the specific program.

Deficiencies or inadequacies in the undergraduate preparation to meet the requirements for acceptance to a degree program may require that the applicant undertake additional preparatory work, the nature and amount of which shall be determined by the department.

**Deadlines for Application for Admission to a Graduate Program**

Many departments have deadlines for admission. They may only accept students for the Fall semester or for both the Fall and Spring semesters. You will need to go to the individual department’s web site to verify its deadline. The Graduate School web site is: [www.newpaltz.edu/graduate](http://www.newpaltz.edu/graduate).

Online applications will be accepted according to the following schedule:

- **Fall/Summer Admission**: January 1 - May 15 (refer to Requirements & Deadlines for specific program application deadlines)
- **Spring Admission**: August 1 - November 15 (refer to Requirements & Deadlines for specific program application deadlines)
- Applicants choosing to apply early, or to programs with a rolling admission deadline must submit a paper application.

In the event a department has not set an earlier deadline, applications will be considered for matriculation according to the following schedule:

- May 15 . . . . . . . . . Summer & Fall Semesters
- November 15 . . . . . . Spring Semester

**INTERNATIONAL STUDENTS**

**OFFICIAL TRANSCRIPTS:**

International students should be prepared to submit a translation and evaluation of their transcript, if requested by The Graduate School. We accept translations and evaluations by members of the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)) such as the World Education Services or Educational Credential Evaluators, Inc. Indian applicants are required to submit individual mark sheets of their academic course work. We do not accept consolidated reports.

**ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS:**

Prospective international students for whom English is not the native language, and any applicant whose undergraduate degree is from a country where English is not the main language of instruction are required to demonstrate English Language Proficiency. Review the chart below for methods of demonstrating language proficiency. NOTE: Individual departments may require a score higher than the minimum acceptable score, so students should consult their departments.

**DEMONSTRATING LANGUAGE PROFICIENCY**
### Satisfactory Demonstration of Language Proficiency

Demonstration of English Proficiency may be demonstrated by providing evidence of meeting one of these criteria:

- An official score of 80 on the TOEFL iBT, or an 90 if your major is Second Language Education (TESOL).
- An official score of a 550 on the TOEFL PBT, or a 575 if your major is Second Language Education (TESOL).
- An official score of a 6.5 on the IELTS, or a 7.0 if your major is Second Language Education (TESOL).
- An official score of 53 on the PTE Academic, 57 for MA English applicants, or 61 for Second Language Education (TESOL) applicants.
- A passing score on a proficiency test upon arrival on campus.
- A Certificate of English Language Proficiency from the Haggerty English Language Program at SUNY New Paltz.
- A college degree from a US institution.

### English Language Deficient

In the event that you cannot demonstrate English Language Proficiency and you are offered admission, you will be required to sit for a placement exam upon arrival at SUNY New Paltz. The exam may include:

- A test of grammar, reading and listening comprehension,
- an oral interview, and possibly
- a writing sample.

Based upon your performance on the exam, you may be required to register for additional English language instruction. All students must demonstrate the required level of English proficiency before being allowed to begin graduate coursework.

If you need additional information, please contact the Haggerty English Language Program at 845-257-3595.

Contact the Center for International Programs via e-mail (international@newpaltz.edu) for information financial documentation, the I-20 process, international student orientation, housing, advisement and registration.

### ADMISSION FAQs:

**What are the application deadlines?**

Many departments have specified deadlines for admission or may only accept students once per year. Review the [Requirements and Deadlines](#) page on the Graduate School Web Site for your program’s specific application deadline.

**Does SUNY New Paltz require standardized test scores for admission?**

The TOEFL is required of all applicants whose undergraduate degree is from a country where English is not the main language of instruction. In addition, certain programs require satisfactory scores on the MAT, GRE or GMAT. Refer to the [Requirements and Deadlines](#) page for your program’s specific exam requirements.

**I have submitted my application, how can I check on the status of my application?**
Once the Graduate School receives and processes an application, an e-mail is sent to the applicant with directions for checking his/her application status online. The online system indicates each item we've received within an application packet, the date it was received, and lists any missing any documents.

I submitted an application, when will I be contacted?

Once the department notifies the Graduate School of its decision, your status will be updated online. However, official notification will be mailed to your permanent address.

Can I register for classes?

Non-matriculated graduate students may take no more than 6-9 graduate credits without matriculating into a graduate program. Enrollment in some courses is restricted to matriculated students, and many courses have pre-requisites. Contact your department for more information.

What type of financial aid is available at the graduate level?

Graduate students usually receive Stafford loans and potentially, NYS TAP. To qualify for financial aid, students must: file a FAFSA and submit all documents requested, be matriculated in a graduate program and be registered for at least 6 credits during the summer, fall or spring semesters. In addition, a limited number of graduate assistantships are available. Contact your department for further information about qualifications, stipends and responsibilities.

STANDARDIZED TESTS

Some departments (see appropriate program descriptions) require satisfactory test scores as part of the matriculation process. Registration forms for the Miller Analogies Test (MAT) are available in the Office of Extended Learning (845-257-3285) and on line at: http://www.newpaltz.edu/graduate/exams.html. Registration forms for the Graduate Management Admissions Test (GMAT) are available from the Career Resource Center (845-257-3265).

The Graduate Record Examination (GRE) general exam is no longer administered at SUNY New Paltz. It is a computer-based exam administered at Sylvan Learning Centers. Information on the GRE is available by calling 1-800-GRE-CALL or on the internet at: www.gre.org. The GRE subject exams are still administered on the New Paltz campus through the Office of Extended Learning.
DEGREE APPLICATIONS

The semester before graduation, file an application for the degree and/or permanent certification with the Office of Records and Registration, Haggerty Administration Building 25, (845-257-3110). Forms are available in Haggerty Administration Building, room 19 and Old Main Building, room 105. (See the Academic Calendar in the Schedule of Classes or go to http://www.newpaltz.edu/events/academic.html for deadlines).

To obtain your degree, you must complete the courses in your program of study, including “incompletes.” Be advised that substitutions (course changes) require the written permission of the program advisor and the Dean of the Graduate School.

Upon completion of Education programs, SUNY New Paltz will recommend candidates to the State Education Department for certification. It is the responsibility of the State Education Department to issue the appropriate administrative credential or advice concerning initial/professional certification.
Please Note: Matriculated graduate students must pay the graduate tuition rate for all courses regardless of the course level

The most current tuition and fee rates, along with information about payment and payment arrangements, can be found on the web at: www.newpaltz.edu/student_accounts

FULL-TIME STATUS DEFINED

Full-time status for matriculated graduate students is not set by the Graduate School. The full-time classification may be met in different ways depending upon the reason a student is seeking this classification.

For Financial Aid Eligibility

Full-time status is defined as being registered for 12 or more credits. The total number of credits regardless of level is used when determining whether a student is full-time. Therefore, a matriculated graduate student may take a mixture of undergraduate and graduate courses and still be considered full-time if he/she is registered for at least 12 credits.

For Matriculated Students

The College will consider the following categories as full-time enrollment:

- Student is registered for at least 12 credits per semester.
- Full-time GSEU TAs & GAs working 20-hours/week and registered for at least 6 credits per semester.
- Half-time GSEU TAs & GAs working 10-hours/week and registered for at least 9 credits per semester.
- Student has completed all coursework and is registered for H-grade thesis and one credit of continued registration in the current semester.
- Domestic student has completed all coursework and is registered for a zero credit comprehensive exam workshop.
- Student is taking 6 credits per summer session.

NOTE: Although the College may consider these students full-time working toward a degree, they may not meet Financial Aid’s eligibility requirements for full-time status. Check with Financial Aid about this matter.

For International Students

The Center for International Programs will consider the following categories as full-time for SEVIS:

- Computer Science and Electrical Engineering majors who are registered for at least 9 credits per semester
- All other graduate majors who are registered for at least 12 credits per semester
- Full-time GSEU TAs and GAs who are working 20-hours/week and registered for at least 6 credits per semester
- Half-time GSEU TAs and GAs who are working 10-hours/week and registered for at least 9 credits per semester

**Graduate Opportunity Tuition Waiver Program (GOPW)**
To be eligible for the Graduate Opportunity Program Tuition Waiver (GOPW) program, the College considers a graduate student who is registered for at least 9 graduate credits per semester full-time. However, these students are not considered full-time for financial aid eligibility and are not eligible for TAP.
Financial Aid

(845) 257-3250  FAX # (845) 257-3568

HOW TO APPLY
Students must file the Free Application for Federal Student Aid (FAFSA) each year as soon as possible after January 1. Although parents’ information may be required, it is the student’s responsibility to complete all application requirements for all aid programs. NOTE: Students must be sure to indicate “SUNY-College at New Paltz” in the college release section of the FAFSA, code # 002846.

The FAFSA is the form used to apply for Federal Pell Grants, Federal Stafford Loans, and the three “Campus-Based” programs. They are Federal Supplemental Educational Opportunity Grants, Federal Perkins Loan, and Federal College Work Study Program. For more graduate student information, access the financial aid website at: http://www.newpaltz.edu/financialaid/graduateinfo.html

Graduate Students

Financial aid is available to matriculated graduate students that are enrolled at least half time. Graduate students usually receive Stafford loans and potentially, NYS TAP. Alternative loans are available as well.

Student Employment

The College also offers part-time employment to students enrolled at the College. There are no income requirements; however, to be considered you should visit the Financial Aid Office for an information packet. Temporary service information is also available on the college web site.

New Paltz Time Payment Plan

The New Paltz Time Payment Plan allows you to make equal monthly payments toward the cost of tuition, fees, and on-campus room and board. By utilizing the Time Payment Plan, you and your family can incorporate the cost of college into the family budget for up to five months. This is not a loan. There is no interest charged. There are no hidden costs. Just add the $30.00 application fee to your first installment. Even if you are receiving scholarships or some financial aid, you may enroll in the Time Payment Plan. It is an easy way to pay the balance of your bill NOT covered by aid or other resources. As long as the amount due from you exceeds $500 for the semester we will accept a Time Payment Plan for the balance. Enroll online at my.newpaltz.edu.
ADDITIONAL GRADUATE FUNDING

Master in Business Administration (MBA) Scholarship
To recognize academic excellence and to prepare future administrators and public accountants, the State University of New York at New Paltz offers a limited number of scholarships to highly qualified applicants. Consideration will also be given to financial need. Click here to Apply Now!

Graduate School Scholarship for Teachers in Adolescence Education
The Graduate School Scholarship for Teachers in Adolescence Education is offered to recognize academic excellence and to prepare teachers in adolescence education in math, science, Spanish, and French. The State University of New York at New Paltz offers a limited number of scholarships to highly qualified applicants. Consideration will also be given to financial need. Click here to Apply Now!

SUNY New Paltz Alumni Association Scholarships
These awards are open to full-time undergraduate and graduate students. They are designed to meet financial need and to encourage strong academic performance as well as contributions to the college community. They will be awarded annually for the fall semester and will be applied toward tuition owed. Applications may be requested from the Office of Alumni Affairs at 1-877-HAWK-001, alumni@newpaltz.edu, or 845-257-3230. To learn more, click here.

GOPW Tuition Waiver Program (GOPW)
The GOPW program provides a tuition waiver for former EOP/HEOP/SEEK students. The tuition waiver covers up to 9 credits of graduate tuition plus the college fee for each semester that the student is eligible for the award. To maintain eligibility, students must maintain a minimum 3.0 GPA and enroll in at least 9 graduate credits each term. Review the eBrochure to learn more about the GOPW Tuition Waiver Program, or click here to review the program's guidelines and Apply Now!

Sojourner Truth Diversity Fellowship (STF)
(SUNY Graduate Diversity Fellowship)
The Sojourner Truth Diversity Fellowship is open to applicants from all majors holding at least a 3.0 undergraduate GPA in pursuit of their initial master's degree, a US citizen or permanent resident, matriculated in a graduate program at New Paltz; and adequately meeting the diversity criteria set forth within the application. Review the eBrochure to learn more about the Sojourner Truth Fellowship, or click here to Apply Now!

All-University Teaching Assistant/Graduate Assistant Program (TA/GA)
Assistantships are available to matriculated graduate students in good academic standing and who are making good progress toward the degree. The procedure for application for an assistantship, including the selection criteria, are established by deans and academic departments, and publicized by individual departments. Criteria for the award of an assistantship may include, but are not limited to: undergraduate grade-point average, standardized test scores, past experience or training, interest in the field of study, letters of recommendation, or personal interview.

The following departments offer assistantships during the academic year: Admissions, Art, Art Education, Business, Center for International Programs, Communication Disorders, Communications and Marketing, Computer Science, English, The Graduate School, Psychology, Samuel Dorsky Museum, and Student Activities and Union Services. Students interested in pursuing an assistantship should inquire at the department for specific application procedures. Review the TA/GA eBrochure to learn more about the TA/GA program.

MFA Ceramics Scholarship
The ANDRAH Merit Scholarship is a $10,000 tuition waiver designed to recognize the exceptional talent of an incoming MFA student in Ceramics. It is available to one student on a competitive basis each year. Click here to learn more about this scholarship opportunity and to Apply Now!
ADDITIONAL GRADUATE FUNDING

MFA Scholarship
In an effort to encourage a diverse population of graduate students, SUNY New Paltz offers a one-year out-of-state tuition waiver to all incoming graduate students who are not residents of New York State. This allows non-resident students to pay regular in-state tuition rates, saving approximately $5400 a year. Graduate students must seek and be granted New York State residency during their first year to continue to receive the in-state tuition rate. This program is available to international students who are not US citizens. These students may receive the out-of-state tuition waiver for two years without applying for New York State residency.

Graduate Student Research and Creative Projects Award (RCPA)
The RCPA is an internal grant program for matriculated graduate students. The purpose of the program is to support and encourage research and creative projects that enhance the graduate students’ professional development as they pursue their master's degree or Certificate of Advanced Study. All matriculated graduate students in good standing (cumulative GPA of 3.0 or higher) are eligible to apply for this grant. The maximum award is $400 per annum. The RCPA offers funding for projects that occur during the Fall semester and for projects that occur during the Spring and/or Summer semesters. Applications will be collected according to the following schedule:

- The deadline for Fall applications is October 1. Click here to Apply Now!
- The deadline for Spring/Summer applications is March 1. Click here to Apply Now!

For additional information on Student Financial Aid Programs for Graduate and Professional Students visit the SUNY New Paltz Financial Aid web site:
http://www.hesc.com/content.nsf/SFC/2/Programs_for_Graduate_Study_in_New_York_State.
STANDARD OF SATISFACTORY ACADEMIC PROGRESS

Only for the Purpose of Determining Eligibility for Student Aid

Semester Calendar — All Graduate-Level Programs

<table>
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<th>Before being certified for this payment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>With at least this grade point average</td>
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<td>2.0</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

RIGHTS AND RESPONSIBILITIES

☑ Depending on the type of aid received, students must meet the following general requirements to continue their eligibility. Specific program requirements are outlined in the applications.
☑ Meet satisfactory progress guidelines.
☑ Be in good academic standing.
☑ Not be in default of any prior student loan.
☑ File application(s) annually.
☑ Notify the Financial Aid Office, bank or lending institution or any agency that offers any type of aid of any change in enrollment status, financial circumstances, change of address or any other information as required by the aid program.
☑ Not be in default on any loan offered by the College.
☑ Not owe a repayment on any awards paid.
CONCEPTUAL FRAMEWORK

CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS
RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY

The School of Education is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these critical values and commitments, which we strive to nurture in ourselves as in our students:

- Inquiry
- Intellectual growth
- Professionalism
- Appreciation of human diversity
- Advocacy for students
- Democratic citizenship
EDUCATIONAL ADMINISTRATION

(845) 257-2810
www.newpaltz.edu/edadmin

Associate Professor:
Karen Bell, PhD, Boston College

Visiting Assistant Professor
Jerry Rice, Ed.D., University at Albany

Lecturer:
Joseph Natale, Ed.D., University at Albany

The Department of Educational Administration offers courses only at the graduate level for master’s and post-master’s programs.

- MASTER OF SCIENCE IN EDUCATION

  School Leadership (080A)

The Master of Science in Education degree is a 30-hour program in school leadership. It may also be part of the 60-hour Certificate of Advanced Study (CAS) program leading to New York State certification in School Building Leadership (SBL), School District Leadership (SDL) and School District Business Leadership (SDBL). The master’s degree, by itself, will not lead to this certification. Rather, certification requires additional course work and an internship to complete the CAS program. The master’s degree is designed for students who are unable to pursue a graduate degree at New Paltz in their area of certification and who are not permanently or professionally certified in their fields. These areas include industrial arts, business, physical education, music, vocational education, and community college personnel.

Students are advised to check with the New York State Education Department at www.nysed.gov/ to find out if this degree may be used for permanent or professional certification in elementary, secondary, or special education.

Admission Requirements
- One official copy of all undergraduate and graduate course work; the baccalaureate transcript should be from a regionally accredited institution with a minimum 3.00 cumulative grade point average.
- A current resume
- Three letters of recommendation from school administrators. Forms are available in the Application for Admission to Graduate School packet available from the Graduate School Office, HAB 804 or online at www.newpaltz.edu/graduate.

Program Requirements
- File a "plan of study" with your assigned advisor within 90 days after matriculation. Matriculation must be completed prior to completing 6 credits.
- Complete prescribed course work and other requirements within five years after matriculation.
- Fifteen of the required 30 credits must be 700 level credits.
- Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.
Curriculum Requirements /30 credits

Educational Administration .......................... 9
EDA763 Educational Supervision and Accountability
EDA771 Educational Leadership, Governance, and Policy
Development
EDA772 Administrative Theory and Practice

Liberal Arts Electives .......................... 9

Education Electives ................................ 9
(May include one elective in Educational Administration)

Principles of Research (EDI 798) .................... 3

[Graduate-level physical education courses are not accepted toward the MS or CAS programs.]

CERTIFICATE OF ADVANCED STUDY
The 60-hour Certificate of Advanced Study (CAS) program incorporates a 30-hour master’s degree and allows students to receive certification as a School Building Leader/School District Leader or School District Business Leader (SDBL).

- **School Leadership** joint program (30 credits beyond master’s degree)
- **Alternative Certificate: School District Leader (Transition D)** (a minimum of 30 credits beyond master’s degree)
- **School Business Leadership** (30 credits beyond master’s degree).

For students who do not have their master’s degree, the department offers a 30-credit master’s degree in education, with a concentration in educational administration.

**School Leadership** is a program that gives students who have a NYS permanent/professional teaching certificate dual certification as **School Building Leader (SBL) and School District Leader (SDL)**. An internship is part of this program and is required for New York State certification, as well as passing of the relevant State Education Department school leadership exams. All candidates for the SBL/SDL internship must have a master’s degree and have completed three of the four required courses and an administrative elective before commencing the internship.

**Alternative Certificate: School District Leader (Transition D)** is an alternate route to school leadership designed specifically for a person who has demonstrated exceptional leadership qualities and who does not hold a teaching credential. A committee is formed prior to the beginning of the program to guide and mentor the candidate in a leadership position while completing the school district leadership certification. A master’s degree is required as well as a central office school leadership position prior to acceptance into this program. Candidates are also required to pass the State Education Department school district leadership exam prior to being recommended for certification.

**The School Business Leadership** consists of 24 credit hours of school business courses and a six-credit supervised internship in school business. Students complete three of four core courses (EDA763, EDA771, EDA772, EDA775) as well as specific business courses customized for the school district business leader candidate. Candidates will also have to pass the State Education Department school district business leadership exam prior to being recommended for certification.
• CAS PROGRAM

School Leadership (401A)
Joint School Building Leader/School District Leader

Admission Requirements

• One official copy of all undergraduate and graduate course work; both the baccalaureate and
  master's transcripts should be from regionally accredited institutions with a minimum 3.0
  cumulative grade point average at the graduate level.
• A valid permanent/professional New York State teaching certificate.
• Three letters of recommendation from practicing school administrators. Forms are available
  online at http://www.newpaltz.edu/graduate/forms.html.
• Proof from the school district of at least three years teaching experience prior to graduation.
• An essay that addresses the Interstate School Leaders Licensure Consortium (ISLLC) Standards
  (see at end of CAS section).
• A completed graduate application.

Program Requirements

• File a “plan of study” with your assigned advisor within 90 days after matriculation.
  Matriculation must be completed prior to completing 6 credits.
• Complete prescribed course work and other requirements within five years of matriculation.
• Maintain a cumulative grade point average of 3.0 or better, with no more than two grades
  below B-.
• Complete an approved Child Abuse Seminar.
• Complete an approved S.A.V.E. Seminar (Those who take EDA775 will have satisfied the state’s
  requirements.)
• Passing of appropriate State Education Department leadership exam(s).

Upon completion of the CAS program and passing of SED exam(s), the College will recommend the
candidate to the State Education Department for certification. The State Education Department grants
certificates in September and February for those who apply through New Paltz.

Curriculum Requirements / 60 credits (401A)
(Master's degree + 30 credits)

Required Courses

- EDA763 Educational Supervision and Accountability 12
- EDA771 Educational Leadership, Governance, and Policy Development
- EDA772 Administrative Theory and Practice
- EDA775 New York State Education Law and Policy Implementation

EDA782 Internship in Educational Administration 6

Elective courses (to be selected under advisement) 12

Master’s degree 30

An appropriate number of the following courses must be selected under advisement at the time of
matriculation in a specific program.

EDA760 Current Issues in Educational Administration
EDA764 Organization and Administration of Elementary and Middle School
EDA765 Seminar in Practices and Problems of the Supervisor
EDA766 Improvement of Elementary and Middle School Curriculum and Instruction Through Supervision
EDA767 Seminar in Practices and Problems of Elementary and Middle School Administration
EDA769 The Principalship
EDA773 School Business for School Administrators
EDA774 Human Resource Management for Administrators
EDA776 Finance and Revenue Management
EDA777 Seminar in Practices and Problems in School Business Administration
EDA778 School Plant Administration
EDA779 Organization and Administration of Secondary School
EDA780 Seminar in Practices and Problems of Secondary School Administration
EDA781 Improvement of Secondary School Curriculum and Instruction Through Supervision
EDA784 Curriculum Development for Administrators
EDA785 Public Relations for Administrators
EDA786 Facilities Planning, Operation and Maintenance
EDA787 Politics of Educational Administration
EDA788 Leadership in the New Millennium
EDA793 Selected Topics

Internship

**SBL/SDL Intern:** Student must complete the three core courses and one additional administrative elective course (under advisement) *before* applying for the Internship.

All students applying for an Internship must submit the Internship Proposal Application to the department by the posted deadline (May 1st for Fall Semester Internship; December 1st for Spring Semester Internship). Prospective intern candidates will be notified by the Intern Coordinator regarding deficiencies or acceptance.

- **CAS PROGRAM**

*School District Business Leadership (402A)*

This is a concentration within the 60-hour Certificate of Advanced Study (CAS) Program leading to New York State Certification as a School District Business Leader (SDBL).

**Admission Requirements**

- One official copy of both the baccalaureate and master’s transcripts from a regionally accredited institution with a 3.0 cumulative grade point average at the graduate level.

- Three letters of recommendation, one each from the **Chief Executive Officer of a School District, a school board member, and an immediate supervisor**. Forms are available online at http://www.newpaltz.edu/graduate/forms.

- An essay that addresses the Interstate School Leaders Licensure Consortium (ISLLC) Standards (see at end of CAS section).

- A completed graduate application
Program Requirements

- File a “plan of study” with your assigned advisor needs to be filed within 90 days after matriculation. Matriculation must be completed prior to completing 6 credits.
- Complete prescribed course work and other requirements within five years of matriculation.
- Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.
- Complete an approved Child Abuse Seminar.
- Complete an approved S.A.V.E. Seminar (Those who take EDA775 will have satisfied the state’s requirements.)
- Passing of appropriate State Education Department leadership exam(s)

Curriculum Requirements / 60 credits (402A)

(Master’s degree + 30 credits)

Required Courses

- EDA763 Educational Supervision and Accountability
- EDA771 Educational Leadership, Governance, and Policy Development
- EDA772 Administrative Theory and Practice
- EDA775 New York State Education Law and Policy Implementation
- EDA782 Internship in Educational Administration

Elective courses (to be selected under advisement)

Master’s degree

The instructor’s permission is required for non-matriculated students to gain admission to courses.

Internship

SDBL: SBA students must complete three of four core courses (under advisement) before applying for the Internship.

All students applying for an Internship must submit the Internship Proposal Application to the department by the posted deadline (May 1st for Fall Semester Internship; December 1st for Spring Semester Internship). Prospective intern candidates will be notified by the Intern Coordinator regarding deficiencies or acceptance.

CAS PROGRAM

School District Leader Alternate Route: Transition D Program (401B)

Admission Requirements

- One official copy of all undergraduate and graduate course work; both the baccalaureate and master’s transcripts should be from regionally accredited institutions with a minimum 3.0 cumulative grade point average at the graduate level.
- Three letters of recommendation from practicing school administrators. Forms are available
online at http://www.newpaltz.edu/graduate/forms.html.

- Be offered a leadership position at the Central Office level of a school district or BOCES.
- An essay that addresses the Interstate School Leaders Licensure Consortium (ISLLC) Standards (see at end of CAS section).
- A completed graduate application.
- Be approved by the Department of Educational Administration’s College Transition D Committee which will convene once a completed graduate application is received.

**Program Requirements**

- The Transition D candidate’s “plan of study” will be determined by the recommendations from the College Transition D Committee.
- File a plan of study with your assigned advisor within 90 days of matriculation.
- Work closely with your on-site supervisor.
- Complete prescribed course work and other requirements within five years of matriculation.
- Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.
- Complete an approved Child Abuse Seminar.
- Complete an approved S.A.V.E. Seminar (Those who take EDA775 will have satisfied the state’s requirements.)
- Be approved by the Transition D College Committee for recommendation to graduate from the CAS program.
- Passing of appropriate State Education Department leadership exam(s).

Upon completion of the CAS program and passing of SED assessment, the College will recommend the candidate to the State Education Department for certification. The State Education Department grants certificates in September and February for those who apply through New Paltz.

**Curriculum Requirements** / 60 credits (401B)

*(Master’s degree + 30 credits)*

**Required Courses** .......................................................... 12
EDA763 Educational Supervision and Accountability
EDA771 Educational Leadership, Governance, and Policy Development
EDA772 Administrative Theory and Practice
EDA775 New York State Education Law and Policy Implementation

**EDA782 Internship in Educational Administration** ................. 6

**Elective courses (to be selected under advisement)** .................12

**Master’s degree** ........................................................... 30

An appropriate number of the following courses must be selected under advisement at the time of matriculation in a specific program.
EDA760 Current Issues in Educational Administration
EDA764 Organization and Administration of Elementary and Middle School
EDA765 Seminar in Practices and Problems of the Supervisor
EDA766 Improvement of Elementary and Middle School Curriculum and Instruction Through Supervision
EDA767 Seminar in Practices and Problems of Elementary and Middle School Administration
EDA769 The Principalship
EDA773 School Business for School Administrators
EDA774 Human Resource Management for Administrators
EDA776 Finance and Revenue Management
EDA777 Seminar in Practices and Problems in School Business Administration
EDA778 School Plant Administration
EDA779 Organization and Administration of Secondary School
EDA780 Seminar in Practices and Problems of Secondary School Administration
EDA781 Improvement of Secondary School Curriculum and Instruction Through Supervision
EDA784 Curriculum Development for Administrators
EDA785 Public Relations for Administrators
EDA786 Facilities Planning, Operation and Maintenance
EDA787 Politics of Educational Administration
EDA788 Leadership in the New Millennium
EDA793 Selected Topics

Other courses from other programs in the School of Education as recommended by College Transition D Committee such as courses that address the special needs of students and the diverse school community to ensure a successful transition for the candidate in school leadership.

**Internship**

**SDL Transition D Intern:** Student must complete the three core courses and one additional administrative elective course (under advisement) *before* applying for the Internship and be recommended by the College Transition D Committee.

All students applying for an Internship must submit the Internship Proposal Application to the department by the posted deadline (May 1st for Fall Semester Internship; December 1st for Spring Semester Internship). Prospective intern candidates will be notified by the Intern Coordinator regarding deficiencies or acceptance.

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**INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS**

(To be used as a guide with the application essay)

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership. The Department of Educational Administration uses the ISLLC standards as a requirement for the student's application for matriculation.

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.
Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- COURSES IN GENERAL MASTERS AND CAS PROGRAMS

EDA751 Public School Accounting (3)
This course examines basic municipal accounting as it pertains to NYS accounting and reporting. Topics include GAAD; uniform system of accounts, including practice sets; familiarization with annual independent audits; and required state reports.

EDA752 Public School Budgeting (3)
This course is designed for those students preparing for positions of school business administrator, particularly in the area of school business and finance. The purpose of this course is to enable school business administrators and prospective school business administrators to investigate, discuss, and obtain an in-depth study of various principles and practices of public school budgeting.

EDA753 New York State Finance Law (3)
The purpose of this course is to examine concepts in and sources of the laws, rules, regulations, and cases which govern the operation of school finance and the activities of the School Business Administrator. Emphasis will be placed on the techniques and procedures for applying said laws.

EDA754 Labor Relations for Administrators (3)
A review and analysis of employment and dismissal processes regarding the various categories of employees in New York State school districts, as well as the collective negotiations and contract administration process.

EDA755 Support Service Management (3)
The purpose of this course is to examine the necessary areas of school business administration for overseeing the daily operations within a school district. Students will study purchasing, food service, transportation, banking, auditing, risk management and Civil Service personnel.

EDA760 Current Issues in Educational Administration (3)
This course will examine the effects social conditions have on children and families whose educational needs have been marginalized. Students will evaluate the effectiveness of school reform initiatives and develop ways to provide equitable education for all children.

EDA761 Introduction to Special Education Administration (3)
The purpose of this course is to provide an overview of the Individuals with Disabilities Act, state and federal laws, policies and regulations pertaining to the education of students with disabilities. Emphasis will be placed on historical and educational influences, and how it relates to the role of the administrator.

EDA763 Educational Supervision and Accountability (3)
This course examines the administrator's role in the application of effective supervisory practices as they relate to certified and non-certified personnel.

EDA764 Organization and Administration of the Elementary and Middle School (3)
Organization, personnel, administration, curriculum development, pupil personnel and public relations programs of the public elementary and middle school.

EDA765 Seminar in Practices and Problems of the Supervisor (3)
Effective ways in which the school supervisor, through cooperative effort, can help teachers improve their teaching competence.

EDA766 Improvement of Elementary & Middle School Curriculum & Instruction Through Supervision (3)
Work of the elementary supervisor as it relates to the improvement of instruction throughout the curriculum.

EDA767 Seminar in Practices & Problems of Elementary & Middle School Administration (3)
Current problems in elementary and middle school administration are discussed and analyzed through case studies and simulation materials.

EDA769 The Principalship (3)
This course examines the various roles and responsibilities of the building Principal as school building leader. Students will examine the issues facing the Principal and develop coping strategies for addressing them.

EDA771 Educational Leadership, Governance, and Policy Development (3)
This survey course addresses the structure of federal, state, and local educational governance and policy development. The school leader's role in school community relations will also be studied.

EDA772 Administrative Theory and Practice (3)
This course provides an overview of administrative theory and its impact on educational administration. A variety of theories, concepts, ideas, and practices are reviewed in the areas of organization, leadership, decision-making, communication, change, conflict, and ethics.

EDA773 School Business for School Administrators (3)
Functions, principles, and procedures of school business management for principals and school administrators as they relate to public school administration, including budget construction and control, state aid financing, planning and utilization for buildings, role of board of education, transportation, cafeterias, purchasing, payroll and debt service.

EDA774 Human Resource Management for Administrators (3)
Personnel and staffing, including staff development, recruitment and selection, induction and retention, job descriptions, evaluation, promotion, remuneration, tenure, negotiation, school financing, both in educational and business functions.

EDA775 New York State Education Law and Policy Implementation (3)
This course addresses the laws and policies that affect schools in New York State. New York State laws and regulations, as influenced by federal constitutional and statutory laws, will be examined as they relate to governing, managing, and implementing school programs.

EDA776 Finance and Revenue Management (3)
Theory and practices of educational finance in public education. Relations with state and federal sources, changing conceptions of governmental functions. Foundation support for education, grants for research and innovation. Weaknesses and strengths of current educational finance and suggested improvements. Interrelations of education and the economy; financing local school systems.
EDA777 Seminar in Practices and Problems in School Business Administration (3)
The course deals with current and emerging practices with an emphasis on the problems and issues in the field of school business administration.

EDA778 School Plant Administration (3)
Development procedure used to plan, design, maintain, and operate school buildings; administrative responsibilities for the various phases.

EDA779 Organization and Administration of the Secondary School (3)
Duties and responsibilities of the secondary school administrator. Special emphasis on program development, recruitment and evaluation of staff; curriculum evaluation, working with teachers, parents and community groups; the secondary school department chairman; dealing with professional and non-professional staff.

EDA780 Seminar in Practices and Problems of Secondary School Administration (3)
Problems in secondary education discussed and analyzed. Emphasis on problems faced by secondary school administrators.

EDA781 Improvement of Secondary School Curriculum & Instruction Through Supervision (3)
Intensive study of the secondary curriculum field and instructional procedures. Major issues and new developments at the secondary level.

EDA782 Internship in Educational Administration (3-6)
A planned and individual program to provide training and experience in an administrative or supervisory position in the area where certification is sought. May be full-time for one semester or part-time for two semesters. Visitation from College personnel to assist and guide the intern. Eight seminars are required.

EDA784 Curriculum Development for Administrators (3)
This course examines the foundations, principles, and issues in curriculum. Emphasis will be placed on evaluation of the structure and content of curriculum, effectiveness of the delivery systems, and on development and alignment of the curriculum.

EDA785 Public Relations for Administrators (3)
Analysis of principles, practices, materials and communication strategies that facilitate the adjustment and interpretation of schools to their internal and external publics, along with an examination of the function of media and the roles of school and community groups in an effective school public relations program.

EDA786 Facilities Planning and Control (3)
Deals with the operation and maintenance of the school facilities. Topics include custodial cleaning standards, preventive maintenance programs, health and safety standards and regulations, construction procedures, energy conservation, and staff evaluations.

EDA787 The Politics of Educational Administration (3)
A review of the radical change in the role and function of administrators in education in the past ten years because of “movement” politics of the public, staff, and students. Administrators responsible for the educational system must understand and work with political realities in order to retain the authority that is necessary to their function.

EDA788 Leadership for the Millennium (3)
This is a conference format course for candidates intending to major in institutional administration. It is an elective leading to a graduate degree or certification in school administration. The course examines five (5) aspects of school administration. Additional emphasis is given to the tasks and problems faced by the novice, practicing, and future administrator. At the end of this course candidates should have a good understanding of administration as a career.

EDA789 The Superintendency (3)
This course examines the roles and responsibilities of a superintendent of schools. There will be additional emphasis on the tasks and problems faced by superintendents in an ever-changing pluralistic society. Attention will also be given to the superintendency in New York State. The American Association of School Administrator's Professional Standards for the Superintendency will serve as a basis for this course.
EDA792 Internship in Educational Administration (3-6)
Provides a practical experience in a school business office for a full year (part time) and one summer (full time). Visitation from College personnel to assist and guide the intern. Eight seminars are required.
The Department of Educational Studies offers the psychological, sociological and philosophical foundations courses required in the Master of Science in Education degrees offered by the Departments of Elementary and Secondary Education. Additionally, the Department of Educational Studies offers the Master of Professional Studies in Humanistic/Multicultural Education and the Master of Science in Education in Special Education.

Educational Foundations
Foundations of educational inquiry concerns issues of social difference in education—historical, contemporary, and cross-cultural (such as gender, race, class, etc.); values as they arise in education; political issues dealing with policy, ideology and decision-making in education; historical, social and cultural perspectives relating to educational issues; and the psychological dimensions of teaching and learning.

The courses we offer are based on the image of educators as critical and reflective practitioners, as well as the relationship between theory and practice. By participating in foundational inquiry our students learn to pose reflective and critical questions about schooling and the broader meaning of education. The faculty is committed to the values of social justice and compassion.

- Foundations of Education Courses:

EDS511 Child Development (3)
Examines recent research findings in the social, emotional, intellectual, and physical development of children and implications for teachers' relationship with individual children.

EDS520 History of Education (3)
Traces the history of American education from the Colonial Period. It includes a discussion of the development of public schools, and the relationship between cultural pluralism and schooling. Prerequisite: Open to all graduate and upper-division undergraduate students.

EDS537 Issues in Multicultural Education (3)
This course examines the way that racial and cultural differences shape the purposes and practices of education. It examines the social foundations of multicultural education, with particular attention to inequities among racial and cultural groups.

**EDS538 Psychological Foundations of Education (3)**
This course examines the links between education, particularly schooling, and psychological development. Themes addressed include development, the interplay of psyche and culture, paradigmatic and narrative modes of thinking, etc. Central to the course is the consideration of how theory influences individual learners and their communities.

**EDS539 Social Foundations of Education (3)**
Examines the relationship of schooling to its context through philosophy and/or social science. It addresses cultural diversity, economic stratification, gender, and the social condition of children as they affect contemporary educational challenges and possibilities.

**EDS549 Issues in Literacy for Diverse Learners (3)**
Explores issues in the socio-cultural, moral, political, historical, and developmental dimensions of literacy. Students consider how classroom practices for secondary students relate to theories of learning, to first- and second-language acquisition, and to literacy development. This course presents a broad view of literacy as a form of communication.

**EDS580 Current Issues in Education (3)**
Current issues in public education in the United States, the context from which they emerge, and their possible resolution. Prerequisite: Student teaching or teaching certificate.

**EDS702 Human Motivation and Learning (3)**
Principles of motivation and learning taken from psychological theory and their application to classroom learning. Works of some outstanding psychologists examined for similarities and differences in points of view toward how learning takes place and how people are motivated.

**EDS730 Adolescent Development (3)**
Study of adolescent behavior and factors that determine it; special reference to the educational implications of such behavior for secondary school teachers. Not open to students who have taken an adolescent psychology course.

**EDS752 Philosophy of Education (3)**
Examines the purposes, ideals and central concepts of education. It draws on texts from the history of philosophy as well as contemporary educational thought.

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**MASTER OF PROFESSIONAL STUDIES IN HUMANISTIC/MULTICULTURAL EDUCATION**

Humanistic/Multicultural Education
Nancy Schniedewind, 845-257-2827, schniedn@newpaltz.edu

The Educational Studies Department of the State University of New York at New Paltz offers a Master's degree in Professional Studies in Humanistic/Multicultural Education. The 30-credit General Program is designed for human service, not-for-profit, and higher education professionals and K-12 professionally-certified educators seeking additional understandings and skills for teaching diverse learners. The 36-credit Teacher Certification Sequence of the program is currently available to special subject teachers (family/consumer science, health, music, physical education or technology) who are provisionally or initially certified and are seeking permanent or professional certification. **Those seeking an elementary teaching certificate may take the Humanistic/Multicultural Education Concentration in the MSEd in Elementary Education 1-6.**
Humanistic/Multicultural Education integrates intellectual/cognitive and emotional/affective learning through an experiential and participatory process. Students increase self-knowledge and develop effective human relations and critical thinking skills. The program offers a self-reflective, process-oriented approach to diversity and issues of social justice. Students learn to work cooperatively with others to foster personal, institutional, and social change and promote more humane, democratic and inclusive classrooms, organizations, and communities.

The 36-Credit Teacher Certification Track (070C)
The program of study focuses on providing content and skills necessary for teaching the diverse student population of New York State. This program provides teachers with effective instructional practices for actively engaging all students in developmentally appropriate and meaningful learning related to the State Learning Standards. Teachers graduate with knowledge and strategies to engage and challenge all students to reach their fullest potential—intellectually, emotionally, and socially.

In particular, the courses in the program address these areas: multicultural/gender fair education, cooperative learning, conflict resolution, group process, active learning, curriculum development, action research and teacher leadership for innovation and change.

- The 30-Credit General Program (070G)
Prospective benefactors of this program of study include those working in community colleges and other educational settings, group homes, child care centers, cooperative extension services, community-based recreation and education programs, youth agencies, women's centers, hospitals, and other human service agencies that offer educational as well as clinical services.

The program also serves teachers who seek a second masters to strengthen their background in a student-centered, multicultural approach to education. Other prospective students include other school staff such as school nurse teachers, curriculum specialists as well as private school teachers.

The flexible 30-credit general program allows for the development of an individualized plan of study unique to varying professional goals by providing a wide variety of electives. The program can be tailored for persons working with special client groups in the human services.

In addition, there are three program emphases that professionals working in women's studies and services, not-for-profits or higher education may select.

Women's Studies and Services Emphasis
This emphasis is geared for professionals working with women and women’s programs. Graduates with this emphasis serve in organizations that particularly serve women, such as battered women’s shelters, women’s centers, teen pregnancy programs, and feminist health centers.

Not-for-Profit Emphasis
This emphasis is geared for professionals working in a wide range of not-for-profit organizations and designed to meet the specific needs of these professionals. Graduates with this emphasis work as community educators, directors of training and development, consultants to health and human service organizations, program planners, and directors, among many other professional roles.

Higher Education Emphasis
This emphasis serves a wide range of professionals working in higher education. They include community college faculty as well as administrators and student service personnel working in both two-year and four-year colleges. To effectively meet the needs of this broad range of professionals, this emphasis includes three sub-emphases designed for higher education administrators, faculty, and student service personnel.

NOTE: Some weekend classes are required to complete this program. If this is a problem, please
notify the coordinator when you apply to the program in order to attempt to plan for a mutually acceptable accommodation.

Terry Murray (257-2828) and Nancy Schniedewind (257-2827) are program advisors. Persons seeking admission to this program should contact one of these professors at their offices or through the Educational Studies Department (257-2831).

Applications will be reviewed two times per year. Deadlines are:
October 15 — for spring semester matriculation
April 15 — for fall semester matriculation

Admission Requirements
One official copy of all undergraduate and graduate course work; the baccalaureate transcript should be from a regionally accredited institution with a minimum 3.0 cumulative grade point average. The degree should contain appropriate courses in the special subject area of certification.
Initial or provisional New York State teacher certification in health, physical education, technology, music, and family/consumer science.
Three letters of recommendation from individuals who have a professional relationship with the prospective student and can address the student's potential for graduate work.
A two-page letter describing how you expect the MPS Humanistic/Multicultural Program will help you meet your personal and professional goals. This can be integrated into the statement on the application form.
An interview with a member of the faculty.

Program Requirements
File a “plan of study” during the first semester after matriculation.
Completion of prescribed course work and other requirements within five years after matriculation.
Maintain a cumulative grade point average of 3.0 or better in both total program and core courses, with no more than two grades below B-.
Students in the 36-credit program must pass a competency exam.

- TEACHER CERTIFICATION TRACK: SPECIAL SUBJECT AREAS
FAMILY CONSUMER SCIENCE, HEALTH, MUSIC, PHYSICAL EDUCATION, TECHNOLOGY (070C)

Curriculum Requirements / 36 credits

Core Courses in Humanistic/Multicultural Education................................. 9
EDS541 Humanistic/Multicultural Approaches to Education and Human Services
EDS748 Qualitative Research Methods (taken after completion of at least 27 credits)
EDS749 Seminar in Humanistic Education (taken after completion of at least 27 credits)

Electives in Humanistic/Multicultural Education...................................... 9
EDS545 Cooperatively Structured Learning
EDS546 Conflict Resolution in Education
EDS582 Girls, Women and Education
EDS732 Group Dynamics
EDS741 Affective Education

Courses to Educate Teachers to Work with Diverse Learners...................... 6
EDS581 Issues of Racism and Sexism in Education
SPE565 Teaching in Inclusive Classrooms

Content Area Courses.................................................................................. 6
Electives in Humanistic/Multicultural Education, Special Education or Foundations

GENERAL PROGRAM
Curriculum Requirements / 30 credits

38541 Humanistic/Multicultural Approaches to Education and Human Services .............................................. 3

Humanistic/Multicultural Education Electives ................................................................. 9
EDS542 Women's Issues in Human Services
EDS545 Cooperatively Structured Learning
EDS546 Conflict Resolution in Education
EDS547 Education of Self for Professionals
EDS548 Helping Skills in Social Context
EDS581 Issues of Racism and Sexism in Education
EDS582 Girls, Women and Education
EDS732 Group Dynamics
EDS735 Experiential Workshop Design
EDS741 Affective Education
EDS742 Dynamics of Planned Change
EDS753 Leadership in Education and Human Service Settings

Electives in Education, Liberal Arts, Fine and Performing Arts ................................................................. 12

EDS748 Qualitative Research Methods ................................................................. 3
(Taken after completion of at least 24 credits.)

EDS749 Seminar in Humanistic/Multicultural Education and Human Services .... 3
(Taken after completion of at least 24 credits.)

- COURSES IN HUMANISTIC/MULTICULTURAL EDUCATION

EDS541 Humanistic/Multicultural Approaches to Education and Human Services (3)
This introductory course examines the philosophical, psychological and social foundations of humanistic/multicultural education. Students explore the challenge of implementing humanistic principles that support achievement, diversity and equity in their school, human service institutions and society.
Prerequisite: Matriculated (070) status.

EDS542 Women's Issues in Human Services (3)
This course focuses on contemporary issues concerning the status and welfare of women from diverse social groups who are served by human service organizations.

EDS545 Cooperatively Structured Learning (3)
This course focuses on methods to make teaching and learning cooperative in heterogeneous groups and educational settings. Examination of the implications of cooperation and competition for schools, organizations and society.

EDS546 Conflict Resolution in Education (3)
A focus on understanding and constructively dealing with conflict as it manifests itself in educational settings, with particular emphasis on mediation, peer mediation programs, and dealing with diversity.

EDS547 Education of Self for Professionals (3)
This experiential course focuses on the role of self-knowledge in teaching and learning. The impact of gender, age, race, class, culture and family history on personal development are explored. Students examine limiting patterns and design alternatives.
EDS548 Helping Skills in Social Context (3)
This course focuses on interpersonal and organizational applications of the helping process. The political and social context of helping in a multicultural society are explored. Through reflection, practice and feedback, students develop communication, counseling and crisis intervention skills.

EDS550 Expressive Arts, Leadership, and Change (3)
The expressive arts can be utilized in envisioning and leading change initiatives that address social justice issues in schools and community organizations. This reflective and experiential course will explore practical, arts-based teaching and learning strategies.

EDS581 Issues of Racism and Sexism in Education (3)
An examination of personal and institutional racism and sexism and strategies for creating multicultural and gender-fair curricula, classrooms and schools.

EDS582 Girls, Women and Education (3)
This course examines female experiences in educational institutions from early childhood through graduate school. Students analyze curriculum materials, classroom interaction patterns, organizational/social factors, and methods for creating gender-fair multicultural classrooms.

EDS732 Group Dynamics (3)
A laboratory for experiencing and analyzing group processes such as leadership, diversity, decision-making, communication, conflict resolution, problem-solving and team building. Students analyze and enhance their own behavior in groups and practice process-observation skills.

EDS735 Experiential Workshop Design (3)
An exploration of the knowledge, skills and attitudes necessary to plan, design and evaluate experiential learning activities. Course competencies can be applied in a wide variety of settings and with a diverse range of learners.

EDS741 Affective Education (3)
An opportunity for educators and human service professionals to focus on the social and emotional learning of their students and/or clients. Participants explore existing affective curriculum and develop materials for use with a diverse range of learners in a wide variety of settings.

EDS742 Dynamics of Planned Change (3)
Explores theoretical and practical approaches to promoting positive, humane change in educational, human service and community settings. Assessment, diagnosis and intervention strategies are studied and applied. Students develop change agent skills that promote social transformation.

EDS748 Qualitative Research Methods (3)
This required course introduces students to qualitative research methods. Students design, implement and present a major research project. This course should be taken near the end of the program.
Prerequisite: EDS541 or 38541 and matriculated (070) status.

EDS749 Seminar in Humanistic/Multicultural Education and Human Services (3)
A focus on the contributions of critical theory to a broader definition and vision of humanistic approaches to education and the human services. This course should be taken near the end of the program.
Prerequisite: EDS541 or 38541 and matriculated (070) status.

EDS753 Leadership in Education and Human Service Settings (3)
This course examines a variety of theoretical models of leadership and personal leadership styles. Students develop skills in areas of planning, staff evaluation and development, personal goal setting, conflict resolution and supporting diversity.

ADVANCED GRADUATE CERTIFICATE PROGRAM

- Multicultural Education (071)
Nancy Schniedewind, 845-257-2827, schniedn@newpaltz.edu

Our schools are becoming more diverse and not all students are achieving to their fullest potential. Many educators feel the need for additional professional development in diversity education.

Responding to this need, the Department of Educational Studies of the State University of New York at New Paltz offers a post-master’s Certificate Program in Multicultural Education. This 15-credit program is designed for elementary, secondary and special subject teachers, as well as school guidance counselors and administrators who are interested in enhancing their cultural competencies in multicultural education.

Designed for professionals who already have their master’s degree, this certificate program enables educators to understand the ways in which race, gender, class, language, sexual orientation, religion, and physical/learning ability influence them as professionals, their students, and the educational process. In addition, it provides educators with the knowledge and skills needed for culturally-responsive teaching and leadership, and approaches for creating socially-just educational settings.

Certificate Sponsors – The Department of Educational Studies
The Department of Educational Studies, which is comprised of the Humanistic/ Multicultural Education Program, the Special Education Program, and the Educational Foundations Unit, is uniquely qualified to offer this Certificate in Multicultural Education. All three units have a long history of offering a range of relevant multicultural courses, both theoretical and practical, from which students can choose in developing their plan of study for this 15-credit program. In addition, this certificate program draws on the resources of the Second Language Education Program in the Secondary Education Department.

Admission Requirements
Applicants must submit:

- Evidence of interest in multicultural/social justice education.
- An official copy of all graduate transcripts indicating evidence of a master’s degree in education from an accredited institution with at least a 3.0 cumulative grade point average.
- Two letters of recommendation from school district officials, administrators, or colleagues.
- A 2-3 page personal essay describing your current educational initiatives in multicultural/diversity education and/or your goals for future endeavors for fostering greater appreciation of diversity in your classroom and school.

The completed application packet including application form, references, official transcript, and the essay must be submitted to the Graduate Office. Application deadlines are November 1st for spring admission and April 1st for fall admission.

Upon receipt of a completed application, the applicant will be contacted to schedule an interview with Dr. Nancy Schniedewind or Dr. Terry Murray to complete the application process.

Program Requirements
Students complete 15 graduate credits of course work which include a 3-credit introductory course, 9 credits of electives, and a 3-credit capstone course, and must achieve a 3.0 cumulative grade point average. At the completion of the program, a Certificate in Multicultural Education will be granted by the State University of New York at New Paltz.

Curriculum Requirements / 15 credits

Introductory Course................................................................. 3
EDS581 Issues of Racism and Sexism in Education
Multicultural Education Electives ................................................................. 9

*To be selected from:*

**Theoretical**
- EDS537 Issues in Multicultural Education
- EDS549 Issues of Literacy for Diverse Learners
- SPE572 Teaching Students from Culturally and Linguistically Diverse Backgrounds
- EDS753 Leadership in Education and Human Services

**Practical**
- EDS545 Cooperatively Structured Learning
- EDS548 Helping Skills in the Social Context
- EDS582 Girls, Women and Education
- SPE565 Teaching in the Inclusive Classroom
- SED573 Teaching English as a Second Language

**Capstone Course** ......................................................................................... 3
- EDS793 Applied Practice in Multicultural/Social Justice Education

*Note: Graduate courses taken prior to admission to the Certificate Program cannot be applied to students’ plans of study for this program. All graduate courses will be taken at SUNY New Paltz.*
SPECIAL EDUCATION
845-257-2831
www.newpaltz.edu/edstudies/special_ed.html

Associate Professors
Barbara Chorzempa, Ph.D., University of Maryland
Laurel M. Garrick Duhaney, Ph.D., Southern Illinois University, Carbondale
Jane Sileo, Ed.D., University of Nevada, Las Vegas

Assistant Professors
Michael Smith, Ph.D., University of South Florida

MASTER OF SCIENCE IN EDUCATION
Special Education
Jane Sileo, coordinator, 845-257-2835, sileoj@newpaltz.edu

The Department of Educational Studies of SUNY New Paltz offers a master’s degree in Special Education. Teacher candidates pursue a program of study in Early Childhood Special Education (Birth – Grade 2), Childhood Special Education (Grades 1-6), Adolescence Special Education (Grades 7-12), and Childhood Special Education (Grades 1-6) and Literacy Education (Birth – Grade 6), and Adolescence Special Education (Grades 7-12) and Literacy Education (Grades 5-12).

Early Childhood Special Education (Birth – Grade 2) (060E)

Jane Sileo, coordinator, 845-257-2835, sileoj@newpaltz.edu

Applicants with initial certification in Early Childhood Education B-2 will complete 36 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for NYS Education Department initial certification in Early Childhood Special Education B-2.

The following initial certification is accepted for admission to the Early Childhood Special Education program:
Early Childhood Education B-2

Admission Requirements
You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification.
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0 scale.
- Satisfactory performance on Graduate Record Exam (GRE).
- A typed statement that describes your educational aspirations, experiences in working with students in educational settings, and how the Master’s Program in Early Childhood Special Education will help you achieve your personal and professional goals. The response should be 300-400 words in length. The special education faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar, and style.
- Three letters of professional recommendation written on professional letterhead.

All letters must:
1. Be dated and current;
2. Address how long the writer has known you and in what capacity;
3. Two letters should be written by faculty with whom you have taken a college level class. These letters of reference should address your academic performance and your ability to successfully complete a rigorous graduate program in Special Education. We prefer that these letters come from full-time faculty at a college or university.
4. One letter should be written by one of the following individuals: a student teaching supervisor, a cooperating teacher, an administrator in a school, or a supervisor in an agency that is related to education. This letter of reference should address your ability to work with young children.

Application Deadlines
• Fall and Summer Admission: April 1
• Spring Admission: November 1

Program Requirements
• Complete the prescribed course work and other requirements within five years after matriculation.
• Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

Curriculum Requirements / 36 credits
The Early Childhood Special Education program consists of 36 credit hours, 33 credit hours are core courses and 3 credit hours are electives.

Required Courses
• SPE700 Educating Special Learners (5 credits)
• SPE701 Educational Assessment of Learners with Disabilities (5 credits)
• SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3 credits)
or
• EED716 Science and Math for Young Children (3 credits)
• SPE703 Research in Special Education (3 credits)
• SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5 credits)
• SPE732 Learning Environments for Childhood Learners with Disabilities (3 credits)
• SPE753 Practicum in Early Childhood Special Education (6 credits)
• SPE798 Young Children with Disabilities (3 credits)

Elective Courses
• Elective in Diversity (3 credits)

Additional Requirements
• This program is field-based. As a result, a significant amount of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practicum is offered during the spring and fall. Summer practicum is available to those meeting certain criteria. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment of your daily schedule. You must have a 3.0 average in graduate courses and no more than two courses with a B- in order to enroll in the practicum course, SPE753.
• Deadlines for practicum application forms are available in the Educational Studies Office, Old Main Building 108.

Graduation Requirements
• Certification Exam
• In order for SUNY New Paltz to recommend a student for certification you must pass the Students with Disabilities Content Specialty Test.

Course Offerings
SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3)
This course examines the academic and social challenges education poses faced by students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed.

SPE700 Educating Special Learners (5)
This course will examine issues related to the education of learners with special needs, including the philosophical, historical, social, and legal foundations of special education; characteristics of learners with disabilities; employment and independence for learners with disabilities; and professionalism and ethical practices. The course will also offer students field-based experiences working with learners with disabilities in educational programs that address a wide range of academic, social, and transitional needs. Prerequisite: Matriculated (060E) status.

SPE701 Educational Assessment of Learners with Disabilities (5)
This course explores critical issues in the educational assessment process and focuses on the use of informal and formal assessment strategies to identify and assess learners with disabilities. This course offers students field-based experience in assessing the educational performance of learners with disabilities. Prerequisite: SPE700 and matriculated (060E) status.
SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3)
This course examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities, particularly in the areas of math, science, and technology. It emphasizes differentiating instruction based upon learner characteristics, learning environment, curriculum and standards. Prerequisite: SPE700 or SPE701 and matriculated (060E) status.

EED716 Science and Math for Young Children
Develop in children scientific and mathematical curiosity, awareness and skill in fundamental processes, concepts and operations. A variety of approaches, focusing on sensory experiences to develop concepts in science and math. A study of developmental stages of children as they relate to concept and skill acquisition.

SPE703 Research in Special Education (3)
Reviews current issues in special education research. Students design and execute a research project addressing their interest. Prerequisite: SPE700 and matriculated (060E) status.

SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5)
This course will examine methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the childhood level, particularly in the areas of literacy and social studies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum and technology considerations, and state, and national standards. Prerequisite: SPE700 or SPE701 and matriculated (060E) status.

SPE732 Learning Environments for Childhood Learners with Disabilities (3)
This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching pro-social skills, and employing best practices for including childhood learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (060E) status.

SPE753 Practicum in Early Childhood Special Education (6)
This course provides students with the opportunity to teach early childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702 or EED716, SPE731, and SPE732 and matriculated (060E) status.

SPE798 Young Children with Disabilities
This course examines current issues, research, and best practices to support successful programming for young children with disabilities (birth to eight years) and their families.

Childhood Special Education (Grades 1-6) (060C)

Jane Sileo, coordinator, 845-257-2835, sileoJ@newpaltz.edu

Applicants with initial certification in Childhood Education 1-6 will complete 36 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for NYS Education Department initial certification in Childhood Special Education 1-6.

The following initial certification is accepted for admission to the Childhood Special Education program:
Childhood Education 1-6

Admission Requirements
You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification (if applicable).
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0 scale.
- Satisfactory performance on Graduate Record Exam (GRE).
- A typed statement that describes your educational aspirations, experiences in working with students in educational settings, and how the Master’s Program in Childhood Special Education will help you achieve your personal and professional goals. The response should be 300-400 words in length. The special education faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar, and style.
- Three letters of professional recommendation written on professional letterhead.
All letters must:

1. Be dated and current;
2. Address how long the writer has known you and in what capacity;
3. Two letters should be written by faculty with whom you have taken a college level class. These letters of reference should address your academic performance and your ability to successfully complete a rigorous graduate program in Special Education. We prefer that these letters come from full-time faculty at a college or university.
4. One letter should be written by one of the following individuals: a student teaching supervisor, a cooperating teacher, an administrator in a school, or a supervisor in an agency that is related to education. This letter of reference should address your ability to work with children.

Application Deadlines

- Fall and Summer Admission: April 1
- Spring Admission: November 1

Program Requirements

- Complete the prescribed course work and other requirements within five years after matriculation.
- Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

Curriculum Requirements / 36 credits

The Childhood Special Education program consists of 36 credit hours, 30 credit hours are core courses and 6 credit hours are electives.

Required Courses

- SPE700 Educating Special Learners (5 credits)
- SPE701 Educational Assessment of Learners with Disabilities (5 credits)
- SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3 credits)
- SPE703 Research in Special Education (3 credits)
- SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5 credits)
- SPE732 Learning Environments for Childhood Learners with Disabilities (3 credits)
- SPE733 Practicum in Childhood Special Education (6 credits)

Elective Courses

- Elective in Diversity (3 credits)
- Elective in Collaboration (3 credits)

Additional Requirements

- This program is field-based. As a result, a significant amount of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practicum is offered during the spring and fall. Summer practicum is available to those meeting certain criteria. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment of your daily schedule. You must have a 3.0 average in graduate courses and no more than two courses with a B- in order to enroll in the practicum course, SPE733.
- Deadlines for practicum application forms are available in the Educational Studies Office, Old Main Building 108.

Graduation Requirements

- Certification Exam
- In order for SUNY New Paltz to recommend a student for certification you must pass the Students with Disabilities Content Specialty Test.

Course Offerings

SPE563 Multiple Intelligences in Inclusive Classrooms (3)
Participants will develop understanding and skills in the use of multiple intelligences for planning and collaborating in instructional design, supporting students' full participation, and working with colleagues and community.
SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3)
This course examines the academic and social challenges education poses faced by students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed.

SPE700 Educating Special Learners (5)
This course will examine issues related to the education of learners with special needs, including the philosophical, historical, social, and legal foundations of special education; characteristics of learners with disabilities; employment and independence for learners with disabilities; and professionalism and ethical practices. The course will also offer students field-based experiences working with learners with disabilities in educational programs that address a wide range of academic, social, and transitional needs. Prerequisite: Matriculated (060C) status.

SPE701 Educational Assessment of Learners with Disabilities (5)
This course explores critical issues in the educational assessment process and focuses on the use of informal and formal assessment strategies to identify and assess learners with disabilities. This course offers students field-based experience in assessing the educational performance of learners with disabilities. Prerequisite: SPE700 and matriculated (060C) status.

SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3)
This course examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities, particularly in the areas of math, science, and technology. It emphasizes differentiating instruction based upon learner characteristics, learning environment, curriculum and standards. Prerequisite: SPE700 or SPE701 and matriculated (060C) status.

SPE703 Research in Special Education (3)
Reviews current issues in special education research. Students design and execute a research project addressing their interest. Prerequisite: SPE700 and matriculated (060C) status.

SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5)
This course will examine methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the childhood level, particularly in the areas of literacy and social studies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum and technology considerations, and state, and national standards. Prerequisite: SPE700 or SPE701 and matriculated (060C) status.

SPE732 Learning Environments for Childhood Learners with Disabilities (3)
This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching pro-social skills, and employing best practices for including childhood learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (060C) status.

SPE733 Practicum in Childhood Special Education (6)
This course provides students with the opportunity to teach childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702, SPE731, and SPE732 and matriculated (060C) status.

SPE750 Collaboration Strategies for Educators (3)
This course offers information, theories, resources, and guidelines to help educators enhance their ability to collaborate effectively with families, other professionals, and community members to support the teaching and learning processes.

SPE761 Working with Families of Students with Disabilities (3)
An investigation of various problems confronting parents, siblings, and other members of the family of persons with disabilities. Such issues as schooling, personal-social adjustment, vocational adjustment, and independent living arrangements are addressed.
Adolescence Special Education (Grades 7-12) *(060G)*

Jane Sileo, coordinator, 845-257-2835, sileoj@newpaltz.edu

The Adolescent Special Education Program consists of at least 36 credit hours and leads to the Students with Disabilities Generalist 7-12 certificate. This NYS certificate requires that candidates have 6 credit hours in each of the following content areas: English, social studies, science, and math. Students who are deficient in any of these credits must fulfill them before graduation from the Adolescence Special Education master’s program.

Professional certification for each of these programs requires three years of successful teaching experience at the appropriate grade level(s).

Students who enter the Adolescence Special Education Program with initial certification in a content area will also be recommended for an extension on their Students with Disabilities Generalist 7-12 certification in that content area. Extensions for the following areas are available:

- SWD- Earth Science (grades 7-12)
- SWD- Biology (grades 7-12)
- SWD- Chemistry (grades 7-12)
- SWD- Physics (grades 7-12)
- SWD- Social Studies (grades 7-12)
- SWD- Mathematics (grades 7-12)
- SWD- English Language Arts (grades 7-12)
- SWD- Languages other than English (grades 7-12)
  - American Sign Language
  - Cantonese
  - Chinese
  - French
  - German
  - Greek
  - Hebrew
  - Italian
  - Japanese
  - Latin
  - Mandarin
  - Russian
  - Spanish

**Admission Requirements**

You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0 scale.
- Satisfactory performance on Graduate Record Exam (GRE).
- A typed statement that describes your educational aspirations, experiences in working with students in educational settings, and how the Master’s Program in Adolescence Special Education will help you achieve your personal and professional goals. The response should be 300- 400 words in length. The special education faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar, and style.
- Three letters of professional recommendation written on professional letterhead.

All letters must:

1. Be dated and current;
2. Address how long the writer has known you and in what capacity;
3. Two letters should be written by faculty with whom you have taken a college level class. These letters of reference should address your academic performance and your ability to successfully complete a rigorous graduate program in Special Education. We prefer that these letters come from full-time faculty at a college or university.
4. One letter should be written by one of the following individuals: a student teaching supervisor, a cooperating teacher, an administrator in a school, or a supervisor in an agency that is related to education. This letter of reference should address your ability to work with adolescents.

Application Deadlines

- Fall and Summer Admission: April 1
- Spring Admission: November 1

Program Requirements

- Complete the prescribed course work and other requirements within five years after matriculation.
- Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

Curriculum Requirements / 36 credits

The Adolescence Special Education program consists of 36 credit hours, 30 credit hours are core courses and 6 credit hours are electives.

Required Courses

- SPE700 Educating Special Learners (5 credits)
- SPE701 Educational Assessment of Learners with Disabilities (5 credits)
- SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3 credits)
- SPE703 Research in Special Education (3 credits)
- SPE741 Literacy and Social Studies Instruction for Adolescent Learners with Disabilities (5 credits)
- SPE742 Learning Environments for Adolescent Learners with Disabilities (3 credits)
- SPE743 Practicum in Adolescent Special Education (6 credits)

Elective Courses

- Elective in Diversity (3 credits)
- Elective in Collaboration (3 credits)

Additional Requirements

- NYS certification requires that candidates have 6 credit hours in each of the following content areas: English, social studies, science, and math. Students who are deficient in any of these credits must fulfill them before graduation from the Adolescence Special Education master’s program.
- This program is field-based. As a result, a significant amount of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practicum is offered during the spring and fall. Summer practicum is available to those meeting certain criteria. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment of your daily schedule. You must have a 3.0 average in graduate courses and no more than two courses with a B- in order to enroll in the practicum course, SPE743.
- Deadlines for practicum application forms are available in the Educational Studies Office, Old Main Building 108.

Graduation Requirements

- Certification Exam
- In order for SUNY New Paltz to recommend a student for certification you must pass the Students with Disabilities Content Specialty Test.

Course Offerings

SPE563 Multiple Intelligences in Inclusive Classrooms (3)
Participants will develop understanding and skills in the use of multiple intelligences for planning and collaborating in instructional design, supporting students' full participation, and working with colleagues and community.

SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3)
This course examines the academic and social challenges education poses faced by students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed.
SPE700 Educating Special Learners (5)
This course will examine issues related to the education of learners with special needs, including the philosophical, historical, social, and legal foundations of special education; characteristics of learners with disabilities; employment and independence for learners with disabilities; and professionalism and ethical practices. The course will also offer students field-based experiences working with learners with disabilities in educational programs that address a wide range of academic, social, and transitional needs. Prerequisite: Matriculated (060G) status.

SPE701 Educational Assessment of Learners with Disabilities (5)
This course explores critical issues in the educational assessment process and focuses on the use of informal and formal assessment strategies to identify and assess learners with disabilities. This course offers students field-based experience in assessing the educational performance of learners with disabilities. Prerequisite: SPE700 and matriculated (060G) status.

SPE702 Teaching Math, Science and Technology in Inclusive Classrooms (3)
This course examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities, particularly in the areas of math, science, and technology. It emphasizes differentiating instruction based upon learner characteristics, learning environment, curriculum and standards. Prerequisite: SPE700 or SPE701 and matriculated (060G) status.

SPE703 Research in Special Education (3)
Reviews current issues in special education research. Students design and execute a research project addressing their interest. Prerequisite: SPE700 and matriculated (060G) status.

SPE741 Literacy and Social Studies Instruction for Adolescent Learners with Disabilities (5)
Examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the adolescent level, particularly in the areas of literacy and social studies. It emphasizes differentiating instruction based upon learners, environment, curriculum, and standards. Prerequisite: SPE700, SPE701 and matriculated (060G) status.

SPE742 Learning Environments for Adolescent Learners with Disabilities (3)
This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching pro-social skills, and employing best practices for adolescent learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (060G) status.

SPE743 Practicum in Adolescent Special Education (6)
Provides students with the opportunity to teach adolescent learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702, SPE741, SPE742 and matriculated (060G) status.

SPE750 Collaboration Strategies for Educators (3)
This course offers information, theories, resources, and guidelines to help educators enhance their ability to collaborate effectively with families, other professionals, and community members to support the teaching and learning processes.

SPE761 Working with Families of Students with Disabilities (3)
An investigation of various problems confronting parents, siblings, and other members of the family of persons with disabilities. Such issues as schooling, personal-social adjustment, vocational adjustment, and independent living arrangements are addressed.

MASTER OF SCIENCE IN EDUCATION DUAL CERTIFICATION PROGRAMS

NOTE: Application to the dual certification programs have been temporarily suspended. Students should contact the department for alternative options.

Childhood Special Education (Grades 1-6) with Certification in Literacy Education (B-6) (059C)

Jane Sileo, coordinator, 845-257-2835, sileoj@newpaltz.edu

Applicants with initial certification in Childhood Education will complete 48 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for NYSED initial certification in Childhood Special Education (1-6) with certification in Literacy Education (B-6). Professional certification requires three years of successful teaching experience at the appropriate grade level(s).
The following initial certification is accepted for admission to the Childhood Special Education (Grades 1-6) with Certification in Literacy Education (B-6) Program:

Childhood Education (1-6)

Admission Requirements

You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification.
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.2 cumulative grade point average on a 4.0 scale.
- Satisfactory performance on Graduate Record Exam (GRE).
- A typed statement that describes your educational aspirations, experiences in working with students in educational settings, and how the training in the master’s program in Childhood Special Education 1-6 and Literacy Education B-6 will help you achieve your personal and professional goals. The response should be 300-400 words in length. The special education faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar, and style.
- Three letters of professional recommendation written on professional letterhead.

All letters must:
1. Be dated and current;
2. Address how long the writer has known you and in what capacity;
3. Two letters should be written by faculty with whom you have taken a college level class. These letters of reference should address your academic performance and your ability to successfully complete a rigorous graduate program in Special Education. We prefer that these letters come from full-time faculty at a college or university.
4. One letter should be written by one of the following individuals: a student teaching supervisor, a cooperating teacher, an administrator in a school, or a supervisor in an agency that is related to education. This letter of reference should address your ability to work with children.

Program Requirements

- Develop a plan of study with an advisor upon matriculation;
- Complete prescribed course work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.
- During the Literacy Content Core courses, students will compile a professional portfolio that will be presented at the end of the program.

Curriculum Requirements / 48 credits

The Childhood Special Education (1-6) and Literacy Education (B-6) program consists of 48 credit hours. You should take these courses in the sequence suggested by your academic advisor.

Required Courses

- SPE700 Educating Special Learners (5 credits)
- SPE701 Educational Assessment of Learners with Disabilities (5 credits)
- SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5 credits)
- SPE732 Learning Environments for Childhood Learners with Disabilities (3 credits)
- SPE733 Practicum in Childhood Special Education (6 credits)
- EED744 Workshop in Understanding Reading Problems (3 credits)
- EED745 Workshop in the Diagnosis of Reading Difficulties (3 credits)
- EED746 Workshop for the Remediation of Reading Difficulties (3 credits)
- EED565 Content Area Literacy (3 credits)
- EED747 Clinical Practices in Reading (3 credits)
- EDI775 Graduate Seminar in Reading (3 credits)
Elective Courses
- Elective in Research (3 credits)
- Elective in Cultural and Linguistic Diversity (3 credits)

Additional Requirements
- This program is also field-based. As a result, a significant amount of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practicum is offered during the spring and fall. Summer practicum is available to those meeting certain criteria. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment of your daily schedule. You must have a 3.0 average in graduate courses and no more than two courses with a B- in order to enroll in the practicum course, SPE733.
- Deadlines for practicum and practicum application forms are available in the Educational Studies Office, Old Main Building 108.

Graduation Requirements
- A completed plan of study
- Certification Exams
- In order for SUNY New Paltz to recommend a student for certification you must pass the LAST, ATS-W, Multi-Subject Test, and Students with Disabilities Content Specialty Test.

Course Offerings
SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3)
This course examines the academic and social challenges education poses faced by students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed.

SPE700 Educating Special Learners (5)
This course will examine issues related to the education of learners with special needs, including the philosophical, historical, social, and legal foundations of special education; characteristics of learners with disabilities; employment and independence for learners with disabilities; and professionalism and ethical practices. The course will also offer students field-based experiences working with learners with disabilities in educational programs that address a wide range of academic, social, and transitional needs. Prerequisite: Matriculated (059C) status.

SPE701 Educational Assessment of Learners with Disabilities (5)
This course explores critical issues in the educational assessment process and focuses on the use of informal and formal assessment strategies to identify and assess learners with disabilities. This course offers students field-based experience in assessing the educational performance of learners with disabilities. Prerequisite: SPE700 and matriculated (059C) status.

SPE703 Research in Special Education (3)
Reviews current issues in special education research. Students design and execute a research project addressing their interest. Prerequisite: SPE700 and matriculated (059C) status.

SPE731 Literacy and Social Studies Instruction for Childhood Learners with Disabilities (5)
This course will examine methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the childhood level, particularly in the areas of literacy and social studies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum and technology considerations, and state, and national standards. Prerequisite: SPE700 or SPE701 and matriculated (059C) status.

SPE732 Learning Environments for Childhood Learners with Disabilities (3)
This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching pro-social skills, and employing best practices for including childhood learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (059C) status.

SPE733 Practicum in Childhood Special Education (6)
This course provides students with the opportunity to teach childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702, SPE731, and SPE732 and matriculated (059C) status.

EED565 Content Area Literacy B-6
Explores the theories, methods, and materials necessary for successful integration of reading/writing with content area subject matter for the B-6 learner.
EED744 Workshop in Understanding Reading Problems (3)
The purpose of this course, designed for teachers of all levels, is to provide students who are certified teachers with tools to understand, assess and address reading problems that they may encounter with students in their classes. This course takes a development approach to the reading process, describing each stage and the examples of performance that exemplify normal development in each one. It also provides examples of performance that differs from the norm, discusses their causes briefly, but focuses on methods of assessment and instruction within the content areas, including English language arts classes that teachers can use to address those differences that manifest as problems that interfere with the learning process. Prerequisite: EDI774 and matriculated (029A, 029B, 030A or 030B) status.

EED745 Workshop in the Diagnosis of Reading Difficulties (3)
Familiarizes students with formal and informal instruments used in ongoing diagnosis of reading difficulties. Students prepare case histories based on tests, observations and interviews, and make recommendations for remedial treatment. Prerequisite: EED744 and matriculated (029A, 029B, 030A or 030B) status.

EED746 Workshop for the Remediation of Reading Difficulties (3)
Working in a supervised laboratory setting, the student diagnoses, translates diagnostic results into a plan for remediation and carries out the plan within the time limitations of the course. The student develops competency in working with client and parent, in using specific remedial materials and techniques, and in reporting results. Prerequisite: EED745 and matriculated (029A, 029B, 030A or 030B) status.

EED747 Clinical Practices in Reading (3)
Under close supervision, student works intensively with one or more children with serious reading problems, diagnosing, establishing a remedial program, tutoring, and reporting results. Student works with the client to discover and monitor the strategies that will bring greater comprehension. Family support is an ongoing consideration. Seminar explores functions and organization of a reading clinic, professional organizations, and professional ethics. Prerequisite: EED746 and matriculated (029A, 029B, 030A, or 030B) status.

EDI775 Graduate Reading Seminar (3)
Reviews and synthesizes major aspects of reading presented through the master's program, based on required current readings. Additionally requires students to complete an action research project. This is the final course in the master's program in education for students with a K-12 reading concentration. Prerequisite: Matriculated (029A, 029B, 030A, or 030B) status.

Adolescence Special Education (Grades 7-12) with Certification in Literacy Education (5-12) (059G)

NOTE: Application to the dual certification programs have been temporarily suspended. Students should contact the department for alternative options.

Jane Sileo, coordinator, 845-257-2835, sileojo@newpaltz.edu

Applicants with initial certification in Adolescence Education in specific content areas will complete 48 credit hours of course work. This NYS certificate requires that candidates have 6 credit hours in each of the following content areas: English, social studies, science, and math. Students who are deficient in any of these credits must fulfill them before graduation from the Adolescence Special Education master’s program. Upon successful completion of the program, teacher candidates are eligible for NYSED initial certification in Students with Disabilities Generalist (7-12) with certification in Literacy Education (5-12). Professional certification requires three years of successful teaching experience at the appropriate grade level(s).

The following initial certifications are accepted for admission to the Adolescence Special Education (Grades 7-12) with Certification in Literacy Education (Grades 5-12) Program: Secondary Education (Grades 7-12 or Adolescent/Middle Grades Education, all subjects), Speech & Hearing Handicapped, Health Education, Music Education, or Visual Arts Education.

Students who enter the Adolescence Special Education (Grades 7-12) with Certification in Literacy Education (Grades 5-12) Program with initial certification in a content area will also be recommended for an extension on their Students with Disabilities Generalist 7-12 certification in that content area. Extensions for the following areas are available:
SWD- Earth Science (grades 7-12)
SWD- Biology (grades 7-12)
SWD- Chemistry (grades 7-12)
SWD- Physics (grades 7-12)
SWD- Social Studies (grades 7-12)
SWD- Mathematics (grades 7-12)
SWD- English Language Arts (grades 7-12)
SWD- Languages other than English (grades 7-12)
   American Sign Language
   Cantonese
   Chinese
   French
   German
   Hebrew
   Italian
   Japanese
   Latin
   Mandarin
   Russian
   Spanish

Admission Requirements

You must submit:

- A completed graduate school application.
- Evidence of initial (provisional) certification.
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree from an accredited institution with at least a 3.2 cumulative grade point average on a 4.0 scale.
- Satisfactory performance on Graduate Record Exam (GRE).
- A typed statement that describes your educational aspirations, experiences in working with students in educational settings, and how the training in the master’s program in Adolescence Special Education 7-12 and Literacy Education 5-12 will help you achieve your personal and professional goals. The response should be 300-400 words in length. The special education faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar, and style.
- Three letters of professional recommendation written on professional letterhead.

All letters must:
5. Be dated and current;
6. Address how long the writer has known you and in what capacity;
7. Two letters should be written by faculty with whom you have taken a college level class. These letters of reference should address your academic performance and your ability to successfully complete a rigorous graduate program in Special Education. We prefer that these letters come from full-time faculty at a college or university.
8. One letter should be written by one of the following individuals: a student teaching supervisor, a cooperating teacher, an administrator in a school, or a supervisor in an agency that is related to education. This letter of reference should address your ability to work with children.

Program Requirements

- Develop a plan of study with an advisor upon matriculation;
- Complete prescribed course work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.
- During the Literacy Content Core courses, students will compile a professional portfolio that will be presented at the end of the program.

Curriculum Requirements / 48 credits

The Adolescence Special Education (7-12) with certification in Literacy Education (5-12) program consists of 48 credit hours. You should take these courses in the sequence suggested by your academic advisor.
Required Courses

- SPE700 Educating Special Learners (5 credits)
- SPE701 Educational Assessment of Learners with Disabilities (5 credits)
- SPE741 Literacy and Social Studies Instruction for Adolescent Learners with Disabilities (5 credits)
- SPE742 Learning Environments for Adolescent Learners with Disabilities (3 credits)
- SPE743 Practicum in Adolescent Special Education (6 credits)
- EED744 Workshop in Understanding Reading Problems (3 credits)
- EED745 Workshop in the Diagnosis of Reading Difficulties (3 credits)
- EED746 Workshop for the Remediation of Reading Difficulties (3 credits)
- EED565 Content Area Literacy (3 credits) or
- EED549 Thinking Across the Disciplines (3)
- EED747 Clinical Practicum in Reading (3 credits)
- EDI775 Graduate Seminar in Reading (3 credits)

Elective Courses

- Elective in Research (3 credits)
- Elective in Cultural and Linguistic Diversity (3 credits)

Additional Requirements

- This program is also field-based. As a result, a significant amount of your teacher preparation program will be conducted in the professional field under supervision with students and cooperating teachers. The required practicum is offered during the spring and fall. Summer practicum is available to those meeting certain criteria. This is important to consider in planning your program since working in the field demands that you have time available to spend in schools, clinics, and classrooms. This may necessitate an adjustment of your daily schedule. You must have a 3.0 average in graduate courses and no more than two courses with a B- in order to enroll in the practicum course, SPE743.
- Deadlines for practicum and practicum application forms are available in the Educational Studies Office, Old Main Building 108.

Graduation Requirements

- A completed plan of study
- Certification Exams
- In order for SUNY New Paltz to recommend a student for certification you must pass the LAST, ATS-W, Multi-Subject Test, and Students with Disabilities Content Specialty Test.

Course Offerings

SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3)
This course examines the academic and social challenges education poses faced by students from culturally and linguistically diverse backgrounds. Methods for implementing culturally relevant instruction and programs for all students will be discussed.

SPE700 Educating Special Learners (5)
This course will examine issues related to the education of learners with special needs, including the philosophical, historical, social, and legal foundations of special education; characteristics of learners with disabilities; employment and independence for learners with disabilities; and professionalism and ethical practices. The course will also offer students field-based experiences working with learners with disabilities in educational programs that address a wide range of academic, social, and transitional needs. Prerequisite: Matriculated (059G) status.

SPE701 Educational Assessment of Learners with Disabilities (5)
This course explores critical issues in the educational assessment process and focuses on the use of informal and formal assessment strategies to identify and assess learners with disabilities. This course offers students field-based experience in assessing the educational performance of learners with disabilities. Prerequisite: SPE700 and matriculated (059G) status.

SPE703 Research in Special Education (3)
Reviews current issues in special education research. Students design and execute a research project addressing their interest. Prerequisite: SPE700 and matriculated (059G) status.

SPE741 Literacy and Social Studies Instruction for Adolescent Learners with Disabilities (5)
Examines methods for planning, implementing, and evaluating instructional strategies for students with disabilities on the adolescent level, particularly in the areas of literacy and social studies. It emphasizes differentiating instruction based upon learners, environment, curriculum, and standards. Prerequisite: SPE700, SPE701 and matriculated (059G) status.

SPE742 Learning Environments for Adolescent Learners with Disabilities (3)
This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching pro-social skills, and employing best practices for adolescent learners with disabilities in general education settings will be included. Prerequisite: SPE700 and matriculated (059G) status.

SPE743 Practicum in Adolescent Special Education (6)
Provides students with the opportunity to teach adolescent learners with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor. Prerequisite: SPE700, SPE701, SPE702, SPE741, SPE742 and matriculated (059G) status.

EED565 Content Area Literacy B-6
Explores the theories, methods, and materials necessary for successful integration of reading/writing with content area subject matter for the B-6 learner.

EED744 Workshop in Understanding Reading Problems (3)
The purpose of this course, designed for teachers of all levels, is to provide students who are certified teachers with tools to understand, assess and address reading problems that they may encounter with students in their classes. This course takes a development approach to the reading process, describing each stage and the examples of performance that exemplifies normal development in each one. It also provides examples of performance that differs from the norm, discusses their causes briefly, but focuses on methods of assessment and instruction within the content areas, including English language arts classes that teachers can use to address those differences that manifest as problems that interfere with the learning process. Prerequisite: matriculated (029A, 029B, 030A or 030B) status.

EED745 Workshop in the Diagnosis of Reading Difficulties (3)
Familiarizes students with formal and informal instruments used in ongoing diagnosis of reading difficulties. Students prepare case histories based on tests, observations and interviews, and make recommendations for remedial treatment. Prerequisite: EED744 and matriculated (029A, 029B, 030A or 030B) status.

EED746 Workshop for the Remediation of Reading Difficulties (3)
Working in a supervised laboratory setting, the student diagnoses, translates diagnostic results into a plan for remediation and carries out the plan within the time limitations of the course. The student develops competency in working with client and parent, in using specific remedial materials and techniques, and in reporting results. Prerequisite: EED745 and matriculated (029A, 029B, 030A or 030B) status.

EED747 Clinical Practices in Reading (3)
Under close supervision, student works intensively with one or more children with serious reading problems, diagnosing, establishing a remedial program, tutoring, and reporting results. Student works with the client to discover and monitor the strategies that will bring greater comprehension. Family support is an ongoing consideration. Seminar explores functions and organization of a reading clinic, professional organizations, and professional ethics. Prerequisite: EED746 and matriculated (029A, 029B, 030A, or 030B) status.

EDI775 Graduate Reading Seminar (3)
Reviews and synthesizes major aspects of reading presented through the master's program, based on required current readings. Additionally requires students to complete an action research project. This is the final course in the master's program in education for students with a K-12 reading concentration. Prerequisite: Matriculated (029A, 029B, 030A, or 030B) status.
MASTER OF SCIENCE IN EDUCATION
Childhood Education 1-6 (013C)

The School of Education at the State University of New York at New Paltz offers students holding an initial elementary or childhood certification an opportunity to earn a Master of Science in Education 1-6 degree leading to professional certification in Childhood Education (1-6) from New York State. The program includes coursework in liberal arts, education content, pedagogy, and research. A feature of the M.S. Ed. Childhood Education 1-6 program is specialization tracks in Early Childhood Education; Reading/Literacy; and Science, Technology, Engineering & Mathematics (STEM). The program can be completed on a part-time or full-time basis.

Admission Requirements
Candidates for admission to the program need to:

- Hold a current elementary or childhood teaching certificate from New York State. A copy of this certificate must be submitted as part of the application process. (Note: Students may be accepted into the program “pending” receipt of their teaching certificate if the teaching certificate is being processed by NYSED or if the student is nearing completion of an approved teacher education program.)
- Have earned an undergraduate cumulative grade point average of 3.0 or higher;
- Complete an admission application available from The Graduate School and provide official transcripts of all college/university coursework: http://www.newpaltz.edu/graduate/forms.html
- Submit three letters of recommendation on professional letterhead from professionals addressing the competency of the candidate. At least one letter should come from a professor with whom the candidate has taken undergraduate course work;
- Earn a satisfactory score on the Graduate Record Examination (Note: all applicants who apply after August 20, 2015 will be required to take the GRE; prior to this date, the GRE was optional).

Requirements for Completion of the Degree
Candidates are required to:

- Develop a plan of study with an advisor after matriculating into the program;
- Complete prescribed course work and other requirements within three years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.
- Complete “Dignity for All Students Act” (DASA) Training
A typical four-semester program for a full-time student would consist of two summer sessions, one fall semester, and one spring semester. There is some flexibility in planning sequences of courses, depending on course availability.

**Curriculum Requirements / 36 credits**

**Liberal Arts and Science Core / 9 credits**  
This is a continuation of undergraduate content and aligned with specialization tracks. Courses will be selected with advisement from respective departments from one of the following content areas:

- Science, Mathematics, Technology
- Social Studies
- Languages other than English
- English/Language Arts

Students may also choose, under advisement, to substitute graduate electives in Liberal Arts or Science and/or Fine and Performing Arts (up to 6 credits) to continue in their undergraduate academic major.

**Elementary Content Core / 12-15 credits**

- EED550 Advanced Child Development (3 cr.)
- EDS581 Issues of Racism and Sexism in Education
- EDS537 Issues in Multicultural Education
- SPE572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds
- SED566 Education Across Borders: International Ideas and Experience
- SED710 Education for the Elementary Classroom: Part I (3 cr.)
- SED702 Inquiry into Teaching, Learning and School: Part II (3 cr.)
- SPE565 Teaching in Inclusive Classrooms* (3 cr.)

*Course required for students who have not had a previous course to prepare them to work with students with special needs.

**Pedagogical Core / 12-15 credits**

The pedagogical core is developed from the student’s choice of a specialization track and additional graduate education elective(s).

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### M.S. Ed. Childhood Education 1-6: Specialization Tracks

<table>
<thead>
<tr>
<th>Specialization Track</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>13EC</td>
</tr>
<tr>
<td>Reading/Literacy Education</td>
<td>13RL</td>
</tr>
<tr>
<td>Science, Technology, Engineering &amp; Mathematics (STEM)</td>
<td>13ST</td>
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</tbody>
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**Master of Science in Education Childhood Education 1-6**  
**EARLY CHILDHOOD SPECIALIZATION (13EC)**

Aaron Isabelle, Coordinator, 845-257-2837  
isabella@newpaltz.edu

Students enrolled in the Master of Science in Education Childhood Education 1-6 program may choose to specialize in Early Childhood Education. The planned outcome of the Early Childhood Education track is the increased understanding and use of the major concepts, principles, theories, and research related to development of young children, infancy to second grade. Principles and standards of the NAEC (National Association for the Education of Young Children) serve as a guide for course development and completion. This specialization will enhance the student’s understanding of how young children experience and process learning. **This specialization will NOT lead to certification as an Early Childhood Education teacher.**

**Pedagogical Core / 12-15 credits**

*Possible courses to be selected with advisement:*
- SPE798 Young Children with Disabilities
- EED520 Literacy and Reading Development B-K
- EED522 Play: The Foundations of Literacy for Young Children
- EED716 Science, Mathematics and Engineering for Young Children
Master of Science in Education Childhood Education 1-6
READING/LITERACY EDUCATION SPECIALIZATION (13RL)

Aaron Isabelle, Coordinator, 845-257-2837
isabella@newpaltz.edu

Students enrolled in the Master of Science in Education Childhood Education 1-6 program may choose to specialize in Reading/Literacy. The planned outcome of the Reading/Literacy Education track is the enhanced ability to assist elementary children in developing essential skills in reading, writing, speaking, and listening. The NYS Common Core State Standards in ELA serve as a guide for course development and completion. **This specialization will NOT lead to certification as a Literacy teacher.** Students requiring certification as a Literacy teacher should enroll in either 030A: M.S. Ed. in Literacy Education, B-6, or 030B: M.S. Ed. in Literacy Education, Grades 5-12.

Pedagogical Core . . . . . . . . . . . . . . . . . . . . . . . . 12-15 credits

*Possible courses to be selected through advisement:*
- EED520 Literacy and Reading Development B-K
- CMD523 Language and Literacy Development
- EED700 Workshop in Teaching Science and Literacy in the Elementary School
- EED512 Children's Literature
- EED550 Content Area Literacy B-6

Master of Science in Education Childhood Education 1-6
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS SPECIALIZATION (STEM) (13ST)

Aaron Isabelle, Coordinator, 845-257-2837
isabella@newpaltz.edu

Students enrolled in the Master of Science in Education Childhood Education 1-6 program may choose to specialize in Science, Technology, Engineering and Mathematics (STEM). The planned outcome of the STEM track is the ability to enable children to successfully meet the demands of the highly technological world in which they are growing up and will need to find jobs. This includes nurturing critical thinking skills and problem-solving abilities by thinking/acting as scientists and engineers. The Next Generation Science Standards (NGSS) and the NYS Common Core State Standards (CCSS) in Mathematics serve as a guide for course development and completion. **This specialization will NOT lead to certification as a STEM Education teacher.**

Pedagogical Core . . . . . . . . . . . . . . . . . . . . . . . . 12-15 credits

*Possible courses to be selected through advisement:*
- EED735 Workshop in Outdoor/Environmental Education and Mathematics
- EED709 Workshop in Teaching Science and Literacy in the Elementary School
- EED716 Science, Mathematics, and Engineering for Young children
- EED707 Workshop in Teaching Mathematics and Technology in the Elementary School
- SED560 Technology in the Classroom OR other approved technology course
MASTER OF SCIENCE IN TEACHING
Childhood Education 1-6 (020C)

Nataly Chesky, Coordinator, 845-257-2872
cheskyn@newpaltz.edu

The School of Education offers students holding a baccalaureate degree an opportunity to earn a Master of Science in Teaching (MST) degree leading to NYS initial/professional certification in Childhood Education (1-6). The typical candidate for the MST degree will hold a baccalaureate degree in one of the liberal arts or sciences* from an accredited college and will have a background in history, a foreign language, mathematics, English and science.

The program includes instruction in educational studies, developmentally appropriate practices, content pedagogy, research, and one semester of full-time student teaching. It can be completed in four semesters. Professional certification requires three years of successful teaching experience at the 1-6 grade level.

Admission Requirements
Candidates for admission to program need to:

- Hold a baccalaureate degree in an approved liberal arts or science area from a regionally accredited institution;*
- Have earned an undergraduate grade point average of 3.0 or higher;
- Have completed:
  - six college credits of history including American History
  - six college credits or the equivalent in a foreign language
  - six credits of mathematics at the College Algebra level with a grade of “B” or better
  - six credits of English with a grade of “B” or better
  - a laboratory science course
- Complete an admission application available from [http://www.newpaltz.edu/graduate/forms.html](http://www.newpaltz.edu/graduate/forms.html) and provide one official transcript of all college/university course work;
- Submit two appropriate letters of recommendation on professional letterhead, no older than one year, from individuals who can attest to the candidate’s ability to do graduate work and/or to work with children;
- Earn a satisfactory score on the Miller Analogies Test or the Graduate Record Examination.

Acceptable Liberal Arts or Science Majors
*Currently at SUNY New Paltz, teachable liberal arts or science majors registered with New York State are: art history, biology, black studies, English, French, geography, geology (earth science), history, mathematics, political science, and Spanish.

Requirements for Completion of the Degree
Candidates are required to:

- Develop a plan of study with an advisor upon matriculation;
- Complete prescribed course work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.

Curriculum Requirements / 37 graduate credits

Educational Studies Core . . . . . . . . . . . . . . . . . . . . . . . . . . . . 6 credits
EED565 Teaching in Inclusive Classrooms (3cr)
An approved diversity course (3 cr.) - Choose one of the following:
  EED537 Issues in Multicultural Education (3cr.)
  EED581 Issues of Racism and Sexism in Education (3cr.)
  SED566 Education across Borders (3cr.)
  SED572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3cr.)

Elementary Content Core . . . . . . . . . . . . . . . . . . . . . . . . . . . . 9 credits
EED523 Reading the Primary Grades (3cr)
EED536 Research Child, Family, School 2 (3cr)
EED528 Literacy & Language Learners (3cr)
**Education Pedagogy.** .............................. 12 credits
EED580 Connecting Mathematics, Science and Technology in Elem School (6cr)
EED579 Integrating Reading/LA and Social Studies in Elem School (6cr)

**Fieldwork.** ............................................... 3 credits
EED501 Graduate Fieldwork 1 (1cr)
EED502 Graduate Fieldwork 2 (1cr)
EED503 Graduate Fieldwork 3 (1cr)

**Student Teaching.** ................................. 7 credits
EED604 Graduate Student Teaching Grades 1-3 (3cr)
EED405 Graduate Student Teaching Grades 4-6 (3cr)
EED606 Graduate Student Teaching Seminar (1cr)

**Certification Requirements**
- Teacher Performance Assessment portfolio (edTPA)
- Content Specialty Test (CST) Multi-Subjects
- ALST (Academic Literacy Skills Test)
- EAS (Educating All Students) test
- Completion of Child Abuse (mandated reporting) Seminar
- Completion of SAVE workshop
- Completion of DASA workshop
- Fingerprinting

**MASTER OF SCIENCE IN TEACHING**
Childhood Education 1-6 & Early Childhood Education B-2 (020E)

Nataly Chesky, Coordinator, 845-257-2872
cheskyn@newpaltz.edu

The School of Education offers students holding a baccalaureate degree an opportunity to earn a Master of Science in Teaching degree in Childhood Education (1-6) and Early Childhood Education (B-2 leading to NYS initial/professional certification. The typical candidate for the MST will hold a baccalaureate degree in one of the liberal arts or sciences* from an accredited college and will have a background in history, a foreign language, mathematics, English and science.

The program includes instruction in educational studies, developmentally appropriate practices, content pedagogy, research, and one semester of full-time student teaching. It can be completed in four semesters. Professional certification requires three years of successful teaching experience at the 1-6 grade level.

**Admission Requirements**
- Candidates for admission to program need to:
  - Hold a baccalaureate degree in an approved liberal arts or science area from a regionally accredited institution;*
  - Have earned an undergraduate grade point average of 3.0 or higher;
  - Have completed:
    - six college credits of history including American History
    - six college credits or the equivalent in a foreign language
    - six credits of mathematics at the College Algebra level with a grade of “B” or better
    - six credits of English with a grade of “B” or better
    - a laboratory science course
- Complete an admission application available from [http://www.newpaltz.edu/graduate/forms.html](http://www.newpaltz.edu/graduate/forms.html) and provide one official transcript of all college/university course work;
Submit two appropriate letters of recommendation on professional letterhead, no older than one year, from individuals who can attest to the candidate’s ability to do graduate work and/or to work with children;
Earn a satisfactory score on the Miller Analogies Test or the Graduate Record Examination.

**Acceptable Liberal Arts or Science Majors**
*Currently at SUNY New Paltz, teachable liberal arts or science majors registered with New York State are: art history, biology, black studies, English, French, geography, geology (earth science), history, mathematics, political science, and Spanish.*

**Requirements for Completion of the Degree**
Candidates are required to:
- Develop a plan of study with an advisor upon matriculation;
- Complete prescribed course work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.

**Curriculum Requirements** / 46 graduate credits

**Educational Studies Core** .......................... 6 credits
EED565 Teaching in Inclusive Classrooms (3cr)
An approved diversity course (3 cr.) - Choose one of the following:
  - EED537 Issues in Multicultural Education (3cr.)
  - EED581 Issues of Racism and Sexism in Education (3cr.)
  - SED566 Education across Borders (3cr.)
  - SED572 Teaching Learners of Culturally/Linguistically Diverse Backgrounds (3cr.)

**Elementary Content Core** ........................... 12 credits
EED523 Reading the Primary Grades (3cr)
EED535 Research Child, Family, School 1 (3cr)
EED536 Research Child, Family, School 2 (3cr)
EED528 Literacy & Language Learner (3cr)

**Education Pedagogy** ................................. 18 credits
An approved early childhood course (3cr) – Choose one of the following:
  - EED520 Reading, Language Development in Young Children (B-K) (3cr)
  - EED593 Play: The Foundations of Literacy for Young Children (B-K) (3cr)
  - EED580 Connecting Mathematics, Science and Technology in Elem School (6cr)
  - EED579 Integrating Reading/LA and Social Studies in Elem School (6cr)
  - EED716 Science and Mathematics for Young Children (3cr)

**Fieldwork** .............................................. 3 credits
EED501 Graduate Fieldwork 1 (1cr)
EED502 Graduate Fieldwork 2 (1cr)
EED503 Graduate Fieldwork 3 (1cr)

**Student Teaching** ................................. 7 credits
EED604 Graduate Student Teaching Grades 1-3 (3cr)
EED405 Graduate Student Teaching Grades 4-6 (3cr)
EED606 Graduate Student Teaching Seminar (1cr)

**Certification Requirements**
- Teacher Performance Assessment portfolio (edTPA)
- Content Specialty Test (CST) Multi-Subjects
- ALST (Academic Literacy Skills Test)
- EAS (Educating All Students) test
- Completion of Child Abuse (mandated reporting) Seminar
- Completion of SAVE workshop
- Completion of DASA workshop
- Fingerprinting
• LITERACY EDUCATION: (BIRTH-GRADE 6 and GRADES 5-12)

Caroline Hopenwasser, Coordinator
845-257-2865 literacy@hawkmail.newpaltz.edu

The School of Education at the State University of New York at New Paltz offers students holding a baccalaureate degree the opportunity to earn a master’s degree in Literacy Education Birth through Grade 6 OR Literacy Education Grades 5 – 12. Teachers may apply if they are certified in Early Childhood (B-2) OR Childhood Education (1-6) OR Adolescent Education (Grades 7-12 or Adolescence/Middle Grades Education, all subjects), or in Special Education, Speech and Hearing Handicapped, Music Education, or Art Education. Three years of teaching experience as a certified literacy teacher are required for professional certification. For all students not holding a Childhood Education certification, three credits of prerequisite coursework may need to be taken upon entry into the program.

Additionally, for students holding a previous master's degree in a related field within education and one of the certifications listed above, we offer a 24-credit Master's Program in Literacy Education. Three years of teaching experience as a certified literacy teacher are required for professional certification. For all students not holding Childhood Education certification, three credits of prerequisite coursework may need to be taken upon entry into the program.

Admission Requirements

The following are minimum standards for admission. Meeting the minimum requirements does not guarantee admission to the program. Candidates for admission are required to submit the following documents/information to the Office of the Graduate School, HAB 804:

- Complete an admission application available from the Office of the Graduate School;
- Provide one official copy of all transcripts of all previous college/university course-work from regionally accredited institutions, with a cumulative undergraduate grade point average (GPA) of 3.0 or higher;
- Provide evidence of initial/provisional or professional/permanent teaching certification in elementary education (B-2, Pre-K-6, Grades 1-6), or Secondary Education (Grades 7-12 or Adolescence/Middle Grades Education, all subjects), or in Special Education, Speech and Hearing Handicapped, Music Education, or Art Education;
- Submit three recent (within two years), appropriate letters of recommendation, including at least two from college/university faculty on professional letterhead supporting the applicant’s potential to undertake graduate study;
- Submit a well-written essay of no more than 500 words describing your educational aspirations, experience working with students in educational settings, and how training in a master’s program in literacy education will help you achieve your personal and professional goals.

Application Deadlines

- November 1 (for Spring admission)
- March 15 (for Summer or Fall admission)

Requirements for Completion of the Degree

Candidates are required to:

- Develop a plan of study with an advisor upon matriculation;
- Complete no more than 6 credits of course-work toward the degree prior to matriculation;
- Complete prescribed course-work and other requirements within five years of matriculation;
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-. NOTE: This requirement will change as of Summer 2013.
- **Literacy Education: B-6 (030A)**

**Curriculum Requirements / 36 credits**
All courses must be taken under advisement.

**Foundations** ............................................. .3 credits
EDI774 Theoretical Foundations of Reading

**Diversity** ............................................. .3 credits
One of the following courses chosen with advisement:
SPE 572: Teaching Learners from Culturally and Linguistically Diverse Backgrounds
EDS 537: Issues in Multicultural Education
EDS 581: Issues in Racism and Sexism

**Content Core (Taken in sequence)** ................ .15 credits
EED744 Workshop in Understanding Reading Problems
EED745 Workshop in the Diagnosis of Reading Difficulties
EED746 Workshop for the Remediation of Reading Difficulties
EED747 Clinical Practices in Reading
EDI775 Graduate Reading Seminar

**Content Electives (Literacy)** ......................... .6 credits
Two courses chosen with advisement

**Special Education (if required)** ..................... .3 credits
One course chosen with advisement

**Literacy/Liberal Arts Electives** ....................... 3-6 credits
One or two courses chosen with advisement

**Research** ................................................ .3 credits
EDI 798 Principles of Research

- **Literacy Education: 5-12 (030B)**

**Curriculum Requirements / 36 credits**
All courses must be taken under advisement.

**Foundations** ............................................. .3 credits
EDI774 Theoretical Foundations of Reading

**Diversity** ............................................. .3 credits
One of the following courses chosen with advisement:
SPE 572: Teaching Learners from Culturally and Linguistically Diverse Backgrounds
EDS 537: Issues in Multicultural Education
EDS 581: Issues in Racism and Sexism

**Content Core (Taken in sequence)** ................ .15 credits
EED744 Workshop in Understanding Reading Problems
EED745 Workshop in the Diagnosis of Reading Difficulties (taken concurrently with EDI798)
EED746 Workshop for the Remediation of Reading Difficulties
EED747 Clinical Practices in Reading (taken concurrently with EDI775)
EDI775 Graduate Reading Seminar

**Content Electives (Literacy)** ......................... .6 credits
Two courses in middle or secondary education chosen with advisement
Special Education (if required) .................. 3 credits
One course chosen with advisement

Literacy/Liberal Arts Electives .................. 3-6 credits
One or two courses chosen with advisement

Research ........................................... 3 credits
EDI798 Principles of Research

- Literacy Education: B-6 or 5-12

Curriculum Requirements / 24 credits
All courses must be taken under advisement

Foundations ....................................... 3 credits
EDI774 Theoretical Foundations of Reading

Diversity .......................................... 3 credits
One of the following courses chosen with advisement unless requirement is waived upon evaluation of transcript:
SPE 572: Teaching Learners from Culturally and Linguistically Diverse Backgrounds
EDS 537: Issues in Multicultural Education
EDS 581: Issues in Racism and Sexism

Content Core (Taken in sequence) ........... 12 credits
EED744 Workshop in Understanding Reading Problems
EED745 Workshop in the Diagnosis of Reading Difficulties (taken concurrently with EDI798)
EED746 Workshop for the Remediation of Reading Difficulties
EED747 Clinical Practices in Reading

Content Electives (Literacy) .................... 3-6 credits
Up to 2 courses in chosen with advisement

Special Education (if required) ............... 3 credits
One course chosen with advisement, unless requirement is waived upon evaluation of transcript:

NOTE: The following statements apply to both 030A and 030B programs.

- Students in the 030A, 030B who have previously taken a course in Special Education must take 6 credits in the Literacy/Liberal Arts Electives.
- Students in the Master’s Literacy Education Program who have previously taken a course in Special Education must take 6 credits in the Content Electives.
- The 5 Content Core courses must be taken in sequence. For students in the 030A and 030B programs, Clinical Practices in Reading (EED474) and Graduate Reading Seminar (EDI775) are taken together as the last two courses in this sequence.
- During EED747 and EDI775, master’s degree candidates will complete a Literacy Intervention Project, which will be presented at the end of the program. Students must pass this assessment in order to receive the master’s degree and recommendation for certification in Literacy Education.
- As of Summer 2013, students must pass each of the core sequence classes with a B or better to proceed to the next course in the sequence. A student may only retake a course one time.

Students who are interested in applying for the Literacy Education 030A, Literacy Education 030B, or the Master’s Literacy Education Program should contact the Literacy Coordinator literacy@hawkmail.newpaltz.edu
While 6 credits of coursework may be taken as a non-matriculated student and transferred into the program, taking classes as a non-matriculated student does not guarantee the transferability of credits into the program, nor does it guarantee admission to the program. After matriculation and with approval of your advisor and the Dean of the Graduate School, you may transfer up to six graduate credits. Credits cannot be transferred after the plan of study is approved.

MASTER OF SCIENCE IN EDUCATION DUAL CERTIFICATION PROGRAM

M.S.Ed., IN LITERACY EDUCATION B-6 PROGRAM and CERTIFICATION IN LITERACY EDUCATION B-6 or CHILDHOOD SPECIAL EDUCATION 1-6 (029A)

M.S.Ed., IN LITERACY EDUCATION 5-12 and CERTIFICATION IN ADOLESCENCE SPECIAL EDUCATION (029B)

NOTE: Application to these programs have been temporarily suspended. Students should contact the department for alternative options.

Caroline Hopenwasser, Coordinator 845-257-2865 literacy@hawkmail.newpaltz.edu

The School of Education at the State University of New York at New Paltz offers students holding a baccalaureate degree the opportunity to earn a Master's Degree in Literacy Education B-6 and certifications in both Literacy Education (B-6) and Childhood Special Education (1-6). In order to be eligible for the dual program in Literacy and Special Education, applicants must hold a certificate in Childhood Education: 1-6. Those with Birth - Grade 2 certification are not eligible for the dual programs. The Literacy only programs are open to both Childhood 1-6 and B-2 certificate holders.

Since the 029A program has different entrance requirements, the Department of Elementary Education will not accept transfers from other graduate programs/concentrations. Students matriculated in other graduate programs/ concentrations must submit a new application for the 029A program by the appropriate deadline to be considered (for Fall admission, March 15; for Spring Admission November 1).

Applicants with initial certification in Childhood Education will complete 49 credit hours of course-work. Upon successful completion of the program, teacher candidates are eligible for NYS Education Department professional certifications in Literacy Education (B-6) and Childhood Special Education (1-6). Three years of teaching experience as a certified literacy teacher are required for professional certification.

The following initial certification is accepted for admission to the Literacy Education (B-6) Program with Certifications in Literacy Education B-6 and Childhood Special Education (Grades 1-6):

Childhood Education (1-6)

ADMISSION REQUIREMENTS
The following are minimum standards for admission. Meeting the minimum requirements does not guarantee admission to the program. Candidates for admission are required to submit the following documents/information to the Office of Graduate Studies, HAB 804B:

- Complete an admission application available from the Office of Graduate Studies.
- Provide one official transcript of all previous college/university coursework from regionally accredited institution(s).
- Have earned an undergraduate cumulative grade point average (GPA) of 3.2 or higher.
- Submit three recent (within two years), appropriate letters of recommendation, including at least two from college/university faculty on professional letterhead supporting the applicant’s potential to undertake graduate study;
- Provide evidence of provisional/initial or permanent/professional teaching certification in elementary education (Grades 1-6);
- Submit a well written essay of no more than 500 words describing your educational aspirations, experience working with students in educational settings, and how training in a master’s program in literacy education and special education will help you achieve your personal and professional goals.

While 6 credits of coursework may be taken as a non-matriculated student and transferred into the program, taking classes as a non-matriculated student does not guarantee the transferability of credits into the program, nor does it guarantee admission to the program. After matriculation and with approval of your advisor and the Dean of the Graduate School, you may transfer up to six graduate credits. Credits cannot be transferred after the plan of study is approved.

Application Deadlines

- November 1 (for Spring admission)
- March 15 (for Summer or Fall admission)

Requirements for Completion of the Degree

Candidates are required to:

- Develop a plan of study with an advisor upon matriculation;
- Complete no more than 6 credits of coursework toward the degree prior to matriculation;
- Complete prescribed course-work and other requirements within five years of matriculation;
- The Content Core courses must be taken in sequence. Clinical Practices in Reading (EED474) and Graduate Reading Seminar (EDI775) are taken together as the last two courses in this sequence.
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.

NOTE: This requirement will change as of Summer 13.
- During EED747 and EDI775, candidates will complete a Literacy Intervention Project, which will be presented at the end of the program. Students must pass this assessment in order to receive the master’s degree and recommendation for certification in Literacy Education.
- As of Summer 2013, students must pass each of the core sequence classes with a B or better to proceed to the next course in the sequence. A student may only retake a course one time.

- **Literacy Education B-6 Program and Certification in Literacy Education B-6 or Childhood Special Education 1-6 Program (029A)**

Curriculum Requirements / 49 credits

All courses must be taken under advisement.
**Foundations** ..................................................3 credits
EDI774 Theoretical Foundations of Reading

**Content Core — Literacy Education Content Core** ........18 credits
EED565 Content Area Literacy

The following must be taken in sequence:
EED744 Workshop in Understanding Reading Problems
EED745 Workshop in the Diagnosis of Reading Difficulties
EED746 Workshop for the Remediation of Reading Difficulties
EED747 Clinical Practices in Reading (taken concurrently with EDI775)
EDI775 Graduate Reading Seminar

**Content Core — Childhood Special Education ...19 credits**
SPE700 Educating Special Learners (5)
SPE701 Educational Assessment of Learners with Disabilities (5)
SPE732 Learning Environments for Childhood Learners with Disabilities (3)
SPE733 Practicum in Childhood Special Education (6)

**Electives** ................................................................. 9 credits
Select one from each of the following categories:

- **Reading**
  EED512 Children’s Literature
  EED516 Teaching Reading/Language Arts in the Elementary School
  EED520 Literacy and Reading Development: Birth - Kindergarten
  EED524 Reading in the Middle School

- **Diversity**
  SPE572 Teaching Learners from Culturally and Linguistically Diverse Backgrounds
  EDS537 Issues in Multicultural Education
  EDS581 Issues of Racism and Sexism in Education

- **Research**
  EDI798 Principles of Research
  SED712 Recent Research in Education
  SPE703 Research in Special Education

**COURSES**

**EED508 Language and Literature for Young Children (3)**
Children’s literature for the nursery school, kindergarten, and primary level. Total language arts program, including storytelling.

**EED512 Children’s Literature (3)**
Available reading materials in the light of children's interest and capabilities; contribution of literature to child growth. Concentration may be made on particular grade levels. It is suggested that students in the reading specialization cover grade levels K-Middle School.

**EED516 Teaching Reading/Language Arts in the Elementary School (3)**
The nature of a good reading language arts program in the elementary school; activities, methods, and materials for improving listening, oral language, and written communication. Prerequisite: Matriculated status.

**EED520 Literacy and Reading Development - Birth - Kindergarten (3)**
This course focuses on early literacy development and how it can be fostered while honoring children's individual differences, home environments, and backgrounds. Major themes include the exploration of interaction among symbolic development, language and literacy acquisition in children birth through five years of age. Major theories of literacy development are analyzed in light of early childhood classroom
instructional techniques and the development of strategies to encourage language and literacy in young children. Working with parents to develop language and literacy skills and dispositions is also a major theme in this course. Twenty hours of fieldwork required.

**EED523 Reading in the Primary Grades (3)**
Discusses the importance of language development and experiential background in the reading process. Emphasis is placed on early reading, language experience approaches and beginning developmental reading. An in-depth analysis of various methodologies for beginning reading instruction grades K-3 is provided. Twenty hours of field experience is required.

**EED524 Reading in the Middle School (3)**
Concentrates on the teaching of reading in grades 4-8. Provides an in-depth study of general comprehension strategies, study skills, recreational reading, and reading strategies appropriate for content areas. Instructional techniques, including diagnostic procedures, are an important part of the course.

**EED526 Creative Writing for Elementary School Teachers (3)**
Opportunities for teachers to do some writing of their own for children, in addition to studying approaches in helping children to write. Contemporary children's literature will be studied in regard to the various genres and styles of writing each type.

**EED550 Advanced Child Development (3)**
Focus on recent research findings, social issues and theoretical underpinnings in the development of children. Implications for teachers' relationship with individual children and families will be discussed using a multicultural, sociological, psychological and historical perspective in understanding child and family development.

**EED 565 Content Area Literacy (3)**
Explores the theories, methods, and materials necessary for successful integration of reading/writing with content area subject matter for the B-6 learner.

**EED571 The Microcomputer as an Educational Tool (3)**
The use of the computer to improve learning and teaching with "tool programs" such as word processors, spreadsheets, record keeping programs, tests and instructional material generators, telecommunications, and database programs. Includes discussion, and use of these programs on microcomputers in a laboratory.

**EED 593: Selected Topics: Play: Foundations of Literacy for Young Children (Birth-K)**
Explores the complex issues of play, its role and value in the early classroom with particular focus on early literacy development. Typically offered in the Fall.

**EED 593 Selected Topics Science and Literacy.**
Hands-on inquiry activities and integrated approaches to connecting science and literacy. Typically offered in Fall.

**EED 593: Selected Topic: Literacy and Language Learners**
Explores issues around developing literacy in a second language. Students explore theories of second language acquisition, ways to modify assessment and remediation based on students' first language, and culturally responsive approaches to instruction. Typically offered in the Fall and Spring.

**EED744 Workshop in Understanding Reading Problems (3)**
The purpose of this course, designed for teachers of all levels, is to provide students who are certified teachers with tools to understand, assess and address reading problems that they may encounter with students in their classes. This course takes a development approach to the reading process, describing each stage and the examples of performance that exemplifies normal development in each one. It also provides examples of performance that differs from the norm, discusses their causes briefly, but focuses on methods of assessment and instruction within the content areas, including English language arts.
classes that teachers can use to address those differences that manifest as problems that interfere with the learning process. Prerequisite: EDI774 or 99774 and matriculated (029A, 030A or 030B) status.

**EED745 Workshop in the Diagnosis of Reading Difficulties (3)**
Familiarizes students with formal and informal instruments used in ongoing diagnosis of reading difficulties. Students prepare case histories based on tests, observations and interviews, and make recommendations for remedial treatment. Prerequisite: EED744 or 35544 and matriculated (029A, 029B, 030A or 030B) status.

**EED746 Workshop for the Remediation of Reading Difficulties (3)**
Working in a supervised laboratory setting, the student diagnoses, translates diagnostic results into a plan for remediation and carries out the plan within the time limitations of the course. The student develops competency in working with client and parent, in using specific remedial materials and techniques, and in reporting results. Prerequisite: EED745 or 35745 and matriculated (029A, 029B, 030A or 030B) status.

**EED747 Clinical Practices in Reading (3)**
Under close supervision, student works intensively with one or more children with serious reading problems, diagnosing, establishing a remedial program, tutoring, and reporting results. Student works with the client to discover and monitor the strategies that will bring greater comprehension. Family support is an ongoing consideration. Seminar explores functions and organization of a reading clinic, professional organizations, and professional ethics. Prerequisite: EED746 or 36746 and matriculated (029A, 029B, 030A or 030B) status.

**EED748 Current Practices in Reading (3)**
Provides an in-depth study of current research trends in reading and their application in the classroom. Emphasis is placed on library research, the reading of research and professional journal articles, and teacher effectiveness in reading. Prerequisite: Matriculated (013, 030A or 030B) status.
SECONDARY EDUCATION
(845) 257-2850
www.newpaltz.edu/secondaryed

Professor:
Sue Books, Ed.D., University of North Carolina, Greensboro

Associate Professors:
Devon Duhaney (chair), Ph.D., Southern Illinois University, Carbondale
Laura Dull, Ph.D., New York University
Marinella Garatti, Ph.D., Ohio State University
Thomas Meyer, Ph.D., Stanford University
Mary H. Sawyer, Ph.D., SUNY Albany

Assistant Professors:
Lisa Barker, Ph.D., Stanford University
Julie Horlewski, Ph.D., SUNY Buffalo
Pamela Hickey, Ph.D., University of Maryland
Rosemary Millham, Ph.D., Oklahoma State University

Lecturers:
Vern Todd, M.A., New York University

MASTER OF SCIENCE IN EDUCATION

- ADOLESCENCE EDUCATION (7-12)
  Biology (031B), Chemistry (032B), Earth Science (Geology) (033B), English (034B), French (035B), Mathematics (037B), Spanish (039B), Social Studies (040B)

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified teachers the opportunity to tailor the program to their interests. At its core, the MSEd. aims to deepen teachers' knowledge of subject content, of the theory and practice of teaching and learning, and of the diverse contexts of education. In a two-semester course, students develop skills in research-based inquiry focused on the classroom. This graduate program enables students to complete the curriculum requirement for professional certification in New York State.

Admission Requirements

Applicants to the Master of Science in Education must meet the following criteria:

1. A 3.0 or better GPA in all undergraduate course work
2. A 3.0 or better GPA in an appropriate undergraduate major
3. Evidence of a valid NYS teaching certificate
4. Applicants specializing in English must have completed 36 semester hours of English, exclusive of freshman composition. Additionally, students must submit a 10-15 page academic writing sample with their application.
5. Applicants specializing in Mathematics must have completed a minimum of 21 semester hours beyond Calculus II for a total of at least 36 semester hours in Mathematics.

Each applicant must also provide three current letters of recommendation, write a satisfactory admissions essay, and submit one official transcript of all college course work.

Prospective students, who may have questions about the application process or the programs offered, may contact the Graduate School’s Admission Advising Office at (845) 257-3285 or gradschool@newpaltz.edu.
Application Deadlines

For the fall:
Review of applications for the fall semester will begin March 1. Late applications will be considered; however, enrollment for the fall semester is not guaranteed.

For the spring:
Review of applications for the spring semester will begin October 1. Late applications will be considered; however, enrollment for the spring semester is not guaranteed.

Program Requirements
File a “plan of study” during the first semester after matriculation.
Complete prescribed course work and other requirements within five years after matriculation.
Remedy any deficiencies in the candidate’s undergraduate preparation in the subject area by early advisement with the Secondary Education advisor.
Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.
Some programs also require successful performance on a comprehensive examination and/or other culminating project.

Curriculum Requirements / 30 credits

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MASTER OF ARTS IN TEACHING

- Biology (101B), Chemistry (104B), Earth Science (102B), English (103B), French (105B), Mathematics (107B), Social Studies (109B), and Spanish (110B)

The Master of Arts in Teaching (MAT) is a 45-48 credit program designed specifically for college graduates holding an appropriate liberal arts degree in biology, chemistry, English, French, geology or earth science, history, mathematics, social studies or Spanish who have not had formal background in education and who wish to prepare for a teaching career in adolescence education grades 7-12.

Upon successful completion of the program, candidates will be recommended to the New York State Education Department for Initial/Professional Certification.

Admission Requirements

Applicants to the Master of Arts in Teaching programs must meet the following criteria:

1. A 3.0 or better GPA in all undergraduate course work
2. A 3.0 or better GPA in an appropriate undergraduate major
3. An undergraduate major comparable in breadth, depth and rigor to the New Paltz undergraduate major in the same field
4. Undergraduate course work that includes a broad and rigorous general education component
5. Undergraduate course work that includes 6 credits of a foreign language at a beginning level or 3 credits at an intermediate or advanced level. American Sign Language (ASL) is considered a language other than English.
6. Undergraduate course work that includes two English composition courses or their equivalent, each with a grade of at least B.
7. Applicants specializing in English must submit a 10-15 page academic writing sample.

Each applicant must also provide three current letters of recommendation and write a satisfactory statement indicating the reasons he/she wants to become a teacher.

Application Deadlines

For the fall:

Review of applications for the fall semester will begin March 1.
Applications received after this date will be considered; however, enrollment for the fall semester is not guaranteed.

For the spring:

Review of applications for the spring semester will begin October 1.
Applications received after this date will be considered; however, enrollment for the spring semester is not guaranteed.

Program Requirements

File a “plan of study” during the first semester after matriculation.

Complete prescribed course work and other requirements within five years after matriculation.

Deficiencies in the candidate’s undergraduate preparation in the subject area or major shall be remedied by early advisement with the Secondary Education advisor.

Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

Student teaching with seminar (13 undergraduate credits).

Curriculum Requirements / 45-48 Credits

First Semester: 14-17 credits

SED540 Graduate Foundations Seminar (1)
EDS539 Social Foundations (3)
EDS730 Adolescent Development (3)
XXXXXX Course in Discipline (3)
XXXXXX Course in Discipline - English & Social Studies only (3)³
SED703 Curriculum: Designs for Literacy, Learning & Assessment (3)
SED551 Field Work Level 1 (1)

Second Semester: 17 credits³
SPE565  Teaching in Inclusive Classrooms (3)
XXXXXX  Course in Discipline (3)
SED525  Digital Literacies & Learning in Secondary Education (1)
SEDXXX  Discipline-Specific Methods Course (3)
SED552  Field Work Level 2 (1)
SEDXXX  Discipline-Specific Education Course (3)¹
XXXXXX  Course in Discipline OR alternative approved by advisor (3) ²

**Third Semester: Student Teaching**  14 credits

SED553  Field Experience 3 (1)
SED404  Student Teaching 7-9 (6)
SED405  Student Teaching 10-12 (6)
SED406  Student Teaching Seminar (1)

**Notes:**

¹ *Discipline-specific education coursework* combines content and content-specific pedagogical methods. English and social studies students will meet this requirement through a content-area course (e.g. ENG5XX or HIS5XX). Mathematics, science, and foreign language students typically will meet the requirement with an education or liberal-arts elective course.

² The MAT in Foreign Language Education, Mathematics Education, and Science Education totals 45 credits. The MAT in English Education and Social Studies Education totals 48 credits.

**Additional Requirements:**

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis)
- Students must attend two state-mandated workshops: 1. Recognizing and reporting symptoms of child abuse
  2. Prevention of school violence (SAVE). These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. Information packets can be collected in the office of
  the Department of Secondary Education in OMB 323.
- Students must have good moral character. Applicants for certification are asked to provide
  information about past convictions, misconduct, etc., on the application for a certificate, and the New York State Education Department is authorized to investigate complaints regarding an applicant’s past convictions or any acts which raise a reasonable question as to the individual’s moral character.
- Students must receive satisfactory scores on the New York State Teacher Certification Examinations. More information on these tests may be obtained at [http://www.nystce.nesinc.com](http://www.nystce.nesinc.com). Candidates in the French and Spanish programs must earn a B or better on all components of the department’s Assessment (Repeatable no more than three times).
- Candidates in the French and Spanish programs must earn a score of Advanced-Low level or higher on the ACTFL Oral Proficiency Interview (OPI) French/Spanish.

Students are responsible for their own transportation to field and student teaching placements and must be prepared to commute up to 45 miles, one way, to these placements.

Upon graduation, students will receive the Master of Arts in Teaching (MAT) degree. Students will have completed all academic requirements for both initial and professional certification and will be
recommended for both certifications. Students will receive their professional certificate after they have completed three years of satisfactory secondary teaching experience in their discipline and notification of such to the State Education Department.

For information on obtaining a teaching credential in New York State, please visit the New York State Education Department web site at http://www.highered.nysed.gov/tcert/.
SECOND LANGUAGE EDUCATION
845-257-2850
www.newpaltz.edu/secondaryed/sec_ed_msed_2nd_lang_ed.html

MASTER OF SCIENCE IN EDUCATION

- Second Language Education (065)

Vern Todd, Graduate Coordinator, 845-257-2818, toddv@newpaltz.edu

Pamela Hickey, Ph.D., University of Maryland

In response to the regional need for professionals prepared to educate students of limited English proficiency, SUNY at New Paltz offers a Master of Science in Education in Second Language Education. This two-track, thirty-six credit program leads to certification (initial and professional) in English to Speakers of Other Languages (Pre K-12) or to an extension in Bilingual Education (Elementary and Secondary).

The program includes core courses required of students in both tracks (twelve credits), specialized courses in each of the concentrations (fifteen credits), and additional courses in professional education (nine credits).

Admission Requirements

One official transcript of all undergraduate and graduate course work; the baccalaureate transcript should be from a regionally accredited institution with a minimum 3.0 cumulative grade point average in the major, and a 3.0 cumulative GPA overall. Candidates must have completed a baccalaureate degree with a concentration in one of the liberal arts or sciences.

Three letters of recommendation.

For international students, the minimum scores required on the TOEFL are:

- 575 – paper-based test
- 90 – internet-based test

Demonstration of experience and/or interest in working with culturally and linguistically diverse students.

Admission Requirements - TESOL Concentration

Satisfactory completion of twelve semester hours of study in a language and culture other than English. All courses must be conducted in the target language.

Admission Requirements - Bilingual Education Concentration

Pre-K-6, N-6, Childhood (1-6), Early Childhood (Birth – 2nd Grade), academic subject (secondary level 7-12) area or special education provisional, initial, permanent or professional certification.

Program Requirements

File a “plan of study” during the first semester after matriculation.

Any deficiencies in the candidate’s previous training shall be removed by early advisement with the Second Language Education program advisor.

Completion of prescribed course work and other requirements within five years after matriculation.

Maintain a cumulative grade point average of 3.0 or better with no more than two grades below B-.

Successful completion of practicum during final semester of study.
Curriculum Requirements / 36 credits

Core Courses ..................................................12
EED581 Foundations of Bilingual/Bicultural Education
SED573 Teaching English as a Second Language*
SED578 Second Language Learning
EDI798 Principles of Research

Concentration .................................................15
A. TESOL
SED575 Teaching Reading and Writing in ESL*
SED576 Teaching ESL II
SED577 Applied Linguistics for ESL Teachers
SED579 Practicum in Teaching English as a Second Language

OR

B. Bilingual Education
EED583 Methods and Materials in Bilingual Education*
EED585 Teaching Reading and Language Arts in a Bilingual Setting
EED589 Practicum in Bilingual Education
SPA567 Approaches to Spanish American Culture

Additional Courses ...........................................9
(To be determined by Program Director.)

* Courses followed by an asterisk each require 35 hours of fieldwork in schools.

Additional State Certification Requirements
In addition to degree requirements, candidates must meet several New York State certification requirements. For initial certification, these include:

1. Attending a two-hour workshop on preventing violence in the schools (S.A.V.E).
2. Attending a two-hour workshop on recognizing and reporting symptoms of child abuse and neglect.
3. Satisfying the New York State Certification Testing requirements. Tests include:
   ■ Liberal Arts and Sciences Test (LAST)
   ■ Assessment of Teaching Skills – Written (ATS-W: Elementary or Secondary Version)
   ■ Content Specialty Test (for initial certification)
   ■ Language Proficiency Assessment
     • For E.S.O.L. – English Language Proficiency Assessment – Classroom Personnel (for provisional certification)
     • For Bilingual Extension – Bilingual Education Assessment
4. Completing six semester hours on the undergraduate level in each of the following four content areas: English, mathematics, history, and science.

Additionally, for professional E.S.O.L. certification, the candidate must complete two academic years of E.S.O.L. teaching in a public or non-public school.

• COURSES

SED573 Teaching English as a Second Language (3)
Procedures and material for teaching English to native speakers of other languages. Open to MSED Second Language Education candidates.

SED575 Teaching Reading and Writing in English as a Second Language (3)
An examination of the problems of and techniques for teaching reading in English as a second language and for teaching reading to students who speak a standard of English different from that taught in the classroom. Teaching listening comprehension and production of English sounds, and English sound/symbol relationship. Relevant research will be examined. Open to MSED Second Language Education candidates. Prerequisite: SED573 or 36573 and SED577 or 36577.

SED576 Teaching English as a Second Language II (3)
A review of the methodology, materials and evaluation procedures for teaching English to speakers of other languages, including methods and techniques for the teaching of mathematics, science and social studies in English to speakers of languages other than English. Students will assess and develop instructional materials for ESL students. Open to MSED Second Language Education candidates. Prerequisite: SED573 or 36573.

SED577 Applied Linguistics for ESL Teachers (3)
Designed to provide teachers with a systematic understanding of English syntax. The role of grammar in language teaching and its implications for writing, reading and oral communication will be examined. Included will be a review of techniques and materials for teaching English grammar to non-native English speakers. Open to MSED Second Language Education candidates.

SED578 Second Language Learning (3)
Discussion of the psychological, sociological and anthropological aspects of language. Provides an overview of bilingualism and second language acquisition theory and research as related to the teaching and learning of other languages. Open to MSED Second Language Education candidates. Co-requisite: SED575, SED576.

SED579 Practicum in Teaching English as a Second Language (6)
A college-supervised experience in the Teaching of English to Speakers of Other Languages required of all students in the TESOL concentration during their final semester. A research project based on the practicum experience will be required. Open to MSED Second Language Education candidates.

EED581 Foundations of Bilingual/Bicultural Education (3)
Provides an overview of issues related to the education of limited English proficient students. The historical and legal foundations of bilingual education, models of bilingual education, and research findings regarding the effectiveness of bilingual education will be examined.

EED583 Methods and Materials in Bilingual Education (3)
A review of methods, techniques, and materials for teaching in a bilingual setting. Includes methods and techniques for the teaching of mathematics, science, and social studies in Spanish. Students will prepare and adapt materials for use in a bilingual classroom. Prerequisite: EED581 and SED573.

EED585 Teaching Reading and Language Arts in a Bilingual Setting (3)
An analysis of the methods and materials for teaching reading and language arts in Spanish to bilingual students. Discussion will focus on the role of language and experience in reading instruction and on the effectiveness of native language reading instruction.

EED589 Practicum in Bilingual Education (6)
A review of methods, techniques, and materials for teaching in a bilingual setting. Includes methods and techniques for the teaching of mathematics, science, and social studies in Spanish. Students will prepare and adapt materials for use in a bilingual classroom. Prerequisite: EED585.

EDI798 Principles of Research (3)
Students will read, discuss, debate and write about education research and its intersection with teaching. Participants will design their own research project with the approval and support of the professor. Prerequisite: Matriculated in one of the following degrees: Master of Arts in Teaching, Master of Science in Education of Master of Science for Teachers.

SED580 Applied Linguistics for ESL Teachers, II (3)
An examination of the phonological, morphological and syntactical components of English. Techniques for teaching the above to English language learners will be discussed and evaluated. Open to MSED Second Language Education candidates. Prerequisite: SED577 or 36577.

**SED540 Graduate Foundations of Secondary Education Seminar (1)**
In a series of classroom activities, students will inquire into key curriculum issues in secondary education within the broader philosophical, psychological, social, and socio-cognitive contexts of schools and schooling. Prerequisite: Matriculated (101B, 102B, 103B, 104B, 105B, 107B, 109B or 110B) status.

**SED541 Constructing Scientific Conceptual Knowledge (3)**
A study of the nature of science and the ways students learn about science. Topics include students' conceptions (and misconceptions) about natural phenomena and instructional strategies to promote meaningful learning, especially conceptual change. Prerequisite: Matriculated (031B, 032B, 033B, 101B, 102B or 104B) status.

**SED542 Meaningful Problem Solving in Science (3)**
A study of how students solve science problems and how teachers can enhance the likelihood that their students will solve such problems meaningfully, i.e., by understanding the relevant concepts rather than by mechanically following a prescribed set of rules. Prerequisite: Matriculated (031A, 032A, 033A, 101A, 102A, or 104A) status.

**SED543 Science in the Secondary School (3)**
Science as a process of inquiry with examples from current research. Cultural implications of scientific and technological development and their effect upon the secondary school science curriculum. Course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schools and schooling. Prerequisite: EDS539 or 38539 and EDS730 or 38730 and matriculated (101A, 102A, or 104A) status.

**SED545 Mathematics in the Secondary School (3)**
This course will provide methods and techniques for effective teaching of mathematics in secondary schools. It will help the pre-service teacher develop the knowledge, skills and attitudes necessary for successful mathematics teaching. Course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schooling. Prerequisite: EDS539 or 38539 and EDS730 or 38730 and EDS549 or 38549 and matriculated (107A) status.

**SED546 Social Studies in the Secondary School (3)**
Students will analyze various methods of secondary school social studies instruction and will prepare several types of instructional strategies, both short and long term. Course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schools and schooling. Prerequisite: EDS539 or 38539 and EDS730 or 38730 and EDS549 or 38549 and matriculated (109A) status.

**SED547 Foreign Language in the Secondary School (3)**
Acquaints foreign language teachers with elements of organization, classroom management, lesson planning and teaching strategies appropriate to the needs and abilities of students in secondary foreign language classrooms. Students will be exposed to the best sources of information available to foreign language teachers as well as to traditional and new approaches in teaching. Prerequisite: Matriculated (105A, 110A) status.

**SED548 Literacy Instruction in the Secondary School (3)**
Initiation, organization, and development of secondary literacy programs. Interpretation and use of reading and writing assessments (e.g., standardized tests, portfolios, informal assessment) with the goal of recognizing and addressing literacy difficulties. Selection of appropriate reading materials. Development of classroom libraries and literacy projects. Prerequisite: EDS372 or 38372 and matriculated (031A, 032A, 033A, 034A, 035A, 037A, 039A, 101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

**SED549 Teaching Literacy Across the Disciplines (3)**
Examines strategies for developing literacy and thinking across the disciplines, focusing on text “comprehension” and its variety of guises. Topics include reading and writing processes related to the understanding of literacy and expository texts, instructional and assessment strategies designed to improve text comprehension, developing integrated curricula, selection and evaluation of classroom materials. Prerequisite: Matriculated (031A, 032A, 033A, 034A, 035A, 037A, 039A, 101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED550 Teaching Mathematics for All (3)
Special instructional strategies and tactics for effective teaching of mathematics for all students. Prerequisite: Matriculated (037A or 107A) status

SED551 Field Experience I (1)
Co-requisite course with SED703, Theories of Curriculum and Assessment. Students will immerse themselves in secondary school settings, cultures, and teaching-related activities. This includes interviewing, observing, and interacting with students, teachers, administrators and staff. Prerequisite: SED540 or 36540 and SED Fieldwork Form. Co-requisite: SED703 or 36703 and matriculated (101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED552 Field Experience II (1)
Students will immerse themselves in secondary school settings, cultures and direct discipline-related activities. This includes interviewing, observing, and interacting with students, discipline-specific teachers, administrators and staff. Co-requisite with a discipline-specific methods course (SED543, SED545, SED546, SED547, SED741). Prerequisite: SED551 or 36551 and matriculated (101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED553 Field Experience III (1)
Students will immerse themselves in particular secondary school settings with the purpose of understanding the school culture in which they will be student teaching. This will involve interviewing, observing, and interacting with students, discipline-specific teachers, administrators and staff in a broad range of “normal” school-related activities. Co-requisite with a discipline-specific student teaching course SED404, SED405, SED406. Prerequisite: SED552 or 36552 matriculated (101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED556 Storytelling, Folklore and the English Language Arts Curriculum (3)
Explores the central role of oral narrative as a learning tool for diverse cultures throughout the centuries. Students will experience and research stories from a wide range of genre and examine the potential of story to foster community and develop critical literacy skills in K-12 classrooms. Prerequisite: Matriculated (034A or 103A) status.

SED557 Computers in Secondary School Mathematics Education (3)
Study the various ways of analyzing mathematics software, teaching programming and developing applications of the computer as it relates to the NYS Mathematics curriculum. Prerequisite: Matriculated (031A, 032A, 033A, 034A, 035A, 037A, 039A, 101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED558 Dealing with Diversity in the Foreign Language Classroom (3)
Deals with diversity and its scope and impact in the foreign language classroom. Participants will be helped to define diversity and multiculturalism and its place within the foreign language classroom. Understanding diversity, teaching diversity, confronting issues of diversity, and lesson planning to promote diversity and student involvement will be the focus of the course. Prerequisite: Matriculated (035A, 039A, 105A or 110A) status.

SED559 Problem Solving for Mathematics Teachers (3)
Problem solving is a major focus of the current upper elementary and secondary mathematics curricula. A study and investigation of methods for solving problems in mathematics, and teaching these problem solving skills to our students. Prerequisite: Matriculated (037A or 107A) status.

SED560 Technology in the Classroom (3)
Designed to introduce students to the microcomputer and related technologies and how they may be used to support teaching and learning. Students will learn how to integrate the microcomputer and related technologies to achieve curriculum goals. Prerequisite: Matriculated (101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

**SED561 Curriculum History of Social Studies Education (3)**
An historical investigation of curriculum issues in social studies education with special attention given to social studies’ evolving rationale from the Progressive Era to the present. Prerequisite: Matriculated (040 or 109A) status.

**SED562 Education Across Borders: International Ideas and Experiences (3)**
Through interdisciplinary study of the policies, practices, histories, and guiding ideals of educational systems internationally, students gain some understanding of other systems as well as a broader perspective on our own.

**SED563 Curriculum Content Issues in History Education (3)**
Students will investigate two sets of related issues: the nature of history as a means of understanding and some ways historical content may be organized for purposes of instruction. Prerequisite: Matriculated (040 or 109A) status.

**SED564 Reconstructing Social Studies Using Diverse Perspectives (3)**
While learning diverse perspectives on the history and teaching of social studies, students will reflect on their practices by asking: Toward what end should I teach social studies so that all students learn better? Prerequisite: Matriculated (040 or 109A) status.

**SED585 Materials Development for the Foreign Language Classroom (3)**
Focuses on the development of effective foreign language instructional materials in light of SLA theoretical views, state and national standards, findings in the areas of cognition, individual learner styles, multiple intelligences, differentiation, and teacher/learner beliefs.

**SED591 Inquiry Learning in Science Education (3)**
Student develop critical abilities to explore, plan and implement inquiry-based educational practices, and demonstrate how inquiry questioning and problem-based/project-based lessons develop critical thinking and process skills during the creation of student-oriented scientific investigative design.

**SED594 Fieldwork in Second Language Education (3)**
Designed to give the graduate student the opportunity to observe the methods and materials used by second language educators in a variety of settings (intensive English programs for adults, ESL and bilingual programs in elementary and secondary schools, programs for learners with special needs) prior to the Practicum in TESOL. Seminars will afford students the opportunity to discuss and reflect upon their experiences and to gain additional information. Open to MSED Second Language Education candidates.

**SED701 Inquiry into Teaching, Learning, and School: Part I (3)**
The first in a two-semester sequence of capstone courses for students enrolled in the Master of Science program for Early Childhood, Elementary, and Secondary Education. Students will read, discuss, debate, and write about educational research and its intersection with teaching and learning. Students will also learn, first hand, about research design and methods. All students will design an “action research” investigation to be carried out during the following semester. This course is designed for elementary and secondary educators who are currently teaching. This course is for master's level students who are one semester away from graduating. Students must be able to take the second in the two-course sequence in the following semester, Inquiry into Teaching, Learning, and School: Part II. Prerequisite: Matriculated in Master of Science in Education program.

**SED702 Inquiry into Teaching, Learning, and School: Part II (3)**
The second course in a two-semester sequence of courses in the Master of Science program for Early Childhood (B-2), Elementary (1-6), and Secondary Education (7-12) students. Students read, discuss, debate, and write about educational research and its intersection with teaching, learning and school. Students, with the guidance of the professor, carry out an “action research” investigation during the
semester that they designed in Inquiry into Teaching, Learning, and School: Part I (SED701).
Prerequisite: SED701 or 36701 and matriculated in Master of Science in Education program.

SED703 Curriculum & Assessment: Theories & Practice (3)
Students will read, discuss, debate and write about philosophies and practices related to curriculum and assessment. Students will experience first-hand "authentic" learning assessments and observe and interview teachers in the Hudson Valley. Prerequisite: SED540 or 36540 and Co-requisite: SED551 or 36551 and matriculated (101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED712 Recent Research in Education (3)
Current research methods and findings and their significance for education in the United States. Each student explores an intensive research program. Prerequisite: Matriculated in one of the following degrees: Master of Arts in Teaching, Master of Science in Education or Master of Science for Teachers.

SED741 Teaching English in the Secondary School (3)
Examines effective methods of secondary school English instruction in heterogeneous classrooms and helps the pre-service teacher develop the knowledge, skills and dispositions necessary for successful English teaching. Course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schools and schooling. Prerequisite: SED703 or 36703 and matriculated (103A) status.

SED742 Teaching Dramatic Literature in the Secondary School (3)
An examination of performance as a method of comprehension and engagement. Participants will learn to make dramatic literature accessible to all students as well as to make literature dramatic. (e.g., readers' theatre, storytelling). Prerequisite: Matriculated (034A or 103A) status.

SED743 Teaching Writing and Thinking in the Secondary School (3)
Examines writing as a constructive process and mode of learning. Topics include the development of writing abilities; creating classroom ecologies that support critical thinking and creativity; differentiating instruction in heterogeneous, multicultural classrooms; opening texts through writing and writing through texts; preparing students for high-stakes writing examinations; responding to and evaluating writing. Prerequisite: Matriculated (031A, 032A, 033A, 034A, 035A, 037A, 039A, 101A, 102A, 103A, 104A, 105A, 107A, 109A or 110A) status.

SED745 Teaching Literature in the Middle School (3)
Examines quality literature that appeals to young adults and focuses on teaching methods that support literary understanding. Topics include aesthetic and efferent reading processes; developing curriculum for heterogeneous, multicultural classrooms; using writing and the arts as tools for developing literary comprehension; assessment and evaluation of literature learning. Prerequisite: Matriculated (034A or 103A) status.

SED746 Creating Inclusive English Language Arts Classrooms (3)
Examines research in cultural and linguistic diversity; special education, and exceptionality. Students explore instructional strategies and develop curriculum and assessment for meeting students' diverse needs. Prerequisite: Matriculated (034A or 103A) status.

SED747 Teaching Geometry and Algebra in the Secondary School (3)
From the study of geometry, criteria for identifying objectives for various subsets of the student body. Methods and materials to accomplish these goals. Prerequisite: Matriculated (037A or 107A) status.

SED748 Teaching Literature in the High School (3)
Students will examine and research quality literature appropriate for in-depth study at the high school level. Topics include pedagogies that support literary thinking; curriculum development for heterogeneous, multicultural classrooms; using writing, the arts, and various media to teach literature;
assessing and grading literature learning; developing school-wide literature programs. Prerequisite: Matriculated (034A or 103A) status.

SED761 Instruction and Curriculum in Secondary Mathematics (3)
Current trends in secondary mathematics instruction and curriculum. Emphasis on evaluating and implementing modern mathematics programs. Prerequisite: Matriculated (037A or 107A) status.

Education – Interdisciplinary

EDI769 Design and Administration of Educational Media Systems (3)
Procedures for designing, developing and implementing an educational media program for schools, colleges, and other educational agencies; examining various kinds of instructional media support systems; tailoring the media program to specific situations; dealing with media problems; improving facilities; helping teachers to use media; staffing; budget.

EDI774 Theoretical Foundations of Reading (3)
This course explores the original theories underlying the reading process and the research on which they are based. Students discuss current theories and write a series of short papers and a research paper as they develop their own theory of reading instruction. They engage in conversations about research in the field, relating it to their work as teachers.

EDI775 Graduate Reading Seminar (3)
Reviews and synthesizes major aspects of reading presented through the master's program, based on required current readings. Additionally requires students to complete an action research project. This is the final course in the master's program in education for students with a K-12 reading concentration. Prerequisite: Matriculated (029A, 029B, 030A, or 030B) status.

EDI798 Principles of Research (3)
Students will read, discuss, debate and write about education research and its intersection with teaching. Participants will design their own research project with the approval and support of the professor. Prerequisite: Matriculated in one of the following degrees: Master of Arts in Teaching, Master of Science in Education of Master of Science for Teachers.

ADVANCED CERTIFICATE PROGRAM

- Teaching English Language Learners (067)
Sue Books, Program Coordinator, 845-257-2879, bookss@newpaltz.edu

The advanced certificate program in Teaching English Language Learners (TELL) provides the right balance of content knowledge, current research, personal reflection, and hands-on practice to help practitioners work more effectively with English language learners. Practicing teachers with initial or professional certification will learn to work more constructively with English language learners in their classrooms, while graduates with a bachelor’s degree in the liberal arts and sciences will receive valuable preparation for teaching English abroad. The program can be completed in two semesters or on a part-time basis.

Although the program itself does not lead to NYS teaching certification, NYS-certified teachers who have applied for certification in English to Speakers of Other Languages (ESOL) through the Individual Evaluation for Additional Classroom Teaching Certificate Pathway can select classes in the TELL program to help fulfill the state's requirements.
TELL Certificate students can apply up to nine credits to selected SUNY New Paltz graduate programs that lead to initial and professional teaching certification in TESOL.

**Admission Requirements**
Applicants will provide:

- One set of official transcripts indicating a Bachelor’s degree from an accredited institution with a 3.0 cumulative GPA
- Evidence of NYS teaching certification (if applying for Track 1)
- Application fee

**Application Deadlines**

- **Fall Admission:** May 1
- **Spring Admission:** December 1

**Curriculum Requirements** / 15 – 19 credits

- 15 credits (Track 1 for certified teachers - Major Code 067C)
- 19 credits (Track 2 for college graduates - Major Code 067G)

**Required Courses (9 credits)**

These courses provide a theoretical and practical base for understanding second-language learning.

- EED 581 Foundations of Bilingual/Bicultural Education (3 credits)
- SED 577 Applied Linguistics For ESL Teachers (3 credits)
- SED 573 Teaching English as a Second Language (3 credits; includes fieldwork requirement)

**Additional Courses (6-10 credits)**

**Track 1:** For certified teachers (6 credits)

- SED 701 Inquiry into Teaching, Learning, and School: Part 1 (3 credits)
- SED 702 Inquiry into Teaching, Learning, and School: Part 2 (3 credits)

These linked courses must be taken as a fall/spring sequence in which students conduct a classroom- or school-based study focused on English language learners. If a certificate candidate has already completed this course sequence, he/she will choose two 3-credit courses from the Track 2 requirements and electives.

**Track 2:** For non-certified candidates who wish to teach abroad (10 credits)

- SED 566 Education Across Borders: International Ideas and Experiences (3 credits)
- SED 575 Teaching Reading and Writing in English as a Second Language (3 credits)
- SED 551 Field Experience 1 (1 credit) : Ulster Literacy Association Practicum¹

Select one of these 3-credit electives:

- EDS 537 Issues in Multicultural Education
- SED 576 Teaching English as a Second Language II: Teaching English through the Content Areas
- SED 578 Second Language Learning
- SPE 572 Teaching Students from Culturally and Linguistically Diverse Backgrounds

¹One section of SED 551 Field Experience 1 will be designated as the Ulster Literacy Association - (ULA) practicum, which all Track 2 students will complete. These students will participate in an 18-hour training program, conducted by ULA in Kingston, as preparation for 18 hours of work either tutoring English language learners or participating in evening sessions with small groups of English language learners in the ULA Literacy Center.
School of Science and Engineering

Dan Freedman, Ph.D., Dean

Phone: (845) 257-3728
Location: Mildred and Louis Resnick Engineering Hall
Web Address: www.newpaltz.edu/sse/
BIOLOGY
(845) 257-3770
www.newpaltz.edu/biology/

Professors:
Hon Ho, Ph.D., University of Western Ontario

Associate Professors:
Aaron Haselton (Chair), Ph.D., University of Massachusetts
Maureen Morrow, Ph.D., Columbia University
Thomas Nolen (Associate Dean), Ph.D., Cornell University

Assistant Professors:
Kara Belinsky, Ph.D., University of Massachusetts, Amherst
Eric Keeling, Ph.D., University of Montana
Jeffrey Reinking, Ph.D., Cornell University
David Richardson, Ph.D., University of Maryland
Jennifer Waldo, Ph.D., Cornell University

Lecturers:
Spencer Mass, MD, SUNY Upstate (Syracuse)

MASTER OF ARTS
IN BIOLOGY

The Biology Department is not accepting applications to the MA program at this time.

COURSES

BIO505 Transmission Electron Microscopy (4)
This course has the format of a research project. Students are taught how to use the transmission electron microscope (TEM) as a research tool in the bio-medical disciplines. Students learn first-hand the procedures associated with biological sample preparation: embedding, sectioning, staining, examination in the TEM and printing of the final electron photomicrographs.

BIO508 Scanning Electron Microscopy (4)
The principles of microscopy sciences with emphasis on the use and applications of the scanning electron microscope (SEM). The course examines the theoretical basis of biological scanning electron microscopy and provides a practical introduction to the operation of the SEM.

BIO509 Advanced Ornithology (4)
Birds of the world, their taxonomy, anatomy, geographic distribution, ethology, and ecology; laboratory devoted to anatomical studies; methods of photographing birds, recording of bird songs, uses of telemetry, bird behavior, life history studies, identification of local species.

BIO510 Fungal Biology (4)
Morphology, development, physiology, and ecology of fungi, their significance in diseases, and their utilization by man.

BIO511 Advanced Vertebrate Zoology (4)
Morphology, physiology, geographical distribution, and evolution of vertebrates of the world. Field and laboratory work devoted to studying.

BIO514 Plant Diseases (4)
Nature and cause of disease in plants. Special emphasis on fungal diseases of plants.

BIO516 Molecular Biology (3)
Basic theory and techniques of molecular biology with the analysis of current molecular advances in diverse fields of study. Class discussions, independent literature research, written and oral presentations required.
BIO517 Molecular Biology Laboratory (3)
Current molecular techniques and theory. Cloning, PCR, DNA preparation, RNA preparation, Southern blots, Northern blots and tissue culture techniques will be employed and analyzed within the context of the immune system. Project required.

BIO519 Wetlands Ecology (4)
An introduction to the ecology of wetland ecosystems. Structure and function of different types of wetlands will be compared. Alteration and protection will be examined as well as methods used to study them.

BIO520 Advanced Entomology (4)
Major orders of insects with emphasis of life histories. Laboratory opportunity for individual studies of life histories and taxonomic studies of selected orders and families.

BIO525 Animal Communication (3)
Theory and controversy in the study of animal communication. The various functions, mechanistic, adaptive and evolutionary approaches to communication, information theory, signal transmission, signal reception and human language will be explored. Examples of communication systems will be surveyed across a wide range of taxonomic groups. Examples of hypothesis testing and the analysis of signals will be the focus of class discussions.

BIO528 Endocrinology (3)
An introduction to the basic principles of endocrinology followed by a study of the physiology and biological chemistry of endocrine tissue and their secretions.

BIO530 Human Genetics (2)
Current status of human genetics, with emphasis on molecular aspects. Topics include pedigree analysis, gene mapping strategies, genome organization, chromosome abnormalities, mutations, genetic basis of cancer and the Human Genome Project.

BIO540 Immunology (3)
The genetic, cellular, molecular, developmental and biochemical aspects of the immune system will be covered. These aspects are discussed in relation to the disease process and experimental analysis. Discussions of current research are included.

BIO545 Cell Development and Differentiation (3)
Emphasis is placed upon the mechanisms by which cells specialize during embryogenesis, wound healing, regeneration and transformation. Specific attention to the mechanisms of movement, shape acquisition, and biosynthesis as well as certain new ideas regarding their genetic control.

BIO546 Human Embryonic Development (3)
Focuses on the embryology and anatomy of human development. In addition the physiological changes in the pregnant woman are discussed with regard to the developing embryo and fetus.

BIO550 Recent Advances in Biology (1-4 variable)
Recent developments in a specialized field of biology. May be repeated for credit at five-year intervals for the same special field.

BIO561 Endangered Species (3)
Focuses on the conservation of biological diversity: Topics include value of bio-diversity, threats to bio-diversity, vulnerability of species to extinction, conservation of populations and species, and protection of bio-diversity at international, national and local levels.

BIO562 Biotechnology (3)
Underlying principles and recombinant DNA methods employed to produce genetically modified organisms for agricultural, environmental, industrial, pharmaceutical and biomedical purposes are covered. Discussions on societal and ethical issues involving biotechnology are included.

BIO563 Electron Microscopy (5)
Theory and application of scanning electron microscopy (SEM) and transmission electron microscopy (TEM) are covered. Laboratory includes all aspects of specimen preparation and use of SEM, x-ray diffraction analysis and TEM. This is an advanced course and requires that students have the ability to work individually, taking precautions with hazardous chemicals and delicate equipment.

BIO590 Thesis in Biology (6)
Writing and defense of a thesis under guidance of major professor. Required form available in the Records and Registration Office.
CHEMISTRY

(845) 257-3790
www.newpaltz.edu/chemistry

Professor:
Daniel Jelski, Ph.D., Northern Illinois University

Associate Professors:
Preeti Dhar, Ph.D., Indian Institute of Technology
Daniel Freedman (Dean), Ph.D., University of Minnesota
Pamela St. John, Ph.D. (chair), University of California

Assistant Professors:
Megan Ferguson, Ph.D., California Institute of Technology
Frantz Folmer-Andersen, Ph.D., University of Texas
Albert Gauer, Ph.D., Columbia University
Michael Machczynski, Ph.D., California Institute of Technology

Lecturer:
Matthew Pilek, MAT, SUNY New Paltz
Gissel Verdecia Mentore, Ph.D., Rensselaer Polytechnic Institute

MASTER OF ARTS IN CHEMISTRY

The Chemistry Department is not accepting applications to the MA program at this time.

COURSES

CHE503 Advanced Organic Chemistry (3)
Topics of current interest in organic research. Prerequisite: CHE319 or 22319.

CHE509 Spectrometric Identification of Organic Compounds (3)
Application of spectrometry (mass, infrared, ultraviolet and nuclear magnetic resonance) to the identification of organic compounds. Prerequisite: CHE319 or 22319 and PHY202 or 75202.

CHE512 Advanced Inorganic Chemistry (3)
Atomic structure, periodicity, ionic and covalent bonding; acid-base and solution chemistry; bonding theories and structure of transition metal complexes. Prerequisite: CHE314 or 22314 and CHE321 or 22321.

CHE531 Separation Methods in Chemistry (3)
A course that applies physical, chemical and equilibrium properties to the problems of isolating components in analytical processes with emphasis on chromatographic procedures. Applications from current literature. Prerequisite: CHE303 or 22303 and CHE321 or 22321.

CHE535 Chemical Engineering for Chemists (3)
Expands skills and techniques acquired in physical chemistry by providing applications to large systems of reaction occurring in flow systems. Introduction to the mass, momentum and energy balances and design concepts familiar to chemical engineers. Not for engineers.

CHE570 Biochemistry (3)
Structure of biomolecules and their assemblies and the chemical reactions of metabolic processes. Molecular aspects of gene replication, transcription and translation. Prerequisite: CHE319 or 22319 and CHE461 or 22461.

CHE572 Biotechnology Laboratory (4)
Methods of modern biotechnology, including molecular cloning, gene isolation, gene amplification, design and creation of recombinant plasmids and phages, site-specific mutagenesis, isolation and sequencing of recombinant DNA. Prerequisite: CHE319 or 22319 and CHE461 or 22461 and BIO320 or 15320 and BIO350 or 15350.
CHE573 Principles of Physical Chemistry (3)
Fundamental principles and their application in thermodynamics, solution and phase equilibria, the solid state, and topics such as physical chemistry of surfaces. Not open to undergraduate chemistry majors. Prerequisite: CHE202 or 22202 and MAT252 or 64252.

CHE574 Principles of Polymer Sciences (3)
Principles of formation and behavior of large molecules and their relationship to industrial and biochemical applications. Prerequisite: CHE319 or 22319.

CHE575 Principles of Materials Science (3)
Understanding of the relation between the properties of materials and composition and structure; electronic structure of the atom, and its relationship to the chemical bonding in solids; atom packing and crystal structures. Relationship of structure, including defects, to mechanical, electrical, and thermal properties of polymers in relation to structure; composite materials; and surface defects: corrosion, friction, adhesion. Prerequisite: CHE319 or 22319 and PHY202 and 75202.

CHE590 Thesis in Chemistry (1-6)
An individual research project conducted under the direction of a faculty advisor. Required form available in the Records and Registration Office.
COMPUTER SCIENCE

(845) 257-3990
www.newpaltz.edu/compsci

Distinguished Professors:
Lawrence Fialkow (Distinguished Professor), Ph.D., University of Michigan
Keqin Li (Distinguished Professor), Ph.D., University of Houston

Professor:
Chirakkal Easwaran, Ph.D., University of Calgary

Associate Professors:
Anthony J. DosReis, Ph.D., Rensselaer Polytechnic Institute
Hanh Hong Pham, Ph.D., Ukraine
Paul R. Zuckerman (graduate coordinator), Ph.D., New York University, J.D., Yeshiva University

Assistant Professor:
Andrew Pletch, Ph.D. (chair), Carleton University

MASTER OF SCIENCE IN COMPUTER SCIENCE

This program provides students with a foundation for professional work or doctoral level study in Computer Science. Courses include current programming technologies and application areas, and theoretical Computer Science. Students use both Linux and Windows work stations for program development.

Admission Requirements
- One official copy of all undergraduate and graduate course work, including a baccalaureate transcript from a regionally accredited institution, indicating at least a 3.0 cumulative grade point average.
- Three letters of reference.
- Satisfactory TOEFL or IELTS scores for students who have a non-US degree.
- The GRE Aptitude test is required for international students.

Before taking graduate computer sciences courses, all students must first pass a preliminary examination covering the contents of Computer Science I: Foundations (CPS210) and Computer Science II: Data Structures (CPS310). Students who do not achieve a satisfactory score on the preliminary exam may be required to take a preliminary programming course that only partially counts toward the MS degree.

Program Requirements
- File a “plan of study” during the first semester after matriculation.
- Complete prescribed course work within seven years after matriculation.
- Complete course work with a cumulative grade point average of 3.0 or better. No more than two grades below B- will count toward the degree.
- Pass the comprehensive examination or submit a thesis.
- Submit degree application (see the Graduation Information website for due date).

Curriculum Requirements / 30 credits
- Ten Computer Science graduate courses. However, a student may substitute up to three graduate Mathematics or Engineering courses approved by the Graduate Coordinator. Interested students who find a suitable advisor may choose to write a thesis. The thesis counts as two courses, and substitutes for the comprehensive examination as well. Each semester the Department offers a selection of courses from the following list and topics courses that reflect the current interests of individual faculty members.
COURSES

CPS500 Computer Graphics (3)
Graphics software and hardware, representation of points, lines, and surfaces in three dimensions, windowing, clipping, hidden surfaces and lines, shading. Prerequisite: CSPR – minimum score.

CPS501 Computer Systems (3)
A study of computer systems covering both software and hardware. Topics include number systems, machine language, assembly language, linking and loading, digital electronics, microprogramming, and computer architecture. Prerequisite: CSPR – minimum score.

CPS505 Computer Simulation (3)
Use of the computer as a simulation tool, discrete and continuous simulation techniques, simulation languages, selected applications such as queuing theory, financial analysis, and simulation of computer systems. Prerequisite: CSPR – minimum score.

CPS515 Programming Languages (3)
A critical evaluation of the design and implementation of programming languages. Topics include: history of programming languages, syntax and semantics, data and control structures, expressions, subprograms, scope and visibility, data abstraction, and exception handling. Prerequisite: CSPR – minimum score.

CPS520 Concurrent Programming (3)
Mutual exclusion, Dekker’s algorithm, semaphores, languages for concurrent programming, applications in operating systems. Prerequisite: CSPR – minimum score.

CPS522 Operating Systems (3)
A comprehensive investigation of Operating Systems concepts, including the following topics: Process Management, Memory Management, File Management, Input/Output, and Deadlocks. Examples of these concepts will be illustrated using the Unix operating system. Prerequisite: CSPR – minimum score.

CPS524 Parallel Computation (3)
Efficient parallel algorithms on arrays, trees, hypercubes, and PRAMS for a variety of problems. Structural properties of various network architectures and their relationships. Prerequisite: CSPR – minimum score.

CPS526 Advanced Data Structures (3)
In-depth study of methods for organizing, retrieving, and modifying data in digital computers, as well as mathematical analysis of these techniques. Prerequisite: CSPR – minimum score.

CPS528 Algorithms (3)
Algorithms for a variety of applications. Various design and analysis techniques. Probabilistic and approximation algorithms. Prerequisite: CSPR minimum score.

CPS530 Computer Networks (3)
Network topology and communication media, resource sharing, performance analysis, protocols, local networks. Prerequisite: CSPR – minimum score.

CPS532 Theory of Computation (3)
Computability by Turing machines, grammars, and recursive functions. Uncomputability and computational complexity. Prerequisite: CSPR – minimum score.

CPS535 Formal Languages (3)
Phrase-structure languages, automata and their languages, applications of formal languages to pattern recognition. Prerequisite: CSPR – minimum score.

CPS540 Artificial Intelligence (3)
Basic problem solving methods, game playing, knowledge representation using first order logic, knowledge representation using other logics, theorem proving, pattern recognition, symbolic processing. Prerequisite: CSPR – minimum score.
CPS545 Advanced Operating Systems (3)
The study of modern operating systems: Process, memory, device, and file management; virtual machines, distributed systems, security, reliability, performance analysis. Prerequisite: CSPR – minimum score.

CPS550 Software Engineering (3)
Program development tools, structured design and programming methodologies, software testing and validation, managing software development. Prerequisite: CSPR – minimum score.

CPS 552 Object Oriented Programming (3)
The concepts of object oriented programming -- encapsulation, aggregation, inheritance, constructors, destructors, polymorphism, and templates. Various choices for design and implementation. Writing programs is typically a major component of this course. Prerequisite: CSPR – minimum score.

CPS554 User Interface Programming (3)
Introduction to methodologies, techniques, libraries, interfaces, and tools to design and implement window-based graphical user interfaces. The course is typically a programming intensive course. Prerequisite: CSPR – minimum score.

CPS555 Advanced Database Principles (3)
Recovery, integrity, concurrency, data models, extended relational model, distributed databases, database machines. Prerequisite: CSPR – minimum score.

CPS556 Cryptography (3)
Transposition ciphers, substitution ciphers, algebraic systems, block ciphers, public key systems, data encryption standard. Prerequisite: CSPR – minimum score.

CPS560 Compiler Design (3)
Compiler design and implementation using top-down and bottom-up parsing. Scanner and parser generators. Prerequisite: CSPR – minimum score.

CPS565 Compiler Optimizations (3)
An overview of the evolving field of compiler optimizations. Internal program representations, local and global optimizations, control flow analysis, data flow frameworks, static single assignment form, control dependence analysis, automatic parallelization, interprocedural analysis, pointer alias analysis, loop transformations. Prerequisite: CSPR – minimum score.

CPS570 Systems Programming (3)
Systems programming in assembly and/or high-level language. Students will write several systems programs, such as a RAM disk and a virus detection program. Prerequisite: CSPR – minimum score.

CPS575 Advanced Computer Architecture (3)
Study of current trends in computer architecture with topics selected by instructor. Among these may be parallel processing, capability-based systems and microprocessor architecture. Prerequisite: CSPR – minimum score.

CPS580 Functional Programming (3)
The functional language mode, lambda calculus, functional programming in one or more languages, the design and implementation of an interpreter for a functional programming language. Prerequisite: CSPR – minimum score.

CPS590 Thesis in Computer Science (6)
Preparation and writing of a thesis under the guidance of graduate faculty. Required form available in the Records and Registration Office. Prerequisite: CSPR – minimum score.
DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

845-257-3720
http://www.engr.newpaltz.edu

Professors
Ghader Eftekhari, Ph.D., PE, University of Nottingham, England
Hassan Kalhor, Ph.D., PE, U.C. Berkeley

Associate Professors
Julio Gonzalez, Ph.D., Colorado State University
Baback Izadi (Chair), Ph.D., The Ohio State University
Damodaran Radhakrishnan, Ph.D., University of Idaho
Kevin Shanley, Ph.D., Clarkson University
Faramarz Vaziri, Ph.D., University of Houston
Mohammad Zunoubi, Ph.D., Mississippi State University

Assistant Professor
Reena Dahle, Ph.D., Waterloo University

Lecturer
Michael Otis, M.Sc., State University of New York, Binghamton

5-YEAR B.S. IN ELECTRICAL ENGINEERING / M.S. IN ELECTRICAL ENGINEERING (267)

Department Chair: Dr. Baback Izadi (845-257-3823) bai@engr.newpaltz.edu
Graduate Coordinator: Dr. Damodaran Radhakrishnan (845-257-3772) damu@engr.newpaltz.edu

This program offers a fast-track Master of Science degree in electrical engineering. The program is open to SUNY New Paltz students who are currently enrolled in their last semester of the junior standing, pursuing a Bachelor of Science in electrical engineering

Admission Requirements
To apply, students should submit the following documents to the Graduate School:

- A signed application form
- A New Paltz transcript (they are free for NP students)
- One letter of recommendation
- $50.00 graduate application fee

Below is the link to the graduate application form:
BS Electrical Engineering/MS Electrical Engineering (major code 267):
http://www.newpaltz.edu/graduate/bs_electrical_engineering-ms_electrical_engineering_application.pdf

- Program Requirements to be eligible, students must have completed the first semester of their junior year in residence at SUNY New Paltz. Moreover, they must have an overall SUNY New Paltz GPA of at least 3.0. The qualified students may apply for admission to the Graduate School directly.

Curriculum Requirements
- Accepted students are permitted to enroll in two 500-level graduate courses (six credits). These courses, in addition to satisfying students' bachelor's degree, will count toward their master's degrees. The remaining 24 credits of the master's requirement will be taken in the fifth year of study.
- Once admitted to the BS/MS program, students must maintain a 3.0 cumulative GPA in all courses through the senior year. In addition, students must earn a B or better in each of the two graduate courses that they take as undergraduates. Students not satisfying these requirements will be re-evaluated for continuation in the program.
5-YEAR B.S. IN COMPUTER ENGINEERING / M.S. IN ELECTRICAL ENGINEERING (266)

Department Chair: Dr. Baback Izadi (845-257-3823) bai@engr.newpaltz.edu
Graduate Coordinator: Dr. Damodaran Radhakrishnan (845-257-3772) damu@engr.newpaltz.edu

This program offers a fast-track Master of Science degree in electrical engineering. The program is open to SUNY New Paltz students who are currently enrolled in their last semester of the junior standing, pursuing a Bachelor of Science in computer engineering.

Admission Requirements
To apply, students should submit the following documents to The Graduate School:
- A signed application form
- A New Paltz transcript (they are free for NP students)
- One letter of recommendation
- $50.00 graduate application fee

Below is the link to the graduate application form:
BS Computer Engineering/MS Electrical Engineering (major code 266):
http://www.newpaltz.edu/graduate/bs_computer_engineering-ms_electrical_engineering_application.pdf

Program Requirements
- To be eligible, students must have completed the first semester of their junior year in residence at SUNY New Paltz. Moreover, they must have an overall SUNY New Paltz GPA of at least 3.0. The qualified students may apply for admission to the Graduate School directly.

Curriculum Requirements
- Accepted students are permitted to enroll in two 500-level graduate courses (six credits). These courses, in addition to satisfying students' bachelor's degree, will count toward their master's degrees. The remaining 24 credits of the master's requirement will be taken in the fifth year of study.
- Once admitted to the BS/MS program, students must maintain a 3.0 cumulative GPA in all courses through the senior year. In addition, students must earn a B or better in each of the two graduate courses that they take as undergraduates. Students not satisfying these requirements will be re-evaluated for continuation in the program.
The Master of Science in Electrical Engineering provides a quality graduate program offered within a small setting, where students get individual attention. The program can be pursued either full or part-time, and is designed to serve recent graduates and practicing engineers who need in-depth knowledge in the rapidly changing and expanding areas of electrical engineering beyond what can be included in the traditional bachelor's program. The program offers the following areas of specialization:

- Microelectronics
- Systems
- Energy
- Computer Engineering

The degree can be completed with two options: thesis and non-thesis. The program with thesis option emphasizes research and requires submission of a thesis. This option requires the completion of 30 credits, 24 course credits and 6 thesis credits. The non-thesis option requires completion of 30 course credits and successful passing of a comprehensive examination. Students in non-thesis track usually complete the program in 18 months.

Internship and Co-ops are available to students. Some of the companies that our students have recently interned include IBM, General Electrical, Honda Research, and Central Hudson Gas and Electric.

Admission Requirements
- One official copy of all undergraduate and graduate course work. A bachelor's degree in Electrical Engineering or a closely related field from an ABET-accredited program.
- A minimum undergraduate cumulative grade point average of 3.0.
- Three letters of recommendation attesting to the applicant's aptitude and promise for graduate study.
- English competency according to College procedures and standards. These include a TOEFL score of 80 on the internet-based exam, or a score of 6.5 on the IELTS exam and satisfactory performance on the campus-designed and administered English proficiency examination.

On a case-by-case basis, applicants who do not meet all of the conditions for admission may be granted conditional admissions status. These students may register as non-matriculated students for courses of a preparatory nature following the guidance of the Department. They can be considered by the Graduate School for matriculation after this prescribed preparatory work is completed.

Program Requirements
- File a "plan of study" during the first semester after matriculation.
- Completion of prescribed course work and other requirements within seven years after matriculation.
- Maintain a cumulative average of 3.0 or better, with no more than two grades below B-.

Curriculum Requirements
For completion of the program and graduation, students must meet the following requirements:

**Thesis Option / 30 credits**
- Completion of 24 credits (all electives) of graduate courses.
- Completion of research and presentation of a thesis counting as 6 credits.

**Non-Thesis Option / 30 credits**
- Completion of 30 credits (all electives) of graduate courses.
- Successful passing of comprehensive examination.

**Electrical Engineering Electives**
Eight (thesis option) and ten (non-thesis option) courses are elected by the student from a list of the department
graduate courses in electromagnetic fields and waves, telecommunications, electronics, computer and control systems depending on the students’ needs and interest.

The program does not require specialization in a concentration and the student under guidance of a graduate advisor may select courses of interest that will prepare him/her to pursue thesis or future work. Appropriate courses offered by cognate departments may be used to meet this requirement.

**MS Thesis in Electrical Engineering**
Research, writing and defense of a thesis under the guidance of the major professor. Prerequisite: MS in Electrical Engineering candidate and PI.

**Comprehensive Examination**
Students with non-thesis option must pass a written comprehensive examination after completing their course work. This examination covers four subject matters based on the plan of study.

**COURSES**

**EGE505 Analytical Techniques I (3)**

**EGE506 Analytical Techniques II (3)**

**EGE511 Digital Data and Computer Communication (3)**

**EGE512 Advanced Communications (3)**

**EGE513 Digital Signal Processing (3)**

**EGE521 CMOS Analog Circuit Design (3)**
Analysis and optimized design of analog integrated circuits and systems in CMOS technology. Specific topics include MOS devices, device physics, basic CMOS analog circuit building blocks, single stage amplifiers, differential amplifiers, operational amplifiers, reference sources, distortions and controls, various circuit design techniques, options and trade-offs. Graduate Standing or Permission of the Instructor.

**EGE522 Advanced Analog Circuits (3)**

**EGE523 Wireless Communications (3)**
Overview of wireless systems, propagation characteristics of wireless channels, modems for wireless communications, cells and cellular traffic, fading and multiple access techniques. Prerequisite: EGE312 or 40312 EGE393 or 40393.

**EGE525 Microelectronic Fabrication (3)**
The physics and technology of various steps required to fabricate complicated integrated circuits are explained. The Si and GaAs materials will be covered. The course will cover microelectromechanical systems (MEMS) fabrication as well.
EGE527 Electronic Properties of Materials (3)
Introduction to electronic properties of materials through the concepts of classical mechanics and quantum mechanics principles. Topics include fundamentals of quantum mechanics, Schrödinger wave equations, energy bands, free-electron energy, applications of electronic theory upon electrical, thermal, optical and magnetic properties of materials. Graduate Standing or Permission of the Instructor

EGE532 Computer Arithmetic (3)
Deals with algorithms and architectures used for computer arithmetic. Issues that will be addressed include: number systems and representation, redundant and residue systems. Addition/subtraction circuits. Multiplication, division, square root algorithms,CORDIC arithmetic system. Floating-point arithmetic systems. Implementation issues -- pipelining, low-power, fault-tolerant designs.

EGE533 Introduction to Parallel Computing (3)

EGE534 Fault-Tolerant Design of Digital Systems (3)

EGE535 Low Power VLSI Design (3)
Deals with the design of digital systems for low power dissipation. Issues that will be addressed include CMOS power dissipation, analysis and design tools used for low power digital circuits, design methodologies for low power CMOS circuits, low power memory system designs and a discussion on future challenges in low power digital design. Builds on the VLSI design course previously covered by students in Electrical Engineering/Computer Engineering/Computer Science areas. Students are expected to have a background in circuit theory, electronics, digital logic fundamentals, and probability theory fundamentals. These courses are all covered under core courses in the undergraduate program.

EGE536 Computer Architecture (3)
Computer architecture and hardware system organization are examined. Topics include performance issues, CPU organization and instruction set implementation, performance enhancement through pipelining, memory organizations, input/output structure, and an introduction to parallel architectures.

EGE537 VLSI Design (3)
Introduction to MOS devices and circuits (N-MOS and CMOS), MOS transistor theory, integrated circuit processing technology and design rules (N-MOS and CMOS), circuit characterization and performance estimation, logic design, interfacing, design tools, testability analysis, and discussion of chip design projects.

EGE542 Numerical Methods in Engineering (3)
Review of electromagnetic theory and analytical methods. Time domain and frequency domain finite difference methods. Moment methods application to radiation and scattering problems.

EGE543 Antennas and Wave Propagation (3)

EGE544 Microwave Circuits (3)
Review of transmission lines, waveguides, impedance matching and scattering parameters. Microwave resonators, power dividers, directional couplers, and hybrids, microwave filters, microwave defectors, mixers, amplifiers, and oscillators.

EGE545 Satellite Communication (3)

EGE551 Electromechanical Energy Conversion (3)
Fundamentals of energy conversion including electric circuits and magnetic circuits. Ideal transformers will be introduced first, and real transformer construction and equivalent circuit will be presented. The equivalent circuit will
be solved to determine the transformer efficiency and voltage regulation. Single phase and three phase induction machine construction, equivalent circuit and its analysis under load will be performed to determine motor load characteristics and efficiency. Single phase and three phase synchronous machine construction, excitation, and load characteristics will be studied in detail, and machine transient characteristics will be covered briefly.

EGE561 Adaptive Control (3)

EGE562 Optimal Control (3)

EGE564 Non-Linear Control (3)

EGE570 Fiber Optics (3)
This class will provide an introduction to optical fiber communication systems. Topics to be covered include lasers and other optical transmitters, optical receivers, fiber optic cable design, link budgets and noise sources, and the design of practical fiber networks. Data encoding and standard protocols including SONET, Ethernet, Fibre Channel, and others will be covered, as well as time and wavelength multiplexing, optical amplifiers, and advanced research topics such as optical MEMs, nanofibers and parallel optical links.

EGE572 Engineering Management (3)
Prepares engineering students for a career in management. Through class discussions, group projects, role playing, and guest speakers, students find out what a management role will entail. Students learn how to go from being a practicing engineer to being an engineering manager.

EGE575 Heterostructure Devices (3)
This course deals with physics of semiconductor devices made using different semiconductors such as bipolar heterojunction transistor and modulation doped field effect transistor. In some cases the thickness of layers are thin enough that electron shows quantum behavior effect such as resonant tunneling transistor and superlattices. Prerequisite: Graduate standing.

EGE580 Power Electronics (3)
Covers the fundamentals of power electronics such as steady state modeling of converters in continuous and discontinuous conduction modes, operation of inductor, transformer and semiconductor switches, buck converter topology manipulation, dynamics of converters in continuous conduction mode, control theory in the context of switching converters and design of feedback controllers.

EGE590 Thesis in Electrical Engineering (6)
Research, writing and defense of a thesis under the guidance of the major professor. Required form available in the Records and Registration Office. Required each semester after thesis research project is begun.

EGE593 Engineering Selected Topic (3)
Selected topic course descriptions may change from semester to semester. Please consult the Schedule of Classes for more information regarding this course.

EGE594 Fieldwork Engineering (3)
No description is available for this course.

EGE595 Indep Study Elec Engineering (1)
No description is available for this course.

EGE599 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.
EGE790 Thesis Engineering (1)
No description is available for this course.

EGE795 Indep Study Elec Engineering
No description is available for this course.

EGE799 Continued Registration (1)
No description is available for this course.
GEOLOGY
(845) 257-3760
www.newpaltz.edu/geology

Professor:
Martin S. Rutstein, Ph.D., Brown University
Associate Professors:
Alexander Bartholomew, M.S., University of Cincinnati
Shafiul Chowdhury, Ph.D., Western Michigan University
Alvin Konigsberg, Ph.D., Syracuse University
John Rayburn, Ph.D., SUNY Binghamton
Frederick W. Vollmer (chair), Ph.D., University of Minnesota
Lecturer:
Kaustubh Patwardhan, Ph.D., Johns Hopkins University

MASTER OF ARTS IN GEOLOGY (205)

The Geology Department is not accepting applications to the MA program at this time.

COURSES

GLG501 Economic Geology (4)
Practical applications of geology. Origin and occurrence of metallic and non-metallic mineral resources such as oil, coal, and uranium and their importance in the world's economy as "one-crop" deposits. Conservation of such valuable natural resources as oil and water. Field trips. Prerequisite: GLG311 or 50311.

GLG502 Advanced Geomorphology (4)
Fluvial, glacial, volcanic, eolian, and solutional land forms and their interpretation. Relationships of climate, weathering, mass wasting, soil development, rock types, and ground water to landscape. Geologic and geomorphic interpretation of topographic maps. Prerequisite: GLG338 or 50338.

GLG504 Geochemistry (4)
Geochemical knowledge and methods of geochemical research. Geochemistry of the lithosphere. Distribution and mobility of the elements in the earth, their relative abundance, migration, and mode of occurrence, and the geochemical structure of the earth. Detailed study of the applications of the principles of physical chemistry to selected geochemical problems. Prerequisite: GLG314 or 50314.

GLG505 Tectonics (3)
Origin and characteristics of the major structures of the earth's crust. Emphasis on plate tectonic theory, including the geometry and kinematics of plate motions, and the structural evolution of mountain belts, rifts, transcurrent fault zones and other regions of crustal deformation. Prerequisite: GLG338 or 50338.

GLG507 Introduction to Hydrogeology (4)
Hydrologic cycle, occurrence and movement of ground water, aquifer analysis and ground water hydrology. Water quality and pollution measurement and abatement. Nature of water supplies, ground water exploration, and conservation of ground water. Prerequisite: GLG220 or 50220 and PHY201 or 75201.

GLG519 Geophysics (3)
Introduction to concepts of geophysics and methods used to study earth; its internal structure. Earth temperatures, seismic waves, gravity, isostasy, and magnetism. Phenomena such as earthquakes, continental drift, sea floor spreading, and mountain building considered. Prerequisite: GLG338 or 50338 and MAT252 or 64252.

GLG533 Analysis of Soils and Sediments (3)
Studies of soils, unconsolidated and consolidated sediments. Investigations: soil pH, bulk density, porosity, soil moisture, beneficiation of acid soils by limestone treatment, particle size distribution. Mineral analyses by chemical stains, microscopy, and X-ray powder diffraction. Prerequisite: GLG311 or 50311 and GLG331 or 50331.

GLG535 Sedimentation (4)
Analysis of the mode of origin of the sedimentary rocks. Principles of sedimentary processes. Relation between sedimentary processes and the sediments found in the continental, eolian, marginal marine, shallow marine, and deep marine environments. Pertinent papers in the literature discussed. Prerequisite: GLG311 or 50311 or GLG331 or 50331.

GLG541 Geology and Geophysics of Petroleum (4)
Origin of petroleum and its mode of occurrence in Earth and the stratigraphic and structural problems involved in the accumulation of petroleum. Principles used in geophysical exploration by the gravitational, magnetic, electric, seismic and radioactive methods. Prerequisite: GLG311 or 50311 or GLG331 or 50331.

GLG543 Principles of Sedimentary Petrology (3)
Petrology and classification of sedimentary rocks. Factors governing sediment dispersal, lithification and diagenesis. Mineralogy and texture of terrigenous clastic sediments as a reflection of possible source terrains. Carbonate petrology and petrography; consideration of limestone and dolostone textures as environmental indicators. Prerequisite: GLG331 or 50331.

GLG545 Advanced Igneous and Metamorphic Petrology (4)
Origin, classification, distribution and association of igneous and metamorphic rocks. Introduction to the use of microcomputers in petrology. Individual projects emphasizing advanced studies of rocks in thin section and/or computer analysis of petrogenesis. Prerequisite: GLG314 or 50314 and CHE202 or 22202 and PHY201 or 75201.

GLG575 Geology for Teachers (3)
Development of life on earth and geological processes that have shaped its surface: glaciation, erosion, mountain building; earth movements and volcanism. Study of minerals, rocks and a few common fossils. One or two field trips to inspect local geological features. Not open to students seeking a graduate degree in geology or earth science, or those who have taken GLG220 or equivalent.

GLG578 Geology of New York State (3)
Principles, methods and knowledge from the science of geology pertinent to a study of the geologic history of the eastern United States. Emphasis on the development of New York State geology. Evolution of life as shown by the fossil record. Field trips. Not open to students seeking a graduate degree in geology or earth science. Prerequisite: GLG220 or 50220 and GLG575 or 50575.

GLG581 Regional Geology (1-3)
Geology of selected areas of North America. Readings and discussions of the detailed tectonic and petrological evolution of selected classical geological areas. Field excursions to type areas. May be repeated for credit provided listed topic changes.

GLG583 Computer Applications in Geology (3)
Use of computers in the geological sciences. Use of drafting, graphing, contouring, and other software. Basic theory of contouring, curve and surface fitting, least squares methods, data analysis, matrix manipulation, and equation solving. Prerequisite: MPL – minimum score.

GLG585 Geology Seminar (3)
An integrated consideration of some current problems selected from the various branches of geology. Critical reading and evaluation of primary source materials.

GLG590 Thesis in Geology (1-3)
Research, writing and defense of a thesis under the guidance of the major professor. Required form available in the Records and Registration Office. Required each semester after thesis research project is begun.
The Mathematics Department is not accepting applications to the MA program at this time.

The Mathematics Department is not accepting applications to the MA/MAT program at this time.

COURSES

Courses numbered MAT500-MAT509 are provided for the MS in Computer Science, courses MAT511-MAT519 for the MS in Ed. 7-12 Mathematics, and MAT500 and MAT531-MAT590 for the MA in Mathematics. See course descriptions of MAT510 and MAT520 for their prerequisites.

MAT500 Combinatorics and Graph Theory (3)
Combinatorial and graphical techniques for complexity analysis, generating functions, recurrence relations, Polya's Theory of Counting, graph theory, NP-complete problems.

MAT510 Geometry for Elementary and Middle School Teachers (3)
This course provides a geometric experience which clarifies, extends, and unifies geometric topics in Euclidean, analytic, transformational, and projective geometries. This course is open only to students doing graduate course work in elementary or middle school education in the School of Education. Prerequisite: Matriculated (037A, 107A or 206) status students may not register for this course.

MAT511 Theory of Groups (3)
First course in algebraic structures. Basic set theory and number theory. Axioms of groups. Homomorphisms, isomorphisms, and quotient groups. For MS in Education degree students only. Not open to undergraduates. Prerequisite: MAT252 or 64252. Cannot be used toward 206 major.

MAT512 Real and Complex Number Systems (3)
Survey and development of number systems from the natural numbers to the complex numbers. Basic theory and properties. Applications to high school mathematics. For MS in Education degree students only. Not open to undergraduates. Prerequisite: MAT 252 or 64252. Cannot be used toward 206 major.

MAT514 Linear Algebra with Applications to Geometry (3)
Matrices, linear transformations, and quadratic forms. Solutions of linear systems. Applications to analytic geometry of 2, 3, or n dimensions. For MS in Education degree students only. Not open to undergraduates. Prerequisite: MAT 252 or 64252. Cannot be used toward 206 major.

MAT517 History of Mathematics (3)
Topics in mathematics from a historical perspective. The course may be a survey of the history of mathematics or it may concentrate on a few specific topics. In either case, students are required to solve problems and to prove theorems. Recommended for MS in Education degree students. Prerequisite: MAT 252 or 64252. Cannot be used toward 206 major.

MAT518 Theory of Rings and Fields (3)
Rings, Fields and their extensions. Introduction to Galois Theory. Solutions of equations by radicals. For MS in Education degree students only. Not open to undergraduates. Prerequisite: MAT511 or 64511.

MAT519 Sequences, Series, and Their Applications (3)
Sequences of real and complex numbers. Convergence criteria, series, uniform convergence, definition of functions by series and Taylor's theorem. For MS in Education degree students only. Not open to undergraduates. Prerequisite: Cannot be used toward 206 major.

MAT520 Statistics for Elementary/Middle School Teachers (3)
Liberal arts course in basic statistical ideas and their application to public policy and education. Emphasis on statistical reasoning and numerical arguments. Focus on drawing conclusions from data taken from diverse settings and contexts. Prerequisite: Cannot be used toward 037A, 107A or 206 major.

MAT531 Point Set Topology I (3)
Part of a two-semester sequence covering the fundamental theorems of geometric topology in abstract topological and metric spaces.

MAT532 Point Set Topology II (3)
Part of a two-semester sequence covering the fundamental theorems of geometric topology in abstract topological and metric spaces.

MAT541 Complex Analysis I (3)
Provides a foundation for advanced work in analysis. Differentiation, Cauchy-Riemann Equations, elementary functions, conformal mapping, expansions, and analytic continuation.

MAT543 Real Analysis I (3)
Part of a two-semester sequence covering the following topics: The real number system, topology of Rn, measure theory, and the Lebesgue integral. Convergence theorems, differentiation, and Lebesgue decompositions. Fubini's theorem, Radon-Nikodym theorem, and other advanced topics. Prerequisite: MAT543 or 64543.

MAT544 Real Analysis II (3)
Part of a two-semester sequence covering the following topics: The real number system, topology of Rn, measure theory, and the Lebesgue integral. Convergence theorems, differentiation, and Lebesgue decompositions. Fubini's theorem, Radon-Nikodym theorem, and other advanced topics. Prerequisite: MAT543 or 64543.

MAT561 Abstract Algebra I (3)
Part of a two-semester sequence covering the following topics: Groups, rings, integral domains, fields, modules, and vector spaces.

MAT562 Abstract Algebra II (3)
Part of a two-semester sequence covering the following topics: Groups, rings, integral domains, fields, modules, and vector spaces. Prerequisite: Mat561 or 64561.

MAT563 Topics in Algebra I (3)
Topics chosen by the instructor, may include structure theory of Abelian groups, commutative rings and finite fields, lattice theory, universal algebra. Prerequisite: MAT562 or 64562.

MAT590 Thesis in Mathematics (6)
Writing and preparation of an expository or original thesis under the guidance of graduate faculty. Required form available in the Records and Registration Office.
School of Business

Kristin Backhaus, Ph.D., Dean

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Dean:
Kristin Backhaus, Ph.D., SUNY Albany

Professors:
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Sally Schultz (Interim Associate Dean), Ph.D., Pennsylvania State University
Surinder Tikoo, Ph.D., University of Connecticut, Storrs
Chih-Yang Tsai, Ph.D., New York University

Associate Professors:
Kevin Caskey, Ph.D., Washington University
Orkunt Dalgic, Ph.D., Michigan State
Paul Girma, Ph.D., Rensselaer Polytechnic Institute
Karl Heiner, Ed.D., Columbia University
Joan Hollister, Ph.D., Union College
Jae Joon Lee, Ph.D., Kansas University
Jun Lin, Ph.D., Southern Illinois University
Shuguang Liu, Ph.D., Rutgers University
Kimberly Lukaszewski, Ph.D., SUNY Albany
Joel Neuman, Ph.D., SUNY Albany
Daniel Shen, Ph.D., University of Nebraska-Lincoln
Davina Vora, Ph.D., University of South Carolina

Assistant Professors:
Victoria Chiu, Ph.D., Rutgers University
Michael Chuang, Ph.D., University of Illinois
Donald J. Furman, Ph.D., Capella University
Victoria Hansen, Ph.D., University of South Carolina
Napatsorn Jiraporn, Ph.D., SUNY Binghamton
Huanglin Wang, Ph.D., University of Western Ontario
Yuan Wen, Ph.D., Temple University

Lecturers:
Theodore A. Clark, M.B.A., Long Island University
Rief Kanan, CPA, M.S., Syracuse University
Bruce Mather, M.A., George Washington University
Michael Sheridan, M.A., Appalachian State University

Director of MBA Programs:
Aaron Hines, MBA, SUNY New Paltz
MASTER OF BUSINESS ADMINISTRATION (MBA) (261)

The State University of New York at New Paltz Master of Business Administration (MBA) program prepares career-oriented individuals for a broad range of managerial and professional leadership roles in regional, national, and international enterprises. The program accepts students from all undergraduate majors and may be completed part-time or full-time.

Objectives:

- To deliver a thorough understanding of business theory common to the operation of all business firms and institutions as well as proficiency in a business discipline.
- To provide the tools and analytical skills necessary for a professional approach and effective decision-making.
- To incorporate international aspects that will lead the student to recognize and to appreciate a global approach to business and management.
- To create the ability to apply cross-functional solutions to organizational problems.
- To initiate regional, national, and international linkages by means of research and appropriate educational and professional services.
- To maintain a diversified student body.

SUNY New Paltz's MBA program delivers challenging courses and a solid foundation in business that enables students to develop the skills needed for the challenges of today's business environment. The program is characterized by faculty and staff who care about people and devote time to getting to know their students.

Admission Requirements

Applicants to the MBA program must submit:

- One official copy of all undergraduate (four-year degree) and graduate coursework, including a baccalaureate degree from an accredited institution. The degree must be in Accounting if applying for the MBA in Public Accountancy program.
- An undergraduate cumulative grade point average of 3.0 or higher (4.0 basis).
- Satisfactory test score on the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE).
- Three current letters of recommendation
- Statement of objectives
- For international students, a Test of English as a Foreign Language (TOEFL) score of 550 (213 computer based or 80 internet based) or higher is required
prior to admission. Candidates with less than a 550 TOEFL score will be admitted to the English as a Second Language (ESL) program.

- Entering MBA students are expected to have competency in basic computer, quantitative, and oral and written communication skills. Students that need to acquire these skills will be advised to take additional credit or non-credit courses to obtain these skills. Any credits taken to obtain basic skills may not, however, be applied toward the MBA degree.

- Entering MBA students who have earned a "B" or better in any of the foundation courses approved to be equivalent to the corresponding courses at New Paltz may have these courses waived. In addition, up to nine credits of graduate coursework approved to be equivalent to the corresponding courses at New Paltz may be transferred into the MBA program.

**Academic Program Requirements and Curriculum**

The MBA degree requires the completion of 36 to 57 credits depending on prior academic coursework. The MBA in Business Administration consists of foundation, core, and elective courses while the MBA in Public Accountancy includes foundation and core courses.

MBA degree requirements must be completed within seven years of acceptance into the program, with a cumulative average of no less than 3.0 (4.0 scale and with no more than two grades below a B-). All MBA courses must be completed with a grade of C or higher for progression in the program.

The foundation segment comprises seven courses that are designed to provide students coming from an academic discipline outside of business with the prerequisite knowledge required for successful completion of the core courses. The foundation courses must be taken before the core and elective courses and students must earn a “B” or better in each of these courses. Candidates with a B.S./B.A. in Business Administration or Accounting may receive waivers for some of the foundation courses, if they earned B or higher in those courses.

The MBA in Business Administration core includes nine courses and the MBA in Public Accountancy includes 12 core courses. Core courses are designed to provide students with key concepts and strategies that pervade the functional areas of business management today. They constitute the major common body of knowledge with which students develop critical thinking and analytical abilities in the business world. The courses in the core reflect our commitment to a well-rounded business background.

Students enrolled in the MBA in Business Administration program must take three elective courses. The MBA in Public Accountancy does not include electives. The elective courses provide flexibility in customizing the degree program to suit career goals. Electives are offered in the areas of accounting, project management, finance, international business, marketing, and management. Students may also participate in
an internship, independent study or the Business Plan Contest to fulfill one elective course requirement.

In addition, all MBA students must take a zero-credit Business Workshop at the beginning of the first semester at SUNY New Paltz, which consists of a general orientation, business writing session, and an ethics test.

MBA Business Administration Program
Curriculum Requirements / 36-57 credits

Foundation Courses ..................21 credits
BUS201 Financial Accounting (3)
BUS271 Legal Environment of Business (3)
BUS309 Statistics for Business and Economics I (3)
BUS311 Statistics for Business and Economics II (3)
BUS341 Fundamental of Corporate Finance (3)
ECO206 Introduction of Microeconomics (3)

Core Courses ..................27 credits
BUS511 Management Accounting (3)
BUS520 Managing Operations and Information Technology (3)
BUS525 Quantitative Methods for Business Research (3)
BUS526 Global Business (3)
BUS528 Marketing Management (3)
BUS536 Corporate Financial Management (3)
BUS567 Human Resource Management (3)
BUS568 Organization Behavior (3)
BUS589 Cases in Strategic Management (Capstone Course) (3)

Elective Courses ..................9 credits
The elective courses offered vary each semester.
Please visit www.newpaltz.edu/classes for the schedule of classes.

Public Accountancy
(150-Hour Licensure Qualifying Program in Public Accountancy)
Curriculum Requirements / 36-57 credits

Foundation Courses ..................21 credits
BUS201 Financial Accounting (3)
BUS271 Legal Environment of Business (3)
BUS309 Statistics for Business and Economics I (3)
BUS311 Statistics for Business and Economics II (3)
BUS341 Fundamental of Corporate Finance (3)
ECO206 Introduction of Microeconomics (3)
ECO207 Introduction of Macroeconomics (3)

Core Courses . . . . . . . . . . . . . . . . . . . . . . . . . . . . 36 credits
BUS511 Management Accounting (3)
BUS520 Managing Operations and Information Technology (3)
BUS525 Quantitative Methods for Business Research (3)
BUS526 Global Business (3)
BUS528 Marketing Management (3)
BUS536 Corporate Financial Management (3)
BUS567 Human Resource Management (3)
BUS568 Organizational Behavior (3)
BUS583 Advanced Auditing (3)
BUS585 Accounting Theory (3)
BUS586 Advanced Concepts in Federal Income Taxation (3)
BUS589 Cases in Strategic Management (Capstone Course) (3)

MBA Public Accountancy Program

The MBA in Public Accountancy program is registered with the New York State Education Department as a 150-credit Licensure-Qualifying Program in Public Accountancy, which means that students earning this degree will have met the educational requirements needed to sit for the CPA examination in New York. Details about the requirements for obtaining a CPA license in New York State can be found at [http://www.op.nysed.gov/cpalic.htm](http://www.op.nysed.gov/cpalic.htm). Students considered for admission to this program must meet all the admissions requirements for the MBA program AND must have successfully completed all of the requirements for the Bachelor of Science Accounting program at New Paltz. For non-New Paltz B.S. Accounting graduates: Depending on the degree held and the institution by which it was conferred, a course by course analysis will be completed to determine how each of the required prerequisite courses in the SUNY New Paltz licensure-qualifying program has been satisfied.

Based on this review and upon approval by the Dean of the School of Business, the candidate will be evaluated for admission into the MBA program.

COURSE CATALOG DESCRIPTIONS

FOUNDATION COURSES

BUS201 Financial Accounting (3)
Introduction to basic accounting principles for measuring and communicating financial data about a business enterprise to external parties. Topics include the accounting information system and the recognition and measurement of financial statement information.

BUS271 Legal Environment of Business (3)
Influence of the American legal system and ethical concepts on the conduct of business. Topics include corporate social responsibility, business organizations and regulations, contracts, agency, litigation and dispute resolution, torts and crimes, and employment law.

**BUS309 Statistics for Business and Economics I (3)**
Introduction to statistical analysis for business and economic decisions. Topics include descriptive statistics, probability theory, random variables, expected value, sampling distributions, and statistical inference to include estimation and hypothesis testing. Prerequisite: College Algebra (MPL 4), BUS215.

**BUS311 Statistics for Business and Economics II (3)**
Continued coverage of statistical analysis for economic and business decisions. Topics include hypothesis testing, analysis of variance, multiple regression analysis, and non-parametric statistics. Prerequisites: BUS309, BUS215.

**BUS341 Fundamentals of Corporate Finance (3)**
Introduction to basic financial concepts and their application to business enterprises. Topics include financial analysis and forecasting, time-value of money, risk and return, security valuation, and working capital management. Prerequisite: BUS201, BUS215, ECO207 and BUS309 (pre- or co-requisite).

**ECO206 Principles of Microeconomics (3)**
Study of how choices made by households and firms define and affect markets for goods, services and production resources. Analysis of how prices of goods and factors of production are determined in the economy and how government policies affect economic outcomes in allocation of resources.

**ECO207 Principles of Macroeconomics (3)**
Study of general economic principles and examination of the performance of the national economy. The goals and problems of high employment, price stability, growth, and the balance of payments are analyzed. Introduction to monetary and banking institutions. Application of monetary and fiscal policy analysis to current domestic and international macroeconomic issues.

**GRADUATE COURSES**

**BUS502 Internship Practicum (1)**
Preparation for internships. Topics include identifying prospective employers, writing an effective resume, networking, interviewing skills, ethics and corporate culture. Prerequisite: Matriculated (0MBA 261 or 262) status.

**BUS511 Management Accounting (3)**
Using accounting information to achieve management objectives. Topics include budgeting, cost behavior and costing systems, relevant information and decision-
making, performance analysis, control systems and responsibility accounting.
Prerequisite: BUS501 or 20501 and matriculated (0MBA or 261) status.

**BUS520 Managing Operations and Information Technology (3)**
Focuses on key issues in operations management and information technology (IT). Topics include operations strategies, global operations, just-in-time systems, supply chain management, total quality management, and the interrelationship of IT with various business functions. Prerequisites: BUS505 or 20505, BUS507 or 20507 and BUS515 or 20515 and matriculated (0MBA or 261) status.

**BUS525 Quantitative Methods for Business Research (3)**
Formulating problems and interpreting the results using quantitative methods. Software packages are used to solve problems using statistical analysis, linear programming, and other methods. Focuses on developing analytical skills and computer proficiency. Prerequisite: Matriculated (261 or 262) status.

**BUS526 Global Business (3)**
Critical analysis of issues facing firms in a dynamic global environment. Discussion of external factors, such as country institutional differences, and internal factors, including strategic and managerial issues, faced by international businesses. Prerequisite: BUS503 or 20503, BUS505 or 20505 and BUS507 or 20507 and matriculated (261 or 262) status.

**BUS528 Marketing Management (3)**
Application of key marketing concepts for making effective marketing decisions about products, pricing, promotion, and distribution, given a firm's goals, abilities, customers and competitors. Prerequisites: BUS505 or 20505 and matriculated (261 or 262) status.

**BUS529 Financial Reporting and Analysis (3)**
Development and use of financial reports in a global economy. Topics include setting accounting standards, the content of financial statements, accounting for assets and liabilities, ethical issues in accounting, and current topics facing the profession. Prerequisite: BUS507 or 20507 and matriculated (261 or 262) status.

**BUS535 Financial Markets and Institutions (3)**
The role of financial markets and institutions in the capital formation process. Topics covered include financial systems and the economy, debt and equity markets, depository institutions, non-depository financial institutions, financial derivative markets, and risk management. Prerequisite: BUS507 or 20507, BUS536 or 20536 and matriculated (261 or 262) status.

**BUS536 Corporate Financial Management (3)**
The role of financial management in business decisions, the relationship between finance and other corporate functions, and quantitative techniques used for analysis.
Topics include financial analysis, planning and control, valuation, and investing and financing decisions. Prerequisite: BUS507 or 20507, BUS520 or 20520 and matriculated (261 or 262) status.

BUS537 Options and Futures (3)
Futures and options, derivatives markets, and their role in risk management and portfolio strategy. Topics include types of futures, pricing models and hedging strategies. Prerequisite: BUS536 or 20536 and matriculated (261 or 262) status.

BUS538 Investment Analysis and Portfolio Management (3)
Theoretical and applied study of investment fundamentals and portfolio management. Topics include markets, trading, risk and return, valuation, portfolio theories, alternative investment instruments, global investing, and current developments. Prerequisite: BUS507 or 20507, BUS520 or 20520, BUS536 or 20536 and matriculated (261 or 262) status.

BUS539 Personal Financial Planning (3)
Management of personal finances and investments. Topics include monitoring household wealth, personal financial planning, managing liquidity and credit, financing a home, using insurance, retirement and estate planning, and investing. Students prepare a personal financial plan. Prerequisite: BUS536 or 20536 and matriculated (261 or 262) status.

BUS544 Health Care Financing (3)
Financial management concepts and techniques for the health care industry. Concepts of basic financial statement analysis and planning, management of working capital, capital investment decision, cost and variance analysis, and pricing. Prerequisite: Matriculated (261 or 262) status.

BUS546 International Financial Management (3)
Analysis of key financial decisions within the global framework. Topics include international financial markets, exchange rate behavior and management of its risk, international banking, multinational financial management, and multinational strategic planning. Prerequisite: BUS507 or 20507, BUS536 or 20536 and matriculated (261 or 262) status.

BUS547 International Marketing (3)
Marketing opportunities in a globally competitive environment. Topics include profiling international segments, international consumer behavior, and the role of cross-culturalism in the development of marketing strategies. Prerequisite: BUS505 or 20505, BUS528 or 20528 and matriculated (261 or 262) status.

BUS548 International Accounting (3)
This course examines accounting principles, and emphasizes accounting research, from an international perspective. Topics include comparative reporting practices, harmonization of accounting standards, accounting for international transactions and
subsidiaries, management accounting issues, and accounting for changing prices with an emphasis on accounting research techniques. Prerequisite: BUS507 or 20507 and matriculated (261 or 262) status.

**BUS555 Marketing Research (3)**
Examination of the research process used in marketing decision-making. Methodology for conducting marketing research for product development, pricing, and channel selection, and the analysis of results. Prerequisite: BUS505 or 20505, BUS520 or 20520, BUS528 or 20528 and matriculated (261 or 262) status.

**BUS557 Integrated Marketing Communications (3)**
Development and implementation of integrated marketing communications programs. Topics include the communications process, budget determination, strategic brand management, internet marketing, and issues of monitoring, evaluation, and control. Prerequisite: BUS505 or 20505, BUS528 or 20528 and matriculated (261 or 262) status.

**BUS558 Consumer Behavior (3)**
Study of consumer behavior using social science concepts. Topics include buyer decision making, product and service choice, consumer attitudes and motivation, and shopping behavior. Prerequisite: BUS505 or 20505, BUS528 or 20528 and matriculated (261 or 262) status.

**BUS564 Staffing Organizations (3)**
Coverage of the staffing process. Topics include human resource planning, recruitment, selection, measurement in selection, legal issues in staffing, job analysis, decision-making, and retention management. Prerequisite: BUS503 or 20503, BUS525 or 20525 and matriculated (261 or 262) status.

**BUS565 Training and Development (3)**
Coverage of the process of training and development. Topics include needs analysis of organizational objectives, strategies for designing training and development programs, and the evaluation of training programs. Prerequisite: BUS503 or 20503 and matriculated (261 or 262) status.

**BUS566 Organizational Change and Development (3)**
Understanding and managing organizational change in a turbulent environment. Topics include action learning, the collaborative inquiry process, methodologies for implementing change interventions, and models of change and development. Prerequisite: BUS503 or 20503 and matriculated (261 or 262) status.

**BUS567 Human Resource Management (3)**
Theory, research, and applications in major areas of human resource management. Topics include human resource strategy, recruitment, selection, development, training, compensation, performance appraisal, retention, and legal issues in human resources. Prerequisite: BUS250 or 20250, BUS309 or 20309 and matriculated (261 or 262) status.
**BUS568 Organizational Behavior (3)**
Study of research and its application to organizational behavior. Topics include perception, personality, attitudes, motivation, leadership, communication, group dynamics, decision making, and organizational change. Prerequisite: BUS250 or 20250, BUS309 or 20309 and matriculated (261 or 262) status.

**BUS569 Leadership and Management in a Changing World (3)**
Study of theory and applications in the field of leadership. Topics include leadership traits and behaviors, power and influence, situational and contingency leadership, ethics and values in leadership, motivation, and team leadership. Prerequisite: BUS503 or 20503 and matriculated (OMBA, 261 or 262) status.

**BUS571 Management Information Systems (MIS) (3)**
This course is intended to provide students in the MBA program with a firm grasp of the function of computer-based information systems in modern business organizations. Students should come away with a working knowledge of which information systems are best suited to a given company. Emphasis is placed on technical concepts fundamental to business applications and management of information systems. Prerequisite: Matriculated (261 or 262) status.

**BUS572 Electronic Commerce and Management (3)**
This course is designed to help students understand the impact electronic commerce can have and is having on different aspects of business. The course will first examine and define trends in electronic commerce. Next, the impact electronic commerce has on several business functions, from marketing to operations, will be discussed. Once this foundation has been established, it will be possible to involve the students in applied projects, and look at where electronic commerce can still produce larger changes and improvements. Prerequisite: Matriculated (261 or 262) status.

**BUS573 Management Science (3)**
Covers mathematical programming, graphs and networks, stochastic processes, queuing theory and simulations. In addition to introducing basic theories, emphases will be put on formulations of business problems and interpretations of the output generated by computer software. Prerequisite: BUS525 or 20525 and matriculated (261 or 262) status.

**BUS575 Linear Models (3)**
Linear models are used extensively to identify crucial variables and measure their impact on outcome in all areas of business, as well as the sciences and engineering. They are used in both designed and observational studies and have become extremely powerful in recent years as computing has caught up with theory and is now motivating methodological advances. Graphical methods have been developed rapidly. Topics include simple linear regression, multiple regression, graphical analysis of model adequacy, violations of assumptions, and alternative to least squares. Prerequisite: BUS525 or 20525 and matriculated (261 or 262) status.
BUS576 Design of Experiments and Quality Control (3)
Experiments are designed to identify key sources of variability in manufacturing, consumer behavior, organizational behavior, and other variables of interest to managers. Once identified, this variability can be monitored and controlled thereby improving output and reducing risk. Topics include hypothesis testing, Shewhart Charts, Cumsum Charts, randomized block designs, factorial experiments, and fractional designs.
Prerequisite: BUS525 or 20525 and matriculated (261 or 262) status.

BUS577 Knowledge Management (3)
This course is designed to address the importance of knowledge management in today's knowledge economy where knowledge is considered as the most important resource. At strategic levels, the course examines the competitive advantages an organization obtained from its knowledge processing capability and capacity. At operational levels, it introduces various knowledge systems. Design and implementation issues of those systems are addressed using hand-on projects. Prerequisite: BUS571 or 20571 and matriculated (261 or 262) status.

BUS579 Business Intelligence (3)
This course examines the recent development in Business Intelligent Systems, including On-Line Analytical Processing, Data Mining, and Customer Relationship Management. It introduces the need of a data warehouse as the foundation for an intelligent system followed by discussions of the unique goal and design of each intelligent system. The course also addresses the role and impact of business intelligence in an organization's decision-making processes. Practical projects and computer software are used to enhance students' experience in business intelligence systems. Prerequisite: BUS571 or 20571 and matriculated (261 or 262) status.

BUS580 Project Management (3)
This course will introduce the operational, design, personnel, budget, and communication issues involved in managing projects. Course objectives will be met through lectures, in-class exercises, team projects, and homework. Students' experience will enrich discussions.

BUS581 Accounting Information Systems (3)
Study of conceptual foundations of accounting information systems (AIS), and the relationship of AIS to business processes and internal controls. The use of software packages for processing accounting information. Prerequisite: Matriculated (261 or 262) status.

BUS583 Advanced Auditing (3)
Detailed coverage of legal liability and professional responsibilities. Topics include statistical sampling, analytical review procedures, fraud detection, and computer auditing. Prerequisite: BUS375 or 20375 and matriculated (262) status.
**BUS585 Accounting Theory (3)**
Financial accounting concepts, theory, and practice. Topics include recognition and measurement of assets and liabilities, and accounting for leases, postretirement benefits, income taxes, and multinational operations. Reading and researching professional standards is emphasized. Prerequisite: BUS529 or 20529 or BUS536 or 20536 and matriculated (261 or 262) status.

**BUS586 Advanced Concepts in Federal Income Taxation (3)**
Tax issues related to various taxable entities, including corporations and partnerships. Emphasis on tax planning and tax research. Prerequisite: BUS371 or 20371 and matriculated (261 or 262) status.

**BUS587 Entrepreneurship and Business Planning (3)**
Focuses on the skills needed to start a business. Topics include identifying markets, developing business plans, and financing operations. Working in teams, students create business plans and may present them to a team of judges. Prerequisite: BUS202 or 20202, BUS250 or 20250, BUS312 or 20312, BUS325 or 20325 or BUS341 or 20341.

**BUS588 Applied Research Project in Business (3)**
Preparation and writing of an applied research project in the concentration area under the guidance of the major professor. Required form available in the Records and Registration Office and the Office of the Department of Business Administration. Contact faculty advisor for further details. Prerequisite: Matriculated (261 or 262) status.

**BUS589 Cases in Strategic Management (3)**
Case studies and readings are used to build expertise in strategy formulation and implementation. This capstone experience integrates knowledge and concepts introduced throughout the program. Emphasis on application of conceptual, analytical, communication, and team-work skills. Prerequisite: BUS526 or 20526, BUS528 or 20528, BUS569 or 20569 and matriculated (261 or 262) status.

**BUS594 Fieldwork in Business (1)**
Supervised experience in a business environment. Prerequisite: Matriculated (261 or 262) status.

**BUS595 Independent Study Business (1)**
Supervised study and research. Prerequisite: Matriculated (261 or 262) status.
School of Fine and Performing Arts

Jeni Mokren, Dean

Phone: (845) 257-3860
Location: College Theatre Building
Web Address: www.newpaltz.edu/fpa
ART
(845) 257-3830
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Professors:
Robin Arnold, M.F.A., Michigan State University
James Bennett, M.F.A., SUNY New Paltz
Rimer Cardillo, M.F.A., National School of Fine Arts, Uruguay
Amy Cheng, M.F.A., Hunter College
Francois Deschamps, M.S., University of Illinois
Kathy Goodell, M.F.A., San Francisco Art Institute
Ann Lovett, M.F.A., Tyler School of Art/Temple University
Myra Mimlitsch-Gray (chair), M.F.A., Cranbrook Academy of Art

Associate Professors:
Steven Bradford, M.F.A., Rhode Island School of Design
Anne Galperin, M.F.A., Cranbrook Academy of Art
Arthur Hoener, M.F.A., Rhode Island School of Design
Margaret Johnson, Ph.D., Florida State University
Carmen Lizardo, M.F.A., Pratt Institute
Itty Neuhaus, M.F.A., Temple University
Emily Puthoff, M.F.A., Arizona State University
Suzanne Stokes, M.F.A., SUNY New Paltz
Alice Wexler, Ed.D., Columbia University

Assistant Professors:
Thomas Albrecht, M.F.A., University of Washington
James Fossett, M.F.A., Tufts University
Matthew Friday (Graduate Coordinator), M.F.A., Indiana State University
Aleanna Luethi-Garrecht, M.F.A., Masters Aequus, Basel School of Design, Switzerland
Amy Papaelias, M.F.A., SUNY New Paltz
Tom Sarrantonio, M.F.A., SUNY New Paltz
Anat Shiftan, M.F.A., Cranbrook Academy of Art
Beth Thomas, Ph.D., The Ohio State University
Jen Woodin, M.F.A., University of Oregon

Lecturers:
Rena Leinberger, M.F.A., Art Institute of Chicago
Cheryl Wheat-Schmidt, M.F.A. Brooklyn College

MASTER OF FINE ARTS

The nationally accredited MFA program offers varied and extensive opportunities for graduate study in a unique setting. Our location is just 90 minutes north of New York City in the historic Hudson River Valley, allowing access to cutting edge artists, historians, critics and curators. The campus features expansive facilities, private and semi-private secure studios, and extensive computer labs and digital fabrication technologies. Additional exhibition spaces complement the prestigious Samuel Dorsky Museum of Art.

The intensive and selective two-year MFA program includes degrees in Ceramics (301), Painting and Drawing (303), Printmaking (305), Metals (302) and Sculpture (306). The Art Department faculty members are dedicated teachers and practicing artists with significant national reputations. SUNY New Paltz is regularly included among the best schools in the Northeast and its Metals program has consistently been ranked as the best in the nation.

Financial assistance and tuition waivers are available. Students interested in a career in academia and pedagogical forms of collaboration have opportunities to assist and frequently teach their own undergraduate course.

Emphasis is placed on disciplinary rigor and interdisciplinary scholarship guided by committed conceptual inquiry. Our graduate program is more than a collection of students, faculty and facilities; we are a dynamic learning community engaged in and encouraging of authentic research, personal growth and a professionally sustainable art practice.
Admission Requirements

- One official copy of all undergraduate and graduate course work; the baccalaureate transcript should be from a regionally accredited institution with a 3.0 cumulative grade point average (GPA) in the major, and a 3.0 cumulative GPA overall. A Bachelor of Fine Arts degree is preferred, but a Bachelor of Arts or Bachelor of Science with a concentration in the major field of specialization will be considered.

- Two letters of reference from former art teachers or other professionals in the field familiar with the candidate’s qualifications (two from the undergraduate institution) supporting the candidate’s ability to do graduate work.

- Completion of the online application process requires uploading a minimum of 20 separate examples, the majority of which must be in the major field to which application is made.

- Completion of the online application process requires a 300-500 word letter of intent that states the candidate’s goals for graduate study.

- Completion of the online application process requires a 300-500 word artist’s statement that discusses the candidate’s concepts, material processes, research methods and influences.

The deadline for receipt of all admissions materials is **February 15**. Late applicants need to contact the specific program directly for exceptional consideration. Generally, students are accepted for the fall semester. Exceptions to deadlines and matriculation will be reviewed in particular studio areas.

Program Requirements

File a degree plan of study during the first semester after matriculation.

Convene a Thesis Review Committee by the conclusion of the second semester.

Complete prescribed course work and other requirements within five years after matriculation.

Maintain a cumulative grade point average of 3.0 or better in all courses taken at New Paltz, with no more than two grades below B-

Present a thesis exhibition approved by recommendation of the Thesis Review Committee. Final documentation of thesis exhibit must be filed with the library in accordance with departmental guidelines. Complete submission is as follows:

1. A binder (thinnest possible with grommets) labeled with name, project title, date and degree
2. Thesis Statement (3 page minimum) with bibliography
3. Large format photographic prints (b&w or color) of two art works
4. Exhibition announcement card
5. Resume
6. A CD ROM with 2D images or dvd for video documentation. Digital images must be jpegs of at least 300dpi resolution and 1000 pixel dimension (length and width).

MFA students are required to complete their last 30 credits in residence.

International students must meet graduate school requirements for language proficiency. If remedial work in English is necessary, a student may be required to enroll in English as a Second Language. All entrance/placement examinations must be taken before any student may register for graduate classes.

Transfer Credit

With the approval of your academic advisor and the Dean of the Graduate School, students can transfer up to 6 graduate credits. However, credits cannot be transferred after the Plan of Study is approved.

*Please note: Courses taken prior to acceptance into the MFA program may not be fully credited on your plan of study, even if taken at SUNY New Paltz.*

Curriculum Requirements / 60 credits

Thirty credits (50% of total credits) must be in the major area including 12 credits in Thesis. Of the total credits, a minimum of 30 credits (50%) must be at the 700 level.

Twelve credits must be in liberal arts, art history, or theory. Graduate Art Seminar, ARS501, and Graduate Critical Dialogues, ARS700, are required of all MFA candidates and fulfill 6 credits of this 12-credit requirement.
Of the eighteen credits of electives, at least 12 credits must be in art studio. The remaining 6 credits may be in any graduate level area (art studio, art history, liberal arts, etc.), with the approval of the graduate advisor.

Description of Individual Programs

The **Ceramics** program emphasizes the conceptual, technical, and professional development of its graduate students. The program provides a structure where students who work in functional, sculptural, and multimedia manners are challenged to critically assess, discuss, execute, and advance the ideas expressed in their work. The ceramics program’s 10,000 square foot facility is housed in the new Fine Arts Building, providing students with spacious studios and very comprehensive new equipment and kilns with which to work. Web site: [www.newpaltz.edu/ceramics](http://www.newpaltz.edu/ceramics)

The **Metal** program is premised on the idea that contemporary metal is a rich and complex activity. While existing in an historical context of processes, forms, style, and subjects, contemporary metal engages its time in a more expansive manner. While the experiential condition of studio work is valued, it is grounded in the idea that art is contiguous to social conditions and the nature of the changing arena of metal. Students are given the opportunity and encouraged to seek their particular voice as characterized by the pragmatic and theoretical conditions of our world. It is ultimately our objective to work with individuals who regard thinking, making, and participating as significant acts in art. The 10,000 square foot studios supply equipment for working in a wide variety of traditional and contemporary metals techniques, as well as allocating private, efficiently organized spaces for each student. Web site: [www.newpaltz.edu/metal](http://www.newpaltz.edu/metal)

The **Painting/Drawing** program encourages the technical, conceptual, and professional development of its students through a balance of intensive studio experience and critical and theoretical dialogue. Students working in traditional, experimental, and multi-media formats are challenged to assess their work in a contemporary context. The program's 10,000 square foot facility in Smiley Art Building includes private 200 square foot studios for each MFA student. Web site: [www.newpaltz.edu/painting](http://www.newpaltz.edu/painting)

It is the goal of the **Printmaking** program to prepare students to be professional artists and to teach art at the college level. The objective is to offer a program that thoroughly grounds the student in a broad range of traditional, contemporary, and innovative techniques. The program is geared to encourage students to formulate and articulate their philosophical and personal concepts and translate them into visual ideas. The program meets these objectives by offering a mix of intensive studio experience with critical and theoretical dialogue. The program is dedicated to acquainting students with the rich and diverse world of multicultural art and its formative impact on the contemporary art scene. The new printmaking studio is a state-of-the-art facility containing a full range of new and top-of-the-line equipment and presses. Students have the capability of working in the traditional processes of intaglio, lithography, serigraphy, and woodcut, as well as contemporary photo, digital, and mixed media printmaking processes. Web site: [www.newpaltz.edu/printmaking](http://www.newpaltz.edu/printmaking)

The graduate **Sculpture** program embraces and cultivates the diversity and complexity of what is defined as sculpture today. The program supports investigations that encompass installation, intervention, performance, sound, video, new media as well as more traditional approaches to sculpture. The Sculpture program encourages independent exploration, experimentation, critical awareness, and engagement in the issues, forms and contexts of contemporary, professional investigation. The program challenges and expands on the individual graduate student’s rationale and modes of working. In a flexible program encompassing the breadth of today’s sculptural possibilities, each student has the opportunity to articulate an individual vision and make a significant contribution to the discipline.

The overall footprint of the sculpture facilities encompasses 10,000 square feet of space, which is divided into individual studio space for MFA, MA and BFA students, general class workspace, an area for wood working, welding and metal fabrication. The facilities also include a separate room for experimental work such as installations. Equipment includes welding and metal working tools and machinery, wood working tools and machinery, video and sound equipment and a computer lab for digital image, sound and video production. Web site: [www.newpaltz.edu/sculpture](http://www.newpaltz.edu/sculpture)
COURSES

500-level courses are open to undergraduates with permission of Department Chair.

ARS501 Graduate Art Seminar (3)
An examination of critical and theoretical ideas, social and political conditions, and new environments and technologies that have influenced the perception and production of the visual arts. A range of contemporary art including both experimental as well as more traditional forms is considered. All MA and MFA students are required to take this course. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS521 Ceramics I (3)
Focus on the development of content within the student's work. Research of ceramic history and processes. Examination of critical and theoretical ideas through readings, discussions, and critiques. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS523 Clay and Glaze Materials (3)
Research of raw materials (clay and glaze), firing processes at several temperatures. The class stresses the individual research based on empirical techniques and calculations. The class is divided into equal parts of technical lectures and labs. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS524 Ceramic Sculpture (3)
Emphasis on the execution of defined and personally developed ideas, through form, surface and color. Formal, critical, individual, and issues of material/process will be considered and discussed in relation to contents. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS525 Contemporary Issues in Clay (3)
Seminar that focuses on the cognitive aspects of ceramics. The course will be comprised of: discussions, presentations, research, field experience, and professional practice as related to the medium. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS533 Metal I (3)
Introduction to various theoretical and critical concerns in metal. Students are expected to begin to explore both aesthetic and procedural alternatives beyond those with which they are familiar. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS535 Problems in Metal (3)
This class will concentrate on specific issues in relation to the students’ inquiry in metal, as it pertains to subject matter, process, format, context, and imaging. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS541 Painting I (3)
Advanced experimental study with emphasis on contemporary approaches to content, process, format, and materials. Studio experience is balanced with critical/theoretical dialogue. Students may register for up to two sections of painting per semester. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS551 Photography I (3)
Introduction to graduate photography. Diverse points of view are explored, ranging from the documentary and pictorial approaches to the experimental. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS561 Printmaking I (3)
Projects and individual study in advanced printmaking conceptions and techniques. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS562 Printmaking II (3)
Projects and individual study in advanced printmaking conceptions and techniques. Students may enroll in Printmaking I, II and III simultaneously. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS571 Sculpture I (3)
Projects and individual study in advanced sculpture conceptions and techniques. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS572 Sculpture II (3)
Projects and individual study in advanced sculpture conceptions and techniques. Students may enroll in Sculpture I and II simultaneously. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.
ARS573 Sonic Measures (3)
Sonic measures is an advanced, interdisciplinary course which explores the realm of sound as material for imaginative expression and as support for other multimedia work in video installation and performance. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS574 Sculpture Situations (3)
Sculpture Situations is an advanced course which addresses the contexts in which sculpture operates in contemporary art. The course investigates installation, site intervention/alteration, video art and performance. Prerequisite: Matriculated (050A, 256, 301, 302, 303, 305 or 306) status.

ARS576 Site Projects (3)
To provide ground-work for developing skills in preparation of proposals and grants, dealing with public art, architecture and environmental ideas in model form. For senior art majors and graduate art majors. Prerequisite: Matriculated (050A, 256, 277, 301, 302, 303, 305 or 306) status.

ARS578 Artist Survival Skills (3)
Seminar focuses on professional skills utilized by artists for survival in the field. Students investigate contemporary professional practices relevant to artists. Topics may include: grant writing, documentation of artwork, web presence, and exhibition opportunities.

ART579 Contemporary Ideas in Sculpture (3)
Seminar explores critical viewpoints relevant to the field of sculpture. Course is structured around readings from contemporary and historical sources, discussion, presentations, field research, and the development of a major individual sculpture project.

ARS700 Graduate Critical Dialogues (3)
An interdisciplinary class that will concentrate on critiques and discussions of student work. The class includes presentations, visiting artist dialogues professional practice, and the option to develop collaborative projects. Required elective for MFA students. Elective class for MA students, repeatable for credit. Prerequisite: Matriculated (256, 301, 302, 303, 305 or 306) status.

ARS705 Graduate Drawing (3)
Individual and group projects on an advanced level employing a variety of subject matter and techniques. May be repeated for credit. Prerequisite: Matriculated (256, 301, 302, 303, 305 or 306) status.

ARS725 Ceramics II (3)
Students pursue a realm of inquiry and investigation at an advanced level. This inquiry assimilates technical and critical research the student has pursued as they work toward developing a cohesive body of work. May be repeated for credit. Students may enroll in Ceramics I, II, III and IV simultaneously. Prerequisite: ARS521 or 09521 and matriculated (301) status.

ARS726 Ceramics III (3)
Continued advanced study as described in ARS725, Ceramics I. Students may enroll in Ceramics I, II, III and IV simultaneously. Prerequisite: ARS521 or 09521 and matriculated (301) status.

ARS727 Ceramics IV (3)
Continued advanced study as described in ARS725, Ceramics I. Students may enroll in Ceramics I, II, III and IV simultaneously. Prerequisite: ARS521 or 09521 and matriculated (301) status.

ARS731 Metal II (3)
Continuation of ARS533. Students may enroll in Metal I, II and III simultaneously. Prerequisite: Matriculated (302) status.

ARS732 Metal III (3)
At this level students are expected to explore and develop advanced conceptual and technical alternatives. Students may enroll in Metal I, II and III simultaneously. Prerequisite: Matriculated (302) status.

ARS734 Problems in Metal I (3)
This class will concentrate on specific issues in relation to the students' inquiry in Metal, as it pertains to subject matter, process, format, context, and imaging. Prerequisite: Matriculated (302) status.

ARS735 Problems in Metal II (3)
This class will concentrate on specific issues in relation to the students' inquiry in Metal, as it pertains to subject matter, process, format, context, and imaging. Students may enroll in Problems in Metal I and II simultaneously. Prerequisite: Matriculated (302) status.

ARS740 Book Arts (3)
Book Arts is an interdisciplinary course, designed to introduce students to the concepts and techniques used in making artists' books. Topics to be explored include the visualization of ideas in book form, the book as a physical object, the use of a variety of materials and forms, narrative progression and combining text and images. Traditional book formats and binding techniques will be taught, but emphasis will be on innovative uses of the book as a vehicle for ideas. This course is designed to be interdisciplinary, and requires that students have prior experience in a variety of studio techniques so that those techniques can be used in the course. Prerequisite: Matriculated (301, 302, 303, 305 or 306) status.

ARS742 Painting II (3)
Advanced experimental study with emphasis on contemporary approaches to content, process, format, and materials. Studio experience is balanced with critical/theoretical dialogue. Students may enroll in Painting I, II, III and IV simultaneously. Students may register for up to two sections of painting per semester. Prerequisite: Matriculated (301, 302, 303, 305, or 306) status.

ARS745 Painting III (3)
Individually planned studio research. Critical/theoretical discourse is combined with advanced technical and conceptual approaches to image development. May be repeated for credit. Students may enroll in Painting I, II, III and IV simultaneously. Students may register for up to two sections of painting per semester. Prerequisite: Matriculated (301, 302, 303, 305, or 306) status.

ARS746 Painting IV (3)
Individually planned studio research. Critical/theoretical discourse is combined with advanced technical and conceptual approaches to image development. May be repeated for credit. Students may enroll in Painting I, II, III and IV simultaneously. Students may register for up to two sections of painting per semester. Prerequisite: Matriculated (301, 302, 303, 305, or 306) status.

ARS762 Printmaking II (3)
Continuation of 09561. Students may enroll in Printmaking I, II and III simultaneously. Prerequisite: Matriculated (305) status.

ARS765 Printmaking III (3)
Projects and individual study in advanced printmaking conceptions and techniques. May be repeated for credit. Students may enroll in Printmaking I, II and III simultaneously. Prerequisite: Matriculated (305) status.

ARS766 Monotype (3)
This course will explore the fine art of monotype printmaking, a spontaneous process that combines drawing, painting and printmaking techniques. It results in a one-of-a-kind image that is developed on a flat plate with oil and/or water-based mediums, and then transferred to another source, usually paper. Prerequisite: ARS766 or 09766 and matriculated (305) status.

ARS767 Media-Intervention (3)
An exploration of a cross-disciplinary integration between printmaking and sculpture methods. It will lead to the production of works that capitalize on the potential of mixed media and experimental blends that are inherent to each option. Prerequisite: ARS280 or 09280 and matriculated (305) status.

ARS768 Photo Silkscreen (3)
This versatile process, Photo Silkscreen, will allow the student to transfer drawings or computer printouts on transparencies to their screens. Using water-based inks, the images will be printed on paper, fabric, plexiglass or a diverse range of other surfaces. Prerequisite: ARS280 or 09280 and matriculated (305) status.

ARS771 New Media 3D + 4D (3)
Students will explore the use of new digital media in the third and fourth dimensions by investigating digital video, DVD authoring, and interactivity/robotics. Students will spend equal time in the computer lab and sculpture studio. Prerequisite: Matriculated (256, 301, 302, 303, 305 or 306) status.

ARS773 Sonic Measures (3)
Sonic measures is an advanced, interdisciplinary course which explores the realm of sound as material for imaginative expression and as support for other multimedia work in video installation and performance. Prerequisite: Matriculated (256, 301, 302, 303, 305 or 306) status.

ARS774 Sculpture Situations (3)
Sculpture Situations is an advanced course which addresses the contexts in which sculpture operates in contemporary art. The course investigates installation, site intervention/alteration, video art and performance. Prerequisite: Matriculated (256 or 306) status.

ARS775 Sculpture (3)
Projects and individual study in advanced sculpture conceptions and techniques. May be repeated for credit. 
Prerequisite: Matriculated (306) status.

ARS776 Site Projects (3)  
To provide groundwork for developing skills in preparation of proposals and grants, dealing with public art, architecture and environmental ideas in model form. For senior Art majors and graduate Art majors. Prerequisite: Matriculated (256 or 306) status.

ARS780 Internship in College Art Studio Teaching (3)  
Student audits an undergraduate studio course and assists the instructor in planning and instruction. Internship includes a bi-weekly seminar exploring issues of college-level teaching in the arts. May be repeated for credit.

ARS790 Thesis in Art Studio I, II (6) each for MFA  
Students complete and exhibit a body of creative work culminating the graduate degree. MA candidates complete one semester of Thesis for 3 credits. MFA candidates complete a total of 12 credits, Thesis I and II for 6 credits each. MFA candidates must convene a thesis committee. An artist statement and appropriate documentation of the thesis exhibition are submitted to the college library. Required form available in the Records and Registration Office. Prerequisite: Matriculated (256, 301, 302, 303, 305 or 306) status.

ART EDUCATION  
(845) 257-3850  
www.newpaltz.edu/arted/  

MASTER OF SCIENCE IN EDUCATION IN VISUAL ARTS EDUCATION  
The Master of Science in Education in Visual Arts Education degree program is designed for in-service art teachers who have initial teaching certification in Art Pre-K-12. The program leads to permanent/professional Pre-K-12 art teacher certification in New York State. The M.S.Ed. degree may also serve as the basis for continuing studies in art education at the doctoral level.

The M.S.Ed. degree program is 33 credits. Students take courses in Art Education, Art Studio, and Art History. A thesis project is the culminating experience of the M.S.Ed. in Visual Arts Education degree program.

Admission Requirements  
The deadline for receipt of all admission materials for the M.S. Ed. in Visual Arts Education program is April 15.

The following must be submitted to the Graduate School (HAB 804):

■ A completed application form.
■ One official copy of transcripts showing all undergraduate and graduate course work and earned degrees. A minimum of 3.0 cumulative grade point average is required for admission.
■ Evidence of New York State initial certification in art education.
■ Written recommendations from at least two school administrators or personnel to include evidence of at least one year of teaching experience.

The following must be submitted to the program director of Art Education:

■ A paper which presents your art teaching philosophy with examples from current practice.
■ Statement descriptive of area(s) of interest such as curriculum, pedagogy, philosophy, reform, or society as it relates to art education on which the applicant wishes to focus for graduate studies.
■ A portfolio of personal and student studio work.

Program Requirements  
File a degree plan of study during the first semester after matriculation or while enrolled in ARE701, Seminar in Art Education;

Complete prescribed course work and other requirements within six years after matriculation;

Maintain a 3.0 cumulative grade point average in all course work with no more than two grades below B-;

Complete 33 graduate credits, 15 of which must be in 700-level courses.

A thesis is required. Under the guidance of a graduate committee, the student will develop an appropriate presentation commensurate with accepted standards of scholarship.
Summer Intensive Graduate Program in Visual Arts Education

M.S.Ed. in Visual Arts Education  (33 credits)*  (050A Major, 050S Concentration)

Year One – 18 credits

Summer, five weeks (12 credits)
Fall, online (3 credits)
Spring, online (3 credits)

Year Two – 15 credits

Summer, five weeks (9 credits)

Program Capstone (thesis):

Fall, online (3 credits)
1. Thesis in Art Education I  (online with 2 on-site meetings)

Spring, online (3 credits)
2. Thesis in Art Education II (online with 2 on-site meetings)

*  Meets NY State requirements for M.S. in Art Ed/Professional Certificate Programs – includes 12 credits linking content with pedagogy (Master's Seminar [3], Research in Art Education [3], Thesis in Art Education [6]. Meets NASAD requirements of 6 credits of art history/criticism. Meets all NCATE requirements for graduate programs in teacher education.

COURSES

ARE701 Seminar in Art Education (3)
This course will focus on the current directions and practices in art education, art and related disciplines. Attention will be given to the reflection on current practice of graduate students writing a comprehensive plan of study.  This required course must be taken within the first six credits of graduate study.

ARE717 Research in Art Education (3)
Designed as an introduction to research topics and methods in art education. Topics include: Identification of research problems, the literature review, conducting searches, and reading and interpreting research journal articles. Different types of inquiry – descriptive, quantitative, qualitative, philosophical and curriculum research – will be examined. This course is designed for students to complete individual scholarly reviews of the literature in the topic areas for this master's thesis projects. Prerequisite: ARE701 or ARE701.

ARE790 Thesis in Art Education (3-6)
Preparation and writing of a thesis under the guidance of the major professor. Required form available in the Records and Registration Office. Prerequisite: Matriculated (050A) status.
The Art History Department does not have a program leading to a graduate degree in art history. However, the department offers graduate courses appropriate to graduate degrees in other departments. The courses may be repeated since the course content changes.

COURSES

ARH500 Art Criticism (3)
Philosophic and aesthetic foundations for a theory of criticism in the visual arts. Development of critical technique.

ARH501 Prehistoric Art (3)
The earliest art and architecture of pre-literature cultures, especially in Europe before about 1000 B.C. Prerequisite: ARH201 or 11201.

ARH502 Art of the Ancient Near East (3)
An examination of selected topics dealing with the art of Mesopotamia, Iran, Anatolia and the Levant from the seventh millennium to the end of the first. Prerequisite: ARH201 or 11201.

ARH503 Art of Ancient Egypt (3)
This course examines selected topics relevant to the art and architecture of pharonic Egypt. Prerequisite: ARH202 or 11202.

ARH504 Minoan and Mycenaean Art (3)
This course examines selected topics relevant to the cultures of Crete and Mycenaean Greece from the beginning of the third to the end of the second millennium B.C. Prerequisite: ARH202 or 11202.

ARH505 Greek Art (3)
An examination of selected topics dealing with the art and architecture of Greece, from 1000 B.C. to the end of the first millennium B.C. Prerequisite: ARH201 or 11201.

ARH506 Roman Art (3)
An examination of selected topics dealing with Roman art in the Republican Period and the Imperial Era, from the second century B.C. to the fourth century A.D. Prerequisite: ARH201 or 11201.

ARH507 Byzantine Art (3)
An examination of selected topics dealing with East Christian art from the age of Constantine the Great in the early fourth century B.C. to the fall of Constantinople in A.D. 1453. Prerequisite: ARH201 or 11201.

ARH508 Medieval Art (3)
European art and architecture from the Early Christian period c. A.D. to the end of the Middle Ages c. A.D. 1500. Prerequisite: ARH201 or 11201.

ARH509 Italian Renaissance Art (3)
A detailed analysis of a specific topic concerned with Early Renaissance and High Renaissance art in Italy such as: the Renaissance Portrait; or, Donatello and Early Renaissance Sculpture; or, Classical Subjects in Renaissance Painting and Sculpture -- the influence of Classical Art and Literature. Topics will be chosen to take advantage of art collections and special exhibitions in New York City and other nearby museums. Prerequisite: ARH202 or 11202, ARH361 or 11361, ARH364 or 11364 and ARH440 or 11440.

ARH510 Studies in Renaissance Art (3)
A detailed analysis of a specific topic such as: Developments in Landscape Painting, Drawing and Prints in the Low Countries, Germany and Austria; Image and Meaning from Bosch to Bruegel; Albrecht Durer, His Contemporaries and His Influence. Topics will be chosen to take advantage of the art collections and special exhibitions of museums in New York City and the region. Prerequisite: ARH102 or 11102 and ARH362 or 11362.

ARH511 16th Century Art (3)
This course examines a specific aspect of Renaissance and Mannerist art in Italy, including Italian artistic influence upon northern European artists during this time. Topics that might be investigated include: Problems in Mannerist Art; Titian and Venetian Painting of the Sixteenth Century; Michelangelo as Sculptor, Painter and Architect. Topics will be chosen to take advantage of the art collections and special exhibitions of museums in New York City and the region. Prerequisite: ARH202 or 11202, ARH361 or 11361, ARH362 or 11362 and ARH404 or 11440.

ARH512 Baroque Art (3)
This course examines a specific aspect of the art and architecture of the seventeenth century in Europe such as: Rembrandt and His Influence; Genre Painting in the Low Countries; The Baroque Portrait; Bernini and the Roman Baroque. Topics will be chosen to take advantage of the art collections and special exhibitions in museums in New York City and the region. Prerequisite: ARH202 or 11202, ARH361 or 11361, ARH362 or 11362, ARH383 or 11383 and ARH440 or 11440.

ARH513 18th Century Art (3)
A detailed analysis of an aspect of the period from Louis XIV to Napoleon in European Art and Architecture. Topics that could be investigated include: Asian Influences in European Art, Architecture and Gardens of the Eighteenth century; Romantic Classicism to Neo-Classicism -- Changes in a Vision of Classical Antiquity; Women as Subjects, Patrons and as Artists in the Eighteenth Century. Topics will be chosen to take advantage of the art collections and special exhibitions in museums in New York City and the region. Prerequisite: ARH202 or 11202, ARH363 or 11363, ARH362 or 11362, ARH383 or 11383 and ARH442 or 11442.

ARH514 19th Century Art (3)
A detailed analysis of an aspect of nineteenth-century European art. Prerequisite: ARH202 or 11202.

ARH515 20th Century Art (3)
Theory and criticism of major artists and artistic movements in Europe, America, and elsewhere from the beginning of the century to the present.

ARH516 American Art (3)
A detailed analysis of an aspect of American art from the Colonial period to the present. Students should have a basic understanding of the styles and periods of European art since the Renaissance as a foundation for the study of American art on the graduate level.

ARH517 East Asian Art (3)
This course examines selected topics relevant to the arts and architecture of China, Korea, and Japan from the earliest times to the twentieth century.

ARH518 South Asian Art (3)
This course examines selected topics relevant to the arts and architecture of South Asia, including India, Pakistan, Bangladesh, and Sri Lanka. Prerequisite: ARH360 or 11360.

ARH519 Islamic Art (3)
This course examines selected topics relevant to the arts and architecture of the Islamic world, including both the central Islamic lands and outlying areas of Europe, Africa, and Asia.

ARH520 Pre-Columbian Art (3)
Art and architecture in Mexico, Central and South America before European intervention c. A.D. 1500.

ARH521 Arts of Africa, Oceania, and North America (3)
Traditional sculpture, painting, building and crafts of the indigenous peoples of Africa, the islands of the South Pacific and North America.

ARH522 History of Architecture (3)
Theory and criticism of architectural development at certain times and in certain places selected at the discretion of the instructor.

ARH523 History of Drawing (3)
This course examines specific aspects of style, technique, and function of drawings in the context of works for which they are preparatory studies and, also, drawings as finished works of art. Detailed analysis of individual topics would be emphasized in the context of subjects such as: Italian Renaissance Drawings; or, Landscape-Studies from Nature; or, Redefinitions of Drawing in the Twentieth Century. Topics will be chosen to take advantage of the art collections and special exhibitions of museums and galleries in New York City and the region. Prerequisite: ARH373 or 11373.
ARH524 History of Prints (3)
A detailed examination of a selected topic concerned with developments in the art of the print, such as: Innovation in Impressionist and Post-Impressionist Prints; or Illustrated Books and Artists' Prints; or Japanese Prints and their Influence on Western Artists in the nineteenth century.

ARH525 History of Decorative Arts (3)
The aesthetics and techniques of media other than architecture, painting, sculpture and the graphic arts, namely ceramics, metalwork, furniture, glass and other decorative objects.

ARH526 History of Design (3)
Evolution of form and function in objects made in media such as furniture, glass, ceramics, metalwork and graphics with an emphasis on the rise of industrial design in the nineteenth and twentieth centuries.

ARH527 History of Photography (3)
Aesthetics and criticism of photography from its inception in the nineteenth century until today.

ARH528 History of Film (3)
Aesthetics and criticism of film since its inception at the beginning of the twentieth century.

ARH529 Art Theory and Criticism (3)
Studies concerning the ways in which art is created, perceived and discussed as well as its relationship to the political, social, economic and religious forces of the society in which it is produced.

ARH546 Surrealism (3)
Survey of Surrealist ideas, writings, paintings, films, objects, etc. in their historical contexts, examining the various positions of those who claim the label 'Surrealist', the impact that the movement had in its own time, and since.

ARH569 Art in Contemporary Culture (3)
Role of the visual arts in contemporary culture. Relation of social and political forces to art expression, role of the artist in contemporary society, and dominant directions in contemporary art.

ARH571 Film Aesthetics and Criticism (3)
Aesthetic basis of film as an art form. Critical analysis of six major film works from silent and sound eras. Examination of structural and symbolic theories of film; specific study of shooting scripts and final film. Readings from Eisenstein, Munsterberg, Arnheim, and contemporary criticism.
MUSIC
(845) 257-2700
www.newpaltz.edu/music

University Professor:
Vladimir Feltsman, D.M.A., Moscow Conservatory

Professors:
Mary Boyle, Ed.D., Teachers College, Columbia University
Carole Cowan (chair), D.M.A., Yale University School of Music

Associate Professors:
Ping Jin, D.M.A., University of Cincinnati
Edward Lundergan, D.M.A., University of Texas

Assistant Professors:
Mark Dziuba, M.M., University of Illinois
Joel Evans, D.M.A., City University of New York
Kent Smith, M.A., Manhattan School of Music

Lecturers:
Vincent Martucci, M.M., SUNY Purchase
Susan Seligman, M.M., Yale University

MASTER OF SCIENCE IN MUSIC THERAPY
Professional Licensure Program in Creative Arts Therapy

The Department of Music at SUNY New Paltz offers a master’s degree in Music Therapy. Music Therapy applicants pursue a program of study leading to candidacy for licensure as a creative arts therapist (LCAT) through the New York State Education Department Office of the Professions. Following completion of the 48-credit degree in Music Therapy, students must pass a professional licensing examination and complete 1500 clock hours of supervised clinical experience in order to qualify for Licensure as a Creative Arts Therapist in New York State.

Admission Requirements and Procedures

- Baccalaureate degree in music with 60 credits or more in music;
- Passing grade on placement audition for guitar and piano accompaniment;
- Passing grade on placement audition in vocal performance;
- Passing grade on placement audition in sight reading for guitar, piano, and voice;
- Artistry on major instrument demonstrated at live audition at SUNY New Paltz.
- 15 credits of undergraduate work including:
  - Introduction to Music Therapy (3),
  - Music Therapy Methods and Materials (3),
  - Psychology of Music (3),
  - Music Therapy Practicum (3),
- and a statistics course (3).

You must submit:

- A completed graduate school application
- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree in music (60 crs. in music) from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0 scale
- A typed statement that describes your educational aspirations, experiences in working with persons with health impairments or handicapping conditions, and how the training in the master’s program in music therapy will help you achieve your personal and professional goals. The response should be 300-400 words in length. The Music faculty will examine the writing sample with respect to content, clarity and organization of ideas, grammar and style.
- Three letters of professional recommendation written on professional letterhead. All letters must:
  1. be dated and current;
  2. address how long the writer has known you and in what capacity;
  3. address your suitability for graduate work in music therapy, referring to your academic abilities, ability to work with clients, others and your professional commitment;
4. be written by individuals who have a professional relationship with you. It is mandated that at least one letter of recommendation is written by a professor who has direct knowledge of your academic abilities.

You must complete:

- An audition on your major instrument
- Placement examinations on voice, piano accompaniment and guitar accompaniment
- Placement examination on sight reading

Deadlines for application to the Music Therapy master’s program can be obtained by contacting the Music Department at (845) 257-2700 or by visiting the Music Department’s website at: http://www.newpaltz.edu/music/

Program Requirements

Complete the prescribed course work and other requirements within five years after matriculation.

Maintain a cumulative grade point average of 3.0 or better, with no more than two grades below B-.

Advisement

You will be informed of your academic advisor and his/her office hours when you are accepted into the Music Therapy program. You should make an appointment immediately with your advisor to develop a comprehensive plan of study.

The comprehensive plan of study developed by you and your academic advisor officially outlines your degree requirements and eligibility for licensure as a creative arts therapist. Any changes in this plan of study will require prior approval from your academic advisor. Your academic advisor is available to assist you throughout your study and will serve as your guide during the program. It is important to maintain continuous communication with your academic advisor in order to facilitate your progress in the program.

Transfer Credit

With the approval of your academic advisor and the Dean of the Graduate School, students can transfer up to 9 graduate credits. However, credits cannot be transferred after the Plan of Study is approved.

Please note: Courses taken prior to acceptance into the Music Therapy program may not be fully credited on your plan of study, even if taken at SUNY New Paltz.

Registration

Registering for Courses

Be sure to pre-register for your courses as outlined in the Plan of Study. You must meet with your advisor to discuss course work each semester. Pre-registration for the spring semester occurs in November and pre-registration for the summer and fall semesters occurs in April.

Change of Name and/or Address

Please notify the Music Department Office and the Records and Registration Office immediately if your name changes and/or if your address, telephone and/or email address changes.

Sample Program

The Music Therapy program consists of 48 credit hours for students with baccalaureate degrees in Music Therapy or the MT-BC. Students with other degrees in music must complete 15 credits of undergraduate work in Music Therapy and meet competencies in sight reading, voice, and piano and guitar accompaniment.

Course work

Course work in music therapy is designed to offer sequential learning experiences that will develop clinical competencies for work as a Licensed Creative Arts Therapist. You should take these courses in the sequence suggested by your academic advisor.
Core Courses in Music Therapy

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS540</td>
<td>Music Therapy Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MUS541</td>
<td>Repertoire for Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MUS542</td>
<td>Music in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MUS543</td>
<td>Music Therapy for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>MUS544</td>
<td>Medical Music Therapy Assessment and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>MUS545</td>
<td>Music Therapy in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MUS546</td>
<td>Improvisation for Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MUS547</td>
<td>Advanced Guitar for Therapists and Educators</td>
<td>3</td>
</tr>
<tr>
<td>MUS548</td>
<td>Music Therapy Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS742</td>
<td>Music Therapy Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MUS745</td>
<td>Music Therapy Internship I</td>
<td>3</td>
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<tr>
<td>MUS746</td>
<td>Music Therapy Internship II</td>
<td>6</td>
</tr>
<tr>
<td>MUS748</td>
<td>Thesis Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MUS749</td>
<td>Thesis</td>
<td>2</td>
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</tbody>
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Core Courses in Psychology

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY552</td>
<td>Psychopathology</td>
<td>3</td>
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</tbody>
</table>

Human Growth and Development Requirement
Choose ONE course from the following options:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY528</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY556</td>
<td>Contemporary Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY560</td>
<td>Cognitive Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective(s)
May be taken in music, music therapy, special education, sociology, or psychology                        |

Courses

MUS521 Applied Music: Piano (3)
Individual weekly lessons in piano. Lessons adapted to the needs of the student. A total of 15 hours of private instruction per semester will be given. Offered every semester.

MUS522 Applied Music: Voice (3)
Individual weekly lessons in voice. Lessons adapted to the needs of the student. A total of 15 hours of private instruction per student will be given. Offered every semester.

MUS523 Applied Music: Miscellaneous (3)
Individual weekly lessons in a classical or jazz instrument. Lessons adapted to the needs of the student. A total of 15 hours of private instruction per student will be given. Offered every semester.

MUS540 Foundations of Music Therapy (3)
This course examines varied clinical theories in music therapy service delivery and procedures related to these theories. Students develop musical programming, assessment and treatment plans for clients with varied needs, which are commonly addressed by music therapists.

MUS541 Repertoire in Theory (3)
Focuses on the music therapist’s development of approaches to new repertoire for personal growth as a musician-therapist in order to better serve clients with diverse musical preferences and needs. Students develop personal philosophical statements relative to ongoing musical learning and prepare varied pieces for performance.

MUS542 Music in Counseling (3)
Music in Counseling is a graduate level course for music therapists and music therapy majors designed to learn and practice verbal processing within the music therapy context. In addition, students will learn creative music therapy strategies in working with psychiatric clients and will develop a working knowledge of group dynamics.

MUS543 Music Therapy for the Elderly (3)
This is a graduate level course for music therapists and music therapy majors. Clinical needs of the elderly will be explored, including the needs of the well elderly based on the research literature. Music therapy techniques will be practiced, and students will expand their repertoire in working with clients.
MUS544 Medical Music Therapy Assessment and Treatment (3)  
Focuses on the common and diverse needs of clients in acute care and rehabilitation medical settings. Assessment and treatment goals and procedures for patients who are verbal or non-verbal will be presented. Students develop music therapy protocols to reduce anxiety indicators and increase desired behaviors by unit.

MUS545 Music Therapy in Special Education (3)  
Provides an overview of issues and practices in special education service delivery for music therapists. Course content includes: national and state educational policy directives, learning standards-based curricular development and clinical techniques for working in diverse settings with students with special needs in terms of assessment and treatment strategies.

MUS546 Improvisation for Therapy (3)  
Varied improvisational styles and techniques are presented. Students demonstrate improvisational skills in terms of melody, harmony and rhythm. Techniques include pentatonic, rhythmic, and harmonic improvisation on voice, drums, guitar and piano.

MUS547 Advanced Guitar for Therapists and Educators (3)  
This course will provide students with advanced guitar skills such as moveable chords, jazz chords, lead guitar parts, and various accompaniment patterns unique to given styles and artists.

MUS548 Music Therapy Ensemble (1)  
Student in this course perform and lead varied musical styles for clients of all ages and abilities. The primary foci are: leading clients with musical abilities, incorporating use of the student’s primary performing medium in the therapeutic experience and demonstrating synthesis of jazz, pop, and pentatonic improvisation techniques. May be repeated once for credit. Prerequisite: MUS546 or 66546.

MUS742 Music Therapy Research and Program Evaluation (3)  
Students examine major research styles including quantitative, qualitative, and historical in order to develop a thesis proposal. Issues in program evaluation are discussed and models examined.

MUS745 Music Therapy Internship I (3)  
Students will be placed in community settings such as local hospitals, schools, and rehabilitation programs to provide opportunities to practice advanced music therapy techniques with clients under the supervision of a Board Certified Music Therapist. Students must complete at least 125 hours of clinical practice.

MUS746 Music Therapy Internship II (6)  
Students will be placed in community settings such as local hospitals, schools, and rehabilitation programs to provide opportunities to practice advanced music therapy techniques with clients under the supervision of a Board Certified Music Therapist. Students must complete at least 375 hours of clinical practice.

MUS748 Thesis Seminar (1)  
Provides students with a forum to discuss issues related to the conducting of a thesis project. Topics covered will include legal issues and institutional policies regarding the conducting of research on human subjects.

MUS749 Thesis (2)  
This is a requirement of all graduate music therapy students. Theses may be conducted in a research project (i.e., evaluating the effects of music therapy on various client needs or outcomes), in a format to guide clinical practice (i.e., a manual of clinical interventions for an identified population), or as a program development project (i.e., creating a new music therapy program within the community).
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
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.
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

SPECIFIED COURSES

<table>
<thead>
<tr>
<th>SPECIFIED COURSES</th>
<th>MINIMUM CREDIT HOURS</th>
</tr>
</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>
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<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>I</th>
<th>REQUIRED COURSEWORK</th>
<th>40 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>SCIENTIFIC AND LINGUISTIC BASES</td>
<td>11 Credits</td>
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<tr>
<td></td>
<td>CMD500 Instrumentation for SLP</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CMD508 Neurophysiology of Speech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMD509 Advanced Speech Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CMD520 Augmentative Communication</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CMD524 Foundations of Language 1</td>
<td>1</td>
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<tr>
<td></td>
<td>CMD534 Foundations of Language 2</td>
<td>1</td>
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<tr>
<td>B</td>
<td>RESEARCH METHODS</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>CMD550 Research Methods in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>C SPEECH, LANGUAGE, AND SWALLOWING</td>
<td>24 Credits</td>
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<tr>
<td>CMD504 Phonological Disorders</td>
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<td>CMD505 Child Language Disorders</td>
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<tr>
<td>CMD507 Motor Speech Disorders</td>
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<td></td>
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<tr>
<td>CMD512 Seminar in Stuttering</td>
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<tr>
<td>CMD516 Seminar in Adult Language Disorders</td>
<td>3</td>
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<tr>
<td>CMD519 Swallowing Disorders</td>
<td>3</td>
<td></td>
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<tr>
<td>CMD522 Seminar in Voice Disorders</td>
<td>3</td>
<td></td>
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<tr>
<td>CMD525 Advanced Diagnosis Speech-Lang. Disorders</td>
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<table>
<thead>
<tr>
<th>D PROFESSIONAL ISSUES</th>
<th>2 Credits</th>
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<tbody>
<tr>
<td>CMD510 Professional Issues in Comm. Disorders</td>
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<table>
<thead>
<tr>
<th>II PROFESSIONAL AREA ELECTIVE COURSEWORK</th>
<th>5 Credits</th>
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</thead>
<tbody>
<tr>
<td>Students who have not taken a course in Aural Rehabilitation must take CMD511</td>
<td></td>
</tr>
<tr>
<td>CMD511 Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CMD521 Early Intervention for Sp. Lang. Path.</td>
<td>3</td>
</tr>
<tr>
<td>CMD523 Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>CMD526 A second Diagnostic Practicum</td>
<td>1</td>
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<tr>
<td>CMD553 Research Practicum</td>
<td>1</td>
</tr>
<tr>
<td>CMD593 Selected Topics in Communication Disorders</td>
<td>1-3</td>
</tr>
<tr>
<td>CMD595 Independent Study</td>
<td>1-3</td>
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<table>
<thead>
<tr>
<th>III CLINICAL PRACTICUM</th>
<th>15-17 Credits</th>
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</thead>
<tbody>
<tr>
<td>CMD501 Clinical Methods in Speech-Language Path 1</td>
<td>2</td>
</tr>
<tr>
<td>CMD506 Clinical Methods in Speech-Language Path 2</td>
<td>2</td>
</tr>
<tr>
<td>CMD503 Practicum in Speech-Language Pathology*</td>
<td>11</td>
</tr>
<tr>
<td>CMD526 Diagnostic Practicum in SLP</td>
<td>1</td>
</tr>
<tr>
<td>CMD570 Practicum in Audiology</td>
<td>1</td>
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</tbody>
</table>

Depending on the number of undergraduate practicum hours completed, up to 2 credits of CMD503 may be waived.

<table>
<thead>
<tr>
<th>IV COMPREHENSIVE EXAM</th>
<th></th>
</tr>
</thead>
</table>

| TOTAL CREDITS REQUIRED FOR THE DEGREE | 60-62 Credits |
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>Credits</th>
</tr>
</thead>
<tbody>
<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>
<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><strong>B</strong> RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>CMD550 Research Methods in Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td><strong>C</strong> SPEECH, LANGUAGE, AND SWALLOWING</td>
<td>26</td>
</tr>
<tr>
<td>CMD504 Phonological Disorders</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>CMD525 Advanced Diagnosis of Speech and Lang. Dis.</td>
<td>3</td>
</tr>
<tr>
<td>CMD### Elective(s)</td>
<td>2</td>
</tr>
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</table>

Note: Students who have not had a course in Aural Rehabilitation must take CMD511

<table>
<thead>
<tr>
<th><strong>D</strong> EDUCATION COURSEWORK</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMD510 Professional Issues in Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CMD521 Early Intervention for Speech Lang. Path.</td>
<td>3</td>
</tr>
<tr>
<td>CMD523 Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDS565 Teaching in Inclusive Classrooms</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II</strong> CLINICAL PRACTICUM</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMD501 Clinical Methods in Speech-Language Path 1</td>
<td>2</td>
</tr>
<tr>
<td>CMD506 Clinical Methods in Speech-Language Path 2</td>
<td>3</td>
</tr>
<tr>
<td>CMD503 Practicum in Speech-Language Pathology</td>
<td>2</td>
</tr>
<tr>
<td>CMD526 Diagnostic Practicum in SLP</td>
<td>1</td>
</tr>
<tr>
<td>CMD530 Practicum Speech-Lang Path in the Schools</td>
<td>8</td>
</tr>
<tr>
<td>CMD570 Diagnostic Audiology Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>
III  COMPREHENSIVE EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY

| TOTAL CREDITS REQUIRED FOR THE DEGREE | 68 Credits |

Additional Requirements for the Initial Certificate – TSSLD:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Seminar – Schools Against Violence (SAVE)</td>
</tr>
<tr>
<td>Seminar – Dignity for All Students Act (DASA)</td>
</tr>
<tr>
<td>Seminar - Identification and Reporting of Suspected Child Abuse and Maltreatment</td>
</tr>
<tr>
<td>Educating All Students (EAS) test</td>
</tr>
<tr>
<td>Academic Literacy Skills Test (ALST)</td>
</tr>
</tbody>
</table>

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
Pauline Uchmanowicz, Ph.D., University of Rhode Island
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 Trompanhauser, 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 Freelo, 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'Neill, 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
Direct 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.
HISTORY
(845) 257-3545
www.newpaltz.edu/history/

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/mhlic.htm](http://www.op.nysed.gov/mhlic.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.

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.

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. Prequisite: 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.

PSY 527 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.

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

**PSY595 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/unity 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/unity 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.

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**WOMEN’S STUDIES PROGRAM**
(845) 257-2975  
[www.newpaltz.edu/wmnstudies/](http://www.newpaltz.edu/wmnstudies/)

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.