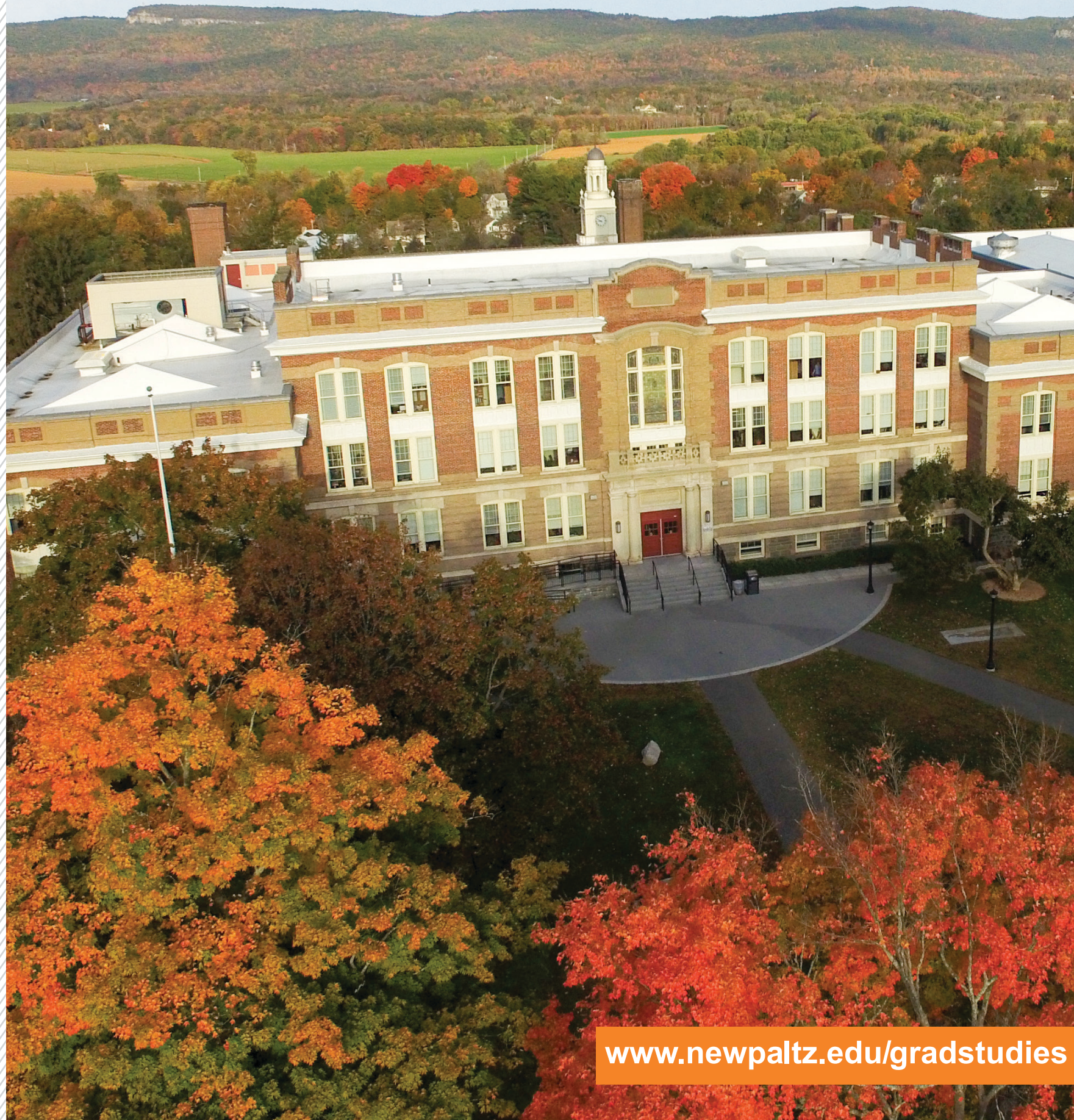




New Paltz
STATE UNIVERSITY OF NEW YORK

GRADUATE CATALOG

Academic Year 2023 - 2024



www.newpaltz.edu/gradstudies

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GRADUATE

Shala Mills, J.D.

Associate Provost for Academic Planning & Learning Innovation

Dean of Graduate, Professional & Interdisciplinary Studies

www.newpaltz.edu/gradstudies

A division of Academic Planning & Learning Innovation, the office of Graduate, Professional & Interdisciplinary Studies at SUNY New Paltz has a long and proud history of providing professionals in the Hudson Valley region and beyond the tools for success in their chosen career paths. We provide administrative and academic advising services, and – through the work of the Graduate Council – promote academic excellence and program and curriculum development.

Our Mission

The Office of Graduate, Professional & Interdisciplinary Studies 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](#)

Hours of Operation

Fall & Spring Semesters: Monday - Friday 8:30 a.m. - 5 p.m.

Summer & Intersession: Monday - Friday 8 a.m. - 4 p.m.

Office Location & Contact Information

Main Office: Old Main Building, room 127

Phone: 845-257-3947

Fax: 845-257-3284

E-mail: gradstudies@newpaltz.edu (program related or general questions)

Schedule an Appointment

Contact our [staff](#) or request an appointment online through one of the links below:

- Meet with the [Graduate Studies Team](#)
- Meet with the [Curricular Planning Team](#)

Mailing Address

Division of Academic Planning & Learning Innovation
Office of Graduate, Professional & Interdisciplinary Studies
State University of New York at New Paltz
800 Hawk Drive
New Paltz, NY 12561-2442

Graduate Admissions Information

Looking for advice or insight on a graduate program? Graduate Admissions provides program and admissions information to prospective graduate students in person, by phone, or via email. Click the **Talk to Admissions** link below to schedule an appointment with an advisor who can provide individualized program and application information.

Office Location & Contact Information

Schedule an Appointment: [Talk to Admissions](#)

Main Office: Hopfer House

Phone: 845-257-3200

E-mail: gradadmissions@newpaltz.edu (application related questions)

Mailing Address:

Office of Graduate Admission

100 Hawk Drive

New Paltz, NY 12561

SUNY - 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 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 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 a 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.

The 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

The SUNY Board of Trustees is comprised of 18 members, 15 of whom are appointed by the Governor, with the consent of the NYS Senate:

Dr. Meryll H. Tisch (Chairman)

Cesar Perales (Vice-Chairman)

Joseph Belluck

Courtney Eagles Burke

Eric Corngold

Marcos Crespo

Robert Duffy

James Haddon

Keith Landa (President, University Faculty Senate)

Eunice A. Lewin

Stanley S. Litow

Alexander Ruiz (President, SUNY Student Assembly)

Edward Spiro

Cary Staller

Camille Joseph Varlack

Christy Woods (President, Faculty Council of Community Colleges)

System Administration

Chancellor

John B. King, Jr.

SUNY New Paltz

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 SUNY 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 a three-year degree

1942 - Normal school becomes State Teachers College at New Paltz;

authorized to grant the baccalaureate degree

1947 - Graduate courses leading to a 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, SUNY 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 SUNY New Paltz is a strong commitment to the principle of excellence in teaching and learning.

Accreditation

Accreditation

The State University of New York at New Paltz is approved as a degree-granting institution by the Trustees of the State University of New York and the Regents of New York State.

The SUNY New Paltz is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011) www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Visit our [Middle States Accreditation Status](#) website for more information.

SUNY New Paltz possesses full and current accreditation from the following institutional accrediting agencies recognized for this purpose:

- Association for Advancing Quality in Educator Preparation (AAQEP), P.O. Box 7511, Fairfax Station, VA 22039; phone: 301-276-5106. AAQEP accredits programs that prepare professional educators (including teachers, school leaders and administrators, and other education-related personnel) and that lead to recognized degrees at the bachelor's, post-baccalaureate, or master's level and/or to recognized post-degree professional certificates or endorsements, across the United States and its territories and dependencies.
- National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; phone: 703-437-0700
- National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; phone: 703-437-0700
- National Association of Schools of Theatre (NAST), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; phone: 703-437-0700

In addition, programmatic accreditation or certification and approval of curricula has been granted as follows:

- School of Business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International.
- The Chemistry curriculum is certified by the American Chemical Society (ACS).
- The Computer, Electrical and Mechanical Engineering programs are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

- The M.S. Clinical Mental Health Counseling and M.S. School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).
- The M.S. Music Therapy program is approved by the American Music Therapy Association (AMTA).
- The Master of Science (M.S.) education program in speech-language pathology (Department of Communication Disorders) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD, 20850, 800-498-2071 or 301-296-5700.
- The Center for Student Success is certified by the College Reading and Learning Association (CRLA).

Institutional Memberships

- Association of American Colleges & Universities (AAC&U)
- American Association of State Colleges and Universities (AASCU)
- American College & University Presidents' Climate Commitment (ACUPCC)

In addition, the Haggerty English Language Program is a member of University and College Intensive English Programs (UCIEP).

Academic Facilities

- General Use Classrooms - 83
- General Use Lecture Halls - 6
- Smart/Electronic Classrooms - 79
- Science and Engineering Labs - 44
- Open and Specialized Computer Labs - 23
- Music Practice Rooms - 6
- Specialized Art Task Rooms & Art Labs - 54 across 3 Buildings
- Theatres - 3
- Recital Halls - 1
- Planetariums - 1
- Speech & Hearing Clinic - 19
- Music Therapy Clinic* - 0
- Instrument Storage Room - 2
- Language Learning Center (ESL Classrooms) - 7
- Digital Media Labs - 2

**Music Therapy Classes are held in College Hall.*

Academic Resources

[Classroom Technology Institute](#)

[Curriculum Materials Center](#)

[Faculty Development Center](#)

[Haggerty Intensive English Language Program](#)

[Information Technology Services](#)

[Language Learning Center](#)

[Literacy Center](#)

[Mid-Hudson School Study Council](#)

[Mid-Hudson Teacher Center](#)

[Samuel Dorsky Museum of Art](#)

[Sojourner Truth Library](#)

[Speech and Hearing Center](#)

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.

College Council

Members of the SUNY New Paltz College Council are:

Eli Basch

Interim Chairperson
Kingston

Renee Padmore-Bacchus '91

Alumni Representative

Neil Bettez

New Paltz

Xaviana Blunt

Student Association President

Ronald Law '74

Bronx

Julie L. Noble

Kingston

Reynolds J. Scott-Childress

Faculty Representative

Abe Uchitelle

Kingston

Eleanor Venables

New Paltz

Retired Members

Kenneth J. Abt

Previous Chairperson
Middletown

Bythema B. Bagley '83

New Paltz

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 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 winemaking 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

SUNY New Paltz faculty have been cited for excellence in teaching – SUNY Chancellor's Award for Teaching and SUNY Distinguished Faculty – and numerous research honors such as Fulbright, Guggenheim, National Science Foundation and National Endowment for the Arts fellowships.

Chancellor's Awards

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

M. Robin Arnold, 1999; Kristin Backhaus, 2009; Sue Books, 2014; Daniel Freedman, 2009; Glenn Geher, 2009; Julio Gonzalez, 2001; Nancy Johnson, 2010; Peter Kaufman, 2011; Myra Mimplitsch-Gray, 1998; Thomas Olsen, 2004; Nancy Schniedewind, 1978; Pauline Uchmanowicz, 2004; John Wade, 2013; and Reva Wolf, 2011; Cyrus Mulready, 2017; John Rayburn, 2015.

Emeriti Faculty:

Peter Alexander, 1975; Salvatore Anastasio, 1980; Joan Barker, 2014; Mary Boyle, 1990; Paul Brown, 1973; Peter D.G. Brown, 1993; David Fractenberg, 1978; Harold Jacobs, 1978; Loyd Lee, 1992; Sarah Ann Lovett, 1990; Betty McKnight, 1974; David Morse, 1974; Vanderlyn Pine, 1975; Susan Puretz, 1976; Hadi Salavitar, 1991; H.P. Sankappanavar, 1989; and George Schnell, 1990.

The Chancellor's Award for Excellence in Faculty Service

Hamid Azari-Rad, 2011; Kevin Caskey, 2015; Glenn Geher, 2021; David Hobby, 2014; Tom Meyer, 2012; Maureen Morrow, 2008; and Stacie Nunes, 2013; Heather Morrison, 2020; Simin Mozayeni, 2019; Serife Ilgu Ozler, 2018.

Emeriti Faculty:*Elaine B. Hofstetter, 2003***The Chancellor's Award for Excellence in Professional Service**

Karen Bell, 2014; Richard Bodenschatz, 2013; Andrew Bruso, 2021; Paul Chauvet, 2014; Robin Cohen-LaValle, 2002; Mary Stella Deen, 2007; Christine DeLape, 2009; Michele Halstead, 2010; Gwen Havranek, 2012; Mary Kastner, 2014; Daniel Kempton, 2003; James Lyons, 2016; Joel Mumper, 2016; John Oles, 2021; Richard J. Ordway Jr., 2021; Timothy Roberson, 2015; Lisa Sandick, 2016; Bruce Sillner, 2013; Patricia Sullivan, 2015; Stella Turk, 2013; Antonio Bonilla, 2018; Valerie McAllister, 2020; James Palen, 2018; Joanna Schroer, 2019; Vika Shock, 2020; Matthew Skillman, 2019; Kathleen Tobin, 2018.

Emeriti Faculty:

Jonathan Lewit, 1999; Rosemarie McBride, 1978; Linda Smith, 2012; Lynn C. Spangler, 2011; and Neil Trager, 1995.

The Chancellor's Award for Excellence in Librarianship

Corinne Nyquist, 1986

Emeriti Faculty:

Gerlinde Barley, 2008; William Connors, 1991; Chui-chun Lee, 1989; Susan Kraat, 2012; Peter Alexander, 1975; Salvatore Anastasio, 1980; James Bennett, 2003; Richard Bodenschatz, 2013; Mary Elinor Boyle, 1990; Paul Brown, 1973; Peter Brown, 1993; Rimer Cardillo, 2006; David Fractenberg, 1978; Katherine French, 2008; Gwen Havranek, 2012; Elaine Hofstetter, 2004; Mary Kastner, 2014; Peter Kaufman, 2011; Susan Lewis, 2017; Jonathan Lewit, 1999; Sarah Ann Lovett, 1990; David Morse, 1974; Vanderlyn Pine, 1975; Susan Puretz, 1976; Hadi Salavitar, 1991; Hanamantagouda Sankappanavar, 1990; Nancy Schniedewind, 1978; Linda Smith, 2012; Lynn Spangler, 2011; and Pauline Uchmanowicz, 2004.

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

Rimer Cardillo, 2006; Hon Ho, 2013; Jonathan Raskin, 2007; Surinder Tikoo, 2010; Salvatore Engel-Di Mauro, 2016; Glenn Geher, 2017; Nancy Kassop, 2019; Myra Mimplitsch-Gray, 2018; Louis Roper, 2015; Anca Rădulescu, 2021; and Narcyz Roztock, 2020

Emeriti Faculty:

James Bennett, 2003; and Katherine L. French, 2008.

Distinguished Faculty

Distinguished Professors

Gerald Benjamin, Lawrence Fialkow, Keqin Li

Emeriti Faculty:

Arthur Cash, David Clark, Laurence Hauptman, Ronald Knapp

Distinguished Service ProfessorshipEmeriti Faculty:

Peter D.G. Brown, Dorothy Hayes, Henry Urbanski

Distinguished Teaching Professors

Jan Z. Schmidt, Harry Stoneback

Emeriti Faculty:

Gerald Sorin

Student Consumer Information Requirement

In compliance with both Federal and State laws, the University 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 Office of Records and Registration 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 SUNY 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 <https://www.newpaltz.edu/police/>. Additionally, information may be obtained from the U.S. Department of Education website at www.ed.gov. Below are key points under The Family Education Rights and Privacy Act (FERPA) regarding educational records. Additional information is provided on our website at www.newpaltz.edu/ferpa.

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 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 university 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 Continuing and Online Education*.
 - 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 Graduate, Professional & Interdisciplinary Studies*. 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 university 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 university 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 may be released without consent. Any student who does not wish to have this information released must so notify the university relations officer in writing not later than the second week of classes – *Office of Public Affairs*.

Student Services

Campus Auxiliary Services

ID Cards, Food Service

Contact: (845) 257-3370

Career Resource Center

Career Advisement Resources

Contact: (845) 257-3265

Center for International Programs

International Student Advising

Contact: (845) 257-3125

Center for Student Engagement

Providing and Promoting Student Relations

Contact: (845) 257-3025

Center for Student Success

Academic Support

Contact: (845) 257-3580

College Bookstore

Contact: (845) 257-3050

Department of Residence Life

On-Campus Housing

Contact: (845) 257-4444

Disability Resource Center

Disabled Student Information and Services

Contact: (845) 257-3020

Educational Opportunity Program*Assistance for Historically Disadvantaged Students*

Contact: (845) 257-3220

Information Technology Services*Student Computing Services*

Contact: (845) 257-4357

Office of Student Accounts*Payment Information*

Contact: (845) 257-3150

Office of Records and Registration*Course Registration, Transcript Requests*

Contact: (845) 257-3100

Office of Veterans and Military Services*Supporting Active Military, Veterans, and Dependents*

Contact: (845) 257-OVMS (6867)

Student Counseling*Individual and Group Counseling and Outreach*

Contact: (845) 257-2920

Student Financial Services*Information on Grants and Loans*

Contact: (845) 257-3250

Student Health Service*Medical Problems and Education*

Contact: (845) 257-3400

Telecommunications & Parking Office*Parking Permits*

Contact: (845) 257-3001

University Police*Emergencies*

Contact: (845) 257-2222

Graduate Academic Policies

State University of New York at New Paltz

We have made every effort to provide salient and accurate information in this handbook. However, SUNY 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 (845) 257-3172.

Academic Policies and Procedures

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 study at New Paltz presupposes a rigorous course of study at a higher level, and 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 of study."

Non-degree students who subsequently apply for matriculation are considered in a manner similar to undergraduate transfer students. That is, graduate credits earned before 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-degree classification includes visiting students, students in the last term of their baccalaureate study, and others who do not plan to work toward a degree. Upon request, New Paltz will provide an official transcript of all graduate courses completed and the grades earned. No official status or obligation pertains to non-degree students.

Academic "Good Standing"

Academic Good Standing

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

Academic Warning

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 Office of Graduate, Professional & Interdisciplinary Studies (GPIS) and must make appointments to meet with their academic advisor and the Graduate Dean or her designee. 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 Graduate Dean or her designee. 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

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 Office of Graduate, Professional & Interdisciplinary Studies (GPIS) and must make appointments to meet with their academic advisor and the Graduate Dean or her designee. While in this academic status, the student's transcript will be marked with a probation indicator. If a student fails to meet with the Graduate Dean or her designee, the student will be blocked from future registration. Students will be academically dismissed after two consecutive semesters of academic probation.

Academic Dismissal

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.

Restrictions on 4+1 Student Continuation into Master's Programs with Cumulative GPA's below 3.0

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 are strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

GPA	Academic Standing	Comments
3.00-4.00	Good Standing (GS)	
2.75-2.99	Academic Warning—1st semester (W1)	Registration is not affected.
2.75-2.99	Academic Warning—2nd semester (W2)	Registration is prohibited. Student must meet with AVP of Graduate & Extended Learning before he/she will be allowed to register.
2.50-2.74	Academic Probation (AP)	Future registration is prohibited. A probation indicator will be noted on the student's transcript.
2.49 and #	Academic Dismissal (AD)	Registration is prohibited and student is deregistered from coursework.

Advising

Candidates for graduate degrees are assigned an academic 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-degree graduate students do not have an academic advisor. They may contact the department offering the course in which they would like to enroll for permission to register. For all other questions, non-degree

students may contact the [Assistant Dean of Graduate, Professional & Interdisciplinary Studies](#) for advisement.

Audit Privileges

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. It does not permit the auditor to take examinations in the course or to have work evaluated in any other way. The auditor receives a "grade" of AU for the course, and no credits are earned. Students may not change their enrollment status from audit to credit, or from credit to audit.

Registered New Paltz students may audit courses without paying a registration fee. For all others, a fee may be applied. This fee is non-refundable after the first week of classes.

Cost

- Registration Fee:** \$50 (Fee waived for individuals 60 years and older)
- Technology Fee:** Applied to all auditors. [Click here](#) for more information about fees.
- Course Fees:** Some courses have associated cost. See course description in the [Schedule of Classes](#) for more details.

Audit privileges are not available in studio, laboratory, 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.

Documented COVID vaccine compliance must be submitted by uploading to the Vaccine portal in my.newpaltz.edu prior to registering for in-person classes.

Process

- Complete the [Course Audit Form](#). The completed form must have the signatures of the course instructor and the chair of the department offering the course.
- Submit the form to [Records & Registration](#).
- Auditors will be registered one week prior to the start of classes.

Comprehensive Examinations

Comprehensive exams or another form of culminating assessment is required for most graduate programs. Students should consult their adviser or department chair regarding the details of specific programmatic assessments. Students who fail their 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 the forfeiture of matriculation.

Continuous Enrollment

All students admitted to a graduate program at SUNY New Paltz, unless they are on an officially approved Leave of Absence (see [Leave of Absence/Withdrawal From College Form](#)), are required to be continuously registered in the fall and spring semesters throughout their degree program from their first semester of enrollment through their graduating

term. Students who are continuously registered will have access to faculty advising and campus student services including but not limited to the university library and campus computing services, as well as any key cards or other access to labs and/or studios appropriate to the program of study.

Continuous enrollment can be accomplished by enrolling in at least 1 credit hour of coursework during the term. (Note, however, that international students must be enrolled full-time to maintain their F-1 or J-1 immigration status). Students who have completed their coursework and are working on their Comprehensive Exam or doing Thesis Work must enroll in Continued Registration (CR) courses as described below:

Maintaining Continuous Enrollment for Special Cohorts of Students

Non-Completers of Comprehensive Exams

Students register for the Comprehensive Exam by enrolling in Comprehensive Exam Preparation (xxx599).

- Comprehensive Exam Preparation (xxx599) is a zero-credit (no fee) course open to students in their final semester of course work, or the semester immediately following the completion of coursework. This course may only be taken once. Students may take Comprehensive Exam Preparation once only. (See [Graduate Comprehensive Exam Workshop form](#))
- Students who have registered for Comprehensive Exam Preparation (xxx599) and have failed to complete the comprehensive exam at the end of the semester must register and pay for one credit of Continued Registration (xxx799) each subsequent semester until they pass the comprehensive exam.
- Students must pass the comprehensive exam within the time limit allowed for earning their degree. Requests for extensions of time must be made through petition to the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies.

Students with an Incomplete Thesis

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.

- Students with an “H” grade who are not taking any other classes must register and pay for one credit of Continued Registration (xxx799) for every fall and spring semester that follows until the thesis is completed. (See [Continued Registration Form](#))
- The continuous enrollment policy applies to fall and spring semesters only. If students are not registered for the summer and need access to Library resources for their Thesis, they need to reach out to the library for an extension.
- Students must complete their thesis within the time limit allowed for earning their degree. Requests for extensions of time must be made through a petition to the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies.

Consequences for Failure to Maintain Continuous Enrollment

Matriculated graduate students with an H grade who are not enrolled in Continued Registration (xxx 799) or another approved course and are not on an approved leave:

- After the 7th day of the semester, the student will be notified by campus email of the need to take appropriate action. Without enrollment or approved leave, on the 21st day of the semester, the student will be de-matriculated from the program. Readmission to the program requires meeting with the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies and the program advisor, reapplying to the program, and paying the application fee. Readmission is program-specific and not guaranteed.

Matriculated graduate students who are not enrolled in any courses and are not on approved leave:

- **The first semester a matriculated graduate student is not enrolled and not on an approved leave of absence:** After the 7th day of the semester, the student will be notified via campus email of the need to be enrolled or on approved leave. They will be alerted that a second consecutive semester without enrollment or leave will result in de-matriculation (see paragraph 2b of this policy).
- **The second semester a matriculated graduate student is not enrolled and not on an approved leave of absence:** After the 7th day of the semester, the student will be notified by campus email of the need to take appropriate action. Without enrollment or approved leave, on the 21st day of the semester, the student will be de-matriculated from the program. Readmission to the program requires meeting with the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies and the program advisor, reapplying to the program, and paying the application fee. Readmission is program-specific and not guaranteed.

Course-Numbering System

The first three letters of a course identify its department of origin, while the first digit denotes its level. Graduate students do not receive credit for any course below a 500-level.

500-Level and 600-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.

Culminating Assessments

One requirement for a master's degree may include at least one of the following culminating assessments: 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.

Deferral Policy

The following deferral policy is applicable to some programs. Students should check with their departmental adviser to see if this policy applies to them. Graduate program acceptance and matriculation are 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 Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies. After that point, it will be necessary to reapply. Please email us at gradstudies@newpaltz.edu for more information.

Degree Applications

Students must apply online for their graduate degree or advanced certificate

Go to: my.newpaltz.edu > Graduation > Degree Application

Degree Application Deadlines

January 1	Degree Applications for MAY conferral
March 15	Degree Applications for AUGUST conferral
July 1	Degree Applications for DECEMBER conferral

To obtain their degree, students must complete the courses in their program of study, including "incomplete" courses. Students should be advised that substitutions (course changes) require the written permission of the program adviser and the Graduate Dean or her designee.

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.

Fieldwork/Selected Topics Courses

Fieldwork

Fieldwork courses are approved experiences offered by individual academic departments to enable students to enrich their academic programs 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 offering the course are required to enroll in a fieldwork course. The Fieldwork request form may be downloaded from the Office of Records and Registration website at <http://www.newpaltz.edu/registrar/forms.html>.

Selected Topics Course

Selected topics courses (xxx593 or xxx793) 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.

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:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

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.

A student who enrolls in a course and neither attends nor withdraws will earn a grade of F*. This grade is included in the student's GPA as an F.

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 Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies 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.

Graduate Student Grievances and Academic Appeals

Purpose

The State University of New York at New Paltz complies with New York State Education Department regulations requiring that campuses have procedures in place for filing complaints and seeking resolution of perceived academic problems and reconciliation of student complaints, including nonacademic issues (e.g., student services, administrative concerns, or matters involving any form of discrimination).

Academic Grievances

[Graduate Academic Integrity Policy](#) (p. 14)

[Graduate Student Grade Appeals Policy](#) (p. 14)

[Graduate Academic Appeals Procedure](#) (p. 16)

[Graduate Professional Dispositions](#)

Non-Academic Grievances

[Student Complaints Regarding Alleged Sexual Assault, Harassment, and/or Discrimination](#) (p. 19)

[Student Complaints Regarding Nonacademic Issues](#) (p. 19)

Graduate Student Grade Appeals Policy

Basis for Graduate Student Grade Appeals

1. The student may not base a grade appeal on disagreement with the grading policy as established and published by the course instructor.
2. Only the final grade submitted by the course instructor at the conclusion of the course can be appealed. Grades on individual course assignments cannot be appealed separately in this process although demonstration of instructor's error on the grades for individual assignments may serve as the primary evidence for a successful appeal of the final course grade.
3. The student may base a grade appeal on the instructors' (a) failure to follow a published grading policy in calculating grades for the course

as a whole or in calculating the grade for the complainant and/or (b) erroneous or unfair application of the published grading policy or standards in determining the complainant's grade in the course.

Guidance Regarding Documentation

The burden of proof in the grade appeal is always on the student. Therefore, the student must substantiate the grievance. Retention of all documentation from a course, including but not limited to the syllabus, tests, papers, and any other graded evaluations is strongly recommended.

Graduate Grade Appeals Process

Graduate grade appeals follow the processes detailed in the [Graduate Academic Appeals Process](#) (p. 16).

Graduate Academic Integrity Policy

Academic integrity is a fundamental value for our university. Students are expected to maintain the highest standards of honesty in their graduate work. Cheating, forgery, and plagiarism are serious violations of academic integrity, as is any effort that aids another person in academic dishonesty. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. Ignorance of the academic integrity policies does not constitute a defense. It is the student's responsibility to understand and to adhere to this policy.

If an undergraduate student is suspected of an academic integrity violation, the [Undergraduate Academic Integrity Policy](#) will be followed regardless of the level of the course. However, if the violation occurs in a graduate course, then the resolution of that adjudication will be communicated to the Office of Graduate, Professional & Interdisciplinary Studies to be maintained in the student's graduate studies record, regardless of whether the student is matriculated in a combined Bachelor's/Master's program or not. If a matriculated graduate student is suspected of an academic integrity violation, this graduate adjudication process will be followed regardless of the level of the course.

Definitions

Cheating is defined as giving or obtaining information by improper means when meeting any academic requirements. This includes, but is not limited to: 1) the use of any non-authorized assistance in taking exams, tests, or quizzes, 2) the use of any non-authorized aid in writing papers or reports, solving problems, or otherwise carrying out any course assignments, 3) the use of any non-authorized materials, 4) the non-authorized reuse for academic credit of any work previously submitted in whole or in part for academic credit, 5) accepting credit for work that you have not personally contributed to as directed in the assignments, and 6) purchasing or selling academic assignments for the purpose of submission in fulfillment of a course or program requirement.

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, either intentional or unintentional, of someone else's words, ideas, or images as one's own. Since works are the property of an author or publisher, plagiarizing is a form of larceny punishable by a 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 appropriate citation. When students use only the ideas and change the words, they must clearly identify the source of the ideas with appropriate citation. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the plagiarized author. It is implied that assignments submitted by students are their own work.

Aiding in academic dishonesty includes knowingly participating in or facilitating another student's act of academic dishonesty. Examples include, but are not limited to, unauthorized sharing of answers to a test or exam or unauthorized sharing of a paper or completed assignment for submission by another student.

Penalties for Course-based integrity violations

Academic penalties and procedures may include any one or more of the following, each discussed in more detail below:

- Warning
- Revision and resubmission
- Remediation
- Grade reduction
- Course failure
- Dismissal

All issues regarding academic integrity violations should be resolved in a timely fashion. In addition to the policy provisions below, faculty should adhere to any departmental or school-level practices or procedures related to academic integrity violations.

Process

All penalties for addressing suspected Academic Integrity violations include the following steps:

- The faculty member notifies the student, in writing, that there has been a violation of the university academic integrity standards (it may be helpful to provide the student with a copy of the Graduate Academic Integrity Policy), describes and provides evidence of the violation, and notifies the student that repetition may result in higher sanctions.
- The faculty member should request a meeting with the student to discuss the violation. This meeting might be conducted in person, by phone or web conferencing, or via email exchanges as necessary.
- Unless the violation seems very minor or likely the result of misinformation or confusion about standards, in order to determine the most appropriate penalty:
 - The faculty member should consult with the Program Coordinator and Academic Dean (or designee) to discuss program precedent, determine whether the student has prior offenses, and consider recommended courses of action.
 - The Academic Dean (or designee) will consult with the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies regarding Graduate Studies

precedents and to determine whether Graduate Studies is aware of prior integrity violations.

- A more severe penalty may apply to repeat offenses.
- The student will receive written notification of the penalty. The person to communicate that decision depends upon the penalty (see below). In all cases, the written notification should be copied to the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies so that a record can be maintained in the student's file.

Warning

- If the faculty member determines that the violation warrants a warning, then the original notification and the meeting may serve that purpose.

Revision and resubmission

- If the faculty member determines that it would be appropriate to have the student revise and resubmit the assignment in which the academic integrity violation occurred, then he/she/they will direct the student to do so.
- The student's failure to satisfactorily remedy the violation in the revision and resubmission may result in a higher penalty.

Remediation

- If the faculty member determines that it would be appropriate for the student to engage in some effort to remediate their understanding of academic integrity standards (ex: by taking the Preparation for Graduate Student Success course or by preparing a remediation plan for the student), then, together with the Academic Dean (or designee), they will communicate the remediation plan to the student in writing.
- If the student fails to successfully complete the remediation activity as directed, then a more severe penalty may apply.

Grade reduction (assignment or course)

- If the faculty member determines that the violation warrants a grade reduction in the assignment or the course, then he/she/they will notify the student, in writing, of the grade reduction.

Course Failure

- If the faculty member determines that the violation warrants failing the entire course, then he/she/they will notify the student, in writing, of the failing grade.

Dismissal

- If the faculty member, together with the Program Coordinator and Academic Dean (or designee), determines that the violation warrants dismissal, then they will communicate that decision to the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies.
- If the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies agrees that dismissal is the appropriate course of action, the student will receive formal notice, from the Associate Provost and Dean of Graduate, Professional &

Interdisciplinary Studies, of dismissal from the graduate program. If the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies does not agree that dismissal is the appropriate course of action, they will consult the Provost who will make the final determination.

Process for appeal

Student appeals of an academic integrity penalty must follow the [Graduate Academic Appeals Process](#) (p. 16).

Graduate Academic Appeals Procedure

Grievances covered by this Graduate Academic Appeals Process include:

- Graduate Grade Appeals Policy
- [Graduate Academic Integrity Policy](#) (p. 14)
- [Graduate Professional Dispositions](#) (p. 19)
- [Academic Dismissal](#) (p. 10)

It is the student's responsibility to take initiative in the appeal, and it is the student's decision whether or not to proceed to each step of the process.

"Notification" throughout this policy shall be made through official college email accounts and will be determined as the first business day following the date-stamp indicated on the email.

Informal Efforts at Resolution

In many situations, an academic issue may be resolved through informal efforts and no appeal will be necessary. Thus, parties must first attempt to resolve an academic issue informally.

- **For Grade Appeals**, this means that the Student must try to informally resolve the Grade concern directly with the Instructor before appealing to the Program Coordinator.
- **For Academic Integrity Appeals**, this means that the Instructor must notify the Student of an Academic Integrity concern and discuss the concern prior to announcing a Penalty. Additionally, unless the violation is very minor or likely the result of misinformation or confusion, the Instructor must involve the Program Coordinator and Academic Dean, and Academic Dean must inform the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies, to informally discuss appropriate penalties and to confirm that there are no prior violations that may constitute a pattern or practice and, thus, indicate an elevation in Penalty.
- **For Professional Disposition Appeals**, except in extreme cases where informal resolution is not appropriate, this means that an Instructor, Internship Coordinator, and/or Site Placement Supervisor must attempt to address the Professional Disposition issue(s) informally before making a call for Professional Competency Review.
- **For Academic Dismissal**, this means that the Student must alert the Office of Graduate, Professional & Interdisciplinary Studies they are asking to have the Academic Dismissal reviewed.

Informal efforts at resolution include emails, phone calls, office visits, and/or any other digital or in person communications related to a Grade dispute,

Academic Integrity violation, Professional Disposition, or Academic Dismissal issue.

Initial Graduate Academic Action

The Graduate Academic Appeals Procedure is applicable when a Student wishes to appeal an Initial Graduate Academic Action related to a Grade, an Academic Integrity Penalty, a Professional Disposition determination, or an Academic Dismissal.

- **For Grade Appeals**, the initial action is the award of the final course Grade.
- **For Academic Integrity Appeals**, the initial action is the notification of the Academic Integrity Penalty. See [Graduate Academic Integrity Policy](#) for the process used to issue an Academic Integrity Penalty.
- **For Professional Disposition Appeals**, the initial action is notification of a Professional Disposition decision. Each professional program has its own Professional Disposition standards and processes. Please see the applicable graduate professional program for details specific to that program.
- **For Academic Dismissal**, the initial action is notification of Dismissal.

Academic Appeals Process

NOTE: If an **Academic Dismissal** dispute is not resolved through informal resolution with the Office of Graduate, Professional & Interdisciplinary Studies, the appeal proceeds straight to Step 4: Provost Review.

Step 1: Program-level Review

The first step in the appeals process is at the Program level. A Student wishing to appeal an Initial Graduate Academic Action related to a Grade, Academic Integrity Penalty, or Professional Disposition determination may appeal to the Graduate Program Coordinator. The Graduate Program Coordinator will notify the Department Chair and consult as appropriate.

Note: *If the Program Coordinator is a party to the appeal, then the Student progresses directly to Step 2: Academic Dean Review.*

Timeliness of Appeal

A graduate Student who wishes to appeal an Initial Action must do so in a timely manner.

- **For Grade Appeals**, this means by the second week of the semester following the final Grade the Student is appealing.
- **For Academic Integrity Appeals**, this means within 10 business days of the Student's notification of the Penalty.
- **For Professional Disposition Appeals**, this means within 10 business days of the Student's notification of the Professional Disposition determination.
- **For Academic Dismissal**, this means within 10 business days of the student's notification of Academic Dismissal. (NOTE: This appeal goes straight to Step 4: Provost Review)

Note: *Many faculty and staff are not on campus during Special Sessions (this includes Summer and Winter Session). Delays in responding to an appeal may occur if the appeal is made during a special session and key participants in the appeal process are not available for resolution. Students attempting an appeal who are not able to reach a faculty member should contact the program coordinator or department chair for assistance.*

Appeal Format

The Student appeal must be in writing, submitted through official college email accounts. The following items must be included:

- A statement of the case in detail including:
 - Student's name and contact information.
 - The names and contact information for Instructors, Internship Coordinators, Site Placement Supervisors or any others involved in the matter the Student is appealing.
 - The reasons the Student believes the academic decision should be reconsidered.
- All relevant supporting materials, which should be identified and listed in an appendix.
 - Evidence of efforts at informal resolution of the issue.
 - The Initial Graduate Academic Action (i.e.: Grade, Penalty, Professional Disposition determination).
 - Copies of digital communications and/or summaries of consultations the Student had with the Instructor, Internship Coordinator, Site Placement Supervisor or any others involved in the matter the Student is appealing.
 - Copies of all formal communication the Student received (ex: Student evaluation rubrics, Professional Disposition determination, remediation plan, etc.).
 - Any other supporting documents.

Response to Appeal

Within 5 business days of notification of the Student's appeal, the Program Coordinator will notify the Instructor, Internship Coordinator, Site Placement Supervisor and others involved in the matter the Student is appealing of the Student's appeal, providing a copy of the appeal and its associated documents. These individuals have 5 business days to submit any additional information or documentation appropriate to inform the Program Coordinator's decision-making.

Program Coordinator Decision

Within 20 business days of notification of the Student's appeal (inclusive of the response to appeal), the Program Coordinator will have:

1. Examined the documentation.
 - a. If necessary to reach a decision, the Program Coordinator may contact, via phone or email, the Student, Instructor, the Professional Disposition Committee (if applicable), and/or other relevant parties to the dispute for additional information to help clarify their understanding of the written materials.
2. Issued his/her/their decision.
 - a. The Program Coordinator will communicate the decision to the Student via official campus email and will copy the Instructor, Department Chair, Internship Coordinator, the Professional Disposition Committee (if applicable), and others involved in the matter the Student appealed.
 - b. The decision should briefly state the nature of the appeal and the reason for its approval or denial.
 - c. If the decision impacts the Student's Grade, the Program Coordinator, in consultation with the course Instructor, will determine what the correct Grade should be or direct the Instructor to recalculate the Grade based upon the Program Coordinator's determination and findings. The Program Coordinator will inform the Student of the decision and require the course Instructor to change the Grade by submitting a Grade

change via my.newpaltz.edu. A record of this decision will be kept on file in the Program Coordinator's office for six years.

Step 2: Academic College Review

The next step in the appeals process is at the Academic College level. A Student wishing to appeal the Graduate Program Coordinator's decision related to a Grade, Academic Integrity Penalty, or Professional Disposition determination may appeal to the Academic Dean who may refer the appeal to his/her/their Designee. The Academic Dean must assign a Designee in the event of a conflict of interest.

Appeal Format

The Student appeal must be in writing, submitted through official college email accounts. The following items must be included:

- A statement of the case in detail including:
 - Student's name and contact information.
 - The names and contact information for Instructors, Internship Coordinators, Site Placement Supervisor or any others involved in the matter the Student is appealing.
 - The reasons the Student believes the academic decision should be reconsidered.
- All relevant supporting materials, which should be identified and listed in an appendix.
 - Evidence of efforts at informal resolution of the issue.
 - The Initial Graduate Academic Action (i.e.: Grade, Penalty, Professional Disposition determination).
 - The Program Coordinator's decision.
 - Copies of digital communications and/or summaries of consultations the Student had with the Instructor, Internship Coordinator, Site Placement Supervisor or any others involved in the matter the Student is appealing.
 - Copies of all formal communication the Student received (ex: Student evaluation rubrics, Professional Disposition determination, remediation plan, etc.).
 - Any other supporting documents.

Response to Appeal

Within 5 business days of notification of the Student's appeal, the Dean or his/her/their Designee will notify the Instructor, Internship Coordinator, Site Placement Supervisor, Program Coordinator, the Professional Disposition Committee (if applicable), and others involved in the matter the Student is appealing of the Student's appeal, providing a copy of the appeal and its associated documents. These individuals have 5 business days to submit any additional information or documentation appropriate to inform the Academic Dean/Designee's decision-making.

Academic Dean/Designee Decision

Within 20 business days of notification of the Student's appeal (inclusive of the response to appeal), the Academic Dean/Designee will have:

1. Examined the documentation.
 - a. If necessary to reach a decision, the Academic Dean/Designee may contact, via phone or email, the Student, Instructor, and/or other relevant parties to the dispute and/or appeal for additional information to help clarify their understanding of the written materials.
2. Issued his/her/their decision.
 - a. The Academic Dean/Designee will communicate the decision to the Student via official campus email and will copy the Instructor, Internship Coordinator, Program Coordinator, the Department

Chair, the Professional Disposition Committee (if applicable), and others involved in the matter the Student appealed. (Note: If the decision is made by the Dean's Designee, the Designee will also copy the Academic Dean.)

- b. The decision should briefly state the nature of the appeal and the reason for its approval or denial.
- c. If the decision impacts the Student's Grade, the Dean/Designee, in consultation with the course Instructor and Program Coordinator, will determine what the correct Grade should be or direct the Instructor to recalculate the Grade based upon the Program Coordinator's determination and findings. The Dean/Designee will inform the Student of the decision and require the course Instructor to change the Grade by submitting a Grade change via my.newpaltz.edu. A record of this decision will be kept on file in the Program Coordinator's office for six years.

Step 3: Graduate Studies Review

The next step in the appeals process is at the Graduate Studies level.

A Student wishing to appeal the Academic Dean/Designee's decision related to a Grade, Academic Integrity Penalty, or Professional Disposition determination may appeal to Graduate Studies.

Graduate Studies Review involves review by the Graduate Council Subcommittee for Graduate Academic Appeals.

Graduate Council Subcommittee for Graduate Academic Appeals

- The Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies (hereinafter Associate Provost and Dean of GPIS) will Chair and be a voting member of the Graduate Council Subcommittee for Graduate Academic Appeals (hereinafter "Appeals Subcommittee". The Associate Provost and Dean of GPIS may designate his/her/their role to the Executive Director and Assistant Dean of Graduate, Professional & Interdisciplinary Studies or to another member of Graduate Council. The Associate Provost and Dean of GPIS must assign a Designee in the event of a conflict of interest.
- The Presiding Officer of the Graduate Faculty (hereinafter "Presiding Officer" will be a voting member of the Appeals Subcommittee. The Presiding Officer may designate his/her/their role to the Assistant Dean of Graduate, Professional & Interdisciplinary Studies or to another member of Graduate Council. The Presiding Officer must assign a Designee in the event of a conflict of interest.
- At the beginning of each academic year, Graduate Council will select 3 members of Graduate Council to serve on the Appeals Subcommittee. Those members, in addition to the Associate Provost and Dean of GPIS (Chair) and Presiding Officer will constitute the Appeals Subcommittee of 5 that will hear any graduate academic appeals that arise until the selection of the next year's Appeals Subcommittee.
 - If a member of the Appeals Subcommittee is unable to serve due to a conflict of interest or other unavailability, the Associate Provost and Dean of GPIS and Presiding Officer will identify from Graduate Council a replacement for that Appeals Subcommittee member.

Appeal Format

The Student appeal must be in writing, submitted to the Associate Provost and Dean of GPIS through official college email accounts. The following items must be included:

- A statement of the case in detail including:
 - Student's name and contact information
 - The names and contact information for Instructors, Internship Coordinators, Site Placement Supervisor or any others involved in the matter the Student is appealing
 - The reasons the Student believes the academic decision should be reconsidered.
- All relevant supporting materials, which should be identified and listed in an appendix.
 - Evidence of efforts at informal resolution of the issue.
 - The Initial Graduate Academic Action (i.e.: Grade, Penalty, Professional Disposition determination)
 - The Program Coordinator's decision
 - The Academic Dean/Designee's decision
 - Copies of digital communications and/or summaries of consultations the Student had with the Instructor, Internship Coordinator, Site Placement Supervisor or any others involved in the matter the Student is appealing.
 - Copies of all formal communication the Student received (ex: Student evaluation rubrics, Professional Disposition determination, remediation plan, etc.)
 - Any other supporting documents.

Response to Appeal

Within 5 business days of notification of the Student's appeal, the Associate Provost and Dean of GPIS or his/her/their Designee will notify the Instructor, Internship Coordinator, Site Placement Supervisor, Program Coordinator, the Professional Disposition Committee (if applicable), Academic Dean (and/or Designee, if applicable), and others involved in the matter the Student is appealing of the Student's appeal, providing a copy of the appeal and its associated documents. These individuals have 5 business days to submit any additional information or documentation appropriate to inform the Graduate Studies' decision-making.

Graduate Studies Decision

Within 25 business days of notification of the Student's appeal (inclusive of the response to appeal), the Associate Provost and Dean of GPIS/Designee will have:

1. Convened the Appeals Subcommittee.
2. Together with the Appeals Subcommittee, examined the documentation.
 - a. If necessary to reach a decision, the Appeals Subcommittee may contact, via phone or email, the Student, Instructor, Program Coordinator, the Department Chair, Academic Dean/Designee, and/or other relevant parties to the dispute and/or appeal for additional information to help clarify their understanding of the written materials.
3. Issued their decision.
 - a. The Associate Provost and Dean of GPIS/Designee will communicate, on behalf of the Appeals Subcommittee, the decision to the Student via official campus email and will copy the Instructor, Internship Coordinator, Program Coordinator, the Professional Disposition Committee members (if applicable), the Academic Dean (and Designee, if applicable), and others involved in the matter the Student appealed. (Note: If the decision is made by the Associate Provost and Dean of GPIS' Designee, the Designee will also copy the Associate Provost and Dean of GPIS.)
 - b. The decision should briefly state the nature of the appeal and the reason for its approval or denial.

- c. If the decision impacts the Student's Grade, the Associate Provost and Dean of GPIS/Designee, in consultation with the course Instructor and Program Coordinator, will determine what the correct Grade should be or direct the Instructor to recalculate the Grade based upon the Program Coordinator's determination and findings. The Associate Provost and Dean of GPIS/Designee will inform the Student of the decision and require the course Instructor to change the Grade by submitting a Grade change via my.newpaltz.edu. A record of this decision will be kept on file in the Program Coordinator's office for six years.

Step 4: Provost Review

The next and final step in the appeals process is at the Provost's level.

A Student wishing to appeal the Graduate Studies' decision related to a Grade, Academic Integrity Penalty, or Professional Disposition determination may appeal to the Provost. A student appealing Academic Dismissal appeals directly to the Provost if informal resolution with the Office of Graduate, Professional & Interdisciplinary Studies does not resolve the concern.

Appeal Format

The Student appeal must be in writing, submitted by through official college email accounts. The following items must be included:

- A statement of the case in detail including:
 - Student's name and contact information.
 - The names and contact information for Instructors, Internship Coordinators, Site Placement Supervisor or any others involved in the matter the Student is appealing.
 - The reasons the Student believes the academic decision should be reconsidered.
- All relevant supporting materials, which should be identified and listed in an appendix.
 - Evidence of efforts at informal resolution of the issue.
 - The Initial Graduate Academic Action (i.e., Grade, Penalty, Professional Disposition determination, or Academic Dismissal).
 - The Program Coordinator's decision (not applicable to Academic Dismissal).
 - The Academic Dean/Designee's decision (not applicable to Academic Dismissal).
 - The Graduate Studies decision.
 - Copies of digital communications and/or summaries of consultations the Student had with the Instructor, Internship Coordinator, Site Placement Supervisor or any others involved in the matter the Student is appealing.
 - Copies of all formal communication the Student received (ex: Student evaluation rubrics, Professional Disposition determination, remediation plan, etc.).
 - Any other supporting documents.

Response to Appeal

Within 5 business days of notification of the Student's appeal, the Provost will notify the Instructor, Internship Coordinator, Site Placement Supervisor, Program Coordinator, the Professional Disposition Committee (if applicable), Academic Dean (and/or Designee, if applicable), Associate Provost and Dean of GPIS (and/or Designee, if applicable), the other 4 members of the Appeals Subcommittee, and others involved in the matter the Student is appealing of the Student's appeal, providing a copy of the appeal and its associated documents. In the case of Academic Dismissals, the Provost will only notify the Program Coordinator,

Department Chair, Academic Dean (or designee) and Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies. If the dismissal involves an international student, the Provost will also notify the Center for International Programs. These individuals have 5 business days to submit any additional information or documentation appropriate to inform the Provost's decision-making.

Provost Decision

Within 20 business days of notification of the Student's appeal (inclusive of the response to appeal), the Provost will have:

1. Examined the documentation.
 - a. If necessary to reach a decision, the Provost may contact, via phone or email, the Student, Instructor, and/or other relevant parties to the dispute and/or appeal for additional information to help clarify their understanding of the written materials.
2. Issued his/her/their decision.
 - a. The Provost will communicate the decision to the Student via official campus email and will copy the Instructor, Internship Coordinator, Professional Disposition Committee members (if applicable), Program Coordinator, the Department Chair, Professional Disposition Committee (if applicable), Academic Dean (and Designee if applicable), Associate Provost and Dean of GPIS (and Designee, if applicable), the other 4 members of the Appeals Subcommittee and others involved in the matter the Student appealed. In the case of Academic Dismissals, the Provost will only notify the Program Coordinator, Department Chair, Academic Dean (or designee) and Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies. If the dismissal involves an international student, the Provost will also notify the Center for International Programs.
 - b. The decision should briefly state the nature of the appeal and the reason for its approval or denial.

If the decision impacts the Student's Grade, the Provost, in consultation with the course Instructor and Program Coordinator, will determine what the correct Grade should be or direct the Instructor to recalculate the Grade based upon the Program Coordinator's determination and findings. The Provost will inform the Student of the decision and require the course Instructor to change the Grade by submitting a Grade change via my.newpaltz.edu. In the case of an Academic Dismissal appeal, if the dismissal is reversed, the Provost will work with the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies to reinstate the student. A record of this decision will be kept on file in the Program Coordinator's office for six years.

Confidentiality

All individuals involved with an academic appeal are required to maintain the confidentiality of the proceedings and of all materials presented.

Non-Academic Grievances

Student Complaints Regarding Alleged Sexual Assault, Harassment, and/or Discrimination

If the complaint involves [Title IX](#) allegations of sexual assault, violence or harassment, and/or discrimination based on race, sex, ethnicity, national origin, sexual orientation, religion, age, disability, or marital status, the student should use procedures administered through the Office of Compliance and Campus Climate, Haggerty Administration

Building, Room 602A. Allegations of sexual assault, harassment, and/or discrimination should be reported immediately to this office for a confidential discussion.

[Sexual Assault, Violence and Harassment \(Title IX\) | SUNY New Paltz](#)

Student Complaints Regarding Nonacademic Issues

If the complaint involves nonacademic issues, the student should follow the procedures set forth by the Department of Student Affairs and administered by the [Dean of Students](#), Haggerty Administration Building, Room 702. However, students are encouraged to seek resolution of the perceived problem directly in the unit in question before initiating processes that are more formal.

[Student Affairs | SUNY New Paltz](#)

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 study a subject at 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, searching for and integrating information from a variety of sources, interpreting the data, and expressing clearly the meaning of the whole. It is essentially a tutorial course involving frequent and in depth contact between the student and an instructor.

Since 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. Students may take no more than 20% of the total graduate credits per degree* as independent study. 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 Office of Records and Registration website at <http://www.newpaltz.edu/registrar/forms.html>

*Revision in calculating the maximum credits that a graduate student may complete was changed from 6 credits to 20% of the total credits required to earn a degree in Fall. 2018.

Leave of Absence

A **leave of absence** is permission to be away from the university temporarily, whether it is for medical, financial, or personal reasons, including study at another educational institution. Students must seek approval from their program director and file a [Graduate Leave of Absence Form](#) with the Office of Graduate, Professional & Interdisciplinary Studies who will process the request. Students may be on leave for up to two consecutive semesters. Students who do not re-enroll in classes after their approved leave of absence has expired will be subject to our [Continuous Enrollment Policy](#).

Withdrawing from Course(s)

If your requested leave coincides with your current registration, you must withdraw from your course(s). Consult the schedule of classes for the dates you can withdraw from courses with and

without payment. Seek the department chair's assistance and/or that of your academic advisor if you are withdrawing from a course beyond the stipulated deadline. Be informed that a grade of F will appear on your transcript for each course that you do not drop. No record of enrollment will appear on your transcript if you drop your course(s) during the course change period. Courses dropped after the official course change period will be designated with a W on your transcript.

Returning from an approved leave:

1. Students must [contact Records & Registration](#) to confirm intention to return after leave to ensure that their student record is active.
2. Meet with their advisor to plan class schedule and receive registration clearance once the [schedule of classes](#) for the semester of return appears on the web.
3. Register for classes.

Withdrawing from the University

If you do not intend to return to SUNY New Paltz or are planning more than two consecutive semesters away, submit a [Withdrawal from College Form](#) to the Office of Graduate, Professional & Interdisciplinary Studies. Submitting this form means that you must apply for readmission if you later decide you would like to return to SUNY New Paltz. If you are readmitted, you may be subject to updated major and degree requirements. Please note that readmission to SUNY New Paltz is not guaranteed and is subject to admissions criteria in place at the time you apply.

Additional information about Withdrawal and Leave of Absence

If a student requests a withdrawal or leave of absence from the University *before the end of the second week of classes*, the student will be deregistered without transcript notation. If the university withdrawal or leave of absence occurs *after the second week of classes*, the student will be withdrawn from all in-progress courses and a W will be listed on the transcript.

Students may request a withdrawal or leave until the last day of classes. (The exact deadline appears in the [Academic Calendar](#) for each semester.) Students who stop attending class(es) are considered "unofficially withdrawn" and will receive grades of F*. If this happens in all classes for the semester and they do not submit an official Leave of Absence or Withdrawal from College form, the student will be considered on an unofficial Leave of Absence.

Withdrawal and leave of absence may affect students' financial obligations. Please contact the [Office of Student Accounts](#) with questions about liability (e.g., tuition, fees, room and board) and aid. The [tuition refund policy](#) may also be of interest.

Non-Degree Students

Non-Degree Graduate Students have earned a Bachelor's or higher degree and wish to enroll in graduate courses prior to matriculation in a program. Generally, non-degree students are completing a combination of graduate and undergraduate pre-requisite coursework before starting a graduate program, fulfilling teaching certification requirements, or seeking personal fulfillment. Students eventually matriculating to a graduate degree program are allowed to register for 9 credits as a non-degree student.

To enroll as a non-degree student:

1. Visit [Records & Registration's webpage for Non-matriculated Student Registration](#).

Information for New Non-Degree Students

The information below should help navigate the semester with us as a non-degree student:

Advising

As a non-degree graduate student, please reach out to the department offering the course in which you would like to enroll, with any questions regarding your enrollment, transfer credit, or if you decide to apply for matriculation into a graduate program.

Registering for Classes

Within 24 hours of receiving notification that your application has been finalized, you will receive an email with your **New Paltz Computer User ID (NPCUID)** and **password information** to log into New Paltz's Student Portal called my.newpaltz.edu. You will use your NPCUID to log into my.newpaltz.edu, where you can manage your registration, student account, and access Brightspace (which is used to access your online and seated courses), and Hawkmail (your New Paltz email account). You may review step-by-step directions for registering here: [Register for Classes](#)

Email

A New Paltz email account will be generated for you upon course registration. To access your campus email, click the **Email** link on the www.newpaltz.edu homepage.

IMPORTANT:

Check your New Paltz email account regularly, or have your messages forwarded to a personal account. All correspondence including student invoices will be made via your New Paltz Email account.

Health Forms

All students must provide proof of immunization for mumps, measles, and rubella (MMR) and submit the meningitis information response form. In addition, all SUNY students must also provide documentation of COVID vaccines in order to register for in-person classes. Prior to registering for classes, students must upload documentation into the COVID-19 profile in my.newpaltz.edu in order to enroll for in-person classes. For more information regarding our immunization requirements, the meningitis law, and to download the appropriate forms, please visit the [Student Health Center's website](#).

Books

You may choose to purchase books before classes begin or wait to receive the book list on the first day of class. If you wish to purchase books before classes begin, you may contact the [Campus Bookstore](#) at (845) 257-3050.

Library

The Sojourner Truth Library provides you access to a large collection of physical books and research materials, computers to access online research, multimedia research, and research librarians to assist you. You must have your student ID card and be current on your tuition to check out books. You may find information on the library [here](#).

Dining on Campus

Review our [dining web page](#) to see which campus dining facilities are open at any time of the day.

Parking

All students planning to use the parking facilities must obtain a parking hang-tag from the Parking Office in Wooster Hall, rm 114. Parking permit applications may be downloaded from their [website](#).

Notice to Persons with Prior Felony Convictions

State University of New York (SUNY) policy prohibits SUNY New Paltz admission applications from inquiring into an applicant's prior criminal history. After acceptance, the University shall inquire if the student previously has been convicted of a felony if such individual seeks:

- On-campus housing,
- Participation in clinical or field experiences,
- Participation in internships,
- Participation in study abroad programs.

The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law.

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet the licensure requirements for certain professions. Specific SUNY New Paltz majors may pose challenges in obtaining field experiences, internships, or licensing for individuals with prior criminal convictions. These programs include, but are not limited to:

- Accounting
- Art Education
- Music Therapy
- Childhood Education
- Adolescent Education
- Psychology
- Communication Disorders

Individuals with prior criminal histories are advised to seek advice and guidance from the Chair of the academic department regarding the impact of a criminal record on meeting the requirements of the major/professional licensure or certification prior to declaring the major.

Plan of Study

Once students receive an offer of admission to a graduate program and confirms their intention to enroll, they should meet with their assigned adviser to review the Plan of Study, which is available via my.newpaltz.edu. The Plan of Study lists all of the courses that will

comprise the student's degree program. Only two courses below B- (2.67 on the 4.00 scale) are 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.***

The advisor may make minor plan amendments by submitting an online Plan Amendment Request, which must be approved by the Associate Provost and Dean of GPIS.

Replace Course Grading Option

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 adviser or department chair, and the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies. Under this option, when the course is repeated, only the second grade will be calculated in a student's cumulative grade-point average.

The Replace Course Grading Request Option Form may be downloaded from our website at <https://www.newpaltz.edu/gradstudies/forms>.

Residence and Transfer Credit Policy

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

Transfer Credits

NOTE: Transfer credits are not included in the cumulative GPA calculation.

A matriculated graduate student may transfer up to nine* (9) credits if:

- 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 may be no older than seven years.
- Graduate credits taken as an undergraduate will transfer if they meet the above criteria, regardless of their prior use to fulfill undergraduate degree requirements.

For transfer credits to be posted to the New Paltz transcript, these conditions must be met. The Office of Graduate, Professional & Interdisciplinary Studies 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 <https://www.newpaltz.edu/gradstudies/forms>

* Some departments may accept fewer than nine (9) credits in transfer.

Significant Additional Study for Multiple Credentials

Second Master's Degree

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 Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies 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.

Advanced Certificates

Under certain conditions, students may earn multiple post-master's Advanced Certificates, or continue their study in an Advanced Certificate that is related to their master's degree. Students may pursue a second Advanced Certificate once the first certificate has been awarded. Petitions for a second certificate are referred to the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies by the Department Chair of the discipline in which the second certificate is proposed.

The following regulations apply:

1. At least 50% of the credits of the advanced study must be credits that are not included in another master's program.
2. All relevant requirements, including GPA, total credit hours, required learning outcomes, and standards for licensure must be satisfied for the Advanced Certificate and the related master's program.
3. Where the Advanced Certificate is the first graduate program of study, all transferable credit hours from the Advanced Certificate are "applicable to [the] currently registered degree program" with which the Advanced Certificate is associated.

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 Office of Records and Registration 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 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 thesis is generally intended to be a capstone experience for graduate students.
- Theses involving the participation of or the collection of data from or about human subjects require prospective review and approval by the Human Research Ethics Review Board (HREB) prior to recruitment of or interaction with human subjects. An application must be submitted to the HREB in a time frame that allows adequate time for review and approval prior to the anticipated start of the research project.
- Each program must develop its own written thesis guidelines, which it should disseminate to students and faculty systematically and clearly. These guidelines must be reviewed by the Graduate Council and should be consistent with the basic requirements described below.
- Graduate programs can:
 - Require a thesis of all students
 - Make a thesis optional for all students
 - Not offer a thesis

2. Thesis Credits and Registration

- The Office of Graduate, Professional & Interdisciplinary Studies permits theses of 3 or 6 credits.
- Each program determines which of these credit options are available to its students.
- Each program must have a clear procedure that indicates when a student is eligible to register for a thesis. Further, programs must differentiate requirements for completing thesis course requirements from requirements for completing the thesis itself.

3. Thesis Advising

- A thesis adviser is required for every thesis.
- Each program must clearly inform students how to solicit and select a thesis adviser.
- In some programs, advisers may be assigned to students. In others, students may solicit advisers.
- If a student encounters difficulty obtaining a thesis adviser, the department chair and program/graduate coordinator must work with the student to resolve the issue.

4. Thesis Committees and Oral Defenses

- The incorporation of thesis committees and oral defenses of the thesis are up to individual programs.
- 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 adviser, the department chair, and filed with the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies.

5. Thesis Grading

- Theses are graded using traditional A-F letter grades.
- Thesis advisers 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

- Students can register for 3 or 6 credits of the thesis at a time; for a 6-credit thesis, students may divide their credits into 3 or 6 credits per term, as necessary.

- Thesis credits are graded on an "A-F" basis.
- 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.
- 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

- Students have until their degree deadline to complete their theses.
- Students are urged to work with their advisers 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 the theses will not take more than one academic year to complete.

8. Thesis Submission and Storage

- Theses must be submitted to the library per its submission standards. It is the student's responsibility to submit the thesis with the original signature page prior to graduation.
- 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.
- Students and advisers must ensure that any "H" grades are changed to a credit-bearing letter grade; until this is done, the student cannot graduate.

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 canceled. Some programs may specify a shorter period.

If the time limit expires, students must submit a **Request for Extension of Time** to their program coordinator or department chair with a projected completion date. If the department recommends approval, the coordinator sends this request to the Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies for consideration. The **Request for Extension of Time** form may be downloaded from our website at <https://www.newpaltz.edu/gradstudies/forms>

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.

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. A course withdrawal after that date will be permitted only for compelling non-academic reasons; students should consult with the Academic Dean of the faculty offering the course 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 course withdrawals initiated between the end of the course-change period and the course withdrawal deadline indicated on the academic calendar.
- 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 the last date of attendance must be recorded on the withdrawal form.

Veteran and Military Services

The SUNY New Paltz [Office of Veteran and Military Services](#) (OVMS) is honored to help support and guide military service members, veterans, and dependents with your experience in higher education. At SUNY New Paltz, your core values, experiences, and service are never overlooked. We are committed to the intellectual, personal, and professional growth of all our students. As a retired service member with over 22 years of service, I take pride in being charged with helping you pursue your dreams and assist with guiding you down a path of success. I look forward to helping all of you join the talented community of learners and educators that provide extraordinary pathways for enrichment.

The Office of Veteran and Military Services is located in the Student Union (SUB 100 South). We are staffed with a full-time Director of Veteran and Military Services and VA School Certifying Official. Our purpose is to provide assistance to all U.S. Service members, veterans, and dependents from application to graduation. Our services include, but are not limited to: assisting with all benefits covered under the various GI Bill®¹ programs; military tuition assistance (TA); veteran scholarships; general questions regarding Department of Veteran Affairs' issues; and free parking permits for military and veteran students. All current and prospective student veterans, service members, and their dependents are encouraged to take advantage of our services.

At SUNY New Paltz, we pride ourselves in equipping our students with not just a degree that will open doors to career opportunities, but also an education that inspires a lifelong passion for learning. We warmly welcome students of diverse backgrounds, cultures, perspectives, and ambitions. As a member of the armed forces, veterans, or dependents communal, you bring an invaluable level of excellence to the New Paltz community. We welcome you to our campus and look forward to helping you along this exciting journey.

Sincerely,

Jason F. Gilliland

Director of Veteran and Military Services
SUNY New Paltz
Office of Veteran and Military Services
SUB 100 B

¹ GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

so that prospective students can make informed decisions about where to attend school.

1. [College Scorecard](#) is a planning tool and resource to assist prospective students and their families as they evaluate options in selecting a school.
2. [College Navigator](#) is a consumer tool that provides school information to include tuition and fees, retention and graduation rates, use of financial aid, student loan default rates and features a cost calculator and school comparison tool.
3. [The College Financing Plan](#) is a model aid award letter designed to simplify the information that prospective students receive about costs and financial aid so they can easily compare institutions and make informed decisions about where to attend school.
4. [Paying for College](#) can be used by prospective students to enter the names of up to three schools and receive detailed financial information on each one and to enter actual financial aid award information.
5. Our university's [Student Financial Services website](#) details how to apply for all types of aid, including Title IV.

Private Loans

Service members and non-service members alike may first want to contact any [financial aid advisor staff](#) before considering [private loan aid](#) so they have a clear understanding of all other available financial aid (State and Federal Title IV). Loans have to be repaid and private loans generally cost more in the long run and do not offer forgiveness options, etc.

The institution's CDR (Cohost Default Rate) percent of student borrowers and comparison to national averages is available on [the College Financing Plan](#) after filing the FAFSA and on [College Navigator](#).

Federal Student Loans

All students have the ability to refuse all or borrow less than the maximum student loan amounts allowed or offered. For detailed information see Student Financial Services' [Student Loans](#) page.

Paying for School

Military service members, veterans, and dependents may be eligible for [various educational programs to help defer the cost of earning a degree](#). It is important that you understand and maximize the full range of benefits that you may be eligible for. The Department of Veteran and Military Services will provide you with information about these programs and may, in many circumstances, help you apply. For more information about any of these programs, please contact our office.

Department of Veteran Affairs Education and Training Benefits

See also [VA Education and Training Benefits](#)

- Post - 9/11 GI Bill®
- Transferring Post 9/11 GI Bill® Benefits
- Montgomery GI Bill® - Active Duty (MGIB - AD)
- Montgomery GI Bill® - Selected Reserve (MGIB - SR)
- Reserve Educational Assistance Program (REAP)
- Post-Vietnam Veteran Educational Assistance Program (VEAP)
- Vocational Rehabilitation and Employment Service
- Survivors' and Dependents' Educational Assistance Program
- Tuition Assistance Top Up
- Tutorial Assistance

Veterans & Military Financial Aid

Prospective Military Students and/or Dependents

The following websites contain information on resources, aid options, default rates, and graduation rates and provide comparative school costs

- National Testing Program
- Licensing and Certification
- VA Work-Study Program

The Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 requires educational institutions to make certain disclosures to students using federal military and/or VA educational benefits. You can access a personalized data sheet by visiting the [SUNY Net Price Cost Calculator](#) and selecting SUNY New Paltz from the dropdown. Additional financial information can be found at the [NCES College Navigator site](#).

Additional Resources

- **Federal Benefits:** Visit [studentaid.gov](#) and [complete the FAFSA form](#).
- **New York State Benefits**
 - [New York State Higher Education Services Corporation \(HESC\)](#)
 - [New York State Financial Aid for Veterans and Their Families](#)
 - [Military Tuition Assistance Programs \(TA\)](#): The Armed Forces offer soldiers, sailors, marines, guardsman, and reservists several programs to support their education goals, including up to 100% Tuition Assistance for college courses.
- **SUNY New Paltz Scholarship Opportunities** (*for current students only*)
 - [Scholarships for matriculated students](#)
- **Other Scholarships and Programs**
 - [Tillman Military Scholars](#)
 - [The American Legion Scholarships](#)
 - [Veterans of Foreign Wars \(VFW\) Scholarships](#)
 - [American Veterans \(AMVETS\) National Scholarship](#)
 - [Iraq and Afghanistan Veterans of America \(IAVA\)](#)
 - [Retroactive Scholarship](#)

Please stop by OVMS for additional information regarding scholarships not listed here.

Veteran & Military Services Tuition-Related Policies

For a complete list of policies and procedures for military service members, veterans, and dependents, refer to the [Office of Veteran & Military Services Policies & Procedures page](#).

Department of Veteran Affairs (VA) Pending Payment Policy

In accordance with Title 38 US Code 3679 subsection (e), the State University of New York at New Paltz adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment.
- Assess a late penalty fee to the student.
- Require the student to secure alternative or additional funding.
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class.
- Provide written request to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Any questions regarding this policy should be directed to the Office of Veterans and Military Services at 845-257-6867 or ovms@newpaltz.edu.

In-State Tuition Policy

SUNY New Paltz's In-State Tuition Policy for members of the U.S. Armed Services stationed in the State of New York and their Dependents

The payment of tuition and fees by any student enrolled at SUNY New Paltz who is a member or the spouse or the dependent of a member of the Armed Forces of the United States on full-time active duty or a member of the National Guard, or a Reserve Component and stationed in this state, whether or not a resident of the state, shall be paid at a rate or charge no greater than that imposed for students thereat who are residents of this state.

SUNY New Paltz's In-State Tuition Policy for members of the U.S. Armed Services NOT stationed in New York and U.S. Military Veterans

The payment of tuition and fees by any student enrolled at SUNY New Paltz who is a U.S. Service member not stationed in the State of New York or Veteran who has had a discharge of any character other than dishonorable, whether or not a resident of the state, shall be paid at a rate or charge no greater than that imposed for students thereat who are residents of this state.

SUNY New Paltz's In-State Tuition Policy for Dependents of the U.S. Armed Services NOT stationed in the State of New York or the Dependents of U.S. Military Veterans

Such policy shall further provide that the payment of tuition and fees by any student attending SUNY New Paltz who is a dependent of the U.S. Armed Services NOT stationed in the State of New York or the dependent of a U.S. Military Veteran and not a resident of the state, shall be paid at a rate or charge no greater than that imposed for students thereat who are residents of this state if eligible for one of the Department of Veteran Affairs GI BILL® programs.

Such policy shall further provide that the payment and fees by any student who is not a resident of New York State shall be paid at a rate or charge no greater than that imposed for students who are residents of the state if such student is enrolled in SUNY New Paltz and attending said institution or educational unit in accordance with the federal GI BILL®s and in compliance with all applicable eligibility requirements thereof:

- A spouse or child using GI BILL® benefits in which they are eligible for, or,
- A spouse or child using transferred benefits who lives in New York State (regardless of his/her formal state of residence) and enrolls into SUNY New Paltz, or,
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the State of New York (regardless of his/her formal state of residence) and enrolls into SUNY New Paltz.

If you have questions regarding your eligibility for in-state tuition, please contact the Office of Veteran and Military Services at 845-257-3074.

Procedures for filing in-state tuition are available on the [Office of Veteran & Military Services website](#).

Military Leave of Absence Policy

SUNY New Paltz acknowledges and appreciates the important contributions of our students who are currently serving in the United States Armed Services. In order to support these students, SUNY New Paltz, its Academic and Professional Faculty and the Office of Veteran and Military Services pledge to make every effort to provide reasonable accommodations to individuals who must be absent due to military obligations².

Under the guidance of the Department of Education (ED) (34 C.F.R. 668.18 & 34 C.F.R. 688.8), [SUNY Tuition, Fees and Other Charges Policy](#); [SUNY's Billing, Refunds, Collection and Write-offs Policy for Tuition, Fees, and Other Charges](#); [Section 487b of the US Higher Education Act as amended](#), and SUNY New Paltz, this policy ensures students shall not be penalized for class absences due to military obligations. Military-related absences will not constitute a class absence. SUNY New Paltz and its Academic and Professional Faculty will provide reasonable accommodations to complete assignments and other coursework. These accommodations may include, but not limited to:

- An opportunity to submit coursework on an alternative schedule agreed upon by the student and faculty member.
- Selection of comparable coursework as assigned by the faculty member.
- Completing coursework as an Independent Study, being given an incomplete grade for the course, using the Satisfactory/Unsatisfactory grading option, or withdrawing from the course.

Both the student and the faculty member must agree that the length of the absence is reasonable, given the type and structure of the course. The student and faculty member will agree upon a plan in writing that details expectations for successful completion of the course in question. If a faculty member offers the option of dropping a quiz/test grade, military-related absences will not constitute the dropped quiz/test unless the student chooses. In situations where the length of absences is detrimental to the student's ability to successfully complete the agreed upon plan, it may be within the student's best interest to take a military leave of absence. Should a student exercise this option, SUNY New Paltz will remove the course(s) from their transcript. All subsequent financial aid, GI BILL® funds, TA, etc. will be recalculated and returned to its original source.

Students' Responsibility

Students who are actively participating in the United States Military Reserve or National Guard are highly encouraged to provide each faculty member, as well as the Office of Veteran and Military Services, a copy of their Reserve and/or National Guard schedule during the first week of class each semester. In the event that the student must perform duties outside of this schedule, a signed memorandum from his/her Unit Commander must be provided with said dates of service and supplied to each instructor.

² Military Obligation is defined as, but not limited to activation, deployment, mobilization, permanent change of station, temporary duty assignment, drill, and unit training assembly.

Military-Affiliated Student Tuition & Fee Deferral Policy

RE: [Veterans Benefits and Transition Act of 2018](#)

SUNY New Paltz will allow military-affiliated students with VA, DoD, and/or New York State Military/Veteran tuition and/or fees educational benefits to attend a course of education for up to 90 days from the date the beneficiary provides one of the following:

- Certificate of Eligibility
- Approved DoD Tuition Assistance Voucher
- Listed on the NYS RIRP Approved Roster
- Valid VA Form 28-1905
- Other related approved military-affiliated educational benefit's verification document

This allows a student to attend the course(s) until VA, DoD, and/or New York State provides payment to the institution. NOTE: Extension to 90-day deferral will be granted to students upon delay of payment beyond 90 days.

IAW the Veterans Benefits and Transition Act of 2018, SUNY New Paltz will not impose a penalty (e.g., loss of access to Brightspace, meal plan, late fee, etc.), additional cost (processing fees), or require the beneficiary to borrow additional funds to cover tuition and fees due to late payment from the VA, DoD, and/or New York State.

Definitions:

- IAW – In Accordance With
- DoD – Department of Defense
- VR&E – Vocational Rehabilitation and Employment
- VA – Department of Veteran Affairs
- RIRP – Recruitment Incentive & Retention Program

Presidential Executive Order 13067 (April 27, 2012): Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and other Family Members

Return of DoD Tuition Assistance Funds

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with Department of Defense policy SUNY New Paltz will return any unearned TA funds on a prorated basis through the 60% portion for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military service branch.

Return of TA rates for each semester length are available from the [Office of Veteran & Military Services](#). For withdrawals due to military service obligations, please see the [Military Leave of Absence policy](#).

Department of Veteran Affairs (VA) Pending Payment Policy

In accordance with Title 38 US Code 3679 subsection (e), the State University of New York at New Paltz adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. #This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Any questions regarding this policy should be directed to the Office of Veterans and Military Services at 845-257-6867 or ovms@newpaltz.edu

Tuition and Fees

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

Non-Resident Online Only

The non-resident exclusively online tuition rate will be charged to non-resident students taking courses in exclusively online programs that have been previously approved by the Provost's Office and registered by the New York State Education Department in distance education format, consistent with the student's intention to take courses exclusively online at the time of application and matriculation toward the degree. **Students who are non-residents, whose intent is to be on campus learning, but may be studying remotely, will be charged the standard non-resident rate.**

Full-Time Status Defined

Full-time status for matriculated graduate students is not set by the Office of Graduate, Professional & Interdisciplinary Studies. 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, matriculated graduate students may take a mixture of undergraduate and graduate courses and still be considered full-time if they are registered for at least 12 credits.

For Matriculated Students

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

- A 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
- A student has completed all coursework and is registered for an H-grade thesis and one credit of continued registration in the current semester
- A domestic student has completed all coursework and is registered for a zero credit comprehensive exam workshop
- A student is taking 6 credits per summer session

NOTE: Although the University 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 University 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.

Student Financial Services

Fall and Spring Office Hours

Monday through Friday 8:30 am - 5:00 pm

Summer Office Hours

Monday through Friday 8:00 am - 4:00 pm

Mailing Address

Office of Student Financial Services
200 Hawk Drive

New Paltz, NY 12561-2437

Campus Location

Wooster Hall 124
Phone: 845-257-3250
Fax: 845-257-3568
Email: fao@newpaltz.edu

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 Student Financial Services website at <http://www.newpaltz.edu/financialaid/graduate.html>.

Graduate Students

Financial aid is available to matriculated graduate students who are enrolled at least half-time. Graduate students usually receive Stafford loans. Alternative loans are available as well.

Student Employment

The University also offers part-time employment to students enrolled at the University. There are no income requirements; however, to be considered, students should visit the Office of Student Financial Services for an information packet. Temporary service information is also available on the university 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 Diversity Fellowships

Fellowships

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.

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.

Scholarships by Discipline

Scholarships

Master's 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.

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.

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 MFA students who are not residents of New York State. This allows non-resident students to pay regular in-state tuition rates, which is a nearly 50% discount. MFA 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 and enrolled in one of our MFA programs for two years without applying for New York State residency.** See *Tuition & Fees* Chart for rate.

MS Engineering Fellowship

This fellowship opportunity is designed to recognize the academic excellence of incoming students matriculated in our MS in Electrical Engineering program. Students receive a 3-credit tuition waiver in exchange for 10 hours of research assistance per week. It is available to fifteen students on a competitive basis.

Research Funding

Research Funding

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.
- The deadline for Spring/Summer applications is March 1.

Assistantships

Teaching and Graduate Assistantships

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 to apply for an assistantship, including the selection criteria, is established by deans and academic departments and publicized by individual departments. Criteria for 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: Alumni Relations, Art, Art Education, Business, Center for International Programs, Center for Student Engagement, Center for Student Success, Communication Disorders, Communications and Marketing, Computer Science, English, Graduate, Professional & Interdisciplinary Studies, Hudson Valley Manufacturing Center (HVMC), Human Resources, Diversity & Inclusion (HRDI), Music, Psychology, Residence Life, and the Samuel Dorsky Museum. Students interested in pursuing an assistantship should inquire at the [department](#) for specific application procedures. For more information, review the [TAGA eBrochure](#).

Standard of Satisfactory Academic Progress

Only for the Purpose of Determining Eligibility for Student Aid

Semester Calendar - All Graduate-Level Programs

Before Term 1 Term 2 Term 3 Term 4 Term 5 Term 6 Term 7 Term 8
being
certified
for this
payment

A	0 cr	6 cr	12 cr	21 cr	30 cr	45 cr	60 cr	70 cr
student must have accrued at least this many credits								

With at least this grade point average	0 GPA	2.0 GPA	2.5 GPA	2.75 GPA	3.0 GPA	3.0 GPA	3.0 GPA	3.0 GPA
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For my information regarding financial information and student aid click [here](#).

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 University.
- Not owe a repayment on any awards paid.

Admission Requirements and Procedures

Admissions Overview

Graduate Admissions Advising

Be sure to check out our events page for upcoming [events](#). We offer Graduate Admissions Workshops periodically to answer any ad hoc questions you may have about our application process or requirements. Program specific information sessions and apply now events can be found on our [events page](#). You may also schedule an online [admissions advisement meeting](#).

Applying to a graduate program

Step 1: Choose your Program of Interest

Review our program offerings through our webpage, <https://www.newpaltz.edu/graduate/>. Click on the program details for an overview of the program and departmental contact information. Select your program. Keep in mind the degree, title and major code, requirements and any deadlines to make sure you are applying to the correct program.

Step 2: Start your application

You will need to create an account using an email address and password. Once you create an account, you may apply to as many programs of interest using this log in. You will also need it to access your applicant portal once you submit your application.

Step 3: Complete and submit your application

Application requirements and deadlines vary by program. Review our [Graduate Catalog](#) or Program Details link on the department site for this information. It is important to click the submit box at the end of your application for the system to create your application portal and checklist

items required according to your selected program. You will be able to upload checklist items and request recommendations in your applicant portal, not your application.

Step 4: Pay your \$60 application fee

A non-refundable \$60 application fee is required for each application you submit.

In general, we do not grant application fee waivers. If you have a financial hardship, we may review your request for the fee waiver if you qualify under the following circumstances:

You must be a U.S. citizen or current permanent resident to be eligible for the graduate admissions application fee waiver. There are two ways in which you may qualify for an application fee waiver:

1. You can demonstrate financial need.
2. You are a current participant in certain programs that qualify for a fee waiver.

Financial Need

Financial need is determined by the Estimated Family Contribution (EFC) number listed on your Student Aid Report (SAR), or by the Adjusted Gross Income (AGI) on your tax return; annual family income cannot exceed the maximum AGI listed in the [Family Income Guidelines chart](#).

Required Documentation to Demonstrate Financial Need

- A statement of need from a financial aid officer at the college or university that you are currently attending. This statement must include your Estimated Family Contribution (EFC), the financial aid officer's signature, and your signature verifying that the information reported is correct.
- Photocopy of your current Student Aid Report (SAR). The SAR is generated from the information that you provide on your Free Application for Federal Student Aid (FAFSA) form and includes your EFC. Do not submit a copy of your FAFSA.
- A copy of your most recent Federal Income Tax return. Provide either your Form 1040, if listed as an independent, or a copy of your parent's or guardian's current Federal Tax Return, if listed as a dependent.
- All documents must be submitted with your request for an application fee waiver to the Director of Graduate Admission by email at gradadmissions@newpaltz.edu.

Step 5: Upload checklist items to your applicant portal (EXCEPT transcripts--see note below).

Be sure to upload all additional materials to your online application before the submission deadline. Applications that are missing materials are considered incomplete. Please apply as early as possible to be sure you are considered for scholarships, assistantships and fellowships available.

- **Transcripts:** Applicants are required to submit all transcripts from every college and university attended. Enter each school in the Academic History section of your application to populate in the checklist. A delay in processing your application will occur if courses are listed on your bachelor's transcript from another institution you have not provided a transcript for. Admitted students are required to send official transcripts. Official transcripts are defined as transcripts received directly from the institution electronically or by sealed envelope through the mail. Official transcripts must be received by mid semester of the start term. **IMPORTANT NOTE: Applicant can only upload their unofficial transcripts before submitting the**

application. Official transcripts are required once your applicant portal is created.

- **International Students:** Some departments may require you to obtain a transcript evaluation from a third-party company. If your checklist requires a NACES evaluation, you will need to request a course-by-course evaluation with GPA/Degree equivalency. We accept all www.NACES.org member evaluations. Review our international admissions requirements and deadlines, [international admissions requirements](#). Indian applicants will need to provide official transcripts and Provisional Certificate or Degree Certificate by the start of the semester.

Transcripts can be mailed or emailed to:

Mailed to: SUNY New Paltz, Office of Graduate Admissions, 100 Hawk Drive, Hopfer Admissions Center, New Paltz, NY 12561

Emailed to: admissions@newpaltz.edu

Note: SUNY New Paltz students and alumni do not need to submit an official transcript from New Paltz, Graduate Admissions will upload it for you.

Official Test Scores

We accept electronic submissions of official test scores directly from the vendor. Check your online application portal to see which test scores are required, if applicable. It may take a few weeks for the testing agency to process your order and deliver your scores to SUNY New Paltz. See the [Standardized Test page](#) (p. 32) for school request code information.

International students submitting IELTS scores: Please provide a TRF number to help expedite the process of locating your IELTS score to your application. This can be sent to gradadmissions@newpaltz.edu.

Step 6: Admission Decision

You must have a completed application for your application to move forward for review. You may log into your portal for application updates and status at any time. Once a decision is released, you will be notified by email to log into your portal for information about your admission status. You will receive next step emails thereafter.

Application Instructions

The Application Process

- You can check the status of your application by logging into the applicant portal. Updates will be sent via email. Decision letters will be in your applicant portal. Be sure to add @newpaltz.edu email addresses to your email address book or contact list and do not forget to check your spam/junk folder for important notifications.
- Departments vary in the process of reviewing applications, we know you are eager for a decision. We will try to review your application as soon as possible. It may take a few weeks for a decision to be made. Some of our competitive programs only start the review process when the application deadline has passed. Your portal will show in which stage of the review process your application is.

Certifications

Initial Certification for Teachers: Documentation of pending status through a scanned copy of your certificate or screenshot of your TEACH Account showing your name, upcoming testing documentation or if

pending status, upload a word document stating you are currently in process applying for initial NY State Teacher Certification through your undergraduate program. Once you receive certification, provide the copy to your academic advisor and the Office of Graduate, Professional & Interdisciplinary Studies for your file.

Professional certification: A copy of your certificate or license is sufficient. If you are conditionally admitted based on evidence of certification, submit the copy to your academic advisor and the Office of Graduate, Professional & Interdisciplinary Studies by mid-point in your first semester, if possible or by the time you meet degree requirements for graduation.

FERPA Rights

Choosing to waive your right to see the report allows your recommender to give their most honest opinion about you without worrying that you will see what they said. Choosing not to waive your right to view the report could sway how your recommender talks about you and could potentially compromise their recommendation.

Requesting Letters of Recommendation

Choose professors, supervisors, managers that know you well and can attest to your intellect, abilities, and strengths. Personal recommendations will not be considered. Through our Graduate Application portal, you can request letters of recommendation:

After submitting your application, your checklist will list the references that are required. The hyperlinks in the checklist will bring you to the recommendations page where you will enter contact information for your recommenders. Each recommender will be sent an email with instructions for submitting your recommendation. You can re-send reminder emails from the recommendation page of your portal if necessary.

International Student Acceptance

Once you have been accepted your application will be reviewed by our Center for International Programs. We cannot issue your Certificate of Visa Eligibility until this review is complete. Official transcripts/evaluation is required for your application file after your visa is approved.

To be eligible for an I-20 or DS-2019 you will need to provide the following items in addition to the academic documents. These should be uploaded electronically along with your other application materials:

Financial form. [Download the financial form](#) for your program of study and follow the instructions carefully. You and the person(s) who will be paying your tuition should sign this form. **Bank statement.** To apply for your student visa, you need to provide bank statements showing you and your sponsor(s) have enough money to pay your first year's total costs. [Learn more about cost of attendance for international students.](#) **Current U.S. immigration documents.** If you are already in the United States on a visa, we will need copies of your current immigration documents. These may include:

- Your current I-20.
- Your current visa.
- Receipt/approval notice from United States Citizenship and Immigration Services (USCIS).
- Any legal documents pertaining to your immigration status.

QUESTIONS

Please contact us with questions via email [g\(gradstudies@newpaltz.edu\)radadmissions@newpaltz.edu](mailto:g(gradstudies@newpaltz.edu)radadmissions@newpaltz.edu) (gradadmissions@newpaltz.edu) or via phone 845-257-3285.

International Students

Official Transcripts

International students should be prepared to submit a translation and evaluation of their transcript if requested by The Office of Graduate, Professional & Interdisciplinary Studies. We accept translations and evaluations by members of the National Association of Credential Evaluation Services (www.naces.org), including, but not limited to, 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 outside of the United States, are required to demonstrate English Language Proficiency. Review the chart below for methods of demonstrating language proficiency. **NOTE:** Students earning degrees outside of the United States may apply for an English Language Proficiency (ELP) waiver if their entire degree program was conducted in English.

Demonstrating Language Proficiency

Satisfactory Demonstration of Language Proficiency	English Language Deficient
Demonstration of English Proficiency may be demonstrated by providing evidence of meeting one of these criteria:	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:
<ul style="list-style-type: none"> • An official score of 80* on the TOEFL iBT, 85 for MA English, or an 90 if your major is Second Language Education (TESOL). *Computer Science and Engineering applicants must provide a minimum of 74 on the iBT. 	<ul style="list-style-type: none"> • A test of grammar, reading and listening comprehension,
<ul style="list-style-type: none"> • An official score of a 6.5* on the IELTS, or a 7.0 if your major is Second Language Education (TESOL). * Computer Science and Engineering applicants must provide a minimum score of 6.0 	<ul style="list-style-type: none"> • a writing sample.

- An official score of 53* on the PTE Academic, 57 for MA English applicants, or 61 for Second Language Education (TESOL) applicants. *Computer Science and Engineering applicants must provide a minimum score of 50 on the PTE.
- 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.
- A passing score on a proficiency test upon arrival on campus. (Only given to students who have been offered Conditional Admission.)
- If you need additional information, please contact Haggerty English Language Program at (845) 257-3595
- A Certificate of English Language Proficiency from the Haggerty English Language Program at SUNY New Paltz.
- Official transcripts indicating a college degree from a U.S. institution. If the degree was earned more than three years prior to submission of a graduate application, then the student must provide acceptable TOEFL, IELTS, or PTE scores.

Contact the Center for International Programs via e-mail (international@newpaltz.edu (international@newpaltz.edu)) for information financial documentation, the I-20 process, international student orientation, housing, advisement, and registration. You may also visit our website at <https://www.newpaltz.edu/admissions/international/>.

Admission FAQs

How do I apply?

Our online application system allows students the ability to manage their application process. Review our [Graduate Admissions Overview](#) (p. 29) to apply to a graduate program or [schedule an appointment](#).

Where do I find application deadlines?

Online applications may be submitted until Dec. 1 for Spring admission, until May 1 for Summer admission and until July 15 for Fall admission. Many departments have specified deadlines for admission or may only accept students once per year. Review the [Programs](#) page for your program's specific application deadline.

Does SUNY New Paltz require standardized test scores for admission?

Certain programs require satisfactory scores on the MAT, GRE, or GMAT exam for admission. Refer to the [Programs](#) page for your program's specific exam requirements. School Resource Codes are available here: [Standardized Tests](#) (p. 32).

Additionally, international students are required to submit satisfactory TOEFL, IELTS, or PTE Academic exam scores for full admission. Refer to the [International Graduate Student](#) page for more information.

I have completed the online application and uploaded all of my admission checklist items. Am I done?

No. Full admission requires applicants to submit OFFICIAL transcripts and test scores to:

Office of Graduate Admission
100 Hawk Drive
Hopfer Admissions Center
New Paltz, NY 12561

How do I check the status of my application?

After submitting your application, login into your [applicant portal](#) to upload and manage your checklist items. NOTE: It may take up to 60 minutes before your program checklist is viewable within your application portal.

My application is under review by the faculty. When will I receive a decision?

Once the faculty render a decision regarding your application, the staff in Graduate Admissions will update your status online. Admission decision letters are emailed to applicants daily at 5:30 pm (EST). Make sure your email client accepts emails from gradstudies@newpaltz.edu and gradadmissions@newpaltz.edu.

Links to Tutorials and Other FAQs

- [Events & Information Sessions](#)
- [Talk with an Advisor](#)
- [Graduate Application Tutorial](#)
- [International Students](#)
- [Tuition & Funding](#)

Standardized Tests

Some graduate programs require satisfactory test scores as part of the admissions process.

We accept electronic submissions of official test scores directly from the vendor. Check your online application portal to see which test scores are required, if applicable. It may take a few weeks for the testing agency to process your order and deliver your scores to SUNY New Paltz. International students submitting IELTS scores: Please provide a TRF number to help expedite the process of locating your IELTS score to your application. This can be sent to gradadmissions@newpaltz.edu.

Standardized Test	School Request Code
GRE	Use institution code 2541
GMAT	Select State University of New York (SUNY New Paltz)
TOEFL	Use institution code 2541
IELTS	Select State University of New York (SUNY New Paltz)
PTE Academic	Select State University of New York (SUNY New Paltz)
Duolingo	Select State University of New York (SUNY New Paltz)

Degrees Offered

SUNY New Paltz offers programs leading to eight Master's Degrees, four Advanced Certificates, and 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 in grades 7-12.

Master of Science in Teaching

The Master of Science 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 elementary level in grades B-2 or 1-6.

Master of Professional Studies

The Master of Professional Studies degree is offered in social justice educational studies. 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 the first stage of graduate study. If a student has initial certification at the secondary level in the same discipline as the MA, application for a 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

The Master of Science degree is offered in the following areas:

Behavior Analysis & Interdisciplinary Autism Studies

The Master of Science in Behavior Analysis and Interdisciplinary Autism Studies is a 41-credit, licensure-qualifying program. It offers students education and training in the field of behavior analysis, the history of autism spectrum disorders, characteristics of autism, family systems, educational strategies, and interdisciplinary approaches to providing services and supports for individuals with autism and their families. The program meets the educational content requirements for New York State Licensed Behavior Analyst (LBA) licensure as well as the coursework requirements for Behavior Analyst Certification Board's (BACB) certification as a Board Certified Behavior Analyst (BCBA). As part of the coursework requirement, students will complete a supervised practicum to obtain the initial 150 hours of the required 1500 hours needed to qualify for the NY-LBA and the required 2000 hours needed to qualify for the BCBA.

Communication Disorders

The Master of Science degree in Communication Disorders prepares students who have a strong undergraduate background in Communication Disorders for a wide range of career opportunities and for doctoral study. The programs are accredited by the American Speech-Language-Hearing Association (ASHA) and are registered as licensure qualifying in New York State. Speech and Language Disabilities concentration leads to New York State teacher certification as a Teacher of Students with Speech and Language Disabilities (TSSLD).

Computer Science

The Master of Science degree in Computer Science is designed to help students from all backgrounds advance to new careers in technology fields. Core courses emphasize aptitudes like software application engineering, data science, and web technologies, while electives allow students to pursue cutting-edge topics like machine learning and artificial intelligence. The program offers courses in both flexible online formats and in-person at state-of-the-art facilities like our new Science Hall. The program does not require a baccalaureate degree in computer science and can be completed in less than two years.

Counseling

The Master of Science degree in Clinical 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 the 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.

Electrical Engineering

The Master of Science degree in Electrical Engineering 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 is typically included in a bachelor's program. The program offers the following areas of specialization: Computer Engineering, Energy, Microelectronics, and Systems. Students may elect a 30 credit thesis option, which emphasizes research, or a 30 credit non-thesis option which requires the successful completion of a comprehensive examination.

Music Therapy

The Master of Science degree in Music Therapy comprises 48-credits and provides students with a baccalaureate degree in music the opportunity to study music therapy at an advanced level. In

this program, students acquire musical, clinical, and research skills essential for professional practice. The program is approved by the American Music Therapy Association (AMTA), the New York State Department of Education, and accredited by the National Association of Schools of Music.

Students who enter the program with an undergraduate degree in music therapy, complete the required 48 credit curriculum and a minimum of 500 hours advanced internship, 30-hour advanced practicum, students are eligible to apply for licensure as a Creative Arts Therapist in the State of New York. Students who do not enter the program with a bachelor's degree will be required to complete extra coursework, 180 hours of supervised fieldwork, and an additional 520 hours of internship.

Psychological Science

The Master of Science degree in Psychological Science comprises 39-credits. This research-based program exposes students to research in a variety of fields including social, cognitive, developmental and applied psychology. In addition, students learn advanced statistical and experimental and non-experimental methodological skills. The degree may serve as preparation for entry into a doctoral program or as additional training for those who plan to enter or continue work in applied areas of psychology with an emphasis on research.

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 Studio Art or Fine Arts may petition the department to transfer a maximum of 30 credits toward the 60-credit MFA program.

Advanced Certificate Programs

Mental Health 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.

Trauma & Disaster Mental Health

The 15-credit Advanced Certificate in Trauma and Disaster Mental Health program is designed 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. All classes are taught entirely online with the exception of one weekend on the New Paltz campus.

Social Justice Education

The 15-credit Advanced Certificate in Social Justice Education is designed for teachers and other educational professionals who

are interested in enhancing their cultural competencies. This post-master's certificate program provides educators with the knowledge and skills needed for culturally-responsive teaching and leadership, as well as, approaches for creating socially-just educational settings. This program does not lead to a NYS teaching certificate.

Teaching English to Speakers of Other Languages

This clinically-rich Advanced Certificate in Teaching English to Speakers of Other Languages is designed for initially and professionally NYS certified teachers who have an interest in working with multilingual learners. This convenient program allows teachers to complete fieldwork in their own classrooms, assigns a mentor teacher in their building, offers classes on Saturdays, and leads to NYS certification in teaching English to Speakers of Other Languages (ESOL) all grades.

Certificate of Advanced Study

The Certificate of Advanced Study program in School Leadership is a 60-credit program (30 credits from master's degree + 30 additional credits) leading to professional NYS certification as a School Building Leader and School District Leader.

Microcredentials

Science of Reading Fundamentals

The Science of Reading Fundamentals microcredential (SoRF MC) is a fully asynchronous online, non-credit microcredential delivered in the D2L Brightspace platform designed for practicing P-12 teachers and others interested in learning about the research-based building blocks of reading instruction. The SoRF MC covers the five pillars of the Science of Reading – phonemic awareness, phonics (including alphabetic principle and orthography), fluency, vocabulary, and comprehension. The microcredential can be completed in as little as seven weeks or as long as six months. NYS teachers can receive 35 CTLE hours upon completion.

>> [Review SoRF Microcredential Details \(p. 35\)](#)

Healthcare Administration

The Healthcare Administration microcredential recognizes the completion of a three-course sequence covering healthcare policy, healthcare financing, and healthcare administration. With the projected growth of more than 20% in healthcare administration jobs between 2016-2026, there is considerable demand for professionals with knowledge of the healthcare field. The healthcare administration microcredential exists within the MBA program as a selection of electives that allow students to add a specialized expertise without investing in a second master's degree. Although situated within the MBA program, non-matriculated students are eligible to earn this microcredential as well.

To learn more, please contact:

Aaron Hines, Assistant Dean for MBA Programs
School of Business

Phone: 845-257-2968 | Email: mba@newpaltz.edu

Courses: <https://www.newpaltz.edu/mba/healthcare-administration-courses/>

Music Business

The Music Business microcredential recognizes the completion of a four-course sequence covering artist management, entrepreneurship in music/art, arts and entertainment law, and financial statement analysis. Arts and culture are a source of growth in the Hudson Valley, and post pandemic, we expect a resurgence of the industry. There is demand for professionals with practical knowledge of how to structure and establish a business in the arts, specifically in music, as well as the management of artists and the related legal issues. The music business microcredential exists within the MBA program as a selection of electives that allow students to add a specialized expertise without investing in a second master's degree. Although situated within the MBA program, non-matriculated students are eligible to earn this microcredential as well.

To learn more, please contact:

Aaron Hines, Assistant Dean for MBA Programs
School of Business

Phone: 845-257-2968 | Email: mba@newpaltz.edu

Courses: <https://www.newpaltz.edu/mba/music-business-courses/>

Science of Reading Fundamentals Microcredential

Microcredential Overview

Program Manager	Dr. Laurel M. Garrick Duhaney, Associate Provost for Institutional Strategic Planning, Assessment, & Accreditation
Contact Information	Phone: 845-257-3287, Email: sorfmicrocredential@newpaltz.edu , Website: https:// www.newpaltz.edu/science-of- reading/
Program Length	The Science of Reading Fundamentals Microcredential takes 35 hours to complete. It is designed to be completed in as little as 7 weeks (5 hours/week) or at a slower pace of up to 6 months.
Modality	Asynchronous Online
Credential	Science of Reading Fundamentals Microcredential Badge and/or 35 NYS CTLE hours

Microcredential Description

The Science of Reading Fundamentals microcredential (SoRF MC) is a fully asynchronous online, non-credit microcredential delivered in the D2L Brightspace platform. It is designed for practicing P-12 teachers and others interested in learning about the research-based building blocks of reading instruction. The SoRF MC covers the five pillars of the Science of Reading – phonemic awareness, phonics (including alphabetic principle and orthography), fluency, vocabulary, and comprehension. The microcredential can be completed in as little as seven weeks or as long as six months. NYS teachers can receive 35 CTLE hours upon completion.

Admission Requirements

The Science of Reading Fundamentals Microcredential is available to anyone interested in taking it. No specific degree or pre-requisite coursework is required.

Microcredential Badge

To receive the Science of Reading Fundamentals Microcredential badge, students must achieve 80% or better on each of the module quizzes.

35 New York State CTLE Hours

To receive NYS CTLE hours, students must complete all modules, however, no minimum score is required.

Delivery method and technical requirements

The fully asynchronous microcredential is delivered in the D2L Brightspace learning environment. For information about technical requirements, please see BrightSpace System Requirements.

Transcript

This is a non-credit microcredential. Therefore, no college credits are awarded.

Successful completers will receive a satisfactory (S) noted on the New Paltz transcript. Individuals who do not complete the course within the allocated period of time (generally six months) will receive no grade (NG) on the New Paltz transcript.

Course change after registration

No course section change can be accommodated after registration.

SoRF Microcredential Learning Outcomes

As they move through each module, students will:

- Understand and implement the basic pillars of Science of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension;
- Understand how students become fluent readers;
- Understand instructional approaches to support vocabulary, comprehension, and writing;
- Analyze and synthesize data from a variety of diagnostic literacy assessments;
- Recognize and begin to apply tailored Science of Reading components; and
- Employ professional judgement, fair-mindedness, empathy, ethical behavior, and practical knowledge for improving all students' reading development and achievement.

Participant success will be evaluated via a summative assessment at the end of each module, with student practice informed by formative self-assessments as learners advance.

Graduate Programs

Accelerated Bachelor's/Master's Degree Programs

Any Undergraduate Major

- [BA or BS + MS in Computer Science](#) (p. 41)
- [BA or BS with a DDF Minor + Master of Arts in Digital Design & Fabrication](#) (p. 42)

Education

- [BA in Biology + MAT in Adolescence Ed: Biology](#) (p. 44)
- [BA in Chemistry + MAT in Adolescence Ed: Chemistry](#) (p. 47)
- [BA in Geology + MAT in Adolescence Ed: Earth Science](#) (p. 50)
- [BS in Mathematics + MAT in Adolescence Ed: Mathematics](#) (p. 52)

English

- [BA in English + MA in English](#)

Engineering

- [BS in Computer Engineering + MS in Electrical Engineering](#) (p. 55)
- [BS in Electrical Engineering + MS in Electrical Engineering](#) (p. 57)

Psychology

- [BA in Psychology + MS in Psychological Science](#) (p. 58)

Become A Teacher

It's never too late to become an educator. SUNY New Paltz offers two pathways for non-certified students who have bachelors' degrees in an approved academic discipline and who wish to earn a NYS teaching credential.

Childhood Education

- [MST in Childhood Education 1-6](#) (p. 73) **(Available Online)**
- [MST in Childhood Education 1-6 and Early Childhood Education B-2](#) (p. 76) **(Available Online)**

Adolescence Education

- [MAT Adolescence Education \(grades 7-12\)](#) (p. 60)
 - **Specialize in:** [Biology](#) (p. 60), [Chemistry](#) (p. 62), [Earth Science](#) (p. 64), [English](#) (p. 66), [Mathematics](#) (p. 68), [Social Studies](#) (p. 69), or [World Language Education](#) (p. 71)
- [MA/MAT Adolescence Ed: English](#) (p. 133) - designed for MA English alumni interested in earning a NYS teaching credential
- [MSEd Second Language Education \(TESOL\) all grades](#) (p. 96)

Diversify Your Teaching Portfolio

Expand your areas of expertise through advanced study in a new discipline or by adding a new certification to your teaching portfolio.

Childhood & Adolescence Education

- [MSEd Adolescence Education \(grades 7-12\)](#) (p. 79)
 - **Specialize in:** [Biology](#) (p. 79), [Chemistry](#) (p. 80), [Earth Science](#) (p. 82), [English](#) (p. 83), [Mathematics](#) (p. 85), [Social Studies](#) (p. 86)

- [MSEd Childhood Education 1-6 - Reading/Literacy Specialization](#) (p. 89)
- [MSEd Childhood Education 1-6 - STEM Specialization](#) (p. 90)

Literacy Education

- [MSEd Literacy B-6](#) (p. 92) **(Available Online)**
- [MSEd Literacy 5-12](#) (p. 94) **(Available Online)**

Second Language Education

- [MSEd Second Language Education \(TESOL\) all grades](#) (p. 96)
- [MSEd Second Language Education \(non-certification\)](#) (p. 97)
- [Adv Cert Teaching English to Speakers of Other Languages \(TESOL\)](#) (p. 128)

Special Education

- [MSEd Special Ed: Adolescence Education \(7-12\)](#) (p. 107)
- [MSEd Special Ed: Childhood Education \(1-6\)](#) (p. 109)
- [MSEd Special Ed: Early Childhood & Childhood Ed \(B-6\)](#) (p. 111)

Social Justice Advocacy in Schools, Nonprofits, & Higher Education

- [MPS in Social Justice Educational Studies](#) (p. 120)
- [MPS in Social Justice Educational Studies \(non-cert\)](#) (p. 119)
- [Adv Cert in Social Justice Education](#) (p. 122)

Advance Your Teaching Career

Already have a master's degree? Enhance your marketability with one of our Advanced Certificates.

- [CAS School Leadership](#) (p. 124) **(Available Online)**
- [CAS School Business Leadership](#) (p. 125) **(Available Online)**
- [Adv Cert in Social Justice Education](#) (p. 126)
- [Adv Cert Teaching English to Speakers of Other Languages \(TESOL\)](#) (p. 128)

Broaden Your Opportunities

Communication

- [MA in Strategic Communication](#) (p. 129)

English

- [MA in English](#) (p. 130)
- [MA/MAT in English](#) (p. 133)
- [BA/MA in English](#)

Become a Counselor, Behavior Analyst, Speech Pathologist, Music Therapist or Researcher

Behavior Analysis

- [MS Behavior Analysis & Interdisciplinary Autism Studies](#) (p. 135)

Communication Disorders

- [MS in Communication Disorders - Speech and Language Disabilities Concentration](#) (p. 149)
- [MS in Communication Disorders - Speech-Language Pathology Concentration](#) (p. 151)

Counseling

- [Adv Cert in Mental Health Counseling](#) (p. 141)
- [Adv Cert in Trauma and Disaster Mental Health](#) (p. 142) (**Available Online**)
- [MS in Clinical Mental Health Counseling](#) (p. 137)
- [MS in School Counseling](#) (p. 139)

Music Therapy

- [MS in Music Therapy](#) (p. 159)

Psychological Research

- [MS in Psychological Science](#) (p. 161)

Succeed in Business, Engineering or Computer Science

Business

- [MBA in Business Administration](#) (p. 162) (**Available Online**)
- [MBA in Public Accountancy](#) (p. 164) (**Available Online**)

Technology & Design

- [MS in Computer Science](#) (p. 166)
- [MA in Digital Design & Fabrication](#) (p. 168)

Engineering

- [MS in Electrical Engineering](#) (p. 167)
- [BS/MS in Electrical Engineering](#) (p. 57)
- [BS Computer Engineering/MS Electrical Engineering](#) (p. 55)

Establish a Professionally Sustainable Art Practice

- [MA in Digital Design & Fabrication](#) (p. 168)
- [MFA in Studio Art](#) (p. 177)
- [MSEd in Visual Arts Education](#) (p. 181)

Teacher Education Programs

Certification

The information listed below reflects the teacher certification requirements 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 three-year time extension if the required conditions are met: <http://www.highered.nysed.gov/tcert/certificate/timeext.html>. The Professional certificate requires the completion of 100 hours of professional development called CTLEs (Continuing Teacher and Leader Education) every 5 years in order to maintain certificate validity and registration. For more information, please check: <http://www.highered.nysed.gov/tcert/resteachers/ctle.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. For more information on the fingerprinting process, please check: <http://www.newpaltz.edu/schoolofed/certification.html#Fingerprints>. Start by applying on your TEACH Account at [Fingerprinting | New York State Education Department \(nysed.gov\)](#).

Required Workshops

Child Abuse Identification, SAVE (School Violence Prevention), DASA (Dignity for All Students Act), Health & Safety Education, and Autism (Needs of Students with Autism)

In order to **graduate**, all candidates for teacher certification in the State of New York are required to complete and document on their transcripts a two-hour training in the mandated reporting of child abuse or neglect, a two-hour training in school violence prevention, a six-hour training in the Prevention and Intervention for Harassment, Bullying, Cyberbullying, and Discrimination In Schools, and for candidates in the Students With Disabilities and Speech & Language Disabilities programs, a three-hour training in the needs of students with autism. For more information on all of these workshops, please check <http://www.newpaltz.edu/schoolofed/certification.html#Workshops>.

Teacher Certification Examinations

As a condition of certification (but not graduation), all candidates must file with NYSED official qualifying scores on the New York State Teacher Certification Exams (NYSTCE). As of 2022, all candidates who do not already have initial certification must pass the Educating All Students (EAS) exam. Additionally, candidates in the MAT and TESOL programs must pass their Content Specialty Test (CST), MST candidates must pass the Multi-Subject Test (MST), and CAS candidates must pass the School Leadership Assessments (SLA). For further test information, please check our webpage at <http://www.newpaltz.edu/schoolofed/certification.html#Testing>, or visit the NYSTCE websites at <http://www.nystce.nesinc.com/>.

School of Education Assessments

In April 2020 faculty in the School of Education (SoE) approved a policy regarding the minimum performance levels candidates are expected to achieve on program assessments (e.g., planning, dispositions, P-12 learning, APP). All candidates in programs within the Department of Teaching and Learning, as well as those in the Educational Administration program, should be aware of the policy. If a candidate is unsure about what specific program assessments are utilized and/or when they are implemented during their program of study, the candidate should contact the appropriate program coordinator or department chairperson. The policy is as follows:

"Candidates must earn a rating of Acceptable on a minimum of 80% of the items on each assessment required for their specific program. However,

during a culminating experience, candidates may not earn a rating of Unacceptable on any item. Failure to meet either of these expectations may result in a failing grade in the course."

Degree Applications

All students must apply for graduation and submit their application by the first day of the first month of the graduating semester to Records and Registration in Wooster Hall 115. You cannot be recommended by the college for Teacher Certification without a conferred degree, whether or not you have completed the necessary coursework, workshops, and tests. The degree applications are available at <http://www.newpaltz.edu/registrar/graduation.html>

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 http://www.newpaltz.edu/schoolofed/certification_infosheet.html.

Additional Certifications

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: <http://www.newpaltz.edu/schoolofed/certification.html#Adding%20Certifications>

Major/HEGIS/Program Codes

Accelerated Bachelor's/Master's Degree Programs

Program Name	Major	CIP	HEGIS	PRG #
Any Undergraduate Major				
BA or BS + MS Computer Science	270M	110101	0701	83390
BA or BS + MA Digital Design & Fabrication	240M	151307	1009.00	41550
Education				
BA Biology - MAT Adolescence Ed: Biology	101C	131322	0401.01	25309
BA Chemistry - MAT Adolescence Ed: Chemistry	104C	13936	1905	37802

BA Geology - MAT Adolescence Ed: Earth Science	102E	13935	1917	37893
BS Mathematics - MAT Adolescence Ed: Mathematics	107C	131311	1701.01	25308
Engineering				
BS Computer Engineering - MS Electrical Engineering	268	14858	0909	34687
BS Electrical Engineering - MS Electrical Engineering	269	14858	0909	34687
English				
BA English - MA English	204M	230101	1501	39286
Psychology				
BA Psychology - MS Psychological Science	210A	420101	2001	03755

Master of Arts (MA)

Program Name	Major	CIP	HEGIS	PRG #
Digital Design & Fabrication	240	151307	1009.00	41550
English Creative Writing Specialization	204C	230101	1501	12327
Literature Specialization	204L			
MAT/MA English	204E			
Strategic Communication	211	09.0909	0601.00	42740

Master of Arts in Teaching (MAT) ¹

Program Name	Major	CIP	HEGIS	PRG #
Adolescence Education: Biology	101B	131322	0401.01	25309
Adolescence Education: Chemistry	104B	131323	1905.01	25311

Adolescence 102B 131337 1917.01 25310

Education:
Earth Science

Adolescence 103B 131305 1501.01 25305

Education:
English

MA/MAT 103E

Adolescence

Ed: English

Adolescence 107B 131311 1701.01 25808

Education:
Mathematics

Adolescence 109B 131318 2201.01 25312

Education:
Social
Studies

World 111 13.1306 1199.01 25307

Language
Education

French 111F

Specialization

Spanish 111S

Specialization

¹ MAT program leads to NYS Teaching certification in grades 7-12.

Master of Business Administration (MBA)

Program Name	Major	CIP	HEGIS	PRG #
Business Administration	261	520201	0506	19744
Business Analytics Concentration	261U			
Healthcare Management Concentration	261H			
Public Accountancy	262	520301	0502	25662

Business 261U

Analytics

Concentration

Healthcare 261H

Management

Concentration

Master of Fine Arts (MFA)

Program Name	Major	CIP	HEGIS	PRG #
Studio Art	300	500702	1002	39670
Ceramics Specialization	30CE			
Metal Specialization	30ME			
Painting/ Drawing Specialization	30PD			
Photography & Related Media Specialization	30PH			
Printmaking Specialization	30PM			

Ceramics 30CE

Specialization

Metal 30ME

Specialization

Painting/ 30PD

Drawing

Specialization

Photography 30PH

& Related

Media

Specialization

Printmaking 30PM

Specialization

Sculpture 30SC

Specialization

Master of Professional Studies (MPS)

Program Name	Major	CIP	HEGIS	PRG #
Social Justice Educational Studies	072C	130202	0801	25291
Social Justice Educational Studies (non-cert)	072G	130202	0801	41750

Master of Science (MS)

Program Name	Major	CIP	HEGIS	PRG #
Behavior Analysis & Interdisciplinary Autism Studies	075	42.2814	2099.00	41544
Communication Disorders	090	510201	1220	25668
Speech-Language Disabilities	090I			
Speech-Language Pathology	090S			
Computer Science	270	110101	0701	83390
Electrical Engineering	265	141001	0909	20281
Computer Engineering	265C			
Energy	265E			
Microelectronics	265M			
Systems	265S			
Music Therapy	285	512305	1099	31000
Clinical Mental Health Counseling	293	511508	2104	31095
School Counseling	295	131101	0826	41372
Psychological Science	210	42.2799	2001	03755

Speech- 090I

Language

Disabilities

Speech- 090S

Language

Pathology

Computer 265C

Engineering

Energy 265E

Microelectronics

Systems 265S

Master of Science in Education (MSED) ¹

Program Name	Major	CIP	HEGIS	PRG #
Childhood Education	013C	131202	0802	25287

Reading- Literacy Concentrati	13RL			
STEM Concentration	13ST			
Adolescence Education				
Adolescence Education: Biology	031B	131322	0401.01	25318
Adolescence Education: Chemistry	032B	131323	1905.01	25320
Adolescence Education: Earth Science	033B	131337	1917.01	25319
Adolescence Education: English	034B	131305	1501.01	25314
Adolescence Education: Mathematics	037B	131311	1701.01	25317
Adolescence Education: Social Studies	040B	131318	2201.01	25321
Literacy Education (offered on campus or online)				
Literacy Education B-6	030A	131315	0830	25284
Literacy B-6	30AN			
Literacy B-6 (2nd Master's Candidates)	30AS			
Literacy Education 5-12	030B	131315	0830	25285
Literacy 5-12	30BN			
Literacy 5-12 (2nd Master's Candidates)	30BS			
School Leadership				
School Leadership	080A	130408	0828	79090
Special Education				
Special Education: Adolescence Ed	060G	131019	0808	25282

Special Education: Childhood Ed	060C	131017	0808	25283
Special Education: Early Childhood & Childhood Ed	060B	131015	0808	31416
Teaching English to Speakers of Other Languages				
Second Language Education (TESOL)	065	131401	1508	25313
Second Language Education (non-cert)	064	131315	1508	40685
Visual Arts Education				
Visual Arts Education	050S	131302	0831	25277

¹ MSed program generally requires a NYS Teaching Certificate for application. The only exception is the MSed in Second Language Education

Master of Science in Teaching (MST) ¹

Program Name	Major	CIP	HEGIS	PRG #
Childhood Education (1-6)	020C	131202	0802	25281
Early Childhood (B-2) & Childhood Ed (1-6)	020E	131202	0802	25281

¹ MST program **leads to** NYS Teaching Certification in Childhood (1-6) and Early Childhood Education (B-2).

Post-Master's Certificate Programs

Program Name	Major	CIP	HEGIS	PRG #
Advanced Certificates (fewer than 30 credits)				
Mental Health Counseling	291	511508	2104	35776
Social Justice Education	073	130202	0801	34618

Teaching English to Speakers of Other Languages	066	13.1401	1508.00	38895
Trauma & Disaster Mental Health	292	511513	2104	37119
Certificate of Advanced Study (60* credits)				
School Business Leadership	402A	130411	0827	29037
School Leadership	401A	130408	0827	29035
School Leadership: New Paltz Campus	41AN			
School Leadership: Off-Campus	41OF			

* 30 credits beyond the Master's degree.

Application to the following programs has been temporarily suspended:

Program Name	Major	CIP	HEGIS	PRG #
MSEd Childhood Education: Early Childhood Specialization	13EC			
Adv Cert TESOL: CR-ITI	068	131401	0899.70	38196
DUAL CERTIFICATION PROGRAMS				
MSEd Adolescent Special Ed & Literacy Ed	059G	131019	0899.00	31412
MSEd Childhood Special Ed & Literacy Ed	059C	131017	0899	31414
MSEd Literacy Ed & Adol Spec Ed	029B	131019	0899	31413

MSEd Literacy Ed & Childhood Special Ed	029A	131017	0899	31415
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Accelerated Bachelor's/Master's Programs

Any Undergraduate Major

- Generic Bachelor's (any subject) + Master's of Science in Computer Science (p. 41)
- Generic Bachelor's with a DDF Minor + Master of Arts in Digital Design & Fabrication (p. 42)

Education

- Bachelor's of Arts (BA) in Biology + Master of Arts in Teaching (MAT) Adolescence Ed: Biology (p. 44)
- Bachelor's of Arts (BA) in Chemistry + Master of Arts in Teaching (MAT) Adolescence Ed: Chemistry (p. 47)
- Bachelor's of Arts (BA) in Geology + Master of Arts in Teaching (MAT) Adolescence Ed: Earth Science (p. 50)
- Bachelor's of Science (BS) in Mathematics + Master of Arts in Teaching (MAT) Adolescence Ed: Mathematics (p. 52)

English

- Bachelor's of Arts (BA) in English + Master's of Arts (MA) in English

Engineering

- Bachelor's of Science (BS) in Computer Engineering + Master's of Science (MS) in Electrical Engineering (p. 55)
- Bachelor's of Science (BS) in Electrical Engineering + Master's of Science (MS) in Electrical Engineering (p. 57)

Psychology

- Bachelor's of Arts (BA) in Psychology + Master of Science (MS) in Psychological Science (p. 58)

Generic Bachelor's + MS in Computer Science

Program Overview

Program Coordinator	Chirakkal Easwaran, (845) 257-3514, easwaran@newpaltz.edu
Program ID	270M
Credits	120 UG + 30 GR
Program Length	The MS can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 7 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Comprehensive Exam or Thesis

Program Description

This accelerated plan of study provides a pathway to earning a Master's degree (MS) in computer science along with a Bachelor's (BA/BS) in **any subject** in five years.

The 4+1 dual BS/MS program will allow you to take Computer Science MS courses while still enrolled in the Bachelor's program of your major. You will pay regular undergraduate tuition for these graduate courses. Up to a total of 12 graduate credits can be applied towards your bachelor's as well as master's degrees ('double-dipped'). At the end of your bachelor's program you can graduate and decide not to pursue the graduate degree, or continue to your MS in Computer science with up to 12 graduate credits already applied towards the program. An additional 18 credits, which you can complete during the subsequent fall and spring terms, will earn you a master's degree in Computer Science.

Admission Requirements

Contact [Professor Easwaran](#) to express interest in the program and to prepare the graduate application:

Application Procedures

- Apply using the link above to our new application system.
 - Create an account (if new to applying) and follow the steps.
 - Select the fall term when you would like to begin your graduate coursework and major code (270M).
- NOTE:** This program only admits for the fall term.
- Select the "Generic Bachelor's + MS in Computer Science" program as the intended curriculum.

Upload Checklist Items

To expedite a faculty review of an application, students may upload the following items:

- Personal statement explaining your interest in the 4+1 program in Computer Science
- Contact information for three references
- Student copies of transcripts* from every college/university attended
- Full admission **REQUIRES** the submission of official transcripts and successful completion of undergraduate degree

Check Your Application Status

- Check your application status through your [applicant portal](#).

Graduate study in Computer Science enables students to individualize their program of study by pursuing ten computer science courses (30 credits) and passing a comprehensive exam, or completing eight courses (24 credits) and delving into a 6-credit thesis project. This flexibility allows students to explore conceptually-based classes, enhance technical skills through applied learning courses, stay abreast of current trends in the field through a wide range of special topics courses, and engage in research by pursuing an optional six-credit thesis.

Students in this program begin taking graduate courses during the senior year earning twelve credits of graduate course work by the time they complete their Bachelor's degree. They are then able to complete the graduate degree requirements by enrolling in eighteen credits during the subsequent fall and spring terms.

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's

good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Graduate Program Requirements

- Review graduate "plan of study" during the first semester after matriculation into the MAT portion of the program.
- Maintain a graduate cumulative grade point average of 3.0 or better with no more than two grades below B-

- Successful completion of practicum during the final semester of study. Students are responsible for their own transportation to the field and student teaching placements and must be prepared to commute up to 45 miles, one way, to these placements.

Graduate Program Learning Outcomes

Computer Science (MS)

Candidates who successfully complete all required components of the MS in Computer Science program at SUNY New Paltz will:

- Develop skill in programming in several high-level languages, assembly language, machine language, and microcode.
- Develop the ability to learn new programming languages without formal instruction.
- Design and analyze algorithms.
- Design a new programming language and write a compiler or interpreter for it.
- Apply object-oriented programming and software engineering principles.
- Design and implement digital circuits.
- Understand the structure and operation of a modern operating system.
- Understand theoretical computer science concepts, such as the Turing machines and automata and computability theory.
- Understand continuous and discrete mathematical structures relevant to computing.

BA/BS with DDF Minor + MA in Digital Design & Fabrication

Program Overview

Program Coordinator	Aaron Nelson, (845) 257-7887, nelsona@newpaltz.edu
Program ID	240M
Credits	120 UG + 36 GR

Program Length	MA can be completed in three semesters if studying part-time, program must be completed in 7 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Thesis or Project

Program Description

This accelerated plan of study provides a pathway to earning two powerful credentials, a Bachelor of Arts (BA) or Bachelor of Science (BS) degree and a Master of Arts (MA) degree in Digital Design & Fabrication. This Bachelor's/Master's program is designed to enable New Paltz students with a minor in Digital Design & Fabrication to begin taking graduate courses during the senior year, earning up to 12 graduate credits by the time they complete their bachelor's degree. They are then able to complete the graduate degree requirements by enrolling in 18 credits during the subsequent fall and spring terms.

How does it work?

QUALIFY for early admission by minoring in Digital Design & Fabrication as an undergraduate.

CONTACT Professor Aaron Nelson to express interest in and learn more about the program.

APPLY online to the Bachelor's/Master's program in Digital Design & Fabrication during the junior year.

UPLOAD a personal statement explaining interest in the 4+1 program, contact information for two references, an unofficial transcript, and a portfolio including at least 15 images.

GET AHEAD by completing twelve credits of graduate course work during the senior year and enjoy a tuition savings of \$175/credit.

COMPLETE the remaining 18 credits of the MA degree program in just one year.

Admission Requirements

- Admission Essay describing interest in the BA/BS + MA program
- Successful completion bachelor's degree including the DDF minor with a 3.0 GPA
- Contact information for two references
- Portfolio including samples of completed work. When uploading your portfolio, include a minimum of 15 images.

Please note that we require a minimum of 10 individual works or projects; additional detail photographs and installation documentation can be included. You may either upload videos or include external links to videos as part of your portfolio. Each work sample must be labeled with the title of work, medium, size, and date. Images can be labeled and ordered as they are uploaded. For good image quality and fast upload, we recommend jpeg images no larger than 1280 x 1280 pixels @ 72 ppi.

Sample Plan of Study for Students Minor in Digital Design & Fabrication.

Code	Title	Credits
Senior Year - Fall (6 Credits)		
DDF502	Introduction to Computation for Media	3
DDF705	Advanced 3D Printing	3
Senior Year - Spring (6 Credits)		
DDF560	Introduction to Designing with Microprocessors	3
DDF Elective ¹		3
Graduate - Term One (9 Credits)		
DDF555	3D Computational Design	3
DDF Elective		3
Capstone 1		3
Graduate - Term Two (9 Credits)		
ARH526	Studies in the History of Design	3
DDF701	Advanced Computer Aided Design	3
Capstone 2		3
Graduate - Term Three (6 Credits)		
DDF510	Computer Aided design 1 (or DDF Elective if student took DDF205 as an undergrad)	3
DDF512	Computer Aided Design 2 (or DDF Elective if student took DDF210 as an undergraduate)	3
Possible Elective ²		
Total Credits		36

¹ Students may take either an undergraduate DDF elective, or opt to take a fourth graduate DDF course.

² Only needed if the student did not take a fourth graduate DDF course in their senior year.

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Outcomes

Graduate Program Learning Objectives

MA in Digital Design & Fabrication

- Expand knowledge of diverse histories and contemporary practices in studio art, design, and art education
- Demonstrate—in written, visual, and oral forms—an understanding of a work of art or design, in terms of its social, political, cultural, aesthetic and historical context
- Develop and articulate self-reflective practices as artists, designers, teachers, and citizens
- Create collaboration and engagement with local and global art, design, and learning communities

- Build professional networks to support lifelong learning and sustainable practices

BA in Biology + MAT in Adolescence Ed: Biology

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Content Coordinator	Jeff Reinking, (845) 257-3771, reinkin@newpaltz.edu
Program ID	101C
Credits	120 UG + 28 GR
Program Length	The MAT can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Biology

Program Description

We have developed this program in response to popular demand from students and parents who have called for a pathway to fulfilling jobs in education and science, and to school districts who report an increasing number of full-time job openings in STEM disciplines. Graduation from the Five-Year Master Plan empowers students with options to choose the career they find most fulfilling, whether that means becoming a science teacher, working as a biologist, or pursuing a Ph.D.

How does it work?

ENROLL in the Five-Year Master Plan and begin taking foundational science courses as a first-year student.

MAINTAIN a 3.0 GPA as you take embedded education courses and pursue your Bachelor of Arts (BA) degree in Biology.

QUALIFY for early admission to the graduate program during your junior year.

EARN your BA degree in four years, while taking education courses to prepare for your accelerated graduate program.

COMPLETE the MAT program, including all student teaching requirements in just one year.

Admission Requirements

To participate in the BA/MAT program in Biology, interested undergraduates should:

1. Submit a Declaration of Major/Change of Major form indicating the BA/MAT program in Biology (major 508A) to the office of Records and Registration (Wooster Hall, rm. 115).

2. Meet with [Professor Latanya Brandon](#) to begin selecting courses. Maintain a GPA of 3.0 to fulfill admission requirements for the graduate program.

Early Admission to Graduate Program

During their **junior** year, students finalize their early admission to the Master of Arts in Teaching program:

- Apply using the link above.
- Create an account (if new to applying) or log in and follow the steps.
- Select the fall term when you would like to begin your graduate coursework.
NOTE: This program only admits for the fall term.
- Select **BA Biology/MAT Adolescence Ed: Biology Program** (major 101C) as the intended curriculum.

Upload Checklist Items

To expedite a faculty review of an application, students may upload the following items:

- Admission Essay
 - Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the [School of Education's Conceptual Framework](#) and discuss how it speaks to your experience.

- Student copies of transcripts* from every college/university attended.
- Contact information for three references who can attest to the applicant's ability for graduate study.

* Full admission **REQUIRES** the submission of official transcripts and test scores.

Check Your Application Status

- Check your application status through the [applicant portal](#).

Sample undergraduate and graduate plans of study below:

BA in Biology (major 508C)

Course	Title	Credits
Year 1		
Fall		
BIO201	General Biology I	3
BIO211	Gen Bio 1 Lab	1
MAT181	Precalculus	4
ENG170	Writing and Rhetoric	4
Languages 1		3
Credits		15
Spring		
BIO202	General Biology II	3
BIO212	Gen Bio 2 Lab	1
GE: The Arts		3
GE: Humanities		3
Languages 2		3
Credits		13

Year 2**Fall**

BIO320	Genetics	3
BIO321	Genetics Lab	1
CHE201	General Chemistry I	3
CHE211	General Chemistry I Lab	1
Upper Division Biology Elective		4
EDS372	Developing Adolescence	3

Credits 15

Spring

BIO322	Evolution	3
CHE202	General Chemistry II	3
CHE212	General Chemistry II Lab	1
EDS340	Sociological and Philosophical Foundations of Education	3
GE: World Civilizations		3
GE: Western Civilizations		3

Credits 16

Year 3**Fall**

EDS383	Introduction to Literacy for Diverse Learners	3
Environmental Biology Course		4
Architecture of Life Course		3-4
Cognate 1		4
Elective		3

Credits 17-18

Spring

SPE385	Differentiating Instruction in the Secondary School	3
Upper Division Biology Elective		3
Evol & Divr of Life Course		3-4
Cognate 2		4
Elective		3

Credits 16-17

Year 4**Fall**

SED354	Foundations of Secondary Education Seminar	1
Upper Division Biology Elective		4
GR - Biology Elective		3
Work with Advisor to select one of the courses below:		3
UG Elective		
GR Course from Year 5 (Optional)		
UG Elective		3

Credits 14

Spring

SED353	Field Work #1	1
SED453	Curriculum and Assessment in the Secondary School	3
Upper Division Biology Elective		4
SED541	Constructing Scientific Conceptual Knowledge ¹	3

SED542	Meaningful Problem Solving in Science ¹	3
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Credits 14

Total Credits 120-122

¹ Students may take SED541, SED542 or an approved discipline-specific education course.

MAT in Adolescence Ed: Biology (major 101C)

Code	Title	Credits
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Summer (3 Credits)

Select ONE of the following if offered: discipline-specific education course or an approved course in discipline	3
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Fall (11 Credits)

SED543	Science in the Secondary School	3
SED552	Field Experience II	1
Integrating ELLs in School & Classroom		3
SED/SPE/EDS Elective		3
SED525	Digital Literacies and Learning in Secondary Education	1

Spring (14 Credits)

SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
SED553	Field Experience III	1

Total Credits 28

¹ If students complete 9 graduate credits during year four, then they will need to complete 28 credits in year 5.

² If students complete 12 graduate credits during year four, then they will need to complete 25 credits in year 5.

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Graduate Program Requirements

- Review graduate "plan of study" during the first semester after matriculation into the MAT portion of the program.
- Maintain a graduate cumulative grade point average of 3.0 or better with no more than two grades below B-.
- Successful completion of practicum during the final semester of study. Students are responsible for their own transportation to the field and student teaching placements and must be prepared to commute up to 45 miles, one way, to these placements.

Required Workshops for Certification

Attending workshops designed to assist teachers in:

- preventing violence in the schools (S.A.V.E)
- recognizing symptoms of child abuse and neglect,
- providing a safe and supportive learning environment through the training for Dignity for All Students Act (DASA), and
- by completing the Health & Safety training.

New York State Certification Testing requirements

- Obtaining fingerprint clearance. Information packets are available in the Secondary Education department (OM 323). 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>.

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 website at <http://www.highered.nysed.gov/tcert/>.

Undergraduate Program Learning Objectives

BA Biology

The mission of the BA in Biology program is to produce graduates with a firm foundation in the Biological Sciences who have simultaneously pursued in-depth study in another academic discipline.

Program Goals:

- To provide an assortment of relevant high-quality courses from which students can choose.
- To provide insightful and timely advising for students throughout their career at New Paltz
- To provide the flexibility necessary for students to pursue in-depth study in other academic disciplines.

Learning Outcomes:

- Students will understand fundamental biological principles.
- Students can collect data, present data appropriately and analyze data.
- Students can apply information from cognate courses to their coursework in biology (and vice versa).
- Students attend numerous presentations from scientists actively engaged in research.
- Students learn to work collaboratively.
- Students gain experience with modern lab and field techniques and technology.

- Students can solve problems related to course material.
- Students will enhance their ability to think quantitatively.

Graduate Program Learning Objectives

MAT Adolescence Education: Biology

Candidates who successfully complete all required components of the MAT Adolescence Biology program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd Adolescence Education: Biology

Candidates who successfully complete all required components of the Adolescence Biology program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.

- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

BA in Chemistry + MAT in Adolescence Ed: Chemistry

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Content Coordinator	Preeti Dhar, (845) 257-3797, dharp@newpaltz.edu
Program ID	104C
Credits	122 UG +30 GR
Program Length	The MAT can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Comprehensive Exam and Practicum

Certification/Licensure

NYSED Initial/Professional
Adolescent Education: Chemistry

Program Description

We have developed this program in response to popular demand from students and parents who have called for a pathway to fulfilling jobs in education and science, and to school districts who report an increasing number of full-time job openings in STEM disciplines. Graduation from the Five-Year Master Plan empowers students with options to choose the career they find most fulfilling, whether that means becoming a science teacher, working as a chemist, or pursuing a Ph.D.

How does it work?

ENROLL in the Five-Year Master Plan and begin taking foundational science courses as a first-year student.

MAINTAIN a 3.0 GPA as you take embedded education courses and pursue your Bachelor of Arts (BA) degree in Chemistry.

QUALIFY for early admission to the graduate program during your junior year.

EARN your BA degree in four years, while taking education courses to prepare for your accelerated graduate program.

COMPLETE the MAT program, including all student teaching requirements in just one year.

Admission Requirements

To participate in the BA/MAT program in Chemistry, interested undergraduates should:

1. Submit a Declaration of Major/Change of Major form indicating the BA/MAT program in Chemistry (major 50CH) to the office of Records and Registration (Wooster Hall, rm. 115).
2. Meet with [Professor Latanya Brandon](#) to begin selecting courses. Maintain a GPA of 3.0 to fulfill admission requirements for the graduate program.

Early Admission to Graduate Program

During their **junior** year, students finalize their early admission to the Master of Arts in Teaching program:

- Apply using the link above.
- Create an account (if new to applying) or log in and follow the steps.
- Select the fall term when you would like to begin your graduate coursework and major code (104C).
NOTE: This program only admits for the fall term.
- Select "BA Chemistry/MAT Adolescence Ed: Chemistry Program" as the intended curriculum.

Upload Checklist Items

To expedite a faculty review of an application, students may upload the following items:

- Admission Essay
 - Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

- Student copies of transcripts* from every college/university attended.

* Full admission REQUIRES the submission of official transcripts and test scores.

Check Your Application Status

- Check your application status through the [applicant portal](#).

BA in Chemistry

Course	Title	Credits
Year 1		
Fall		
Education Seminar		1
ENG160	Composition I	3
CHE201	General Chemistry I	3
CHE211	General Chemistry I Lab	1
MAT251	Calculus I	4
Elementary Foreign Language I		3
Credits		15
Spring		
ENG180	Composition II	3
CHE202	General Chemistry II	3
CHE212	General Chemistry II Lab	1
MAT252	Calculus II	4
SED354	Foundations of Secondary Education Seminar	1
Elementary Foreign Language II		3
Credits		15
Year 2		
Fall		
PHY201	General Physics 1	3
PHY211	Physics 1 Laboratory	1
CHE318	Organic Chemistry I	3
CHE306	Organic Chemistry I Lab	1
EDS372	Developing Adolescence	3
Arts Course		3
Credits		14
Spring		
EDS340	Sociological and Philosophical Foundations of Education	3
PHY202	General Physics 2	3
PHY212	General Physics 2 Lab	1
CHE319	Organic Chemistry II	3
CHE309	Organic Chemistry II Lab	1
Humanities Course		3
Credits		14
Year 3		
Fall		
CHE314	Inorganic Chemistry	3
CHE303	Introduction to Analytical Chemistry	4
MAT341	Applied Mathematics I	3
Western Civilization Course		3

Upper-division Liberal Arts elective		3
Take GRE exam		
Credits		16
Spring		
CHE321	Physical Chemistry I	3
EDS383	Introduction to Literacy for Diverse Learners	3
BIO201	General Biology I	3
or GLG201	or Physical Geology	
BIO211	Gen Bio 1 Lab	1
or GLG211	or Physical Geology Laboratory	
Other World Course		3
Upper-division Liberal Arts elective		3
Apply for early admission to the MAT		
Credits		16
Year 4		
Fall		
BIO201	General Biology I	3
or GLG201	or Physical Geology	
BIO211	Gen Bio 1 Lab	1
or GLG211	or Physical Geology Laboratory	
CHE323	Experimental Physical Chemistry	3
CHE322	Physical Chemistry II	3
Upper-division Liberal Arts or other elective		3
Graduate Education or Chemistry Liberal Arts elective		3
Credits		16
Spring		
BCM461	Biochemistry 1	3
SED453	Curriculum and Assessment in the Secondary School	3
SED353	Field Work #1	1
SED356	Teaching and Learning in the Digital Environment	3
Integrating ELLs in the School & Classroom		3
Graduate Education or Chemistry Liberal Arts elective		3
Credits		16
Total Credits		122

MAT in Adolescence Education: Chemistry

Code	Title	Credits
Summer (3 Credits)		
Select ONE of the following if offered: Discipline-specific education course, an approved Diversity elective, or a course in discipline		3
Fall (13 Credits)		
SED543	Science in the Secondary School	3
SED552	Field Experience II	1
SPE565	Teaching in Inclusive Classrooms	3
Select TWO of the following courses not taken during summer: Discipline-specific education course, approved Diversity elective, or a course in discipline		6
Spring (14 Credits)		
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1

SED553	Field Experience III	1
Total Credits		30

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Outcomes

BA Chemistry

Program goals for students graduating with a degree in chemistry

- Develop a qualitative understanding of both atomic and molecular structure including shell structure, chemical bonding and the shapes of molecules.
- Understand trends in the periodic table such as size and reactivity.
- Obtain knowledge of the concepts of quantitative chemical analysis and its relationship to experimental measurements and be able to analyze the associated experimental error from each measurement.
- Derive mathematical relationships that are used to explain the chemical and physical processes of both macroscopic and molecular systems.
- Gain some understanding of the chemical and physical properties of biomolecules.
- Extend and apply knowledge learned from courses in chemistry to areas outside of the field.
- Obtain experience in research in chemistry by working with a faculty mentor.
- Obtain experience in and knowledge of modern chemical instrumentation and laboratory techniques.
- Perform experiments following standard and more open-ended protocols.
- Be able to search and interpret articles from scientific journals.
- Become proficient at writing scientific reports and/or providing oral presentations based on experimental results and/or scientific subjects.

Graduate Program Learning Outcomes

MAT Adolescence Education: Chemistry

Candidates who successfully complete all required components of the MAT Adolescence Chemistry program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Adolescence Education Chemistry (MSEd)

Candidates who successfully complete all required components of the Adolescence Chemistry program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment

data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.

- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

BA in Geology + MAT in Adolescence Ed: Earth Science

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Content Coordinator	Frederick Vollmer, (845) 257-3760, vollmerf@newpaltz.edu
Program ID	102E
Credits	122 UG + 30 GR
Program Length	The MAT can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Earth Science

Program Description

We've developed this program in response to popular demand from students and parents who have called for a pathway to fulfilling jobs in education and science, and to school districts who report an increasing number of full-time job openings in STEM disciplines. Graduation from the Five-Year Master Plan empowers students with options to choose the

career they find most fulfilling, whether that means becoming a science teacher, working as a chemist, or pursuing a Ph.D.

How does it work?

ENROLL in the Five-Year Master Plan and begin taking foundational science courses as a first-year student.

MAINTAIN a 3.0 GPA as you take embedded education courses and pursue your Bachelor of Arts (BA) degree in Geology.

QUALIFY for early admission to the graduate program during your junior year.

EARN your BA degree in four years, while taking education courses to prepare for your accelerated graduate program.

COMPLETE the MAT program, including all student teaching requirements in just one year.

Admission Requirements

To participate in the BA/MAT program in Geology, interested undergraduates should:

1. Submit a Declaration of Major/Change of Major form indicating the BA/MAT program in Geology (major 51ES) to the office of Records and Registration (Wooster Hall, rm. 115).
2. Meet with [Professor Latanya Brandon](#) to begin selecting courses. Maintain a GPA of 3.0 to fulfill admission requirements for the graduate program.

Early Admission to Graduate Program

During their **junior** year, students finalize their early admission to the Master of Arts in Teaching program:

- Apply using the link above.
- Create an account or log in and follow the steps.
- Select the fall term when you would like to begin your graduate coursework and major code (102E).
NOTE: This program only admits for the fall term.
- Select "BA Geology/MAT Adolescence Ed: Earth Science Program" as the intended curriculum.

Upload Checklist Items

To expedite a faculty review of an application, students may upload the following items:

- Admission Essay
 - Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the [School of Education's Conceptual Framework](#) and discuss how it speaks to your experience.

- Student copies of transcripts* from every college/university attended.

* Full admission **REQUIRES** the submission of official transcripts and test scores.

Check Your Application Status

- Check your application status via the [applicant portal](#).

BA in Geology

Course	Title	Credits
Year 1		
Fall		
Education Seminar		1
ENG160	Composition I	3
CHE201	General Chemistry I	3
CHE211	General Chemistry I Lab	1
MAT251	Calculus I	4
GLG201	Physical Geology	3
GLG211	Physical Geology Laboratory	1
Credits		16
Spring		
ENG180	Composition II	3
CHE202	General Chemistry II	3
CHE212	General Chemistry II Lab	1
GLG202	Historical Geology	4
MAT252	Calculus II	4
SED354	Foundations of Secondary Education Seminar	1
Credits		16
Year 2		
Fall		
PHY201	General Physics 1	3
PHY211	Physics 1 Laboratory	1
GLG311	Mineralogy and Crystallography	4
Elementary Foreign Language I		3
Humanities course		3
Credits		14
Spring		
EDS340	Sociological and Philosophical Foundations of Education	3
EDS372	Developing Adolescence	3
GLG314	Petrology	4
PHY202	General Physics 2	3
PHY212	General Physics 2 Lab	1
Elementary Foreign Language II		3
Credits		17
Year 3		
Fall		
Arts course		3
GLG331	Stratigraphy-Sedimentation	4
GLG305	Paleontology	4
or GLG407	or Hydrogeology	
PHY205	Exploring the Solar System	3
or PHY206	or Exploring the Universe	
Take the GRE		
Credits		14
Spring		
BIO201	General Biology I (or other 4 credit science elective)	3
BIO211	Gen Bio 1 Lab	1
PHY205	Exploring the Solar System	3
or PHY206	or Exploring the Universe	

GLG120	Weather and Environment	4
EDS383	Introduction to Literacy for Diverse Learners	3
Other World Course		3
Apply to the MAT program in Adolescence Ed: Earth Science		
Credits		17
Year 4		
Fall		
GLG405	Structure and Tectonics	4
GLG435	Field Geology	4
Geology course by advisement		3-4
Western Civilization course		3
Credits		14-15
Spring		
SED453	Curriculum and Assessment in the Secondary School	3
SED353	Field Work #1	1
SED356	Teaching and Learning in the Digital Environment	3
Integrating ELLs in the School & Classroom		3
Graduate education or geology liberal arts elective by advisement		3
Credits		13
Total Credits		121-122

MAT in Adolescence Ed: Earth Science

Code	Title	Credits
Summer (3 Credits)		
Select ONE of the following if offered: discipline-specific education course, an approved diversity course, or an approved course in discipline		3
Fall (13 Credits)		
Select TWO of the following courses not taken during summer: discipline-specific education, an approved diversity course, or an approved course in discipline		6
SED543	Science in the Secondary School	3
SED552	Field Experience II	1
SPE565	Teaching in Inclusive Classrooms	3
Spring (14 Credits)		
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
SED553	Field Experience III	1
Total Credits		30

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Outcomes**BA Geology**Knowledge Areas

- Demonstrate mastery of the fundamental knowledge areas in the Geological Sciences.
- Show the ability to read and interpret topographic, geologic, and other maps, and demonstrate map making skills.
- Acquire competency in the supporting fields of Physics, Chemistry, and Mathematics, particularly as related to the Geological Sciences.

Research Skills

- Understand and use the scientific method to conduct research, and to be able to critically evaluate scientific work.
- Demonstrate the ability to observe, describe, and interpret geo-logic samples, outcrops, and regions using field data collection techniques and scientific methodologies.
- Have the ability to acquire information resources from scientific journals, geologic databases, internet resources, and other primary sources.
- Apply quantitative methods for problem solving, data analysis, and model formulation.
- Develop the skills to work independently and collaboratively on scientific problems.

Technical Skills

- Use a variety of geological field equipment for data collection.
- Use common geological laboratory instruments and techniques.
- Perform quantitative data analysis and interpretation using computers.

Communication Skills

- Effectively communicate technical findings and conclusions through written reports using formats and styles required for scientific writing.
- Demonstrate effective communication skills by giving oral presentations in a professional style.
- Use maps, three-dimensional diagrams, and other imagery to communicate factual information and concepts.

Learning Skills

- Demonstrate a regional and global understanding of the earth, including tectonic, historical, environmental, and resource management aspects, and their relationship to the human experience.

- Show the ability to describe and interpret a geological outcrop, demonstrating facility in applying scientific knowledge, observational techniques, the ability to synthesize, and communication skills.
- Have group field excursions with faculty members and other students involving the scientific study and aesthetic appreciation of the geological aspects of our world.

BS in Mathematics + MAT in Adolescence Ed: Mathematics Program Overview

Education Coordinator	Jason Huang, (845) 257-2818, huangj18@newpaltz.edu
Program Coordinator	David Hobby, (845) 257-3563, hobbyd@newpaltz.edu
Program ID	107C
Credits	120-123 UG + 30 GR
Program Length	The MAT can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 5 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Practicum
License/Certification	NYSED Initial/Professional Adolescent Education: Mathematics

Program Description

We've developed this program in response to popular demand from students and parents who have called for a pathway to fulfilling jobs in education and mathematics, and to school districts who report an increasing number of full-time job openings in STEM disciplines. Graduation from the Five-Year Master Plan empowers students with options to choose the career they find most fulfilling, whether that means becoming a math teacher, working as a mathematician, or pursuing a Ph.D.

How does it work?

ENROLL in the Five-Year Master Plan and begin taking foundational mathematics courses as a first-year student.

MAINTAIN a 3.0 GPA as you take embedded education courses and pursue your Bachelor of Science (BS) degree in Mathematics.

QUALIFY for early admission to the graduate program during your junior year.

EARN your BS degree in four years, while taking education courses to prepare for your accelerated graduate program.

COMPLETE the MAT program, including all student teaching requirements in just one year.

Admission Requirements

1. Meet with your Advisor to review the BS/MAT program requirements.
2. Submit a Declaration of Major/Change of Major form indicating the BS/MAT program in Mathematics (major 512M) to the office of Records and Registration (Wooster Hall, rm. 115).
3. Meet with [Professor Huang](#) to begin selecting courses. Maintain a GPA of 3.0 to fulfill admission requirements for the graduate program.

Early Admission to Graduate Program

During their **junior** year, students finalize their early admission to the Master of Arts in Teaching program:

- Click this [link](#) to access our new application system.
- Create an account (if you are new to this system) and follow the steps to apply for the fall term.
- Select the fall term when you would like to begin your graduate coursework and major code (107C).
NOTE: This program only admits for the fall term.
- Select “BS Mathematics/MAT Adolescence Ed: Mathematics Program” as the intended curriculum.

Upload Checklist Items

To expedite a faculty review of a graduate application, students may upload the following items:

- Admission Essay
 - Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the [School of Education's Conceptual Framework](#) and discuss how it speaks to your experience.

- Student copies of transcripts* from every college/university attended.

* Full admission REQUIRES the submission of official transcripts and test scores.

Check Your Application Status

- Check your application status via the [applicant portal](#).

BS in Mathematics (major 512M)

Course	Title	Credits
Year 1		
Fall		
ENG170	Writing and Rhetoric	4
MAT251	Calculus I	4
Gen Ed: Foreign Language (FL)		3
Gen Ed: The Arts (AR)		3
Gen Ed: World Civilization (OW)		3
Credits		17
Spring		
MAT252	Calculus II	4
MAT260	Introduction to Proof	3
Gen Ed: Humanities (H)		3
Gen Ed: Foreign Lang (FL)		3-4
Credits		13-14

Year 2

Fall

MAT353	Calculus III	4
MAT359	Ordinary Differential Equations	3
PHY201	General Physics 1	3
PHY211	Physics 1 Laboratory	1
EDS340	Sociological and Philosophical Foundations of Education (or Gen Ed: United States Studies (USST))	3
Credits		14

Spring

MAT362	Linear Algebra	3
MAT331	Axiomatic Geometry	3
PHY202	General Physics 2	3
PHY212	General Physics 2 Lab	1
EDS372	Developing Adolescence (or Gen Ed: Social Science (SSCI))	3
Gen Ed: Western Civilization (WC)		3
Credits		16

Year 3

Fall

MAT304	Foundations of Algebra	3
MAT381	Probability and Statistics I	3
Math Elective (300-400 level)		3
Upper-division elective		3
Select FIRST course of a pairing below:		3-4
CPS210 Computer Science I (4 cr) and CPS310 Computer Science II (4 cr)		
BIO201 General Biology I (3 cr) + BIO211 General Biology I Lab (1 cr) and BIO202 General Biology II (3 cr) + BIO212 General Biology II Lab (1 cr)		
GLG201 Physical Geology (3 cr) + GLG211 Physical Geology Lab (1 cr) and GLG202 Historical Geology (4 cr)		
CHE201 General Chemistry I (3 cr) + CHE212 General Chemistry I Lab (1 cr) and CHE202 General Chemistry II (3 cr) + CHE212 General Chemistry II Lab (1 cr)		
ECO206 Principles of Microeconomics (3 cr) and ECO207 Principles of Macroeconomics (3 cr)		
Credits		15-16

Spring

MAT303	Foundations of Analysis	3
MAT441	Abstract Algebra I	3
EDS383	Introduction to Literacy for Diverse Learners	3
Upper-division elective		3
Select SECOND course of the pairings below:		3-4
CPS210 Computer Science I (4 cr) and CPS310 Computer Science II (4 cr)		
BIO201 General Biology I (3cr) + BIO211 General Biology I Lab (1cr) and BIO202 General Biology II (3 cr) + BIO212 General Biology II Lab (1 cr)		
GLG201 Physical Geology (3 cr) + GLG211 Physical Geology Lab (1 cr) and GLG202 Historical Geology (4 cr)		

CHE201 General Chemistry I (3 cr) + CHE211 General Chemistry I Lab (1 cr) and CHE202 General Chemistry II (3 cr) + CHE212 General Chemistry II Lab (1 cr)

ECO206 Principles of Microeconomics (3 cr) and ECO207 Principles of Macroeconomics (3 cr)

Credits		15-16
Year 4		
Fall		
MAT431	Real Analysis I	3
Math Elective (300-400 level)		3
Graduate Math elective (500-700 level)		3
SED540	Graduate Foundations of Adolescence Education Seminar	1
SED525	Digital Literacies and Learning in Secondary Education	1
SPE565	Teaching in Inclusive Classrooms	3
Credits		14
Spring		
SED493	Integrating English Language Learners in the School & Classroom	3
Upper-division electives		6
Graduate Math elective (500-700 level)		3
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I ¹	1
Credits		16
Total Credits		120-123

MAT in Adolescence Ed: Mathematics (major 107C)

Course	Title	Credits
Year 5		
Fall		
EDS539	Social Foundations of Education ³	3
EDS730	Adolescent Development ³	3
SED545	Mathematics in the Secondary School	3
SED552	Field Experience II ¹	1
Graduate Math Elective (500-700 level)		3
Select a Diversity Course from the options below:		3
EDS537 Issues in Multicultural Education		
EDS541 Humanistic/Multicultural Approaches to Education and Human Services		
EDS548 Multicultural Approaches to Helping		
EDS581 Issues of Racism and Sexism in Education		
Credits		16
Spring		
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
SED553	Field Experience III ²	1
Credits		14
Total Credits		30

³ Students who completed EDS340 and/or EDS372 may substitute graduate education courses, by advisement

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Outcomes

BA, BS Mathematics

The set of learning objectives for the mathematics major (512), the mathematics adolescent education (446) major, and the mathematics elementary education concentration (601M) are:

- 1. Computation:** Students can reliably perform numeric and symbolic computations.
- 2. Representation:** Students can construct and apply standard symbolic and graphical representations of mathematical objects.
- 3. Estimation:** Students are able to estimate, approximate, and check results for reasonableness.
- 4. Modeling:** Students can construct appropriate mathematical models for real-world problems.
- 5. Communication:** Students are proficient at oral and written communication of mathematical content.
- 6. Comprehension:** Students are able to read and comprehend a mathematical argument, identifying any flaws in its reasoning.
- 7. Definitions:** Students can state and apply mathematical definitions and theorems.
- 8. Proving:** Students are able to write formal mathematical proofs.
- 9. Hypothesizing:** Students are able to use abstraction and generalization to make, test, and revise mathematical hypotheses.
- 10. Novelty:** Students can apply their mathematical knowledge to a novel situation.
- 11. Independence:** Students are proficient at thinking independently and creatively.
- 12. Breadth:** Students are able to use techniques from a number of different fields of mathematics.
- 13. Additional Objectives for Math Adolescence Ed:**
 - A) Mastery:** Students have mastered the mathematics usually taught in high school.
 - B) Technology:** Students are able to easily use new instructional technologies.
- 14. Additional Objectives for Math Elementary Ed:**
 - A) Mastery:** Students have mastered the mathematics usually taught in elementary school.

¹ Includes 35 hours of fieldwork.

² Includes 30 hours of fieldwork.

B) Technology: Students are able to easily use new instructional technologies.

Graduate Program Learning Objectives

Adolescence Education Mathematics (MAT)

Candidates who successfully complete all required components of the MAT Adolescence Math program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing mathematical conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in math that are NCTM standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Adolescence Education Mathematics (MSEd)

Candidates who successfully complete all required components of the Adolescence Math program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in math that are NCTM standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote

appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.

- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Five-Year BS in Computer Engineering/MS in Electrical Engineering

Program Overview

Program Coordinator	Damodaran Radhakrishnan, (845) 257-3772, damu@newpaltz.edu
Program ID	268
Credits	120 UG + 30 GR
Program Length	The MS can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 7 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Project or Thesis

Program Description

The 5-year BS in Computer Engineering + MS in Electrical Engineering program provides students with a fast-track Master of Science degree in Electrical Engineering. This program is open to SUNY New Paltz juniors who are in good academic standing and interested in pursuing a Bachelor of Science in Electrical Engineering.

Admission Requirements

To qualify for the BS in Computer Engineering + MS in Electrical Engineering program, students must have completed the first semester of their junior year in residence at SUNY New Paltz with an overall SUNY New Paltz GPA of at least 3.0.

To apply, students should:

- Complete the online graduate application via the link above (major 268)
- Upload an internal New Paltz transcript (they are free for NP students in my.newpaltz.edu)
- Provide the contact information for one faculty reference
- Pay the \$60 Graduate application fee

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 degrees, 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.

Code	Title	Credits
Engineering Coursework (0 Credits)		15
Working with your advisor, select five Engineering Courses		
Select the Project Option or Thesis Option (0 Credits)		9
Project Option:		
EGE532	Computer Arithmetic	
EGE533	Introduction to Parallel Computing	
EGE534	Fault-Tolerant Design of Digital Systems	
EGE535	Low Power VLSI Design	
EGE536	Computer Architecture	
EGE537	VLSI Design	
EGE543	Antennas and Wave Propagation	
EGE544	Microwave Circuits	
Thesis Option		
EGE590	Thesis in Electrical Engineering	
EGE593	Engineering Selected Topic	
Total Credits		24

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).

- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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.

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Objectives

Computer Engineering (BS)

The Computer Engineering Program has continued to adopt ABET Criterion 3 (a) - (k) as its guiding outcomes, as specified below.

- a) an ability to apply knowledge of mathematics, science, and engineering
- b) an ability to design and conduct experiments, as well as to analyze and interpret data
- c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d) an ability to function on multi-disciplinary teams
- e) an ability to identify, formulate, and solve engineering problems
- f) an understanding of professional and ethical responsibility
- g) an ability to communicate effectively
- h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i) a recognition of the need for, and an ability to engage in life-long learning
- j) a knowledge of contemporary issues
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Graduate Program Learning Outcomes

Electrical Engineering (MS)

- Demonstrate a high level of expertise and competence in an area of concentration in electrical engineering.
- Play a meaningful role in research or technical development leading to significant contributions to engineering and technology.
- Demonstrate leadership skills in the workplace, function professionally in a globally competitive world, and communicate engineering results effectively.
- Demonstrate strong interpersonal and teamwork skills.

Five-Year BS in Electrical Engineering/MS in Electrical Engineering

Program Overview

Program Coordinator	Damodaran Radhakrishnan, (845) 257-3772, damu@newpaltz.edu
Program ID	269
Credits	120 UG + 30 GR
Program Length	The MS can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 7 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Project or Thesis

Program Description

The 5-year BS in Electrical Engineering + MS in Electrical Engineering program provides students with a fast-track Master of Science degree in Electrical Engineering. This program is open to SUNY New Paltz juniors who are in good academic standing and interested in pursuing a Bachelor of Science in Electrical Engineering.

Admission Requirements

To qualify for the BS in Electrical Engineering + MS in Electrical Engineering program, students must have completed the first semester of their junior year in residence at SUNY New Paltz with an overall SUNY New Paltz GPA of at least 3.0.

To apply, students should:

- Complete the online graduate application via the link above (major 269)
- Upload an internal New Paltz transcript (they are free for NP students in my.newpaltz.edu)
- Provide the contact information for one faculty reference
- Pay the \$60.00 graduate application fee

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 degrees, 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.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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.

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Objectives

Electrical Engineering (BS)

The Electrical Engineering Program has continued to adopt ABET Criterion 3 (a) - (k) as its guiding outcomes, as specified below.

- A)** an ability to apply knowledge of mathematics, science, and engineering
- B)** an ability to design and conduct experiments, as well as to analyze and interpret data
- C)** an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- D)** an ability to function on multi-disciplinary teams
- E)** an ability to identify, formulate, and solve engineering problems
- F)** an understanding of professional and ethical responsibility

- G) an ability to communicate effectively
- H) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- I) a recognition of the need for, and an ability to engage in life-long learning
- J) a knowledge of contemporary issues
- K) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Graduate Program Learning Outcomes

Electrical Engineering (MS)

- Demonstrate a high level of expertise and competence in an area of concentration in electrical engineering.
- Play a meaningful role in research or technical development leading to significant contributions to engineering and technology.
- Demonstrate leadership skills in the workplace, function professionally in a globally competitive world, and communicate engineering results effectively.
- Demonstrate strong interpersonal and teamwork skills.

BA in Psychology + MS in Psychological Science

Program Overview

Program Coordinator	Elizabeth Hirshorn, (845) 257-2372, hirshore@newpaltz.edu
Program ID	210A
Credits	121 UG + 23 GR
Program Length	The MS can be completed in one additional year of study if enrolled full-time, but students must complete the degree within 5 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-Time
Transfer Credits	6
Capstone	Thesis

Program Description

Our five-year program offers a fast track to the BA in Psychology and MS in Psychological Science degrees. Designed with the same courses and number of credits students on the traditional track take but in half the time.

Join a select group

The five-year program is designed to draw together a community of students who are passionate about learning, prepared for an advanced curriculum, and seeking to work alongside peers who are similarly engaged. Students must maintain a 3.3 (3.5 preferred) GPA in undergraduate Psychology courses to qualify.

Get ahead & save

Students enrolled in the five-year program complete 16 graduate-level credits in Psychology during their senior year. The majority of these credits* are offered at the undergraduate tuition rate and fulfill both undergraduate and graduate program requirements.

A range of applications

The curriculum covers four broad content areas – social, cognitive, developmental, and applied psychology – to provide a comprehensive launching pad for students who plan to advance to doctoral study or work in difference-making careers in government, education, community service, or the private sector.

A focus on research

The MS in Psychological Science is a skill-based degree with a strong emphasis on time spent in the lab and in the field. Its mission is to help students develop proficiency in quantitative and qualitative research methods, and provide the resources and mentorship needed to create meaningful new knowledge.

World-Class Facilities

The Psychological Science program operates in the newly-renovated Wooster Hall, featuring modern learning spaces and active labs equipped with powerful technological tools. The building also houses the Department of Psychology faculty offices, individual and group study areas filled with natural light, and Element 93, the most popular café on campus.

Admission Requirements

How does it work?

BEGIN by taking Introductory Psychology as a first-year student.

COMPLETE Psychological Statistics and Research Methods with a grade of B or better and complete two additional Psychology courses. (*Note: Courses may be in progress for a conditional acceptance.*)

APPLY for early admission to the graduate program as a junior majoring in Psychology:

- With a 3.3 (3.5 preferred) GPA in Psychology courses and overall
- Contact information for three references, at least two of which must be from a New Paltz Psychology faculty member.
- Successful completion of the Psychology course listed above.
- Personal statement explaining interest in the five-year program.

EARN your Bachelor of Arts degree in four years, while taking courses to prepare for your accelerated graduate program.

COMPLETE the Master of Science in Psychological Science program in just one final year

Apply your junior year to start taking graduate courses in your fourth (senior) year:

Code	Title	Credits
4th- Senior Year (28 Credits)		
FALL	1st Graduate Content Area Course	3

1st Graduate Statistics Course	3
1st Graduate Methods Course	3
1st Graduate Practicum	1
UG Elective	3
SPRING	
1st Graduate Contemporary Research	3
2nd Graduate Content Area Course	3
Three UG Electives	9
Graduate- 5th Year (23 Credits)	
FALL	
3rd Psychology Content Course	3
Graduate Statistics	3
Graduate Methods	3
2nd Practicum	1
Thesis	3
SPRING	
4th Psychology Content Area	3
2nd Contemporary Research	3
3rd Practicum	1
Thesis	3

Academic Standing Requirements for Bachelor's/Master's Students

A cumulative GPA of less than 3.0 in graduate-level courses taken in the undergraduate portion of a 4+1 program precludes the student's good standing. Students with GPA of 2.75 to 2.99 strongly advised to reconsider continuing into GR program. Students below 2.75 may not continue and will be de-matriculated from GR program.

Undergraduate Program Learning Outcomes

BA Psychology

- **Research Methodology (GE Information literacy):** Read and understand empirical and theoretical work published in scholarly journals and books; evaluate the quality of research and the appropriateness of conclusions drawn from research; effectively and creatively design a research methodology to answer a research question; analyze data in a way that is appropriate to the research question and the nature of the data; accurately interpret results of data analysis; understand the principles of ethical treatment of research participants (human or non-human); use literature databases (e.g., PsycINFO) to effectively and efficiently identify suitable and relevant sources of research and theory; gain proficiency with the following software: word processing (e.g., Word, WordPerfect) spreadsheet (e.g., Excel) 2 database (e.g., Access) data analysis (e.g., SPSS, Jamovi, JASP) other type of software (specify); be able to create, interpret, and explain tables and figures; cite and use sources responsibly; use the Internet judiciously to identify sources; appropriate use of electronic resources.
- **Scientific Reasoning/Critical Thinking (GE Critical thinking and reasoning):** Approach claims and hypotheses with open-minded skepticism; articulate problems and research questions; understand the reciprocal relationship between theory and empirical data; generate hypotheses through integration of knowledge from relevant

areas within and outside of psychology; apply logical reasoning to own and others' arguments.

- **Applications:** Understand and apply psychological principles to practical issues; understand and apply ethical principles in the practice of psychology; be exposed to the practice of psychology in the areas of Mental Health Professions, Industrial/Organizational Psychology, and Health Psychology.
- **Values:** Balance skepticism with curiosity; seek and evaluate evidence for own and others' claims; respect human diversity; tolerate ambiguity in data or literature.
- **Communication Skills:** Communicate ideas and information effectively through the following modalities: written reports, assignments, and examinations; oral presentations, class discussion, poster presentations. Write scientific research reports in APA format; adapt communication medium and content effectively to fit the audience. use visual aids when appropriate to facilitate communication of complex material.
- **Sociocultural Awareness and Diversity:** Recognize cultural contexts and consider how they affect human behavior; appreciate individual differences; be aware of the presence of privilege, power, and prejudicial attitudes in self and others.
- **Leadership and Teamwork:** Communicate effectively in interpersonal situations; use technology to enhance the group's ability to communicate and work efficiently; work collaboratively to achieve a goal or solve a problem; guide and motivate others to accomplish a shared goal.
- **Personal Development:** Reflect on the meaning and value of own experiences; seek out and capitalize on opportunities to further own skills and experiences; apply psychology to own life; maintain a high level of personal integrity; feel and appear confident in own ability to handle new or unfamiliar situations.

Graduate Program Learning Outcomes

MS Psychological Science

- Students will demonstrate advanced knowledge of major theoretical perspectives across areas of psychology (developmental, social, cognitive, and applied, etc.).
- Students will demonstrate advanced knowledge of statistical and research methods used in psychology research.
- Graduates will demonstrate in-depth knowledge and competence in conducting research.
- Students completing the MS in Psychological Science Program will achieve career enhancement through meaningful use of skills developed from our program leading to a post-graduation placement (e.g., doctoral program and/or training, or acceptance of a position requiring relevant experience in the public or private sector).

Become A Teacher

It's never too late to become an educator. SUNY New Paltz offers two pathways for non-certified students who have bachelors' degrees in an approved academic discipline and who wish to earn a NYS teaching credential.

Childhood & Early Childhood Education

MST Childhood Education (grades 1-6) (p. 73)

MST Childhood & Early Childhood Education (Birth - grade 6) (p. 76)

Adolescence Education

MAT Adolescence Education (grades 7-12) (p. 60)

Specialize in: Biology (p. 60), Chemistry (p. 62), Earth Science (p. 64), English (p. 66), Mathematics (p. 68), or Social Studies (p. 69), or World Language Education (p. 71)

Bachelor's + Master's Degree Programs

BA in Biology + MAT in Adolescence Ed: Biology (p. 44)

BA in Chemistry + MAT in Adolescence Ed: Chemistry (p. 47)

BA in Geology + MAT in Adolescence Ed: Earth Science (p. 50)

BS in Mathematics + MAT in Adolescence Ed: Mathematics (p. 52)

Language Education

MSEd Second Language Education (TESOL) (all-grades) (p. 96)

MAT - Master of Arts in Teaching

Program Description

The Master of Arts in Teaching (MAT) is a 39-48 credit program designed specifically for college graduates holding an appropriate liberal arts degree in Biology, Chemistry, English, French, Geology, History, Mathematics, or Spanish who have not had a 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.

Students specialize in:

- Adolescence Education: Biology (p. 60)
- Adolescence Education: Chemistry (p. 62)
- Adolescence Education: Earth Science (p. 64)
- Adolescence Education: English (p. 66)
- Adolescence Education: Mathematics (p. 68)
- Adolescence Education: Social Studies (p. 69)
- World Language Education: French or Spanish (p. 71)

MAT Adolescence Ed: Biology

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Biology Coordinator	Jeff Reinking, (845) 257-3771, reinking@newpaltz.edu

Program ID	101B
Credits	39
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Full-time/Part-time	Either
Transfer Credits	9
Capstone	Practicum and Portfolio
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Biology

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 and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education and general science component.
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. Applicants specializing in English must submit a 10-15 page academic writing sample.

4. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

5. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g., job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Term One (11 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3

SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Term Two (14 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED543	Science in the Secondary School	3
SED552	Field Experience II	1
SED591	Inquiry Learning in Science Education	3
	Course in Biology or by advisement	3
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		39

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the academic calendar.
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your plan of study
- Contact your advisor if you need to amend your plan or process transfer credit.
- Ensure that you are in good academic standing with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:

- Recognizing and reporting symptoms of child abuse
- Prevention of school violence (SAVE).
- Dignity for ALL Students Act (DASA)
- Health and Safety Education (EDI095)

- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Outcomes

Adolescence Education Biology (MAT)

Candidates who successfully complete all required components of the Adolescence Biology program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a

- variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
 - **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
 - **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MAT Adolescence Ed: Chemistry

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Chemistry Coordinator	Preeti Dhar, (845) 257-3797, dharp@newpaltz.edu
Program ID	104B
Credits	39
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Full-time/Part-time	Either
Transfer Credits	9
Capstone	Comprehensive Exam/Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Chemistry

Program Description

The Master of Arts in Teaching (MAT) in Adolescence Education: Chemistry is a 39 credit program designed specifically for college graduates holding an appropriate liberal arts degree in Chemistry who have not had a 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 and in an appropriate undergraduate major.

- a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education and general science component.
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
4. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g., job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Term One (11 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Term Two (14 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED543	Science in the Secondary School	3
SED552	Field Experience II	1
SED591	Inquiry Learning in Science Education	3
Course in Chemistry or by advisement		3
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		39

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:
 - a. Recognizing and reporting symptoms of child abuse
 - b. Prevention of school violence (SAVE).
 - c. Dignity for ALL Students Act (DASA)
 - d. Health and Safety Education (EDI095)
- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Outcomes

Adolescence Education Chemistry (MAT)

Candidates who successfully complete all required components of the MAT Adolescence Chemistry program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the

ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Adolescence Education Chemistry (MSEd)

Candidates who successfully complete all required components of the Adolescence Chemistry program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MAT Adolescence Ed: Earth Science Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Geology Coordinator	Frederick Vollmer, (845) 257-3760, vollmerf@newpaltz.edu
Program ID	102B

Credits	39
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credits	9
Capstone	Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Earth Science

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 and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education and general science component.
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. Applicants specializing in English must submit a 10-15 page academic writing sample.
4. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
5. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g., job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Term One (11 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3

SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Term Two (14 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED543	Science in the Secondary School	3
SED552	Field Experience II	1
SED591	Inquiry Learning in Science Education	3
	Course in Geology or by advisement	3
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		39

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:

- Recognizing and reporting symptoms of child abuse
- Prevention of school violence (SAVE).
- Dignity for ALL Students Act (DASA)
- Health and Safety Education (EDI095)

- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Objectives

Adolescence Education Earth Science (MAT)

Candidates who successfully complete all required components of the MAT Adolescence Earth Science program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a

variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.

- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MAT Adolescence Ed: English

Program Overview

Education Coordinator	Lakisha Odlum, (845) 257-3114, odluml@newpaltz.edu
English Coordinator	Cyrus Mulready, (845) 257-2739, mulreadc@newpaltz.edu
Program ID	103B
Credits	48
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credit	9
Capstone	Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: English

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 and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component.
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. Applicants specializing in English must submit a 10–15-page academic writing sample.

4. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

5. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g., job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Term One (17 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Two English Classes by advisement		6
Term Two (17 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED741	Teaching English in the Secondary School	3
SED552	Field Experience II	1
Two English Classes by advisement		6
Select one English Language Arts Pedagogy Course		3
SED548	Literacy Instruction in the Secondary School	
SED549	Teaching Literacy Across the Disciplines 6-12	
SED556	Storytelling, Folklore and the English Language Arts Curriculum	
SED742	Teaching Dramatic Literature in the Secondary School	
SED743	Teaching Writing and Thinking in the Secondary School	
SED745	Teaching Literature in the Middle School Every Semester	
SED748	Teaching Literature in the High School Spring	
ENG599	Graduate Comprehensive Exam Registration	0
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6

SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		48

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:
 - a. Recognizing and reporting symptoms of child abuse
 - b. Prevention of school violence (SAVE).
 - c. Dignity for ALL Students Act (DASA)
 - d. Health and Safety Education (EDI095)
- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Objectives

Adolescence Education English (MAT)

Candidates who successfully complete all required components of the Adolescence Education English (MAT) program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing 12 hours of graduate-level coursework in English that builds on a BA/English degree or the equivalent as well as accomplishing performance targets in an exit examination in English education.
- **Planning:** Plan lessons in the English language arts that are standards-based; structured in accordance to learners' needs; use differentiated instructional strategies and appropriate technologies; promote diversity and inclusion; and contribute to safe, democratic, and equitable learning environments.
- **Assessment and Learning for Adolescents, grades 7-12:** Choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning; Use assessment data when making instructional decisions; identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in the English language arts, including adolescents' cognitive and/or social skills.
- **Pedagogical Practice:** Demonstrate varied, imaginative, and relevant teaching strategies that include appropriate and effective technology, effective questioning and discussion, and a variety of developmentally and contextually appropriate strategies to support critical thinking and meaningful learning in the English language arts.
- **Dispositions:** Demonstrate integrity of character and ethical conduct; participate effectively in institutional change; and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of

authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MAT Adolescence Ed: Mathematics

Program Overview

Education Coordinator	Jason Huang, (845) 257-2818, huangj18@newpaltz.edu
Mathematics Coordinator	David Hobby, (845) 257-3563, hobbyd@newpaltz.edu
Program ID	107B
Credits	45
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Modality	In-person
*Full-time/Part-time"	Either
Transfer Credits	9
Capstone	Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Ed: Mathematics

Admission Requirements

1. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component.
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

4. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Term One (14 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Class in Mathematics by advisement ¹		3
Term Two (17 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED545	Mathematics in the Secondary School	3
SED552	Field Experience II	1
Second course in Mathematics by advisement ¹		3
Third course in Mathematics or alternate by advisement ¹		3
Select a Mathematics Pedagogy Course		3
SED550	Teaching Mathematics for All	
SED557	Computers in Secondary School Mathematics Education	
SED559	Problem Solving for Mathematics Teachers	
SED747	Teaching Geometry and Algebra in the Secondary School	
SED761	Instruction and Curriculum in Secondary Mathematics	
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		45

¹ The following courses will not fulfill the graduate mathematics requirement:

- MAT510 Geometry for Elementary and Middle School Teachers.
- MAT520 Statistics for Elementary/Middle School Teachers

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)

- Contact your advisor if you need to amend your plan or process transfer credit.
- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:
 - a. Recognizing and reporting symptoms of child abuse
 - b. Prevention of school violence (SAVE).
 - c. Dignity for ALL Students Act (DASA)
 - d. Health and Safety Education (EDI095)
- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Outcomes

Adolescence Education Mathematics (MAT)

Candidates who successfully complete all required components of the MAT Adolescence Math program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing mathematical conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in math that are NCTM standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MAT Adolescence Ed: Social Studies

Program Overview

Education Coordinator

Laura Dull, (845) 257-2849,
dullj@newpaltz.edu

History Coordinator

Kristine Harris, (845) 257-3546,
harrisk@newpaltz.edu

Program ID	109B
Credits	48
Program Length	The MAT can be completed in 3 semesters if attending full-time, but students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credits	9
Capstone	Portfolio & Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education: Social Studies

Program Description

The Master of Arts in Teaching (MAT) in Adolescence Education: Social Studies is a 48 credit program designed specifically for college graduates holding an appropriate liberal arts degree in History who have not had a 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 and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component.
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

4. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Term One (17 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Select two courses in History by advisement		6
Term Two (17 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED546	Social Studies in the Secondary School	3
SED552	Field Experience II	1
Select two courses in History by advisement		6
Select an elective through advisement		3
Term Three (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		48

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:
 - a. Recognizing and reporting symptoms of child abuse
 - b. Prevention of school violence (SAVE).
 - c. Dignity for ALL Students Act (DASA)
 - d. Health and Safety Education (EDI095)
- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Outcomes

Adolescence Education Social Studies (MAT)

Candidates who successfully complete all required components of the Adolescence Social Studies program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 9-12 hours of graduate-level coursework in social studies.
- **Planning:** Be able to plan lessons in social studies that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote

appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.

- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

World Language Education

Program Overview

Education Coordinator	Devon Duhaney
Content Coordinator	Mary Christensen (French) and Deyanira Rojas-Sosa (Spanish)
Program ID	French Specialization 111F, Spanish Specialization 111S
Credits	39
Program Length	The MAT can be completed in 3 semesters if attending full-time. But students must complete the program within 5 years.
Modality	
Full-time/Part-time	Either
Transfer Credit	9
Capstone	Portfolio and Practicum
Certification/Licensure	NYSED Initial/Professional Adolescent Education in French or Spanish

Program Description

The Master of Arts in Teaching (MAT) in World Language Education is a 39 credit program designed specifically for college graduates holding an appropriate liberal arts degree in French or Spanish who have not had a 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

1. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. The undergraduate major (French or Spanish) should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field. including course work that includes a broad and rigorous general education component
2. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

3. An Oral Proficiency Interview (OPI) is required of applicants so that the faculty may determine applicants' proficiency in French or Spanish.

4. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.

5. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

French Specialization (code 111F) | Spanish Specialization (111S)

Code	Title	Credits
Term One (15 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
SED525	Digital Literacies and Learning in Secondary Education	1
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
SPE565	Teaching in Inclusive Classrooms	3

1st Course in Target Language (French or Spanish)		3
Select a diversity course		3
EDS537	Issues in Multicultural Education	
EDS581	Race and Gender in Education	
SED566	Education Across Borders:International Ideas and Experience	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EDS549	Issues in Literacy for Diverse Learners	
EDS552	Restorative and Transformative Justice and Practice	
EDS555	Antioppressive Pedagogies and Practices	
Term Two (16 Credits)		
EDS539	Social Foundations of Education	3
Course in discipline or alternative by advisement		3
2nd Course in Target Language (French or Spanish)		3
EDS730	Adolescent Development	3
SED547	World Language Skills and Methods in Adolescence Education	3
SED552	Field Experience II	1
Term Three (8 Credits)		
SED553	Field Experience III	1
Practicum in World Language Education (7-9)		3
Practicum in World Language Education (10-12)		3
SED606	Practicum Seminar	1
Total Credits		39

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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 and fieldwork III (14 credits).

Additional Requirements

- Culminating assessments are required (e.g., comprehensive examination, teaching portfolio, thesis). Students must attend four state-mandated workshops:
 - a. Recognizing and reporting symptoms of child abuse
 - b. Prevention of school violence (SAVE).
 - c. Dignity for ALL Students Act (DASA)
 - d. Health and Safety Education (EDI095)
- These workshops can be taken at SUNY New Paltz campus.
- Students must obtain fingerprint clearance. See this site for more info: <https://www.newpaltz.edu/ugc/education/secondaryed/adtlreq.html>
- 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>

Students are responsible for their own transportation to the 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 website at <http://www.highered.nysed.gov/tcert/>.

Program Learning Outcomes

Candidates who successfully complete all required components of the World Language Education program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 6-9 hours of graduate-level coursework in the target language.
- **Planning:** Be able to plan lessons in the target language that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.

- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MST in Childhood Education 1-6 Program Overview

Program Coordinator	Elizabeth Forde, (845) 257-2865, fordee@newpaltz.edu
Program ID	020C
Credits	37
Program Length	The MST can be completed in two years if enrolled part-time, but students must complete the degree within 5 years
Modality	Hybrid (In-person & Online)
Full-time/Part-time	Part-time
Transfer Credits	6
Capstone	Practicum
Certification/Licensure	NYSED Initial/Professional Childhood Education 1-6

Program Description

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](#) (p. 74) 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.

Acceptable Liberal Arts or Sciences Majors

Acceptable majors or equivalent credits must provide the student with “a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, family and consumer sciences; languages other than English; mathematics, science and technology; and social studies.”¹ Additional guidance regarding the social studies content core provides that “[a]cceptable studies include coursework in economics, government, United States history, world history, geography, sociology, anthropology, and political science.”² Further guidance is found in the NYSED Program requirements for students grades prekindergarten through four³ and in the [General and Program Specific Requirements for Childhood Education Teacher Certification](#).

Current acceptable Liberal Arts or Science majors at SUNY New Paltz that meet the above definition typically include the following, provided the students also meet all other admission requirements.

- Anthropology
- Art History
- Asian Studies
- Biology
- Black Studies
- Communication
- Dance
- Economics
- English
- Geography
- Geology (Earth Science)
- History
- Languages other than English (including but not limited to: French, German, Italian, and Spanish)
- Latin American & Caribbean Studies
- Mathematics
- Music
- Political Science
- Psychology
- Sociology
- Theater
- Visual Arts
- Women & Gender Studies

¹ [General and Program Specific Requirement for Childhood Education Teacher Certification](#)

² [NYSED Content Core for Social Studies](#)

³ [NYSED Program Requirements for Students Grades Pre-Kindergarten through Four](#)

Admission Requirements

Candidates for admission to the program need to:

- Hold a baccalaureate degree in an approved [liberal arts or science area](#) (p. 74) 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 credits of mathematics at the College Algebra level with a grade of “B-” or better
 - six credits of science
- 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
- Graduate Admission Essay

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 organization, writing style, and mechanics. Compose and upload an essay that clearly addresses the following:

- 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?
- What are your professional goals?

Application Deadlines

- Summer Admission - Applications must be complete by April 1
- Fall Admission - Applications must be complete by May 15

Curriculum Requirements

Code	Title	Credits
Educational Studies Core (6 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
Select one of the following:		3
EDS537	Issues in Multicultural Education	
EED581	Foundations of Bilingual/Bicultural Education	
SED566	Education Across Borders: International Ideas and Experience	
Elementary Content Core (6 Credits)		
EED523	Reading in the Primary Grades	3
EED536	Research in Child, Family, School in Grades 3-6	3
Literacy and Diversity (3 Credits)		
Select one of the following:		3
LED528	Literacy and Language Learners	

EDS549	Issues in Literacy for Diverse Learners	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EED581	Foundations of Bilingual/Bicultural Education	
Education Pedagogy (12 Credits)		
EED580	Connecting Mathematics, Science, and Technology in Elementary School	6
EED579	Integrating Reading, Language Arts and Social Studies in Grades 1-6	6
Fieldwork (3 Credits)		
EED501	Fieldwork in Early Childhood	1
EED502	Fieldwork in Math, Science, and Technology	1
EED503	Fieldwork in Grades 3-6	1
Student Teaching (7 Credits)		
EED604	Student Teaching Grades B-3	3
EED605	Student Teaching Grades 4-6	3
EED606	Student Teaching Seminar	1
Total Credits		37

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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-.

Certification Requirements

- EAS (Educating All Students) test
- Content Specialty Test (CST) Multi-Subjects
- Completion of Child Abuse (mandated reporting) Seminar
- Completion of SAVE workshop
- Completion of DASA workshop
- Training in Health & Safety Education (EDI 095)
- Fingerprinting

Program Learning Outcomes

Childhood Education 1-6 (MST)

Candidates who successfully complete all required components of the Master of Science in teaching program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by fulfilling the entrance requirements as stipulated by the program.
- **Planning:** Be able to plan lessons in early childhood/childhood education that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Classroom Experience:** Participate successfully in 3 fieldwork placements with a minimum hours of 120 prior to student teaching. Complete 2 student teaching placements demonstrating knowledge of best practices in early childhood/childhood education.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.

- **Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MST in Childhood Education 1-6 and Early Childhood Education B-2

Program Overview

Program Coordinator	Elizabeth Forde, (845) 257-2865, fordee@newpaltz.edu
Program ID	020E
Credits	46
Program Length	The MST can be completed in two years if enrolled part-time, but students must complete the degree within 5 years
Modality	Hybrid (In-person & Online)
Full-time/Part-time	Part-time
Transfer Credits	6
Capstone	Practicum
Certification/Licensure	NYSED Initial/Professional Early Childhood Education B-2 and Childhood Education 1-6

Program Description

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](#) (p. 76) 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 B-2/1-6 grade level.

Acceptable Liberal Arts or Sciences Majors

Acceptable majors or equivalent credits must provide the student with "a knowledge base for teaching to the State learning standards for students in the following areas of the childhood education curriculum: the arts; career development and occupational studies; English language arts; health, physical education, family and consumer sciences; languages other than English; mathematics, science and technology; and social studies."¹ Additional guidance regarding the social studies content core provides that "[a]cceptable studies include coursework in economics, government, United States history, world history, geography, sociology, anthropology, and political science."² Further guidance is found in the NYSED Program requirements for students grades prekindergarten through four³ and in the [General and Program Specific Requirements for Childhood Education Teacher Certification](#).

Current acceptable Liberal Arts or Science majors at SUNY New Paltz that meet the above definition typically include the following, provided the students also meet all other admission requirements.

- Anthropology
- Art History
- Asian Studies
- Biology
- Black Studies
- Communication
- Dance
- Economics
- English
- Geography
- Geology (Earth Science)
- History
- Languages other than English (including but not limited to: French, German, Italian, and Spanish)
- Latin American & Caribbean Studies
- Mathematics
- Music
- Political Science
- Psychology
- Sociology
- Theater
- Visual Arts
- Women & Gender Studies

Admission Requirements

- Candidates for admission to the program need to:
- Hold a baccalaureate degree in [an approved liberal arts or science area](#) (p. 76) 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 credits of mathematics at the College Algebra level with a grade of "B-" or better
- six credits of science courses
- 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
- Graduate Admission Essay

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 organization, writing style, and mechanics. Compose and upload an essay that clearly addresses the following:

- 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?
- What are your professional goals?

Application Deadlines

- Summer Admission - Applications must be complete by April 1
- Fall Admission - Applications must be complete by May 15

Curriculum Requirements

Code	Title	Credits
Educational Studies Core (6 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
Select one of the following:		3
EDS537	Issues in Multicultural Education	
EDS581	Race and Gender in Education	
SED566	Education Across Borders: International Ideas and Experience	
Elementary Content Core (9 Credits)		
EED523	Reading in the Primary Grades	3
EED535	Research in Child, Family, School in Grades B-2	3
EED536	Research in Child, Family, School in Grades 3-6	3
Literacy and Diversity (3 Credits)		
Select one from below:		3
LED528	Literacy and Language Learners	
EDS549	Issues in Literacy for Diverse Learners	

SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EED581	Foundations of Bilingual/Bicultural Education	
Education Pedagogy (18 Credits)		
Select one from below:		3
EED520	Literacy and Reading Development - Birth - Kindergarten	
EED522	Play: The Foundations of Literacy for Young children (B-K)	
EED580	Connecting Mathematics, Science, and Technology in Elementary School	6
EED579	Integrating Reading, Language Arts and Social Studies in Grades 1-6	6
EED716	Science, Math, and Engineering for Young Children	3
Fieldwork (3 Credits)		
EED501	Fieldwork in Early Childhood	1
EED502	Fieldwork in Math, Science, and Technology	1
EED503	Fieldwork in Grades 3-6	1
Student Teaching (7 Credits)		
EED604	Student Teaching Grades B-3	3
EED605	Student Teaching Grades 4-6	3
EED606	Student Teaching Seminar	1
Total Credits		46

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).

- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

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-.

Certification Requirements

- EAS (Educating All Students) test
- Content Specialty Test (CST) Multi-Subjects
- Completion of Child Abuse (mandated reporting) Seminar
- Completion of SAVE workshop
- Completion of DASA workshop
- Training in Health & Safety Education (EDI 095)
- Fingerprinting

Program Learning Outcomes

Childhood Education 1-6 (MST)

Candidates who successfully complete all required components of the Master of Science in teaching program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by fulfilling the entrance requirements as stipulated by the program.
- **Planning:** Be able to plan lessons in early childhood/childhood education that are standards-based, clear and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Classroom Experience:** Participate successfully in 3 fieldwork placements with a minimum hours of 120 prior to student

teaching. Complete 2 student teaching placements demonstrating knowledge of best practices in early childhood/childhood education.

- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Diversify Your Teaching Portfolio

Enrich Your Classroom

MSEd Childhood Education (grades 1-6)

Specialize in: Reading/Literacy (p. 89), or STEM Education (p. 90)

MSEd Adolescence Education (grades 7-12)

Specialize in: Biology (p. 79), Chemistry (p. 80), Earth Science (p. 82), English (p. 83), Mathematics (p. 85), or Social Studies (p. 86)

Literacy and Language Development

MSEd Literacy Education (grades B-6) (p. 92)

MSEd Literacy Education (grades 5-12) (p. 94)

MSEd Second Language Education (TESOL) (all-grades) (p. 96)

MSEd Second Language Education (non-certification) (p. 97)

Focus on Special Education

MSEd Special Education: Early Childhood (B-2) (p. 111)

MSEd Special Education: Childhood Education (1-6) (p. 109)

MSEd Special Education: Adolescence Education (7-12) (p. 107)

Engage in Social Justice Education

MPS Social Justice Educational Studies (leads to NYS Prof Cert for Special Subject Teachers)

MPS Social Justice Educational Studies (general program suitable for K-12 teachers who want to learn about and apply social justice education principles in their classroom. Student must seek individual pathway for professional certification.)

MSEd in Adolescence Education (7-12)

Overview

Program Description

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators 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.

Students specialize in:

- Adolescence Education: Biology (p. 79)
- Adolescence Education: Chemistry (p. 80)
- Adolescence Education: Earth Science (p. 82)
- Adolescence Education: English (p. 83)
- Adolescence Education: Mathematics (p. 85)
- Adolescence Education: Social Studies (p. 86)

MSEd Adolescence Ed: Biology

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Biology Coordinator	Jeff Reinking, (845) 257-3771, reinkin@newpaltz.edu
Program ID	031B
Credits	30
Program Length	Students must complete the program within 5 years.
Full-time/Part-time	Either
Transfer Credits	6-9
Capstone	Portfolio
Certification/Licensure	NYSED Professional Teaching Certification in Adolescent Education: Biology

Program Description

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators 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

1. Submit one official transcript of all college course work.
2. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component
3. Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: Biology (grades 7-12)
4. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?
As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.
5. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
6. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Semester
October 1	Spring Semester

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
PROFESSIONAL EDUCATION (6 Credits)		
SED566	Education Across Borders: International Ideas and Experience	3
EDS580	Current Issues in Education	3
DIVERSITY EDUCATION (3 Credits)		
Select one course from the list below:		3
EDS537	Issues in Multicultural Education	
EDS541	Approaches to Social Justice Educational Studies	
EDS548	Politics and Ethics of Service	
EDS581	Race and Gender in Education	
EDS582	Exploration of Gender in Education	
EDS741	Social-Emotional Learning for Social Justice	
RESEARCH REQUIREMENT (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
Every Semester		
ELECTIVES (15 Credits)		

Consult your Advisor for appropriate elective courses.	15
Total Credits	30

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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-.

Program Learning Objectives

Adolescence Education Biology (MSEd)

Candidates who successfully complete all required components of the Adolescence Biology program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to

facilitate student growth in specified content, cognitive skills, and/or social skills.

- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd Adolescence Ed: Chemistry

Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Chemistry Coordinator	Preeti Dhar, (845) 257-3797, dharp@newpaltz.edu
Program ID	032B
Credits	30
Program Length	Students must complete the program within 5 years.
Full-time/Part-time	Either
Transfer Credits	6-9
Capstone	Comprehensive Exam/Portfolio
Certification/Licensure	NYSED Professional Adolescent Education: Chemistry

Program Description

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators 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

1. Submit one official transcript of all college course work.
2. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component
3. Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: Chemistry (grades 7-12)
4. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?
As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.
5. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
6. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Admission
October 1	Spring Admission

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
Professional Education (6 Credits)		
SED566	Education Across Borders:International Ideas and Experience	3
EDS580	Current Issues in Education	3
Diversity Education (3 Credits)		
Select one course from the list below:		3
EDS537	Issues in Multicultural Education	
EDS541	Approaches to Social Justice Educational Studies	
EDS548	Politics and Ethics of Service	
EDS581	Race and Gender in Education	
EDS741	Social-Emotional Learning for Social Justice	
Research Requirement (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
Every Semester		
Discipline-Specific Electives (15 Credits)		
Consult your Advisor to select appropriate electives.		15
Total Credits		30

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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-.

Program Learning Outcomes

Adolescence Education Chemistry (MSEd)

Candidates who successfully complete all required components of the Adolescence Chemistry program at SUNY New Paltz will:

- **Content Knowledge:**Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:**Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:**Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:**Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge,

utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.

- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MEd Adolescence Ed: Earth Science Program Overview

Education Coordinator	Latanya Brandon, (845) 257-3118, brandonl@newpaltz.edu
Geology Coordinator	Frederick Vollmer, (845) 257-3760, vollmerf@newpaltz.edu
Program ID	033B
Credits	30
Program Length	Students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credits	6-9
Capstone	Portfolio
Certification/Licensure	NYSED Professional Adolescent Education: Earth Science

Program Description

The Master of Science in Education (MEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators the opportunity to tailor the program to their interests. At its core, the MEd. 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

1. Submit one official transcript of all college course work.
2. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field.

including course work that includes a broad and rigorous general education component

3. Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: Earth Science (grades 7-12)
4. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?
As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.
5. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
6. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Semester
October 1	Spring Semester

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
PROFESSIONAL EDUCATION (6 Credits)		
SED566	Education Across Borders: International Ideas and Experience	3
EDS580	Current Issues in Education	3
DIVERSITY EDUCATION (3 Credits)		
Select one from the list below:		3
EDS537	Issues in Multicultural Education	
EDS541	Approaches to Social Justice Educational Studies	
EDS548	Politics and Ethics of Service	
EDS581	Race and Gender in Education	
EDS582	Exploration of Gender in Education	
EDS741	Social-Emotional Learning for Social Justice	
RESEARCH REQUIREMENT (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
	Every Semester	
ELECTIVES (15 Credits)		
Consult your Advisor for appropriate elective courses.		15
Total Credits		30

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.

- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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-.

Program Learning Outcomes

Adolescence Education Earth Science (MSEd)

Candidates who successfully complete all required components of the Adolescence Earth Science program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in science that are NYSP-12SLS standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy,

participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.

- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd Adolescence Ed: English Program Overview

Education Coordinator	Mary Sawyer, (845) 257-3114, sawyerem@newpaltz.edu
English Coordinator	Cyrus Mulready, (845) 257-2739, mulreadc@newpaltz.edu
Program ID	034B
Credits	30
Program Length	Students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credit	6-9
Capstone	Portfolio
Certification/Licensure	NYSED Professional Adolescent Education: English

Program Description

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators 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

1. Submit one official transcript of all college course work.
2. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. Students must have completed 36 semester hours of English, exclusive of freshman composition.
 - b. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component.
3. Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: English (grades 7-12)

4. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.
5. Submit a 10-15 page academic writing sample.
6. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
7. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall Semester
October 1	Spring Semester

Applications received after this date will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
PROFESSIONAL EDUCATION (6 Credits)		
Select two from the list below:		6
SED548	Literacy Instruction in the Secondary School	
SED549	Teaching Literacy Across the Disciplines 6-12	
SED556	Storytelling, Folklore and the English Language Arts Curriculum	
SED566	Education Across Borders: International Ideas and Experience	
SED742	Teaching Dramatic Literature in the Secondary School	
SED743	Teaching Writing and Thinking in the Secondary School	
SED745	Teaching Literature in the Middle School Every Semester	
SED748	Teaching Literature in the High School Spring	
DIVERSITY EDUCATION (3 Credits)		
Consult your Advisor for an appropriate diversity course.		3
RESEARCH REQUIREMENT (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
DISCIPLINE-SPECIFIC ELECTIVES (15 Credits)		
Consult your Advisor for appropriate elective courses.		15
Total Credits		30

- Remember that only two grades below a B- may be applied to your plan of study (p. 21)
- Contact your advisor if you need to amend your plan or process transfer credit.

- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Program Requirements

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-.

Program Learning Objectives

Adolescence Education English (MSED)

Candidates who successfully complete all required components of the Adolescence Education English program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area mastery by completing 15 hours of masters-level coursework in English and develop a portfolio that evidences outstanding performance in coursework and professional practice.
- **Critical Inquiry and Intellectual Development:** Inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy; engage in data-informed decision-making processes; demonstrate the ability to employ evidence-based practices; and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.
- **Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues; practice an ethically informed philosophy; and participate effectively in institutional change.
- **Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- **Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- **Technology:** Demonstrate knowledge and skill with using appropriate educational technology to enhance learning in adolescence education.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-

reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd Adolescence Ed: Mathematics

Program Overview

Month	Semester
Education Coordinator	Jason Huang, (845) 257-2818, huangj18@newpaltz.edu
Mathematics Coordinator	David Hobby, (845) 257-3563, hobbyd@newpaltz.edu
Program ID	037B
Credits	30
Program Length	Students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credits	6-9
Capstone	Portfolio
Certification/Licensure	NYSED Professional Adolescent Ed: Mathematics

Program Description

The Master of Science in Education (MSEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators 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

1. Submit one official transcript of all college course work.
2. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. Applicants must have completed a minimum of 21 semester hours beyond Calculus II for a total of at least 36 semester hours in Mathematics.
 - b. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component.
3. Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: Mathematics (grades 7-12)
4. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?

As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

5. Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
6. Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall
October 1	Spring

Late applications will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
PROFESSIONAL EDUCATION (6 Credits)		
SED566	Education Across Borders:International Ideas and Experience	3
EDS580	Current Issues in Education	3
DIVERSITY EDUCATION (3 Credits)		
Select one from the list below:		3
EDS537	Issues in Multicultural Education	
EDS541	Approaches to Social Justice Educational Studies	
EDS548	Politics and Ethics of Service	
EDS581	Race and Gender in Education	
EDS582	Exploration of Gender in Education	
EDS741	Social-Emotional Learning for Social Justice	
RESEARCH REQUIREMENT (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
Every Semester		
ELECTIVES (15 Credits)		
Consult your Advisor for appropriate elective courses.		15
Total Credits		30

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).

- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Program Requirements

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-.

Program Learning Outcomes

Adolescence Education Mathematics (MEd)

Candidates who successfully complete all required components of the Adolescence Math program at SUNY New Paltz will:

- **Content Knowledge:** Enhance content area through synthesizing scientific conceptual understandings with pedagogical practice and implementation.
- **Planning:** Be able to plan lessons in math that are NCTM standards-based, are clear and organized, rely upon a variety of appropriate pedagogical practices, include appropriate technologies, and differentiate instruction that provides opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content with pedagogical knowledge, utilizing appropriate and effective technology, and implementing a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful and relevant for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, participate effectively in institutional change, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-

reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MEd Adolescence Ed: Social Studies

Program Overview

Education Coordinator	Laura Dull, (845) 257-2849, dullj@newpaltz.edu
History Coordinator	Kristine Harris, (845) 257-3546, harrisk@newpaltz.edu
Program ID	040B
Credits	30
Program Length	Students must complete the program within 5 years.
Modality	In-person
Full-time/Part-time	Either
Transfer Credits	6-9
Capstone	Portfolio
Certification/Licensure	NYSED Professional Adolescent Education: Social Studies

Program Description

The Master of Science in Education (MEd.) is a 30 credit graduate program designed with flexibility in mind. It allows initially certified adolescence educators the opportunity to tailor the program to their interests. At its core, the MEd. 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

1. Submit one official transcript of all college course work.
2. A 3.0 or better GPA in all undergraduate course work and in an appropriate undergraduate major.
 - a. The undergraduate major should be comparable in breadth, depth, and rigor to the New Paltz undergraduate major in the same field, including course work that includes a broad and rigorous general education component
3. Evidence of valid NYS Initial Teaching Certification in Adolescence Ed: Social Studies (grades 7-12)
4. Write an admissions essay responding to the following prompt:
 - a. Reflect on a time when your idea or belief was questioned or challenged. Or, conversely, reflect on a time when your idea or belief was validated. What happened? In what way(s) could this time be considered a learning experience?
As you reflect, please include at least one reference to the School of Education's Conceptual Framework and discuss how it speaks to your experience.

- Three academic or professional recommendations are required. At least two of your recommendations should be from professors with whom you have taken courses.
- Applicants who graduated from college more than 5 years ago should make every effort to obtain such references and/or equivalent professional references (e.g. job supervisor). We will not accept references from friends or family members.

Application Deadlines

March 1	Fall
October 1	Spring

Late applications will be considered; however, enrollment is not guaranteed.

Curriculum Requirements

Code	Title	Credits
PROFESSIONAL EDUCATION (6 Credits)		
	Consult your Advisor for an appropriate course.	6
DIVERSITY EDUCATION (3 Credits)		
	Consult your Advisor for an appropriate diversity course.	3
RESEARCH REQUIREMENT (6 Credits)		
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
	Every Semester	
DISCIPLINE-SPECIFIC ELECTIVES (15 Credits)		
	Consult your Advisor for appropriate elective courses.	15
Total Credits		30

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

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-.

Program Learning Outcomes

Adolescence Education Social Studies (MSEd)

Candidates who successfully complete all required components of the Adolescence Social Studies program at SUNY New Paltz will:

- Content Knowledge:** Enhance content area mastery by completing 12-15 hours of masters-level coursework in social studies.
- Critical Inquiry and Intellectual Development:** Inquire and reflect critically on sociological, historical, and other aspects of educational practice and policy, engage in data-informed decision-making processes, demonstrate the ability to employ evidence-based practices, and continually develop disciplinary and pedagogical knowledge and skills oriented towards high-quality teaching and learning standards.
- Professional Skills and Disposition:** Develop respectful relationships with students, families, communities and colleagues, practice an ethically informed philosophy, and participate effectively in institutional change.
- Culturally Responsive Practice and Social Justice:** Understand and apply practices that promote respect, inclusion and equity in teaching, learning, and student development based on social identity markers including, but not limited to, race, gender, class, sexual orientation, disability, language, religion, culture, national origin, epistemology, and family life.
- Democratic Citizenship and Student Advocacy:** Respect education as a human right and a foundation to active inclusion and participation in public life, and aspire to be agents of change in response to persistent barriers to equal educational opportunity.
- Technology:** Demonstrate knowledge and skill with using appropriate educational technology to enhance learning in adolescence education.
- Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MEd in Childhood Education 1-6 - Early Childhood Specialization

The Early Childhood Specialization is not accepting applications for 2022-23

Early Childhood Specialization (13EC)

Lizabeth Cain, Coordinator, (845) 257-2864
cainl@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 the development of young children, infancy to second grade. Principles and standards of the NAEYC (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.**

The Early Childhood Specialization is not accepting applications for 2022-23

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 using the link above and provide official transcripts of all college/university coursework.
- 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;

Application Deadlines

- Summer Admission - Applications must be complete by May 1
- Fall Admission - Applications must be complete by July 31

The Early Childhood Specialization is not accepting applications for 2022-23

Code	Title	Credits
Liberal Arts and Science Core (9 Credits)		
Select 9 credits by advisement ¹		9
Elementary Content Core (15 Credits)		
EED550	Advanced Child Development	3
Select one of the following:		3
EDS581	Race and Gender in Education	
EDS537	Issues in Multicultural Education	

SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
SED566	Education Across Borders:International Ideas and Experience	
LED528	Literacy and Language Learners	
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
	Every Semester	
SPE565	Teaching in Inclusive Classrooms ²	3
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).		
Possible courses to be selected with advisement:		
SPE798	Early Childhood Special Education	
EED520	Literacy and Reading Development - Birth - Kindergarten	
EED522	Play: The Foundations of Literacy for Young children (B-K)	
EED716	Science, Math, and Engineering for Young Children	
LED512	Children's and Young Adult Literature	
Total Credits		36-39

¹ 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.

² Course required for students who have not had a previous course to prepare them to work with students with special needs.

The Early Childhood Specialization is not accepting applications for 2022-23

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.

MSEd in Childhood Education 1-6 - Reading/Literacy Education Specialization

Program Overview

Program Coordinator	Lizabeth Cain, (845) 257-2864, cainl@newpaltz.edu
Program ID	13RL
Credits	36
Program Length	The MSEd can be completed in one year if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Practicum
Licensure/Certification	NYSED Professional Childhood Education 1-6

Program Description

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.

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 using the link above and provide official transcripts of all college/university coursework.
- 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;

Application Deadlines

- Summer Admission - Applications must be complete by May 1
- Fall Admission - Applications must be complete by July 31

Code	Title	Credits
Liberal Arts and Science Core (9 Credits)		
Select 9 credits by advisement ¹		9
Elementary Content Core (15 Credits)		
EED550	Advanced Child Development	3
Select one of the following:		3
EDS581	Race and Gender in Education	
EDS537	Issues in Multicultural Education	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
SED566	Education Across Borders:International Ideas and Experience	
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II	3
	Every Semester	
SPE565	Teaching in Inclusive Classrooms ²	3
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).		12-15
Possible courses to be selected through advisement:		
EED520	Literacy and Reading Development - Birth - Kindergarten	
LED512	Children's and Young Adult Literature	
LED528	Literacy and Language Learners	
EED526	Creative Writing for Elementary School Teachers	
LED565	Content Area Literacy, 1-6	
Total Credits		36-39

¹ 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.

² Course required for students who have not had a previous course to prepare them to work with students with special needs.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)

- Contact your advisor if you need to amend your plan or process transfer credit.
- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

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.

Program Learning Outcomes

Childhood Education 1-6 (MEd)

Candidates who successfully complete all required components of the MEd Childhood 1-6 Program at SUNY New Paltz will:

1. **Content Knowledge:** Understand the central concepts and tools of inquiry to create learning experiences that make content accessible and meaningful for all learners.
2. **Application of Content:** Engage learners in critical thinking, the connections across disciplines, and collaborative problem solving related to authentic local and global issues.
3. **The Learner & Learning:**
 - Apply knowledge and understanding of individual differences, diverse cultures, and culturally responsive pedagogy to design and implement developmentally appropriate learning experiences and inclusive environments;
 - Create learning experiences that encourage and support individual and collaborative learning, positive social interaction, and active engagement in learning.
4. **Professional Learning & Ethical Practice:**
 - Engage in ongoing professional learning;
 - Use evidence to continually reflect on the learning process and adapt practice to meet the needs of each learner;
 - Demonstrate commitment and communication skills to facilitate collaboration with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

5. Instructional Practice & Assessment:

- Plan instruction that supports every student in meeting learning goals by drawing upon content knowledge, state/national standards, curriculum, learning theory, and evidenced-based practices;
- Understand and implement multiple methods of assessment and evaluation for the purposes of monitoring progress, engaging learners in their own growth, and guiding instructional decisions.

6. *STEM Pedagogy:

- Demonstrate the ability to enable children to successfully meet the demands of the highly technological world they are growing up in and which they will need to find jobs in;
- Nurture critical thinking skills and problem-solving abilities by thinking/acting as scientists, mathematicians, engineers, and inventors (technology);
- Utilize NYS Science Learning Standards, International Society for Technology Education Standards, and NYS Next Generation Mathematics Standards to guide the creation of meaningful STEM learning experiences.

*Learning outcomes pertains to the STEM specialization track in the MEd Childhood 1-6 program.

MEd in Childhood Education 1-6 - Science, Technology, Engineering and Mathematics Specialization (STEM)

Program Overview

Program Coordinator	Aaron Isabelle, (845) 257-2837, isabella@newpaltz.edu
Program ID	13ST
Credits	36
Program Length	The MEd can be completed in one year if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Practicum
License/Certification	NYSED Professional Childhood Education 1-7

Program Description

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 like 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.**

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 using the link above and provide official transcripts of all college/university coursework.
- 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;

Application Deadlines

- Summer Admission - Applications must be complete by May 1
- Fall Admission - Applications must be complete by July 31

Code	Title	Credits
Liberal Arts and Science Core (9 Credits)		
Select 9 credits by advisement ¹		9
Elementary Content Core (15 Credits)		
EED550	Advanced Child Development	3
Select one of the following:		3
EDS581	Race and Gender in Education	
EDS537	Issues in Multicultural Education	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
SED566	Education Across Borders:International Ideas and Experience	
SED701	Inquiry into Teaching, Learning, and School: Part I	3
SED702	Inquiry into Teaching, Learning, and School: Part II Every Semester	3
SPE565	Teaching in Inclusive Classrooms ²	3
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).		12-15
Possible courses to be selected through advisement:		
EED735	Workshop in Environmental/Outdoor Education and Mathematics	
EED709	Workshop in Teaching Science and Literacy in the Elementary School	
EED716	Science, Math, and Engineering for Young Children	
EED707	Workshop in Teaching Mathematics and Technology in the Elementary School	
SED560	Technology in the Classroom	
Total Credits		36-39

¹ 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.

² Course required for students who have not had a previous course to prepare them to work with students with special needs.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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.

Program Learning Outcomes

Childhood Education 1-6 (MSEd)

Candidates who successfully complete all required components of the MSED Childhood 1-6 Program at SUNY New Paltz will:

1. **Content Knowledge:** Understand the central concepts and tools of inquiry to create learning experiences that make content accessible and meaningful for all learners.
2. **Application of Content:** Engage learners in critical thinking, the connections across disciplines, and collaborative problem solving related to authentic local and global issues.
3. **The Learner & Learning:**
 - Apply knowledge and understanding of individual differences, diverse cultures, and culturally responsive pedagogy to design and implement developmentally appropriate learning experiences and inclusive environments;
 - Create learning experiences that encourage and support individual and collaborative learning, positive social interaction, and active engagement in learning.
4. **Professional Learning & Ethical Practice:**
 - Engage in ongoing professional learning;
 - Use evidence to continually reflect on the learning process and adapt practice to meet the needs of each learner;
 - Demonstrate commitment and communication skills to facilitate collaboration with learners, families, colleagues, other school professionals, and community members to ensure learner growth.
5. **Instructional Practice & Assessment:**
 - Plan instruction that supports every student in meeting learning goals by drawing upon content knowledge, state/national standards, curriculum, learning theory, and evidenced-based practices;
 - Understand and implement multiple methods of assessment and evaluation for the purposes of monitoring progress, engaging learners in their own growth, and guiding instructional decisions.
6. ***STEM Pedagogy:**
 - Demonstrate the ability to enable children to successfully meet the demands of the highly technological world they are growing up in and which they will need to find jobs in;
 - Nurture critical thinking skills and problem-solving abilities by thinking/acting as scientists, mathematicians, engineers, and inventors (technology);
 - Utilize NYS Science Learning Standards, International Society for Technology Education Standards, and NYS Next Generation Mathematics Standards to guide the creation of meaningful STEM learning experiences.

*Learning outcomes pertains to the STEM specialization track in the MSED Childhood 1-6 program.

Literacy Education (Birth-Grade 6 and Grades 5-12)

Program Description

The State University of New York at New Paltz offers a graduate program in Literacy Education (grades B-6 or 5-12) for students interested in becoming a literacy specialist. Our **new, flexible, fully online curriculum** that lets you join a cohort of remote learners in completing classes and fieldwork requirements remotely. Our traditional, on-campus model remains available, and we can also accommodate part-time or accelerated course schedules to help you achieve your goals in a way that fits into your life. Successful applicants will have initial New York State teaching certification (in one of the areas below) and a baccalaureate degree from an accredited institution.

Additionally, we offer **an accelerated program** for students seeking a second master's degree in literacy education. Successful second-degree applicants will have earned a master's degree in a related field within education and be certified in one of the areas below:

Acceptable NYS Teaching Certification Areas:

- Early Childhood (B-2) or Childhood Education 1-6
- Adolescent Education (Grades 7-12) or Adolescence/Middle Grades Education (all subjects)
- Special Education (B-2, 1-6, or 7-12)
- Speech and Hearing Handicapped
- Music Education
- Art Education

NOTE: Three years of teaching experience as a certified literacy teacher is required for professional certification.

Graduate Programs in Literacy Education

- [MSEd in Literacy Education B-6](#) (p. 92)
- [MSEd in Literacy Education Grades 5-12](#) (p. 94)

NOTE: Admission to our dual certification programs in literacy and special education has been suspended. Students should contact the department for alternative options.

MSEd in Literacy Education B-6

Program Overview

Program Coordinator	Sunny Duerr, (845)-257-2812, duerrs@newpaltz.edu
Program ID	030A
Credits	36
Program Length	The MSEd can be completed in 3 semesters if enrolled full-time, but students must complete degree within 5 years
Modality	In-person or Online
Full-time/Part-time	Full-time or part-time
Transfer Credits	6
Capstone	Clinical Intervention Course

Literacy education in the 21st century includes so much more than reading and writing. The School of Education at SUNY New Paltz is preparing a new generation of literacy specialists for rewarding careers,

helping children of all ages discover new ways of understanding the world and expressing themselves.

Tech-Intensive Learning

The Literacy curriculum is thoroughly modern, designed to help teacher candidates support their students in a world that increasingly demands digital literacy. Earn foundational knowledge in reading and writing instruction, while gaining proficiency with technological tools and applications at the College's Center for Innovation in Education.

Online, In-Person & Accelerated Options

We've created a new, flexible, fully online curriculum that lets you join a cohort of remote learners in completing classes and fieldwork requirements remotely. Our traditional, on-campus model remains available, and we can also accommodate part-time or accelerated course schedules to help you achieve your goals in a way that fits into your life.

Clinical Fieldwork at our Remote or Campus Literacy Center

The Literacy Education program employs a unique, clinical fieldwork model that creates faculty-mentored opportunities – both in-person and remotely – to apply classroom learning with families in need of diagnostic and remedial services. Work with us at the Literacy Center at SUNY New Paltz, and gain real-world experience that makes a difference in the lives of children and adolescents.

Strong & Dedicated Faculty

The Literacy faculty at SUNY New Paltz go above and beyond to support their students and the broader educational community. They are leaders in their disciplines, published scholars, educators and technology experts, devoted to helping teacher candidates grow into professional literacy coaches and advocates for education at all levels.

Admission Requirements

The following are the minimum standards for admission. Meeting the minimum requirements does not guarantee admission to the program. Candidates for admission must:

- Complete an admission application available online using the link above.
- 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
- Request two recommendations 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.

* Applicants with a GPA of at least 3.0 may apply and be provisionally accepted pending NYS Teaching Certification. If accepted provisionally,

candidates must submit evidence of NYS teaching certification by the end of their first semester of graduate study.

Application Deadlines**

November 1	For Spring admission
March 15	For Summer or Fall admission

** Although applications will be reviewed continuously, only those received by February 20th (Summer/Fall) and September 20th (Spring) can be guaranteed desired course scheduling.

Curriculum Requirements (030A)

All courses must be taken under advisement

Code	Title	Credits
Sequential Core (21 Credits)		
LED752	Theoretical Foundations of Reading and Writing	3
LED753	Workshop in Understanding Literacy Difficulties	3
LED754	Workshop in Diagnosing Literacy Difficulties	3
LED755	Workshop in Intervention of Literacy Difficulties, B-6	3
LED757	Clinical Practices in Literacy Intervention, B-6	3
LED759	Workshop in Action Research for Literacy Leaders	3
LED760	Literacy Leadership and Coaching	3
Distributive Core (12 Credits)		
LED512	Children's and Young Adult Literature	3
LED528	Literacy and Language Learners	3
LED565	Content Area Literacy, 1-6	3
LED510	Teaching Writing & Multimodal Text Production	3
Diversity Elective (3 Credits)		
Select one course from the list below:		3
EDS537	Issues in Multicultural Education	
EDS581	Race and Gender in Education	
SED566	Education Across Borders:International Ideas and Experience	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EDS549	Issues in Literacy for Diverse Learners	
Total Credits		36

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 li (literacy@newpaltz.edu)teracy@newpaltz.edu (literacy@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 Associate Provost and Dean of GPIS, you may transfer up to six graduate credits. Credits cannot be transferred after the plan of study is approved.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Requirements for Completion of 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. The Literacy Sequential Core courses require a B (84) or better to proceed to the next course in the sequence. If you do not earn a B (84), you can retake one course, one time.

Program Learning Outcomes

- **Content Knowledge:** Candidates will demonstrate content knowledge related to: major theories and evidence-based practices in literacy education; Literacy curriculum and assessment; understanding and valuing diversity; learning environments that accelerate literacy development; and adult learning theory and coaching.
- **Planning:** Candidates will demonstrate ability design and implement curriculum to meet the specific literacy needs of learners. Candidates demonstrate ability to adapt materials and instruction to meet the evolving needs of learners as evidenced through ongoing progress monitoring.
- **Assessment of P-12 Learning:** Candidates will demonstrate ability to correctly use a variety of literacy assessments to analyze students’ needs and strengths and establish individualized learning goals and progress monitoring plan.
- **Dispositions:** Candidates will demonstrate positive professional dispositions with their students, students’ families, their colleagues, and their professors.
- **Pedagogical Practice:** Candidates will demonstrate skill in: professional judgment and communication; use of varied evidence-based instructional and assessment approaches, tools, and texts; ability to teach from a strengths-based perspective; and design an effective physical and social learning environment.

- **Educational Technology:** Candidates will demonstrate ability to use digital texts and resources to improve student literacy learning.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MEd in Literacy Education Grades 5-12

Program Overview

Program Coordinator	Sunny Duerr, (845)-257-2812, duerrs@newpaltz.edu
Program ID	030B
Credits	36
Program Length	The MEd can be completed in 3 semesters if enrolled full-time, but students must complete degree within 5 years
Modality	In-person or Online
Full-time/Part-time	Full-time or part-time
Transfer Credits	6
Capstone	Clinical Intervention Course

Literacy education in the 21st century includes so much more than reading and writing. The School of Education at SUNY New Paltz is preparing a new generation of literacy specialists for rewarding careers, helping children of all ages discover new ways of understanding the world and expressing themselves.

Tech-Intensive Learning

The Literacy curriculum is thoroughly modern, designed to help teacher candidates support their students in a world that increasingly demands digital literacy. Earn foundational knowledge in reading and writing instruction, while gaining proficiency with technological tools and applications at the College’s Center for Innovation in Education.

Online, In-Person & Accelerated Options

We’ve created a new, flexible, fully online curriculum that lets you join a cohort of remote learners in completing classes and fieldwork requirements remotely. Our traditional, on-campus model remains available, and we can also accommodate part-time or accelerated course schedules to help you achieve your goals in a way that fits into your life.

Clinical Fieldwork at our Remote or Campus Literacy Center

The Literacy Education program employs a unique, clinical fieldwork model that creates faculty-mentored opportunities – both in-person and remotely – to apply classroom learning with families in need of diagnostic and remedial services. Work with us at the Literacy

Center at SUNY New Paltz, and gain real-world experience that makes a difference in the lives of children and adolescents.

Strong & Dedicated Faculty

The Literacy faculty at SUNY New Paltz go above and beyond to support their students and the broader educational community. They are leaders in their disciplines, published scholars, educators and technology experts, devoted to helping teacher candidates grow into professional literacy coaches and advocates for education at all levels.

Admission Requirements

The following are the minimum standards for admission. Meeting the minimum requirements does not guarantee admission to the program. Candidates for admission must:

- Complete an admission application available online using the link above.
- 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
- Request two recommendations 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.

* Applicants with a GPA of at least 3.0 may apply and be provisionally accepted pending NYS Teaching Certification. If accepted provisionally, candidates must submit evidence of NYS teaching certification by the end of their first semester of graduate study.

Application Deadlines**

November 1	For Spring admission
March 15	For Summer or Fall admission

** Although applications will be reviewed continuously, only those received by February 20th (Summer/Fall) and September 20th (Spring) can be guaranteed desired course scheduling.

Curriculum Requirements (030B)

All courses must be taken under advisement.

Code	Title	Credits
Sequential Core (21 Credits)		
LED752	Theoretical Foundations of Reading and Writing	3
LED753	Workshop in Understanding Literacy Difficulties	3
LED754	Workshop in Diagnosing Literacy Difficulties	3
LED755	Workshop in Intervention of Literacy Difficulties, B-6	3

LED757	Clinical Practices in Literacy Intervention, B-6	3
LED759	Workshop in Action Research for Literacy Leaders	3
LED760	Literacy Leadership and Coaching	3
Distributive Core (12 Credits)		
LED512	Children's and Young Adult Literature	3
LED528	Literacy and Language Learners	3
SED549	Teaching Literacy Across the Disciplines 6-12	3
LED510	Teaching Writing & Multimodal Text Production	3
Diversity Elective (3 Credits)		
Select one course from the list below:		3
EDS537	Issues in Multicultural Education	
EDS581	Race and Gender in Education	
SED566	Education Across Borders: International Ideas and Experience	
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	
EDS549	Issues in Literacy for Diverse Learners	
Total Credits		36

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@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 Associate Provost and Dean of GPIS, you may transfer up to six graduate credits. Credits cannot be transferred after the plan of study is approved.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Requirements for Completion of 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. The Literacy Sequential Core courses require a B (84) or better to proceed to the next course in the sequence. If you do not earn a B (84), you can retake one course, one time.

Program Learning Outcomes

- **Content Knowledge:** Candidates will demonstrate content knowledge related to: major theories and evidence-based practices in literacy education; Literacy curriculum and assessment; understanding and valuing diversity; learning environments that accelerate literacy development; and adult learning theory and coaching.
- **Planning:** Candidates will demonstrate ability design and implement curriculum to meet the specific literacy needs of learners. Candidates demonstrate ability to adapt materials and instruction to meet the evolving needs of learners as evidenced through ongoing progress monitoring.
- **Assessment of P-12 Learning:** Candidates will demonstrate ability to correctly use a variety of literacy assessments to analyze students' needs and strengths and establish individualized learning goals and progress monitoring plan.
- **Dispositions:** Candidates will demonstrate positive professional dispositions with their students, students' families, their colleagues, and their professors.
- **Pedagogical Practice:** Candidates will demonstrate skill in: professional judgment and communication; use of varied evidence-based instructional and assessment approaches, tools, and texts; ability to teach from a strengths-based perspective; and design an effective physical and social learning environment.
- **Educational Technology:** Candidates will demonstrate ability to use digital texts and resources to improve student literacy learning.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSED in Second Language Education - TESOL

Program Overview

Program Coordinator	So Lim Kim, (845) 257-2826, kims23@newpaltz.edu
Program ID	065
Credits	36

Program Length	The MSED can be completed in two years if enrolled part-time, but students must complete the degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Practicum
Licensure/Certification	NYSED Initial/Professional ESOL (all grades)

Program Description

In response to the regional need for professionals prepared to educate linguistically and culturally diverse students, SUNY New Paltz offers a Master of Science in Education in Second Language Education. This thirty-six credit program leads to certification (initial and professional) in English to Speakers of Other Languages (Pre K-12).

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.
- An admission essay demonstrating experience and/or interest in working with culturally and linguistically diverse students.
- Satisfactory completion of twelve semester hours of study of a language other than English. All courses must be conducted in the target language.
- Three letters of recommendation.
- For international students, a minimum score of 90 on the internet-based TOEFL exam.

Curriculum Requirements - TESOL

Code	Title	Credits
Core Courses (23 Credits)		
SED573	Teaching English as a New Language I	3
SED507	Fieldwork I Second Language Education	1
EED581	Foundations of Bilingual/Bicultural Education	3
SED578	Second Language Learning	3
SED577	Applied Linguistics for Teachers of English as a New Language (ENL)	3
SED576	Teaching English as a New Language II	3
SED509	Fieldwork II Second Language Education	1
SED575	Teaching Literacy in English as a New Language	3
SED580	English Grammar for Teachers of English as a New Language (ENL)	3
Student Teaching (7 Credits)		
SED579	Practicum in Teaching English as a Second Language	6
SED607	Practicum Seminar: Second Language Education	1
Additional Courses (6 Credits)		
SED560	Technology in the Classroom	3

SPE565	Teaching in Inclusive Classrooms	3
Total Credits		36

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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 the final semester of study.

Additional State Certification Requirements

In addition to degree requirements, candidates must meet several New York State certification requirements which include:

1. Attending a number of workshops, designed to assist teachers in
 - a. preventing violence in the schools (S.A.V.E)
 - b. recognizing symptoms of child abuse and neglect,
 - c. providing a safe and supportive learning environment through the training for Dignity for All Students Act (DASA), and
 - d. by completing the Health & Safety training.
2. Satisfying the New York State Certification Testing requirements, which include:
 - a. Content Specialty Test (for initial certification)

Program Learning Outcomes

Second Language Education (MSEd)

Candidates who successfully complete all required components of the TESOL K-12 program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in TESOL methods and content.
- **Planning:** Be able to plan lessons in TESOL that are standards-based, clear, logical and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, differentiate and adapt assessments for ELLs through logical decision-making, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, demonstrate the ability to respond appropriately to challenges that arise in teaching, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd in Second Language Ed - non-certification

Program Overview

Program Coordinator	So Lim Kim, (845) 257-2826, kims23@newpaltz.edu
Program ID	064
Credits	36
Program Length	Program can be completed in 3 semesters if enrolled full-time, but students must complete program within 5 years.

Modality	In-person
Transfer Credits	6
Capstone	SED701 Research Study Proposal

Program Description

This 36-credit non-certification TESOL program leads to an MSED in Second Language Education. It is designed for individuals interested in developing their knowledge and skills in teaching second language acquisition in a variety of professional spaces outside the NYS P-12 school district like teaching abroad or working in higher education (e.g. community college or adult programs/adult literacy).

Since this program does not lead to NYS P-12 ESOL certification, students will participate in field experiences in spaces outside of P-12 schools, such as community-based organizations, or in appropriate settings in P-12 schools.

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.
- An admission essay demonstrating experience and/or interest in working with culturally and linguistically diverse students.
- Satisfactory completion of twelve semester hours of study of a language other than English. All courses must be conducted in the target language.
- Three letters of recommendation.
- For international students, a minimum score of 90 on the internet-based TOEFL exam.

Code	Title	Credits
Fall One (13 Credits)		
SED573	Teaching English as a New Language I	3
SED507	Fieldwork I Second Language Education	1
EED581	Foundations of Bilingual/Bicultural Education	3
SED578	Second Language Learning	3
SED577	Applied Linguistics for Teachers of English as a New Language (ENL)	3
Spring One (13 Credits)		
SED576	Teaching English as a New Language II	3
SED509	Fieldwork II Second Language Education	1
SED575	Teaching Literacy in English as a New Language	3
SED580	English Grammar for Teachers of English as a New Language (ENL)	3
SED560	Technology in the Classroom	3
Fall Two (10 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED701	Inquiry into Teaching, Learning, and School: Part I ¹	3
Graduate Elective ²		3
Total Credits		36

¹ Capstone:

SED701 incorporates a Research Study Proposal investigating a TESOL topic of the student's choosing and drawing upon the candidates' knowledge in TESOL, evidence-based practices, and research methodology.

² Elective Options:

- SED593 Integrating English Language in School & Classrooms
- SED703 Curriculum: Designs for Literacy, Learning, and Assessment in Secondary Schools
- SED743 Teaching Writing and Thinking in the Secondary School
- Or another graduate course with approval from the program coordinator

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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 capstone experience during the final semester of study.

Program Learning Outcomes

Second Language Education (non-certification) (MSED)

Candidates who successfully complete all required components of the TESOL K-12 program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in TESOL methods and content.

- **Planning:** Be able to plan lessons in TESOL that are standards-based, clear, logical and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.
- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, differentiate and adapt assessments for ELLs through logical decision-making, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, demonstrate the ability to respond appropriately to challenges that arise in teaching, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Special Education

Master of Science in Education

<https://www.newpaltz.edu/special-ed/>

Contact: (845) 257-2930

Email: specialeducation@newpaltz.edu

Program Coordinator: Barbara Chorzempa

Special Education

The Department of Teaching & Learning at SUNY New Paltz offers three master's degrees in Special Education. Teacher candidates may pursue a program of study in Special Education:

- Early Childhood / Childhood (Birth-Grade 6),
- Childhood (Grades 1-6), and
- Adolescence (Grades 7-12).

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

Graduate Programs in Special Education

- MSEd in Special Education - Early Childhood & Childhood Special Education (Birth-Grade 6) (p. 111)
- MSEd in Special Education - Childhood Special Education (Grades 1-6) (p. 109)
- MSEd in Special Education - Adolescence Special Education (Grades 7-12) (p. 107)

SPE510. Educating Students with Autism. 3 Credits.

Provides an overview of the educational strengths and challenges of students with Autism Spectrum Disorders. Topics include: historical overview, major theories and trends, effective practices, and collaboration strategies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE511. Working and Collaborating with Families and Service Providers. 3 Credits.

Covers topics related to working with families of individuals with disabilities and teacher's best practices for providing supervision to staff working with individuals with disabilities. Issues of cultural and ethnic diversity will be discussed.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & ltd Autism Stud (075)

May not be repeated for credit

SPE512. Concepts and Principles of Behavior. 3 Credits.

Teaches concepts and principles that are the foundations of the science of behavior and learning. Topics include: defining and measuring behavior, behavior contingencies, behavior change, and the generalization and maintenance of new behavior.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & ltd Autism Stud (075)

May not be repeated for credit

SPE513. Single Subject Research Methodology. 3 Credits.

Provides an overview of single subject research methodology. Topics include behavior measurement, research design, data display, data interpretation, and threats to validity.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & ltd Autism Stud (075)

May not be repeated for credit

SPE514. Philosophical Underpinnings of the Science of Behavior. 3 Credits.

Teaches the goals, assumptions, and dimensions of ABA. The content will cover different philosophies of behavioral science in a historical context, including: empiricism, pragmatism, respondent behavior, operant behavior, methodological behaviorism, and radical behaviorism.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

Prerequisites:

- SPE512 Minimum Grade of B-

May not be repeated for credit

SPE515. Ethics and Professional Conduct in Applied Behavior Analysis. 3 Credits.

An overview of ethical considerations in the field of behavior analysis. Topics include: history of ethics, qualifications and responsibilities of being a behavior analyst, selecting, implementing and evaluating of behavior change procedures.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE516. Methods of Instruction in Behavior Analysis. 3 Credits.

Provides an overview of scientific pedagogy across academic, behavioral, and self-management programs. Content includes program selection, procedures for behavior-change, and methods environmental modification. The topics of maintenance and generalization of learning are discussed.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE517. Methods of Assessment in Behavior Analysis. 3 Credits.

Covers functional behavioral assessment, functional analyses, preference assessment, descriptive assessment, and other forms of behavior analytic assessment. Teaches methods of direct measurement, and best practices for behavior prevention.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE518. Practicum in Applied Behavior Analysis. 3 Credits.

Provides candidates with the opportunity for practical experience with assessing behaviors, creating behavior modification programs, and making decisions on current cases with individuals with autism under the supervision of a licensed behavior analyst.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

Corequisites:

- SPE519

May not be repeated for credit

SPE519. Implementation of Assessment and Measurement Tools. 3 Credits.

Covers topics related to the understanding of assessment and measurement tools. Tools will be implemented in practical work settings and instruction will focus on using these techniques to guide professional practice.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

Corequisites:

- SPE518

May not be repeated for credit

SPE520. Maintenance of Client Records. 2 Credits.

Provides comprehensive review of ethical and legal management of client records. Topics covered consist of: maintenance and implications of records, as well as federal and New York state laws and regulations related to records.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE559. Instructional and Behavioral Environments. 3 Credits.

Evidence-based methods for planning and implementing safe, positive, supportive learning environments for students with disabilities are discussed. Interventions and supportive management strategies for managing inappropriate classroom behaviors and strategies for social skill development, are emphasized.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B*

* May be taken at the same time

May not be repeated for credit

SPE563. Multiple Intelligences in Inclusive Classrooms. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE565. Teaching in Inclusive Classrooms. 3 Credits.

Examines a variety of issues and strategies related to educating learners with disabilities in general education classrooms. It also is designed to provide students with an understanding of the nature and needs of exceptional children and youth from culturally and linguistically diverse backgrounds.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE566. Introduction to Special Education. 3 Credits.

Examines issues related to the education of students with disabilities, including the philosophical, historical, social, and legal foundations of special education; characteristics of students with disabilities; employments and independence for individuals with disabilities; and professional and ethical practices.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE583* or SPE584* or SPE585* or SPE586* or SPE567*

* May be taken at the same time

May not be repeated for credit

SPE567. Educational Assessment of Students with Disabilities. 3 Credits.

Methods and critical issues in the educational assessment process for students with disabilities are explored, including the use of (in)formal behavior and instructional assessment strategies to identify and assess students with disabilities.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B*

* May be taken at the same time

May not be repeated for credit

SPE571. Teaching Communication Skills to Learners with Disabilities. 3 Credits.

Methods, materials, and procedures for increasing the communication skills of students with disabilities.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE572. Tchg. Learners of Culturally/Linguistically Diverse Backgrounds. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE573. Collaboration Strategies. 3 Credits.

Examines current issues and best practices to support successful collaboration of educators with families, related service providers, paraeducators, and other professionals to maximize student success.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed: Adolescence Ed. (060G)

May not be repeated for credit

SPE575. Technology in Special Education. 3 Credits.

This course is designed for educators who are interested in learning how to use educational technology with individuals with disabilities. Technology content dealing with ways technology can be employed to teach exceptional students will be discussed as well as other practical applications of educational technology.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE581. Fieldwork I: Birth-Pre-K. 0 Credits.

Students will immerse themselves in an early intervention or preschool special education setting. This includes interviewing, observing, and interacting with children and service providers. This course requires a minimum of 25 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Corequisites:

- SPE797

May not be repeated for credit

SPE582. Fieldwork II: Kindergarten. 0 Credits.

Students will immerse themselves in a kindergarten special education setting. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 25 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Corequisites:

- SPE798

May not be repeated for credit

SPE583. Fieldwork III: Primary (Grades 1-3). 0 Credits.

Students will immerse themselves in primary (grades 1-3) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE736*)

* May be taken at the same time

May be repeated for credit

SPE584. Fieldwork IV: Intermediate (Grades 4-6). 0 Credits.

Students will immerse themselves in intermediate (grades 4-6) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE736*)

* May be taken at the same time

May be repeated for credit

SPE585. Fieldwork V: Middle School 7-8. 0 Credits.

Students will immerse themselves in middle school (grades 7 - 8) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed: Adolescence Ed. (060G)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE736*)

* May be taken at the same time

May be repeated for credit

SPE586. Fieldwork VI: High School 9-12. 0 Credits.

Students will immerse themselves in high school (grades 9 - 12) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE746*)

* May be taken at the same time

May be repeated for credit

SPE593. Special Ed Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

SPE594. Fieldwork in Autism Studies. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

SPE595. Indep Study Special Ed. 1-12 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SPE702. Teaching Math, Science and Technology in Inclusive Classrooms. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE 700 Minimum Grade of B-

May not be repeated for credit

SPE706. Working with Learners with Emotional/Behavioral Problems. 3 Credits.

Students with emotional/behavioral problems will be studied through analysis of case studies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE711. Educating Learners with Autism Spectrum Disorders. 3 Credits.

Provides an overview of the educational strengths and challenges of students with Autism Spectrum Disorders. Topics include: historical overview, major theories and trends, effective practices, and collaboration strategies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE712. Learning Environments for Students with Autism Spectrum Disorders. 3 Credits.

This course will focus on planning and implementing safe, positive, supportive and universally designed learning environments. Teaching prosocial skills, and employing evidence-based best practices for including students with Autism Spectrum Disorders in general education settings will be included.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE713. Classroom Management in Special Education. 3 Credits.

Focuses on planning and implementing safe, positive and supportive learning environments. Teaching prosocial skills, and employing best practices for including childhood learners with disabilities in general education settings will be included.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE715. Issues and Research in Sp Ed. 3 Credits.

Designed to introduce students to foundational and contemporary issues related to the ever-evolving discipline of Special Education. Students will explore theoretical frameworks, research and policy perspectives that influence pedagogical practice.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

May not be repeated for credit

SPE722. Practicum in Special Education. 6 Credits.

Provides candidates with student-teaching experiences with students with disabilities in the grade range aligned with their certification title (e.g., B-2, 1-6, 7-12) in school setting under the direction of a cooperation teacher and a university supervisor.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)

May not be repeated for credit

SPE723. Teaching Students with Learning Disabilities. 3 Credits.

A study of students with learning disabilities including an emphasis on diagnosis and prescription. Different theories of learning disability are examined.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE728. Seminar in Special Education. 3 Credits.

Explores selected problems in the education of learners with disabilities.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE731. Literacy and Social Studies Inst. for Childhood Learners w/Disabilities. 5 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Special Ed and Lit Ed (059C)
 - Special Ed: Childhood Ed (060C)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE 700 Minimum Grade of B-*
- SPE 701 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE732. Learning Environments for Childhood Learners with Disabilities. 3 Credits.

This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching prosocial skills, and employing best practices for including childhood learners with disabilities in general education settings will be included.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Special Ed and Lit Ed (059C)
 - Literacy Ed and Child Spec Ed (029A)
 - Special Ed: Childhood Ed (060C)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE 700 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE733. Practicum in Childhood Special Education. 4 Credits.

Teacher candidates are provided with the opportunity to teach childhood students with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor .

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 or SPE 700
- SPE567 or SPE 701
- SPE745
- SPE746
- SPE747
- SPE559
- SPE715 or SPE 703
- SPE573 or SPE 750

Corequisites:

- SPE763

May not be repeated for credit

SPE735. Foundations of Literacy for Childhood Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluating literacy instruction for early childhood and childhood students with disabilities are covered in this course. Emphasis will be placed on language development and the foundations of reading (e.g., phonological awareness, phonics, fluency).

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566*
- SPE567*

* May be taken at the same time

May not be repeated for credit

SPE736. Literacy Instruction for Childhood Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluating literacy instruction for childhood students with disabilities are covered in this course. Emphasis will be placed on strategies for understanding text and written expression.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE583* or SPE584* or SPE585* or SPE586*

* May be taken at the same time

May not be repeated for credit

SPE737. Instructional Practices in the Content Areas for Childhood Students with Disabilities. 3 Credits.

Teacher candidates will examine methods for planning, implementing, and evaluating instructional practices for childhood students with disabilities, including teacher- and student-directed strategies, across the content areas.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566* or SPE 700
- SPE567* or SPE 701

* May be taken at the same time

May not be repeated for credit

SPE742. Learning Environments for Adolescent Learners with Disabilities. 3 Credits.

This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching prosocial skills, and employing best practices for adolescent learners with disabilities in general education settings will be included.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adol Special Ed and Lit Ed (059A)
 - Adol Special Ed and Lit Ed (059G)
 - Literacy Ed and Adol Spec Ed (029B)
 - Special Ed: Adolescence Ed (060A)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE 700 Minimum Grade of B*

* May be taken at the same time

May not be repeated for credit

SPE743. Practicum in Adolescent Special Education. 4 Credits.

Teacher candidates are provided with the opportunity to teach adolescent student with disabilities in a school setting under the direction of a cooperating teacher and university supervisor.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adol Special Ed and Lit Ed (059A)
 - Adol Special Ed and Lit Ed (059G)
 - Literacy Ed and Adol Spec Ed (029B)
 - Special Ed: Adolescence Ed (060A)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 or SPE 700
- SPE567 or SPE 701
- SPE745 or SPE 741
- SPE746
- SPE747 or SPE702
- SPE559
- SPE715 or SPE 703
- SPE573 or SPE 750

Corequisites:

- SPE763

May not be repeated for credit

SPE745. Foundations of Literacy for Adolescent Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluation literacy instruction for adolescent students with disabilities are covered in this course. Emphasis will be placed on the foundations of reading (e.g., word study, fluency).

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B-* or SPE 700 Minimum Grade of B-
- SPE567 Minimum Grade of B-* or SPE 701 Minimum Grade of B-

* May be taken at the same time

May not be repeated for credit

SPE746. Literacy Instruction for Adolescent Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluating literacy instruction for adolescent students with disabilities are covered in this course. Emphasis will be placed on the understanding and construction of written text (e.g., vocabulary, comprehension, written expression).

Prerequisites:

- SPE585* or SPE586* or SPE583* or SPE584*

* May be taken at the same time

May not be repeated for credit

SPE747. Instructional Practices in the Content Areas for Adolescent Students with Disabilities. 3 Credits.

Teacher candidates will examine methods for planning, implementing, and evaluating instructional practices for adolescent students with disabilities, including teacher- and student-directed, across the content areas.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B-*
- SPE567 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE753. Practicum in Early Childhood Special Education. 4 Credits.

Teacher candidates are provided with the opportunity to teach young children with disabilities in an early childhood setting under the direction of a cooperating teacher and a university supervisor.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 or SPE 700
- SPE567 or SPE 701
- SPE745
- SPE746
- SPE747
- SPE559
- SPE715 or SPE 703
- SPE573 or SPE 750

Corequisites:

- SPE763

May not be repeated for credit

SPE761. Working with Families of Students with Disabilities. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE763. Practicum Seminar in Special Education. 1 Credit.

Provides teacher candidates with the opportunity to engage in a professional learning community and reflect on their teaching of students with disabilities in a school setting.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE733* or SPE743* or SPE753*

* May be taken at the same time

May not be repeated for credit

SPE793. Special Ed Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

SPE794. Field Experience Spec Ed. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)

May not be repeated for credit

SPE795. Indep Study Special Ed. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)

May be repeated for credit

SPE797. Early Intervention in Special Education. 3 Credits.

Addresses specialized content and procedural strategies related to family#centered early intervention for infants and toddlers who are at# risk or have developmental delays or disabilities. Students examine policy issues, curriculum, service coordination strategies, and assessment and intervention techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 Minimum Grade of B-
- SPE567 Minimum Grade of B-

Corequisites:

- SPE581

May not be repeated for credit

SPE798. Early Childhood Special Education. 3 Credits.

Examines current issues, research, and best practices to support successful programming for preschool and kindergarten children with disabilities and their families.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 Minimum Grade of B-
- SPE567 Minimum Grade of B-

Corequisites:

- SPE582

May not be repeated for credit

MSEd in Special Education - Adolescence Special Education (Grades 7-12)

Program Overview

Program Coordinator	Barbara Chorzempa, (845) 257-2851, chorzemb@newpaltz.edu
Program ID	060G
Credits	32
Program Length	The MSEd can be completed in 3 semesters if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Practicum
Licensure/Certification	NYSED Initial/Professional Special Education Generalist: 7-12

Program Description

The graduate program in Special Education has been carefully designed to prepare teacher candidates with the skills and qualifications needed to begin a fulfilling career. The Adolescence Special Education Program consists of at least 32 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.

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- Biology (grades 7-12)
- SWD- Chemistry (grades 7-12)
- SWD- Earth Science (grades 7-12)
- SWD- Mathematics (grades 7-12)
- SWD- Physics (grades 7-12)
- SWD- Social Studies (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:

- Evidence of NYS initial certification in:
 - Adolescence Education¹ grades 7-12 in one of the following disciplines: Biology, Chemistry, Earth Science, Physics, Social Studies, Mathematics, English Language Arts; or
 - Languages other than English grades 7-12 in one of the following areas: American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish; or
 - Visual Arts Education (all grades), Music Education (all grades), Health Education (all grades), Technology Education (all grades) or Teaching English to Speakers of Other Languages (all grades)
- 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. Including the following courses:
 - 6 credits of English composition courses with a grade of at least B
 - 6 credits of History
 - 6 credits of Science
 - 6 credits of Mathematics
- Describe your personal and professional experience that led you to apply to the New Paltz Special Education program. How do you see the New Paltz Special Education program helping you advance toward your 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.
- Contact information for three references capable of addressing your ability to successfully complete a rigorous graduate program in Special Education.

¹ All candidates completing this program must meet the requirements for initial certification in Adolescence Education and Students with Disabilities, including the requirement for a liberal arts major or a major in an adolescence education subject to be taught.

² This program may not be used for students with initial certification in Teaching Students with Speech and Language Disabilities who are seeking professional certification. The education requirement for professional certification in this field is a master's degree program that meets the education requirements for licensure as a speech-language pathologist.

Application Deadlines

April 1	Fall and Summer Admission
November 1	Spring Admission

Curriculum Requirements

The Adolescence Special Education program consists of 32 credit hours. The plan below illustrates full-time study; however, students may elect to enroll part-time.

Code	Title	Credits
Fall One (12 Credits)		
SPE566	Introduction to Special Education	3
SPE567	Educational Assessment of Students with Disabilities	3
SPE715	Issues and Research in Sp Ed	3
SPE745	Foundations of Literacy for Adolescent Students with Disabilities	3
Choose One:		
SPE585	Fieldwork V: Middle School 7-8	
SPE586	Fieldwork VI: High School 9-12	
Spring One (12 Credits)		
SPE559	Instructional and Behavioral Environments	3
SPE573	Collaboration Strategies	3
SPE746	Literacy Instruction for Adolescent Students with Disabilities	3
SPE747	Instructional Practices in the Content Areas for Adolescent Students with Disabilities	3
Choose One:		
SPE585	Fieldwork V: Middle School 7-8	
SPE586	Fieldwork VI: High School 9-12	
Fall Two (8 Credits)		
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	3
SPE763	Practicum Seminar in Special Education	1
Practicum in Adolescent Special Education		4
Total Credits		32

Program 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 to your daily schedule.

Graduation Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements. Contact your advisor if

you need to amend your plan of study (p. 21) or process transfer credit.

- Ensure that you are in good academic standing (p. 10) with a GPA of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Certification Checklist

- To earn a **NYS Students with Disabilities Generalist 7-12 Certificate**, candidates must provide official transcripts indicating completion of 6 credit hours in each of the following content areas: English, social studies, science, and math. Any deficiencies must be completed before applying for graduation.
- To earn an **extension certificate**, students must provide evidence of a valid NYS Initial teaching certificate in an acceptable content area. Extensions for the following areas are available:
 - SWD - Biology 7-12
 - SWD - Chemistry 7-12
 - SWD - Earth Science 7-12
 - SWD - Mathematics 7-12
 - SWD - Physics 7-12
 - SWD - Social Studies 7-12
 - SWD - Languages other than English (7-12)
American Sign Language, Cantonese, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, and Spanish.
- In order for SUNY New Paltz to recommend a student for certification, you must pass the Students with Disabilities Content Specialty Test.

Program Learning Outcomes

Special Education: Adolescence Education (MSEd)

Program: Special Education

Coordinator: Barbara Chorzempa

SPA: CEC

- **Content Knowledge:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to demonstrate content mastery of the a) legal, social, and historical foundations of the field of special education, b) characteristics of learners with disabilities, c) general and specialized curricula, d) state/national, professional and ethical standards; and e) current policies and issues within the field of special education.
- **Planning:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to plan universally designed lessons in the core content areas that a) address appropriate standards, b) include differentiated instructional strategies, c) utilize assistive and adaptive technologies (where appropriate), and d) promote the valuing of diversity, respect, and inclusion in safe, democratic, and equitable learning environments.
- **P-12 learning:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to design, administer, score, and interpret informal and formal assessments that inform the educator's comprehensive understanding of a student's interests, strengths and needs, and guide educational decisions.

- **Dispositions:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to demonstrate the use of professional ethical principles and professional practice standards; conduct themselves as reflective practitioners; participate effectively in institutional change, social justice, and student advocacy; and establish positive, professional interpersonal relationships with students, families, colleagues, staff and administrators.
- **Pedagogical practice:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to select, implement, and evaluate curriculum, instructional materials and practices, and behavior management techniques needed to promote active student engagement and maximize student learning—including a variety of developmentally and contextually appropriate evidence-based practices and culturally responsive practices.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd in Special Education - Childhood Special Education (Grades 1-6)

Program Overview

Program Coordinator	Barbara Chorzempa, (845) 257-2851, chorzemb@newpaltz.edu
Program ID	060C
Credits	32
Program Length	The MSEd can be completed in 3 semesters if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Practicum
Licensure/Certification	NYSED Initial/Professional SWD Childhood 1-6

Program Description

The graduate program in Special Education has been carefully designed to prepare teacher candidates with the skills and qualifications needed to begin a fulfilling career. Applicants with NYS Initial Certification in Childhood Education 1-6 will complete 32 credit hours of course work. Upon successful completion of the program, teacher candidates are

eligible for the NYS Education Department initial certification in Students with Disabilities (SWD), grades 1-6 (Initial/Professional and Professional).

Admission Requirements

You must submit:

- Evidence of NYS Initial Teaching Certification in:
 - Childhood Education 1-6; or
 - One of the following certification areas: Visual Arts Education (all grades), Music Education (all grades), Physical Education (all grades), Teaching English to Speakers of Other Languages (all grades); Teaching Students with Speech and Language Disabilities, Teaching Students who are Blind or Visually Impaired (all grades), or Teaching Students who are Deaf or Hard-of-Hearing (all grades),
- NOTE:** Candidates holding an Initial teaching certificate in an area other than Childhood 1-6 must also meet the requirements for Initial Childhood 1-6 certification before program completion.
- 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.
 - Describe your personal and professional experience that led you to apply to the New Paltz Special Education program. How do you see the New Paltz Special Education program helping you advance toward your 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.
 - Contact information for three references capable of addressing your ability to successfully complete a rigorous graduate program in Special Education.

Application Deadlines

April 1	Fall and Summer Admission
November 1	Spring Admission

Curriculum Requirements

The Childhood Special Education program consists of 32 credit hours. The plan below illustrates full-time study; however, students may elect to enroll part-time.

Code	Title	Credits
Fall One (12 Credits)		
SPE566	Introduction to Special Education	3
SPE567	Educational Assessment of Students with Disabilities	3
SPE715	Issues and Research in Sp Ed	3
SPE735	Foundations of Literacy for Childhood Students with Disabilities	3
Choose one:		
SPE583	Fieldwork III: Primary (Grades 1-3)	
SPE584	Fieldwork IV: Intermediate (Grades 4-6)	
Spring One (12 Credits)		
SPE559	Instructional and Behavioral Environments	3
SPE573	Collaboration Strategies	3

SPE736	Literacy Instruction for Childhood Students with Disabilities	3
SPE737	Instructional Practices in the Content Areas for Childhood Students with Disabilities	3
Choose one:		
SPE583	Fieldwork III: Primary (Grades 1-3)	
SPE584	Fieldwork IV: Intermediate (Grades 4-6)	
Fall Two (8 Credits)		
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	3
SPE763	Practicum Seminar in Special Education	1
Practicum in Childhood Special Education		4
Total Credits		32

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-.

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 to 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.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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.

Program Learning Outcomes

Special Education: Childhood Education (MSEd)

Program: Special Education

Coordinator: Barbara Chorzempa

SPA: CEC

- **Content Knowledge:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to demonstrate content mastery of the a) legal, social, and historical foundations of the field of special education, b) characteristics of learners with disabilities, c) general and specialized curricula, d) state/national, professional and ethical standards; and e) current policies and issues within the field of special education.
- **Planning:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to plan universally designed lessons in the core content areas that a) address appropriate standards, b) include differentiated instructional strategies, c) utilize assistive and adaptive technologies (where appropriate), and d) promote the valuing of diversity, respect, and inclusion in safe, democratic, and equitable learning environments.
- **P-12 learning:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to design, administer, score, and interpret informal and formal assessments that inform the educator's comprehensive understanding of a student's interests, strengths and needs, and guide educational decisions.
- **Dispositions:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to demonstrate the use of professional ethical principles and professional practice standards; conduct themselves as reflective practitioners; participate effectively in institutional change, social justice, and student advocacy; and establish positive, professional interpersonal relationships with students, families, colleagues, staff and administrators.
- **Pedagogical practice:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to select, implement, and evaluate curriculum, instructional materials and practices, and behavior management techniques needed to promote active student engagement and maximize student learning—including a variety of developmentally and contextually appropriate evidence-based practices and culturally responsive practices.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the

ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

MSEd in Special Education - Early Childhood & Childhood (Birth-Grade 6)

Program Overview

Program Coordinator	Barbara Chorzempa, (845) 257-2851, chorzemb@newpaltz.edu
Program ID	060B
Credits	38
Program Length	The MSEd can be completed in 4 semesters if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Practicum
Licensure/ Certification	NYS Initial/Professional Certification in SWD Early Child B-2 & SWD Childhood 1-6

Program Description

The graduate program in Special Education has been carefully designed to prepare teacher candidates with the skills and qualifications needed to begin a fulfilling career. Applicants with NYS Initial Certification in Early Childhood Education (B-2) or Childhood Education (1-6) will complete 38 credit hours of course work. Upon successful completion of the program, teacher candidates are eligible for the NYS Education Department initial certification in Early Childhood Special Education B-2 and Childhood Special Education 1-6.

Admission Requirements

- Evidence of NYS Initial Teaching Certification in:
 - Early Childhood Education (B-2) and/or Childhood Education(1-6)

NOTE: Candidates holding initial certification in only one of those areas must meet the requirements for certification in the other before program completion.
- 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.
- Describe your personal and professional experience that led you to apply to the New Paltz Special Education program. How do you see the New Paltz Special Education program helping you advance toward your 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.
- Contact information for three references capable of addressing your ability to successfully complete a rigorous graduate program in Special Education.

Application Deadlines

April 1	Fall and Summer Admission
November 1	Spring Admission

Curriculum Requirements

The Early Childhood/Childhood Special Education program consists of 38 credit hours. The plan below illustrates full-time study; however, students may elect to enroll part-time.

Code	Title	Credits
Fall One (12 Credits)		
SPE566	Introduction to Special Education	3
SPE567	Educational Assessment of Students with Disabilities	3
SPE715	Issues and Research in Sp Ed	3
SPE735	Foundations of Literacy for Childhood Students with Disabilities	3
Choose One:		
SPE583	Fieldwork III: Primary (Grades 1-3)	
SPE584	Fieldwork IV: Intermediate (Grades 4-6)	
Spring One (12 Credits)		
SPE559	Instructional and Behavioral Environments	3
SPE573	Collaboration Strategies	3
SPE736	Literacy Instruction for Childhood Students with Disabilities	3
SPE737	Instructional Practices in the Content Areas for Childhood Students with Disabilities	3
Choose One:		
SPE583	Fieldwork III: Primary (Grades 1-3)	
SPE584	Fieldwork IV: Intermediate (Grades 4-6)	
Fall Two (9 Credits)		
SPE572	Tchg. Learners of Culturally/Linguistically Diverse Backgrounds	3
SPE797	Early Intervention in Special Education	3
SPE798	Early Childhood Special Education	3
SPE581	Fieldwork I: Birth-Pre-K	0
SPE582	Fieldwork II: Kindergarten	0
Spring Two (5 Credits)		
SPE763	Practicum Seminar in Special Education	1
Practicum in Childhood Special Education		4
Total Credits		38

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-.

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 to 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.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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.

Program Learning Outcomes

Special Education: Early Childhood Education (MEd)

Program: Special Education
Coordinator: Barbara Chorzempa
SPA: CEC

- **Content Knowledge:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to demonstrate content mastery of the a) legal, social, and historical foundations of the field of special education, b) characteristics of learners with disabilities, c) general and specialized curricula, d) state/national, professional and ethical standards; and e) current policies and issues within the field of special education.
- **Planning:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to plan universally designed lessons in the core content areas that a) address appropriate standards, b) include differentiated instructional strategies, c) utilize assistive and adaptive technologies (where appropriate), and d) promote the valuing of diversity, respect, and inclusion in safe, democratic, and equitable learning environments.

- **P-12 learning:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to design, administer, score, and interpret informal and formal assessments that inform the educator's comprehensive understanding of a student's interests, strengths and needs, and guide educational decisions.
- **Dispositions:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to demonstrate the use of professional ethical principles and professional practice standards; conduct themselves as reflective practitioners; participate effectively in institutional change, social justice, and student advocacy; and establish positive, professional interpersonal relationships with students, families, colleagues, staff and administrators.
- **Pedagogical practice:** Teacher candidates who successfully complete the Special Education Master's Degree program will develop the knowledge, skills, and dispositions needed to select, implement, and evaluate curriculum, instructional materials and practices, and behavior management techniques needed to promote active student engagement and maximize student learning—including a variety of developmentally and contextually appropriate evidence-based practices and culturally responsive practices.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Educational Studies

Contact: (845) 257-2831

The Department of Educational Studies & Leadership offers psychological, sociological, and philosophical foundations courses required by educational programs within the School of Education and across campus. It houses the Master of Professional Studies in Social Justice Educational Studies and the Educational Administration program, helping prepare tomorrow's education leaders to meet the challenges of a diverse and demanding educational environment.

The Department includes:

- The Educational Foundations Unit, in which students take courses that address political, social, and historical issues through the history of American education;
- Educational Administration Programs, in which faculty are committed to the preparation of caring, critical, and reflective school administrators; and
- the Social Justice Educational Studies Program, through which students who wish to develop skills working with diverse learners can pursue graduate-level degrees combining education and human service.

Graduate Programs in Educational Studies

- [MPS in Social Justice Educational Studies](#) (p. 120) (leads to NYS Prof Cert for Special Subject Teachers)
- [MPS in Social Justice Educational Studies](#) (p. 119) (non-cert)

Post-Master's Advanced Certificate Program

- [Adv Cert in Social Justice Education](#) (p. 126)

EDS293. Educational Studies Selected Topics. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Undergraduate

May be repeated for credit

EDS295. Independent Study Educational Studies. 12 Credits.

Restrictions:

- Must have the following level: Undergraduate

May be repeated for credit

EDS299. Modular Course. 1-3 Credits.

Restrictions:

- Must have the following level: Undergraduate

May be repeated for credit

EDS330. Urban Education. 3 Credits.

Examines intersections of cultural, racial, socio-economic realities of urban education. Utilizes structural analyses, emphasizing implications for policy. Analyzes relationships between access, quality, scale and resources. Engages cities as providing unique educational challenges and possibilities.

Attributes:

- Liberal Arts

Restrictions:

- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS340. Sociological and Philosophical Foundations of Education. 3 Credits.

Explores the social/cultural, philosophical, political, and historical context of schooling in the United States. Issues of social difference in education (such as class, race/ethnicity, gender, language, and ability/ disability) are addressed as well as values as they arise in relationships among schools, teachers, students, and communities, in school policies and practices, and in broader educational reform initiatives. Designed for those seeking certification to teach and for others interested in the study of education as a social practice. (Required for teaching certificate.)

Attributes:

- Effective Expression/Written
- Liberal Arts
- GE3: USST
- GE4: United States Studies
- GE5: US History Civic Engmnt

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Comm Disorders Post-BA (089)

May not be repeated for credit

EDS351. Education of Self. 3 Credits.

Structured learning experience in which students identify and process their basic concerns of identity, connectedness, and power. Activities help students clarify their behavior patterns and increase their range of choices personally and interpersonally.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must be enrolled in one of the following classes: Senior, Junior

May not be repeated for credit

EDS367. Human Development. 3 Credits.

This course will study human development from the prenatal period through old age. It explores physical, cognitive, social and emotional development during infancy, childhood, adolescence and adulthood. In addition, we will examine major cultural and psychological theories in Human Development. The course will explore core developmental issues: nature and nurture, universality and diversity in development, and qualitative and quantitative developmental changes in human development across the life span.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS371. Child Psychology and Development. 3 Credits.

Considers theoretical positions regarding growth, learning and personality development as they relate to the education of children. Examines general characteristics and individual differences of the infant and preschool child and the school-age child up to adolescence. Includes child observation and discussion of such factors as sex, role, ethnic and linguistic differences, handicapping conditions and abuse and neglect. (Required for elementary teaching certificate.)

Attributes:

- Effective Expression/Oral
- Effective Expression/Written
- Liberal Arts
- GE4: Social Science
- GE5: Social Sciences
- GE3: SSCI

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Comm Disorders Post-BA (089)

May not be repeated for credit

EDS372. Developing Adolescence. 3 Credits.

Explores the relationship between the physical, emotional, cognitive and social areas of adolescent development. Considers issues of inclusion such as multiculturalism, special needs and gender issues. Designed for prospective teacher and others who may work with adolescents.

Attributes:

- Effective Expression/Written
- Ethical Reflection
- Liberal Arts
- GE4: Social Science
- GE5: Social Sciences
- GE3: SSCI

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Comm Disorders Post-BA (089)

May not be repeated for credit

EDS373. Education from a Global Perspective. 3 Credits.

Introduction to the study of comparative education. Examines the educational process in a variety of countries. Topics include the social context, role of the teacher, goals of education, nature of the curriculum, and organization, control and financing of the system. Designed for those planning careers as teachers and for those interested in the study of education as a social process (EDS340 or EDS373 required for teaching certificate).

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS375. Education and Poverty. 3 Credits.

An interdisciplinary exploration of poverty in the U.S. - its causes, consequences, and relationship to schooling. Emphasis on how poverty affects particular groups of people - mothers and children, migrant farmworkers and other low-wage workers, people in rural areas, people of color, and students. Also, consideration of the public discourse on poverty and how it shapes thought about social and educational reform.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS376. Expressive Arts in Education. 3 Credits.

This is an experiential course, introducing the practical applications of the expressive arts therapies, including movement, music, paint, clay, journal keeping and drama, and their use in the fields of education and the human services. This course will demonstrate the utilization of the expressive arts therapies for the personal, interpersonal growth and change through person-centered listening and communication counseling skill development.

Attributes:

- GE4: The Arts
- GE5: The Arts
- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS377. Expressive Arts in Education 2. 3 Credits.

This is an experiential course, exploring the historical, contemporary and practical applications of the expressive arts therapies, including movement, music, paint, clay, journal keeping and drama, and their use in the fields of education and the human services. This course will demonstrate the utilization of the expressive arts therapies for personal, interpersonal, and social growth and change.

Attributes:

- GE4: The Arts
- GE5: The Arts
- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

Prerequisites:

- EDS376 Minimum Grade of D-

May not be repeated for credit

EDS380. Learning Beyond Classrooms. 3 Credits.

Learning happens everywhere: homes, libraries, gaming spaces, museums, parks, community centers, religious and cultural institutions. Drawing on diverse community resources, this seminar explores theory and practice of education in informal spaces across the lifespan.

Attributes:

- Diversity
- GE3: DIVR
- GE5: DEISJ
- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS382. Native American Science and Literacy Education. 3 Credits.

Introduces students to Native American education models and knowledge systems, foundations and practices of science and literacy learning. Elaborates connections between scientific and literacy-based understandings within Native American educational frameworks.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS383. Introduction to Literacy for Diverse Learners. 3 Credits.

The course introduces the sociocultural, 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. The course presents a broad view of literacy as a form of communication.

Attributes:

- Diversity
- GE3: DIVR
- GE5: DEISJ

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (440)
 - Adolescence Ed: Chemistry (441)
 - Adolescence Ed: Earth Science (442)
 - Adolescence Ed: English (443)
 - Adolescence Ed: French (444)
 - Adolescence Ed: Math (446)
 - Adolescence Ed: Physics (449)
 - Adolescence Ed: Social Studies (445)
 - Adolescence Ed: Spanish (447)
 - Adolescence Education (ADL)
 - Biology 4+1 (508A)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)
 - Mathematics 4+1 (512M)
 - Social Justice Educational Stu (SJE)

May not be repeated for credit

EDS393. Educational Studies Selected Topics. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May be repeated for credit

EDS399. Modular Course. 1-4 Credits.**Restrictions:**

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May be repeated for credit

EDS493. Ed Studies Selected Topics. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May be repeated for credit

EDS494. Fieldwork In Educational Studies. 6 Credits.**Restrictions:**

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS495. Independent Study Educational Studies. 1-12 Credits.**Restrictions:**

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May be repeated for credit

EDS499. Modular Course. 0 Credits.**Restrictions:**

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

EDS511. Child Development. 3 Credits.

Examines recent research findings in the social, emotional, intellectual, and physical development of children and implications for teachers' relationship with individual children.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS520. History of Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS537. Issues in Multicultural Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS538. Psychological Foundations of Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS539. Social Foundations of Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS541. Approaches to Social Justice Educational Studies. 3 Credits.

This introductory course examines social justice as a movement and approach to education. Students explore the challenges of implementing principals and practices that support diversity and equity in their schools, human service institutions, and communities.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

May not be repeated for credit

EDS546. Conflict Resolution in Education. 3 Credits.

Conflict is part of the human social life, and educators across settings must understand and constructively deal with conflict. The course explores tools (e.g., meditation) and practices such as navigating conflict among diverse peoples and perspectives.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS547. Education of Self for Professionals. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS548. Politics and Ethics of Service. 3 Credits.

Working in education, nonprofits, human services, or advocacy means being of service. This course reflectively explores the politics and ethics of these professional and personal relationships in the contexts of a diverse society.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS549. Issues in Literacy for Diverse Learners. 3 Credits.

Explores issues in the sociocultural, 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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS550. Expressive Arts and Social Change. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS552. Restorative and Transformative Justice and Practice. 3 Credits.

This course examines restorative and transformative justice within the complicated relationships between the prison industrial complex and schooling, community resistance and activism, and ideologies that inform a society's politic of justice.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS554. Critical Studies in Higher Education. 3 Credits.

Through an in-depth study of theories, policies, and practices, this course examines critical issues impacting U.S. higher education. Research in higher education and our collective contributions will be crucial sites of our study.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS555. Antioppressive Pedagogies and Practices. 3 Credits.

Antioppressive pedagogies actively challenge multiple manifestations of oppression in society, learning spaces, relationships, and lives. This course explores and applies theoretical foundations and daily, lived practices for teaching, learning, and facilitation.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS560. Drug Education for School Personnel. 1 Credit.

Introduction to drugs, drug use, drug education, and disciplinary responses to drug use in public schools. Cultivates capacities for understanding and investigating the impact of drug policy in schools.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS580. Current Issues in Education. 3 Credits.

Current issues in public education in the United States, the context from which they emerge, and their possible resolution.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS581. Race and Gender in Education. 3 Credits.

This course examines how race and gender, along with other identities, shape and are shaped by educational settings. It explores systemic and personal manifestations and strategies for equity in curricula, classrooms, schools and organizations.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS582. Exploration of Gender in Education. 3 Credits.

This course explores the role educational institutions play in the construction of gender. Students analyze curriculum, policies, organizational/social factors, and methods that work toward gender affirming and just relationships in classrooms and human service settings.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS593. Ed Studies Selected Topics. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDS594. Fieldwork In Ed Studies. 1-12 Credits.**Attributes:**

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS595. Indep Study Ed Studies. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EDS702. Human Motivation and Learning. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS730. Adolescent Development. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS732. Group Dynamics. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS741. Social-Emotional Learning for Social Justice. 3 Credits.

This course focuses on social-emotional learning in an interdisciplinary social justice context. Participants will explore programs and resources for use with a diverse range of learners in educational and human service settings.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS748. Qualitative Research Methods. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

Prerequisites:

- EDS541 Minimum Grade of D-

May not be repeated for credit

EDS749. Seminar in Social Justice Educational Studies. 3 Credits.

This culminating course in the MPS program asks students to articulate their social justice positionality, philosophy, and practice. Students will identify the tools and supports necessary for sustaining just relationships and practices.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

Prerequisites:

- EDS541 Minimum Grade of D-

May not be repeated for credit

EDS752. Philosophy of Education. 3 Credits.

Examines the purposes, ideals and central concepts of education. It draws on texts from the history of philosophy as well as contemporary educational thought.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS753. Leadership in Education and Human Service Settings. 3 Credits.

Leadership can be a transformational force for social change in education, human services, and nonprofits. Learning from social justice leaders and student's own experiences, knowledges, and values, this course critically examines leadership practices and conceptualizations.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS793. Ed Studies Selected Topics. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDS794. Fieldwork In Ed Studies. 3 Credits.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS795. Indep Study Ed Studies. 1-6 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MPS Social Justice Educational Studies non-cert

Program Overview

Program Coordinator	Shannon McManimon, (845) 257-2828, mcmanimations@newpaltz.edu
Program ID	072G
Credits	30
Program Length	The program can be completed in 1.5 years (including summer or winter) if attending full-time; program should be completed within 5 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	9
Capstone	Seminar

Program Description

This 30 credit program is designed for students interested in developing their knowledge and skills in social justice education and applying what they learn within higher education, human services, or nonprofit professional settings. This program is also appropriate for K12 teachers (any grade level or content area) who want to learn about and apply social justice education principles and practices to their classroom; this degree can be used to apply for professional certification through an Individual Pathway.

The Master of Professional Studies (MPS) in Social Justice Educational Studies (non-cert) offers a self-reflective, process-oriented approach to diversity, equity, and social justice. The program integrates intellectual/cognitive and social/emotional learning through an experiential and participatory process that centers social justice and critical thinking. Students work collaboratively to foster personal, communal, and institutional social change and to promote more humane, democratic, and inclusive classrooms, organizations, and communities.

Admission Requirements

Social Justice Educational Studies: General Program (072G)

- 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.
- Contact information for three individuals who have a professional relationship with the prospective student and can provide a reference addressing the student's potential for graduate work.
- A two-page letter describing how you expect the MPS Social Justice Educational Studies (non-cert) 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.

Code	Title	Credits
Required Courses (12 Credits)		
EDS541	Approaches to Social Justice Educational Studies	3
EDS581	Race and Gender in Education	3
EDS748	Qualitative Research Methods	3

EDS749	Seminar in Social Justice Educational Studies	3
Electives in Social Justice Education (6 Credits)		
Select two courses from the list below:		6
EDS546	Conflict Resolution in Education	
EDS547	Education of Self for Professionals	
EDS548	Politics and Ethics of Service	
EDS550	Expressive Arts and Social Change	
EDS552	Restorative and Transformative Justice and Practice	
EDS554	Critical Studies in Higher Education	
EDS555	Antioppressive Pedagogies and Practices	
EDS582	Exploration of Gender in Education	
EDS732	Group Dynamics	
EDS741	Social-Emotional Learning for Social Justice	
EDS753	Leadership in Education and Human Service Settings	
Electives in Content Area (6 Credits)		
Work with Advisor to select two appropriate courses.		6
Electives in Social Justice Education, Foundations, or Special Education (6 Credits)		
Work with Advisor to select two appropriate courses.		6
Total Credits		30

- Review plan of study with advisor during first semester of coursework
- Complete of prescribed coursework 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-.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

Social Justice Educational Studies (non-certification)

We are attempting to know, learn, and be differently. This work is and always will be unfinished. As we learn new information and ways of being, we are also cognizant that social justice work must be sustainable for self, community, and society. In our program, students work toward:

• Social Justice Content Knowledge

Understanding that systems of inequality shape our lives and institutions, they will engage social justice education to foster more sustainable, equitable, and just relationships.

• Applying Theory to Practice

Utilizing processes of self-reflection and assessment, they will engage in action and reflection (praxis) that center justice-oriented theories, beliefs, values, and relationships.

• Critical Analyses

Drawing on reflective, critical thinking, listening, and questioning practices, they will integrate critical analyses into their educational work.

• Fostering Equity

Recognizing that social inequalities reflect an inability or unwillingness to be in positive relationship with difference, they will foster educational and social equity that seeks to transform relationships and share power across differences.

• Participatory, Collaborative Approaches to Pedagogy

With an understanding of embodied, antioppressive, and experiential learning practices, they will employ creative, holistic, collaborative approaches in their pedagogical settings.

• Written and Oral Communication

Practiced in small and large group discussions, presentations, and in applying feedback to their own work, they will effectively communicate orally and in writing, including through qualitative research that reflects social justice principles.

• Socially Responsible Leadership

Understanding connections between personal, institutional, and social change, they will lead as ethically and socially responsible human beings in their workplaces and communities.

Revised March 2022

MPS in Social Justice Educational Studies

Program Overview

Program Coordinator

Shannon McManimon,
(845) 257-2828,
mcmanimations@newpaltz.edu

Program ID	072C
Credits	36
Program Length	The MPS can be completed in 1.5 years (including summer or winter) if attending full-time; program should be completed within 5 years.
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	9
Capstone	Seminar
Licensure/Certification	NYSED Professional Special Subject Certification

Program Description

The **36-credit program** is available to **special-subject teachers** (family/consumer science, health, music, physical education, or technology education) who are initially certified to teach in New York and are seeking professional certification. The program of study focuses on content and skills necessary for teaching the diverse student population of New York State, with an emphasis on socially just learning practices and settings. Teachers graduate with knowledge and strategies to actively engage and challenge all students to reach their fullest potential—intellectually, emotionally, and socially.

The Master of Professional Studies (MPS) in Social Justice Educational Studies offers a self-reflective, process-oriented approach to diversity, equity, and social justice. The program integrates intellectual/cognitive and social/emotional learning through an experiential and participatory process that centers social justice and critical thinking. Students work collaboratively to foster personal, communal, and institutional social change and to promote more humane, democratic, and inclusive classrooms, organizations, and communities.

Admission Requirements

Social Justice Educational Studies: Special Subject Teacher Certification (072C)

- 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.
- New York State Initial Teacher Certification in Family/Consumer Science, Health, Music, Physical Education, or Technology.
- Contact information for three individuals who have a professional relationship with the prospective student and can provide a reference addressing the student's potential for graduate work.
- A two-page letter describing how you expect the MPS Social Justice Educational Studies 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.

Code	Title	Credits
Required Courses (15 Credits)		
EDS541	Approaches to Social Justice Educational Studies	3
EDS581	Race and Gender in Education	3
EDS748	Qualitative Research Methods	3
EDS749	Seminar in Social Justice Educational Studies	3

SPE565	Teaching in Inclusive Classrooms	3
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Electives in Social Justice Education (9 Credits)

Select three courses from the list below: 9

EDS546	Conflict Resolution in Education
EDS552	Restorative and Transformative Justice and Practice
EDS555	Antioppressive Pedagogies and Practices
EDS582	Exploration of Gender in Education
EDS732	Group Dynamics
EDS741	Social-Emotional Learning for Social Justice
EDS753	Leadership in Education and Human Service Settings

Electives in Content Area (6 Credits)

Work with Advisor to select two appropriate courses. 6

Electives in Social Justice Education, Foundations, and Special Education (6 Credits)

Work with Advisor to select two appropriate courses. 6

Total Credits 36

- Review plan of study with advisor during first semester of coursework
- Complete prescribed coursework and other certification 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-.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

Social Justice Educational Studies (MPS)

We are attempting to know, learn, and be differently. This work is and always will be unfinished. As we learn new information and ways of being, we are also cognizant that social justice work must be sustainable for self, community, and society. In our program, students work toward:

• Social Justice Content Knowledge

Understanding that systems of inequality shape our lives and institutions, they will engage social justice education to foster more sustainable, equitable, and just relationships.

• Applying Theory to Practice

Utilizing processes of self-reflection and assessment, they will engage in action and reflection (praxis) that center justice-oriented theories, beliefs, values, and relationships.

• Critical Analyses

Drawing on reflective, critical thinking, listening, and questioning practices, they will integrate critical analyses into their educational work.

• Fostering Equity

Recognizing that social inequalities reflect an inability or unwillingness to be in positive relationship with difference, they will foster educational and social equity that seeks to transform relationships and share power across differences.

• Participatory, Collaborative Approaches to Pedagogy

With an understanding of embodied, antioppressive, and experiential learning practices, they will employ creative, holistic, collaborative approaches in their pedagogical settings.

• Written and Oral Communication

Practiced in small and large group discussions, presentations, and in applying feedback to their own work, they will effectively communicate orally and in writing, including through qualitative research that reflects social justice principles.

• Socially Responsible Leadership

Understanding connections between personal, institutional, and social change, they will lead as ethically and socially responsible human beings in their workplaces and communities.

Advanced Certificate in Social Justice Education

Program Overview

Program Coordinator	Shannon McManimon, (845) 257-2828, mcmanims@newpaltz.edu
Program ID	073
Credits	15
Program Length	This program can be completed in two semesters, but students must complete program within 5 years
Modality	In-person or Hybrid

Full-time/Part-time	Part-time
Transfer Credits	0
Capstone	Capstone Course

Program Description

This 15-credit program is for childhood, adolescence, and special subject teachers, school guidance counselors and administrators, and informal educators who want to enhance their skills and knowledge of social justice education. Designed for professionals who already have their master's degree, this certificate program enables educators to understand ways in which race, gender, social class, language, sexual orientation, religion, and ability influence them as professionals, their students, and the educational process. It provides educators with the knowledge and skills needed for fostering socially just, culturally sustaining teaching, leadership, and educational settings.

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.
- Contact information for two school district officials, administrators, or colleagues who have agreed to provide a letter of recommendation.
- 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.

Online applications must be completed by:

November 1st	Spring admission
April 1st	Fall admission

Upon receipt of a completed application, the applicant will be contacted to schedule an interview with Dr. Shannon McManimon and Robyn Sheridan to complete the application process.

Curriculum Requirements / 15 credits

Code	Title	Credits
Introductory Course (3 Credits)		
EDS581	Race and Gender in Education	3
Social Justice Education Electives (9 Credits)		
Select 9 credits from the following:		9
EDS537	Issues in Multicultural Education	
EDS546	Conflict Resolution in Education	
EDS547	Education of Self for Professionals	
EDS549	Issues in Literacy for Diverse Learners	
EDS550	Expressive Arts and Social Change	
EDS552	Restorative and Transformative Justice and Practice	
EDS555	Antioppressive Pedagogies and Practices	
EDS732	Group Dynamics	
EDS741	Social-Emotional Learning for Social Justice	
EDS753	Leadership in Education and Human Service Settings	

SPE565 Teaching in Inclusive Classrooms

Capstone Course (3 Credits)

EDS793 Ed Studies Selected Topics 3

Total Credits 15

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.

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, an Advanced Certificate in Social Justice Education will be granted by the State University of New York at New Paltz.

Note: Graduate courses taken prior to admission to the Advanced Certificate Program cannot be applied to students' plans of study for this program. All graduate courses will be taken at SUNY New Paltz.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

Social Justice Education (Advanced Certificate)

We are attempting to know, learn, and be differently. This work is and always will be unfinished. As we learn new information and ways of being, we are also cognizant that social justice work must be sustainable for self, community, and society. In our program, students work toward:

- **Social Justice Content Knowledge**

Understanding that systems of inequality shape our lives and institutions, they will engage social justice education to foster more sustainable, equitable, and just relationships.

- **Applying Theory to Practice**

Utilizing processes of self-reflection and assessment, they will engage in action and reflection (praxis) that center justice-oriented theories, beliefs, values, and relationships.

- **Critical Analyses**

Drawing on reflective, critical thinking, listening, and questioning practices, they will integrate critical analyses into their educational work.

- **Fostering Equity**

Recognizing that social inequalities reflect an inability or unwillingness to be in positive relationship with difference, they will foster educational and social equity that seeks to transform relationships and share power across differences.

- **Participatory, Collaborative Approaches to Pedagogy**

With an understanding of embodied, antioppressive, and experiential learning practices, they will employ creative, holistic, collaborative approaches in their pedagogical settings.

- **Written and Oral Communication**

Practiced in small and large group discussions, presentations, and in applying feedback to their own work, they will effectively communicate orally and in writing, including through qualitative research that reflects social justice principles.

- **Socially Responsible Leadership**

Understanding connections between personal, institutional, and social change, they will lead as ethically and socially responsible human beings in their workplaces and communities.

Revised March 2022

Advance Your Teaching Career Already Have a Master's Degree?

Enhance your marketability with one of our Advanced Certificates.

Advanced Certificate in School Leadership

The [CAS Program in School Leadership](#) (p. 124) is designed to prepare caring, critical, and reflective professionals to succeed as school leaders. The program leads to professional NYS certification as a School Building Leader and School District Leader and has been updated to better serve working teachers and other educational professionals.

Advanced Certificate in School Business Leadership

The [CAS in School Business Leadership](#) (p. 125) consists of 24 credit hours of school business courses and a six-credit supervised internship in school business. Students complete three core courses 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.

Advanced Certificate in Social Justice Education

The 15-credit Advanced Certificate in Social Justice Education (p. 126) is designed for teachers and other educational professionals who are interested in enhancing their cultural competencies. This Post-Master's certificate program provides educators with the knowledge and skills needed for culturally-responsive teaching and leadership, as well as, approaches for creating socially-just educational settings. *This program does not lead to a NYS teaching certificate.*

Advanced Certificate in Teaching English to Speakers of Other Languages

This clinically-rich Advanced Certificate in Teaching English to Speakers of Other Languages (p. 128) is designed for initially and professionally NYS#certified teachers who have an interest in working with multilingual learners. This convenient program allows teachers to complete fieldwork in their own classrooms, assigns a mentor teacher in their building, offers classes on Saturdays, and leads to a NYS certification in teaching English to Speakers of Other Languages (ESOL) all grades.

NOTE: Contact the department before applying to this program.

Certificate of Advanced Study: School Leadership

Program Overview

Program Coordinator	Arthur Gould, (845) 257-2958, gouldaj@newpaltz.edu
Program ID	401A
Credits	60
Program Length	Students must complete the program within 6 years.
Modality	Hybrid or Online
Full-time/Part-time	Part-time
Transfer Credits	30
Capstone	Internship
Licensure/Certification	NYSED Certification in School Building Leader & School District Leader

Program Description

The **CAS in School Leadership** is designed to prepare caring, critical, and reflective professionals to succeed as school leaders. The program leads to professional NYS certification as a School Building Leader and School District Leader and has been updated to better serve working teachers and other educational professionals.

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.

- Proof from the school district of at least three years of teaching experience prior to graduation.
- An essay that addresses the Professional Standards for Educational Leaders
- A completed graduate application.

Curriculum Requirements (401A)

(Master's degree + 30 credits)

Code	Title	Credits
Master's degree (30 Credits)		
Upon matriculation, work with your advisor to identify and transfer up to 30 credits from master's degree.		30
Required Courses (9 Credits)		
EDA763	Educational Supervision and Accountability	3
EDA772	Administrative Theory and Practice	3
EDA775	Education Law & Policy Implementation	3
Select 5 Elective Courses: (0 Credits)		15
EDA759	Administrative Leadership and School Organization	
EDA760	Current Issues in Educational Administration	
EDA769	The Principalship	
EDA776	Finance and Revenue Management	
EDA784	Curriculum Administration	
EDA789	The Superintendency	
EDA793	Ed Admin Selected Topic	
EDA795	Indep Study Ed Admin	
Internship in Educational Administration (0 Credits)		6
EDA701	Internship in Educational Administration and Supervision	
or EDA702	Internship In Educational Administration and Supervision II	
Total Credits		60

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, 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.

Internship

SBL/SDL Intern: Students 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). For inquiries concerning the Internship Proposal Application, contact your advisor. Prospective intern candidates will be notified by the Intern Coordinator regarding deficiencies or acceptance.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

School Leadership (MSEd)

The MSEd in School Leadership has not accepted new students since 2016 or 2017. There has been no enrollment in this program since Fall 2019. It is still on the books with NYSED because it is required to be there according to our CAS in School Leadership and CAS School Business Leadership programs.

Certificate of Advanced Study: School Business Leadership

Program Overview

Program Coordinator	Arthur Gould, (845) 257-2958, gouldaj@newpaltz.edu
Program ID	402A
Credits	60
Program Length	Students must complete the program within 5 years
Modality	Hybrid or Online
Full-time/Part-time	Part-time
Transfer Credits	45
Capstone	Internship

Licensure/Certification

NYSED School District Business
Leader Certification

Program Description

The CAS in School Business Leadership consists of 24 credit hours of school business courses and a six-credit supervised internship in school business. Students complete three core courses 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.

Admission Requirements

For candidates holding a master's degree:

- 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.
- Resume or CV
- Contact information for three individuals who can provide either an academic or professional reference.

For candidates holding a CAS degree and SBL/SDL certification:

- Evidence of New York State SBL and/or SDL certification
- Letter from a Superintendent verifying an internship placement in their district
- 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.

*New Paltz CAS School Business Leadership alumni only need to provide internal transcripts.

CAS in School Business Leadership (major 402A)

NOTE: CAS School Leadership alumni may transfer in up to 15 credits of prior educational administration coursework including 3 credits of internship.

Code	Title	Credits
Master's Degree (30 Credits)		
Upon matriculation, work with your advisor to identify and transfer up to 30 credits from master's degree.		30
Required Courses (9 Credits)		
EDA763	Educational Supervision and Accountability	3
EDA772	Administrative Theory and Practice	3
EDA775	Education Law & Policy Implementation	3
Elective Courses (15 Credits)		
Working with your Advisor, select fifteen credits of elective coursework.		15
EDA751	Public School Accounting	
EDA752	Public School Budgeting	
EDA759	Administrative Leadership and School Organization	
EDA760	Current Issues in Educational Administration	
EDA769	The Principalship	
EDA774	Human Resource Management for Administrators	
EDA776	Finance and Revenue Management	
EDA784	Curriculum Administration	

EDA789 The Superintendency

Capstone Experience (6 Credits)

Working with your Advisor, complete 6 credits of SDBL Internship coursework 6

Total Credits 60

Program Requirements

- Review your progress report with your assigned advisor within 90 days after matriculation.
- 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 required workshops and trainings for NYS Certification
- Passing of appropriate State Education Department leadership exam(s).

Upon completion of the CAS program, 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.

Internship

SDBL Intern: Students 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). For inquiries concerning the Internship Proposal Application, contact your advisor. Prospective intern candidates will be notified by the Intern Coordinator regarding deficiencies or acceptance.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

School Business Leadership (Advanced Certificate)

Candidates who successfully complete all the required components of the CSA 401A – School Leadership program at SUNY New Paltz will:

#Content Knowledge:

Demonstrate excellent overall knowledge relevant for New York State school building and school district administration.

#Mission, Vision, Core Values, Ethics, Norms:

Demonstrate skill in developing a school culture and a learning environment that promotes excellence, diversity, and equity based upon a common mission, vision, core values, ethics and equity.

#School Improvement, Curriculum and Instruction, Building Capacity for Personnel through Professional Development:

Demonstrate knowledge and skill in school improvement by building and sustaining a school vision, sharing leadership, engaging in a shared decision-making process, leading a learning community, using data to make instructional decisions, and monitoring curriculum and instruction, and providing opportunities for professional development for staff and faculty.

Family and Community Engagement, Equity and Cultural Responsiveness:

Demonstrate the ability to engage families of diverse cultural, social, and intellectual resources with the school community to benefit students.

Managing Operational Systems and Resources:

Demonstrate the ability to ethically utilize the resources of money, time, space, electronics, and personnel resources in compliance with NYS Law and local policies for maximum effect on student learning.

Disposition:

Demonstrate the ability to establish excellent professional interpersonal relations, engage in professional growth opportunities, effectively communicate in writing and oral interactions, prepare and organize for required responsibilities, exhibit flexibility, initiative, tenacity, and ethical behaviors, engage in self-reflection, exhibit fairness, equity, and social justice in their interactions, presents in a professional and contextually appropriate manner, and shows emotional maturity.

Adv Cert: Social Justice Education Program Overview

Program Coordinator Shannon McManimon,
(845) 257-2828,
mcmanimations@newpaltz.edu

Program ID	073
Credits	15
Program Length	One semester
Modality	In-person
Full-time/Part-time	Full-time

Transfer Credits	0
Capstone	Capstone course

EDS793	Ed Studies Selected Topics	3
Total Credits		15

Program Description

This 15-credit program is for childhood, adolescence, and special subject teachers, school guidance counselors and administrators, and informal educators who want to enhance their skills and knowledge of social justice education. Designed for professionals who already have their master's degree, this certificate program enables educators to understand ways in which race, gender, social class, language, sexual orientation, religion, and ability influence them as professionals, their students, and the educational process. It provides educators with the knowledge and skills needed for fostering socially just, culturally sustaining teaching, leadership, and educational settings.

Admission Requirements

Applicants must submit:

- 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.
- Contact information for two school district officials, administrators, or colleagues who have agreed to provide a letter of recommendation.
- 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.

Online applications must be completed by:

November 1st	Spring admission
April 1st	Fall admission

Upon receipt of a completed application, the applicant will be contacted to schedule an interview with Dr. Shannon McManimon and Robyn Sheridan to complete the application process.

Code	Title	Credits
Introductory Course (3 Credits)		
EDS581	Race and Gender in Education	3
Social Justice Education Electives (9 Credits)		
Select three courses from the list below:		9
EDS537	Issues in Multicultural Education	
EDS546	Conflict Resolution in Education	
EDS547	Education of Self for Professionals	
EDS549	Issues in Literacy for Diverse Learners	
EDS550	Expressive Arts and Social Change	
EDS552	Restorative and Transformative Justice and Practice	
EDS555	Antioppressive Pedagogies and Practices	
EDS732	Group Dynamics	
EDS741	Social-Emotional Learning for Social Justice	
EDS753	Leadership in Education and Human Service Settings	
SPE565	Teaching in Inclusive Classrooms	
Capstone Course (3 Credits)		

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, an Advanced Certificate in Social Justice Education will be granted by the State University of New York at New Paltz.

Note: Graduate courses taken prior to admission to the Advanced Certificate Program cannot be applied to students' plans of study for this program. All graduate courses will be taken at SUNY New Paltz.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

Social Justice Education (Advanced Certificate)

We are attempting to know, learn, and be differently. This work is and always will be unfinished. As we learn new information and ways of being, we are also cognizant that social justice work must be sustainable for self, community, and society. In our program, students work toward:

• Social Justice Content Knowledge

Understanding that systems of inequality shape our lives and institutions, they will engage social justice education to foster more sustainable, equitable, and just relationships.

• Applying Theory to Practice

Utilizing processes of self-reflection and assessment, they will engage in action and reflection (praxis) that center justice-oriented theories, beliefs, values, and relationships.

• Critical Analyses

Drawing on reflective, critical thinking, listening, and questioning practices, they will integrate critical analyses into their educational work.

- **Fostering Equity**

Recognizing that social inequalities reflect an inability or unwillingness to be in positive relationship with difference, they will foster educational and social equity that seeks to transform relationships and share power across differences.

- **Participatory, Collaborative Approaches to Pedagogy**

With an understanding of embodied, antioppressive, and experiential learning practices, they will employ creative, holistic, collaborative approaches in their pedagogical settings.

- **Written and Oral Communication**

Practiced in small and large group discussions, presentations, and in applying feedback to their own work, they will effectively communicate orally and in writing, including through qualitative research that reflects social justice principles.

- **Socially Responsible Leadership**

Understanding connections between personal, institutional, and social change, they will lead as ethically and socially responsible human beings in their workplaces and communities.

Revised March 2022

Advanced Certificate in TESOL

Program Overview

Program Coordinator	So Lim Kim, (845) 257-2826, kims23@newpaltz.edu
Program ID	066
Credits	15
Modality	In-person
Full-time/Part-time	Part-time
Licensure/Certification	NYSED Initial/Professional ESOL (all grades)

Program Description

In response to the regional need for professionals prepared to educate linguistically and culturally diverse students, SUNY New Paltz offers a clinically rich Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL). This 15-credit certificate is designed for New York State initially/professionally certified teachers who have an interest in working with multilingual learners and leads to certification in English to Speakers of Other Languages (all grades).

Admission Requirements

- Official transcripts from every college/university attended with a cumulative GPA of 3.0 or higher.

- Completion of 12 credits of study of a language other than English. All courses must be taught in the target language.
- Current NYS professional certification in any subject area.
- An admission essay demonstrating experience and/or interest in working with culturally and linguistically diverse students.
- Letter from current employer verifying employment in a NYS school district.
- Professional reference who can speak to the applicant's interest in working with culturally and linguistically diverse students.

Curriculum Requirements

Code	Title	Credits
SED573	Teaching English as a New Language I	3
SED576	Teaching English as a New Language II	3
SED577	Applied Linguistics for Teachers of English as a New Language (ENL)	3
SED580	English Grammar for Teachers of English as a New Language (ENL)	3
SED575	Teaching Literacy in English as a New Language	3
Total Credits		15

Degree Requirements

- File a "plan of study" during the first semester after matriculation.
- Any deficiencies in the candidate's previous training must be completed prior to graduation.
- 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-.

Additional State Certification Requirements

In addition to degree requirements, candidates must meet several New York State certification requirements which include:

1. Participants must successfully complete the NYS Content Specialty Test (CST) in English to Speakers of Other Languages.
2. Participants must have completed all the required state-mandated workshops.

Program Learning Outcomes

Teaching English to Speakers of Other Languages (Adv Cert)

Candidates who successfully complete all required components of the Adv Cert in TESOL K-12 program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 15 hours of coursework in TESOL methods and content.
- **Planning:** Be able to plan lessons in TESOL that are standards-based, clear, logical and organized, rely upon a variety of appropriate instructional strategies and appropriate technologies, and differentiate instruction, providing opportunities to promote

appreciation of diversity, tolerance, and inclusion in safe, democratic, and equitable learning environments.

- **Assessment and P-12 Learning:** Be able to choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning, differentiate and adapt assessments for ELLs through logical decision-making, consider assessment data when making instructional decisions, and identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in specified content, cognitive skills, and/or social skills.
- **Pedagogical Practice:** Demonstrate the ability to maximize student learning by incorporating content and pedagogical content knowledge, appropriate and effective technology, and a variety of developmentally and contextually appropriate evidence-based instructional strategies to make learning meaningful for students while teaching.
- **Dispositions:** Exhibit the knowledge, skills, and dispositions necessary to practice an ethically informed and self-reflective philosophy, demonstrate the ability to respond appropriately to challenges that arise in teaching, and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.
- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

Broaden Your Opportunities

Advanced study in Communication and English can be a passport to any number of careers where employers value communication and research skills, proficiency with digital technologies, and the ability to think critically to solve complex programs.

Communication

MA Strategic Communication (p. 129)

The Master of Arts in Strategic Communication offers conceptual and applied knowledge taught by scholars who study communication dynamics and by practitioners who put this knowledge into practice in industry. Throughout the program, students will develop their skills in identifying, analyzing, and solving communication problems across a wide range of contexts, with particular attention to non-profit organizations and issues of sustainability. Core courses provide students with a foundation of knowledge and tools for communication while electives offer the opportunity to pursue individualized and interdisciplinary plans of study. An approved internship may substitute for one elective course.

Three Ways To Engage With English

MA English (p. 130)

Work with Dedicated Faculty

Students in our MA English program (p. 130) value the close mentorship they receive from our faculty, the camaraderie of the graduate student community, and the passionate discussion and thought they find in intimate graduate seminars—all of our courses enroll 15 or fewer students. The program offers specializations in Creative Writing and Literature.

MA English/MAT English Education (p. 133)

Broaden Your Teaching Career

This dual master's degree program (p. 133) prepares students with a pedagogical foundation in adolescence education while also offering a thorough grounding in literary history and theory in preparation for careers in secondary or community college teaching and other professional opportunities. *Students must already be enrolled in MA English or MAT Adolescence Education programs before applying to the MA/MAT program.*

BA/MA English

Join a Select Cohort

A community of BA/MA English students who are passionate about learning, prepared for an advanced curriculum, and seeking to work alongside peers who are similarly engaged. Students must maintain a 3.5 GPA in undergraduate English courses to qualify.

MA in Strategic Communication

Program Coordinator	Jason Wrench, (845) 257-3499, wrenchj@newpaltz.edu
Program ID	211
Credits	33
Program Length	MA can be completed in 2 years if enrolled full-time, but degree must be completed within 7 years.
Modality	Hybrid*
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Thesis or Applied Research Project

- * The MA in Strategic Communication is a "low residency" program: most coursework can be completed online, but three on-campus weekends per semester give students access to campus resources and opportunities to collaborate with professors and a cohort of peers.

Program Description

The MA in Strategic Communications at SUNY New Paltz is a "low residency" program: most coursework can be completed online, but three on-campus weekends per semester give students access to campus resources and opportunities to collaborate with professors and a cohort of peers. The program offers conceptual and applied knowledge taught by scholars who study communication dynamics and by practitioners who put this knowledge into practice in industry. Throughout the program, students will develop their skills in identifying, analyzing, and solving communication problems across a wide range of contexts, with particular attention to non-profit organizations and

issues of sustainability. Core courses provide students with a foundation of knowledge and tools for communication while electives offer the opportunity to pursue individualized and interdisciplinary plans of study. An approved internship may substitute for one elective course.

Admission Requirements

- Completed application submitted through the Office of Graduate Admissions.
- One official transcript providing evidence of a baccalaureate degree from an accredited institution with at least a 3.0 cumulative GPA on a 4.0 scale.
- Contact information for three references who can provide a professional recommendation written on professional letterhead.
- Admission Essay.
- Application for teaching assistantship (optional) – contact the department for more information.

Code	Title	Credits
Required Core Courses(12)		
CMM500	Strategic Communication	3
CMM501	Applied Communication Research Methods	3
CMM502	Organizational Writing and Design Across Media	3
Capstone: Select one		3
CMM780	Thesis in Strategic Communication (Capstone Course)	
CMM760	Applied Research Project in Strategic Communication (Capstone Course)	
Elective Requirement		
Select seven of the following courses:		21
CMM705	Collaboration, Leadership, and Facilitation	
CMM706	Conflict, Mediation, and Negotiation	
CMM709	Narrative, Identity, and Community	
CMM712	Talent Development	
CMM716	Talk Technology and Society	
CMM720	Environmental Communication, Organizations, and Sustainability	
CMM724	Nonprofit Leadership and Communication	
CMM726	Organizational Reputation	
CMM730	Global Communication	
CMM791	Internship in Strategic Communication	
Other Graduate Courses with permission of the Graduate Coordinator		3
Total Credits		33
1 Capstone prerequisite = CMM501 Applied Research Methods.		
2 With permission, CMM780 Thesis(3) may be taken twice, once in lieu of an elective.		

Program Learning Objectives

Upon completion of the program students will be able to:

- Identify 21st-century communication problems in various domains
- Understand the impacts of social, cultural, and historical context on communication
- Analyze how communication factors shape contemporary issues and problems
- Synthesize complex information from both academic and industry research sources
- Design, implement, and assess effective solutions for communication problems
- Produce proposals for community projects, educational media, or organizational problem solving
- Communicate effectively via oral and written communication across a variety of communication contexts and media platforms

MA in English

Program Overview

English - Creative Writing Specialization

Program Coordinator	Cyrus Mulready, (845) 257-2739, mulreadc@newpaltz.edu
Program ID	204C
Credits	30
Program Length	MA can be completed in one year if enrolled full-time, but degree must be completed within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Comprehensive Exam or Thesis

English - Literature Specialization

Program Coordinator	Cyrus Mulready, (845) 257-2739, mulreadc@newpaltz.edu
Program ID	204L
Credits	30
Program Length	MA can be completed in one year if enrolled full-time, but degree must be completed within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Comprehensive Exam or Thesis

Program Description

A Master of Arts (MA) degree in English can be a passport to any number of careers where employers value communication and research skills, proficiency with digital technologies, and the ability to think critically

to solve complex programs. Our MA English alumni work in publishing, journalism, education, marketing, law, and politics, among other fields.

The Creative Writing Concentration in the MA in English is designed to help writers find their voices and find their audiences. It is built around poetry and prose workshops led by award-winning published authors. Faculty take a holistic approach to teaching that merges rigorous literary study with a communal, writer's retreat-style experience. Students take a combination of literature courses and creative writing workshops. A special seminar on Teaching Creative Writing will help prepare students interested in future instruction careers. Each student completes a significant final thesis work of prose or poetry during a semester-long one-on-one collaboration with our instructors.

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

Creative Writing Specialization

All course selection is done in consultation with a faculty advisor.

Code	Title	Credits
Complete ONE of the following pre-1800 courses:		3
ENG501	Introduction to Old English	
ENG504	English Literature of the Sixteenth Century	
ENG505	Shakespeare	
ENG506	English Drama through the Jacobean Period	
ENG507	English Literature of the Seventeenth Century	
ENG508	Milton	
ENG560	Forms of Autobiography ¹	
ENG572	Studies in Middle English Literature	
ENG573	Studies in Sixteenth-Century English Literature	
ENG575	Studies in Seventeenth-Century English Literature	
ENG576	Studies in Eighteenth-Century English Literature	
ENG577	Studies in English Romanticism	
ENG588	Studies in Comparative Literature ¹	
ENG593	English Selected Topic ¹	
Complete THREE of the following Post-1800 courses		9
ENG515	Modern Theories of Writing Annual/Fall	
ENG522	Modernity and Modernism in Britain	
ENG524	Virginia Woolf	
ENG525	Postmodern Literature	
ENG526	Twenty-First Century Literature	

ENG536	American Fiction in the Twentieth Century to 1945 Annual/Fall	
ENG537	American Poetry in the Twentieth Century to 1945	
ENG578	Studies in Victorian Literature	
ENG579	Studies in Nineteenth-Century American Literature	
ENG581	Studies in Twentieth-Century American Fiction to 1945	
ENG583	Studies in Twentieth-Century British Literature	
ENG586	Studies in Contemporary Literature	
ENG588	Studies in Comparative Literature ²	
ENG589	From Gutenberg to Google Books: Studies in Books, Readers, and Culture	
ENG593	English Selected Topic ²	
ENG594	Fieldwork in English	
ENG595	Indep Study English	
Literary Criticism		
ENG585	Studies in Contemporary Criticism and Theory	3
Complete THREE Creative Writing Workshops		9
ENG542	Workshop in Fiction and Memoir ³	
ENG543	Workshop in Poetry ³	
ENG544	Seminar in Teaching Creative Writing	3
Culminating Experience		
ENG590	Thesis in English	3
ENG599	Graduate Comprehensive Exam Registration ⁴	0
Total Credits		30

¹ If the majority of texts are pre-1800.

² If the majority of texts are post-1800.

³ These workshops are repeatable for credit.

⁴ ENG599 Graduate Comprehensive Exam Registration is a non-credit enrollment taken in your final semester as you complete this degree requirement. The Comprehensive Exam may be fulfilled by a "culminating experience" as approved by the Director of Graduate Studies.

For a complete listing of graduate-level English courses, please visit: <https://catalog.newpaltz.edu/graduate/course-descriptions/eng/>

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.

Curriculum Requirements

All course selection is done in consultation with a faculty advisor.

Code	Title	Credits
Select three courses of Literature Before 1800		9
ENG501	Introduction to Old English	
ENG504	English Literature of the Sixteenth Century	
ENG505	Shakespeare	
ENG506	English Drama through the Jacobean Period	
ENG507	English Literature of the Seventeenth Century	
ENG508	Milton	
ENG560	Forms of Autobiography ¹	
ENG572	Studies in Middle English Literature	

ENG573	Studies in Sixteenth-Century English Literature	
ENG575	Studies in Seventeenth-Century English Literature	
ENG576	Studies in Eighteenth-Century English Literature	
ENG577	Studies in English Romanticism ¹	
ENG588	Studies in Comparative Literature ¹	
ENG593	English Selected Topic ¹	
Select three courses in Literature After 1800		9
ENG522	Modernity and Modernism in Britain	
ENG524	Virginia Woolf	
ENG525	Postmodern Literature	
ENG526	Twenty-First Century Literature	
ENG536	American Fiction in the Twentieth Century to 1945 Annual/Fall	
ENG537	American Poetry in the Twentieth Century to 1945	
ENG560	Forms of Autobiography	
ENG577	Studies in English Romanticism ²	
ENG578	Studies in Victorian Literature	
ENG588	Studies in Comparative Literature ²	
ENG579	Studies in Nineteenth-Century American Literature	
ENG581	Studies in Twentieth-Century American Fiction to 1945	
ENG583	Studies in Twentieth-Century British Literature	
ENG586	Studies in Contemporary Literature	
ENG589	From Gutenberg to Google Books: Studies in Books, Readers, and Culture	
Literary Criticism and Theory		3
ENG585	Studies in Contemporary Criticism and Theory	
Select three electives - to be chosen in consultation with your Advisor.		9
Culminating Experience		
ENG599	Graduate Comprehensive Exam Registration ³	
Total Credits		30

¹ If pre-1800 texts are the majority.

² If the majority of texts are post-1800.

³ ENG599 Graduate Comprehensive Exam Registration is a non-credit enrollment taken in your final semester as you complete this degree requirement. The Comprehensive Exam may be fulfilled by a "culminating experience" as approved by the Director of Graduate Studies.

NOTE: The Thesis in English (ENG590) is an optional course which may be used to fulfill pre-1800, post-1800 or elective categories.

For a complete listing of graduate-level English courses, please visit: <https://catalog.newpaltz.edu/graduate/course-descriptions/eng/>

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

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. Applications are 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.

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-.
- Satisfactory performance on the English Department's comprehensive examination or approved culminating experience.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#). (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

- Proficiency in the critical and/or theoretical reading of literary texts.
- Mastery of the conventions of discipline-specific academic discourse.
- Ability to conduct advanced research.
- Effective oral communication skills through intensive class discussion and formal presentations.
- Knowledge of premodern literary cultures.
- Knowledge of modern literary cultures.

Dual master's degree programs in English

Program Overview

MA/MAT Adolescence Ed: English (103E)

This program is designed for students who have already earned their MA in English Literature or Creative Writing and are returning for the MAT in Adolescence Education to teach English in grades 7-12.

Program Coordinator	Lakisha Odlum, (845) 257-3114, odluml@newpaltz.edu
Program ID	103E
Credits	MAT is 45 -- 9 credits from the MA English program will be transferred in reducing the overall credits to 36
Program Length	1 year if studying full-time, program must be completed in 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	9
Capstone	Practicum
Certification	NYS Initial/Professional Teaching Certificate in Adol Ed: English

MAT/MA English (204E)

This program is designed for students who have already earned their MAT in Adolescence Ed: English and are returning for the MA in English.

Program Coordinator	Cyrus Mulready, (845) 257-2739, mulreadc@newpaltz.edu
Program ID	204E
Credits	MA is 30 -- 9 credits from the MAT Adol Ed: English program will be transferred in reducing the overall credits to 21
Program Length	1 year if studying full-time, program must be completed in 7 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	9
Capstone	Comprehensive Exam or Thesis

Program Description

Our joint MA/MAT program is designed for students who wish to have the benefits of additional graduate study in English through the MA program and who wish to earn a New York State teaching credential (grades 7-12, English) through the MAT program.

The program is open to graduate students matriculated in the MA English or the MAT Adolescence Education: English program in good academic standing with a minimum 3.0 GPA without any grades of F (fail) or I (incomplete). Students are able to share 9 credits of English between both degree programs and save more than \$4000 in tuition.

For program information contact:

Dr. Cyrus Mulready, Graduate Program Director, Department of English

Dr. Mary Sawyer, Associate Professor, Department of Teaching & Learning

For admission information contact:

Graduate Admission at gradadmissions@newpaltz.edu

Admission Requirements

To apply, students must:

1. Select the term when they plan to begin their second graduate degree program. For example, if students plan to graduate in May 2023, then they should select Fall 2023 as their entry term for the second degree.
2. Select the MA/MAT concentration code of their second graduate degree program
 - 103E for current or former MA English majors looking to add the MAT program.
 - 204E for current or former MAT majors looking to add the MA degree.
3. Upload an application essay explicating their reasons for seeking an additional degree.
4. Upload an internal transcript of graduate-level coursework completed thus far at New Paltz.
5. Request one additional letter of recommendation.
 - MA students pursuing the MAT (103E) would need a letter from an individual who can speak to their talents for working with young people.
 - MAT students pursuing the MA (204E) would need a letter from an English professor.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.

- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Sample Plan of Study

Code	Title	Credits
First Semester (17 Credits)		
SED540	Graduate Foundations of Adolescence Education Seminar	1
EDS539	Social Foundations of Education	3
EDS730	Adolescent Development	3
Two English Graduate Courses ¹		6
SED703	Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education	3
SED551	Field Experience I	1
Second Semester (17 Credits)		
SPE565	Teaching in Inclusive Classrooms	3
SED525	Digital Literacies and Learning in Secondary Education	1
SED XXX: Discipline-Specific Methods Course ²		3
English Graduate Course ¹		3
SED552	Field Experience II	1
SED XXX Discipline-Specific Education Course ²		3
English Elective - by advisement		3
Third Semester: Student Teaching (14 Credits)		
SED553	Field Experience III	1
SED604	Practicum in Secondary Ed 7-9	6
SED605	Practicum in Secondary Ed 10-12	6
SED606	Practicum Seminar	1
Total Credits		48

¹ A graduate course from the student's MA English degree will be transferred into the MAT Adol Ed: English program to fulfill this requirement.

² Discipline-specific education coursework combines content and content-specific pedagogical methods.

Sample Plan of Study: Literature Specialization

Review the [MA English - Literature Specialization Plan of Study](#) (p. 131) for a listing of pre and post 1800 course offerings.

Code	Title	Credits
Literature Before 1800		9
Literature After 1800		9
ENG585	Studies in Contemporary Criticism and Theory	3
Graduate Electives ¹		9
ENG599	Graduate Comprehensive Exam Registration	0
Total Credits		30

¹ Up to **nine credits** of applicable graduate coursework from the student's MAT Adol. Ed: English degree will be transferred into the MA English program to fulfill this requirement.

Sample Plan of Study: Creative Writing Specialization

Review the [MA English - Creative Writing Specialization Plan of Study](#) (p. 131) for a listing of pre and post 1800 course offerings.

Code	Title	Credits
Literature Before 1800 ¹		3
Literature After 1800 ¹		9
ENG585	Studies in Contemporary Criticism and Theory	3
Complete THREE Creative Writing Workshops		9
ENG542	Workshop in Fiction and Memoir ²	
ENG543	Workshop in Poetry ²	
ENG544	Seminar in Teaching Creative Writing	3
ENG590	Thesis in English	3
ENG599	Graduate Comprehensive Exam Registration	0
Total Credits		30

¹ Up to **nine credits** of applicable graduate coursework from the student's MAT Adol Ed: English degree will be transferred into the MA English program to fulfill these requirements.

² These courses are repeatable for credit.

Program Learning Outcomes

Adolescence Education English (MAT)

Candidates who successfully complete all required components of the Adolescence Education English (MAT) program at SUNY New Paltz will:

- **Content Knowledge:** Demonstrate content area mastery by completing 12 hours of graduate-level coursework in English that builds on a BA/English degree or the equivalent as well as accomplishing performance targets in an exit examination in English education.
- **Planning:** Plan lessons in the English language arts that are standards-based; structured in accordance to learners' needs; use differentiated instructional strategies and appropriate technologies; promote diversity and inclusion; and contribute to safe, democratic, and equitable learning environments.
- **Assessment and Learning for Adolescents, grades 7-12:** Choose, design, and implement authentic and appropriate formative and summative assessments to evaluate student learning; Use assessment data when making instructional decisions; identify effective or problematic teaching moments as they are occurring in order to facilitate student growth in the English language arts, including adolescents' cognitive and/or social skills.
- **Pedagogical Practice:** Demonstrate varied, imaginative, and relevant teaching strategies that include appropriate and effective technology, effective questioning and discussion, and a variety of developmentally and contextually appropriate strategies to support critical thinking and meaningful learning in the English language arts.
- **Dispositions:** Demonstrate integrity of character and ethical conduct; participate effectively in institutional change; and develop respectful relationships with students, families, communities and colleagues.
- **Critical Thinking and Reasoning:** Clearly articulate an issue or problem; identify, analyze, and evaluate ideas, data, and arguments as they engage in planning, assessing, and teaching; and acknowledge limitations such as perspective and bias as they develop well-

reasoned arguments to form judgements and/or draw conclusions that support pedagogical decisions.

- **Information Literacy:** Locate appropriate resources effectively using appropriate tools; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination as they relate to the field of education.

English (MA)

Candidates who successfully complete all required components of the MA in English program at SUNY New Paltz will have:

- Proficiency in the critical and/or theoretical reading of literary texts.
- Mastery of the conventions of discipline-specific academic discourse.
- Ability to conduct advanced research.
- Effective oral communication skills through intensive class discussion and formal presentations.
- Knowledge of premodern literary cultures.
- Knowledge of modern literary cultures.

Become a Counselor, Behavior Analyst, Speech-Language Pathologist, Music Therapist or Researcher

Counselor Education

[MS Clinical Mental Health Counseling](#) (p. 137)

[MS School Counseling](#) (p. 139)

[Adv Cert Mental Health Counseling](#) (p. 141)

[Adv Cert Trauma & Disaster Mental Health](#) (p. 142)

Therapeutic Professions

[MS Behavior Analysis & Interdisciplinary Autism Studies](#) (p. 135)

[MS Communication Disorders](#)

[Speech Pathology](#) (p. 151)

[Speech-Language Disabilities](#) (p. 149)

[MS Music Therapy](#) (p. 160)

Research-Focused Professions

[MS Psychological Science](#) (p. 161)

[BA in Psychology + MS in Psychological Science](#) (p. 58)

MS in Behavior Analysis & Interdisciplinary Autism Studies
Program Overview

Program Coordinator Ellie Mellon, (845) 257-2867, mellonl@newpaltz.edu

Program ID 075

Credits	41
Program Length	5 semesters, program must be completed in 5 years
Modality	In-person
Full-time/Part-time	Full-time for this program is 9 credits/term
Transfer Credits	0
Capstone	Practicum
Licensure/Certification	NYS Licensed Behavior Analyst & Board Certified Behavior Analyst

Program Description

Behavior Analysis and Interdisciplinary Autism Studies is a 41-credit, licensure-qualifying program leading to a Master of Science degree. This program offers students education and training in the field of behavior analysis, the history of autism spectrum disorders, characteristics of autism, family systems, educational strategies, and interdisciplinary approaches to providing services and supports. The program meets the educational content requirements for New York State Licensed Behavior Analyst (LBA) licensure as well as the coursework requirements for Behavior Analyst Certification Board’s (BACB) certification as a Board Certified Behavior Analyst (BCBA). As part of the coursework requirement, students will complete a supervised practicum to obtain the initial 150 hours of the required 1500 hours needed to qualify for the NY-LBA and the required 2000 hours needed to qualify for the BCBA.

Behavior Analytic Coursework

Students learn the foundational concepts and principles of the science of human behavior and learning that are the basis of the field of behavior analysis. The mission of our program is to train practitioners who make ethical, collaborative, culturally responsive, and data-based decisions in their practice in order to support and improve the lives of their students and clients.

Interdisciplinary Autism Studies

The interdisciplinary component of the program provides candidates with a comprehensive perspective on autism spectrum disorders, by incorporating coursework from several disciplines, including special education, communication disorders, human services, music therapy, and psychology.

Admission Requirements

- One official transcript 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.
- Contact information for three references capable of addressing your ability to successfully complete a rigorous graduate program in Behavior Analysis & Interdisciplinary Autism Studies.
- A typed statement describing your interest in behavior analysis and working in this field, relevant experiences, and how the master’s program will help you achieve personal and professional goals. The response should be 300-400 words in length. The writing sample will be reviewed with respect to content, clarity and organization of ideas, grammar, and style.
- An interview may be required

Application Deadlines

Review begins Feb 1 and will continue until the class is filled

Fall Admission

The MS in Behavior Analysis & Interdisciplinary Autism Studies consists of 41 credit hours and can be completed in two years.

Code	Title	Credits
Fall One (9 Credits)		
SPE512	Concepts and Principles of Behavior	3
SPE513	Single Subject Research Methodology	3
PSY580	Lifespan Development for Individuals with ASD	3
Spring One (9 Credits)		
SPE516	Methods of Instruction in Behavior Analysis	3
SPE517	Methods of Assessment in Behavior Analysis	3
CMD529	Communication and Communication Disorders in Autism Spectrum Disorders	3
Summer One (5 Credits)		
SPE511	Working and Collaborating with Families and Service Providers	3
SPE520	Maintenance of Client Records	2
Fall Two (9 Credits)		
SPE514	Philosophical Underpinnings of the Science of Behavior	3
SPE515	Ethics and Professional Conduct in Applied Behavior Analysis	3
MUS549	Creative Arts Therapies with Autism Spectrum Disorder	3
Spring Two (9 Credits)		
SPE518	Practicum in Applied Behavior Analysis	3
SPE519	Implementation of Assessment and Measurement Tools	3
SOC505	Autism and Human Services	3
Total Credits		41

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.

- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

- Review your plan of study with your advisor during your first semester of coursework.
- 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.
- To meet licensure requirements, students must earn a minimum grade of C or higher, or “pass” in a pass/fail graded course.
- Successful completion of practicum during the final semester of study.

Additional Certification Requirements

- Completion of this program provides the necessary coursework for credentials of Board Certified Behavior Analyst (BCBA) and New York Licensed Behavior Analyst (NY-LBA). Candidates will need to meet additional requirements before they are eligible for the BCBA and NY-LBA credentials.

Graduation Requirements

- Complete the Child Abuse Identification Workshop.

Program Learning Outcomes

Behavior Analysis & Interdisciplinary Autism Studies (MS)

Students who successfully complete the Behavior Analysis & Interdisciplinary Autism Studies Master’s Degree program will develop the knowledge and professional skills needed to:

Content Knowledge

- Use the vocabulary of applied behavior analysis and describe the applications of the principles of behavior.
- Describe the history and philosophical underpinnings of the science of behavior.
- Describe the characteristics of autism spectrum disorders (ASD) and history of ASD.
- Gather knowledge about the legal and professional expectations regarding the collection and maintenance of client records.

Scientist-Practitioner

- Conduct literature searches in peer-reviewed behavior analytic journals and relate the findings to course content in the practice of behavior analysis.
- Gather information about research methodologies and experimental design.

Instructional Practice & Assessment

- Design and implement behavioral interventions that incorporate the role of the environment in behavior intervention, maintenance, and generalization.
- Apply methods of functional behavioral assessment, functional analysis, and direct observation.
- Understand and apply behavior analytic assessment and measurement tools.

Collaboration and Critical Thinking

- Describe how having a child with ASD impacts the family structure.
- Describe how issues of cultural and ethnic diversity have an impact on your role as a behavior analyst across interactions with other professionals, families, and clients.
- Describe the approaches of other disciplines in providing services for individuals with autism, autism spectrum disorders, and related disorders in order to inform cross-disciplinary collaboration.

Application of Content

- Apply content from courses in settings that provide behavior analytic services under the supervision of a licensed behavior analyst.
- Communicate effectively, both orally and in writing.
- Work cooperatively in an effort aimed at shared decision-making responsibility.
- Apply scientific and professional ethics, including professional standards of practice, in the field of behavior analysis.

MS in Clinical Mental Health Counseling

Program Overview

Program Coordinator	Melanie Hill, (845) 257-3475, hillm@newpaltz.edu
Program ID	293
Credits	60
Program Length	MS can be completed in 2 years if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	9
Capstone	Internship
Licensure/Certification	NYS Mental Health Counseling Licensure

Program Description

The 60-credit **Master of Science in Clinical Mental Health Counseling** 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 the supervision of licensed professionals.

The degree is registered with the [New York State Education Department \(NYSED\)](#) as meeting the educational requirements for [mental health counseling licensure in New York](#).

The M.S. in mental health counseling degree can be completed [full-time in two years](#) (p. 137), including summer classes. Students may [attend part-time](#) (p. 138), but all degree requirements must be completed within five years after admission to degree candidacy.

Admission Requirements

The Counseling Graduate Programs' Admissions Committee reviews applications. Please prepare the following items for inclusion in the online application process:

- Baccalaureate degree from an accredited institution
- Minimum grade point average of 3.0 for all undergraduate work or strong evidence of recent academic achievement.
- Successful completion of 9 undergraduate credits in the social sciences, including courses in inferential statistics and research methods.
- One official copy of transcripts of all undergraduate and graduate work.
- Statement of professional goals.
- Three professional letters of recommendation from persons familiar with your professional/academic activity and qualifications.
- International students must meet these additional requirements for admission: [International Graduate Admissions | SUNY New Paltz](#)
- Please send OFFICIAL transcripts to:

Office of Graduate Admission
100 Hawk Drive
New Paltz, New York 12561-2442

Application Deadline

The M.S. in Clinical Mental Health Counseling degree only admits students for the fall semester. Application review begins February 1 and continues until the class is filled.

This program leads to NYS licensure as a mental health counselor and can be completed **full-time in two years**, including summer classes:

Two Year Study Plan

Course	Title	Credits
Year 1		
Fall		
COU501	Ethics and Professional Identity in Mental Health Counseling	3
COU510	Counseling Theories	3
COU515	Counseling Skills	3

COU520	Career Development, Counseling, and Assessment	3
Credits		12
Spring		
COU505	Professional Roles in Mental Health Counseling	3
COU540	Psychopathology	3
COU545	Group Dynamics and Counseling	3
Plus, one of the following:		
COU530 or COU565	Practicum in Mental Health Counseling or Disaster Counseling and Crisis Intervention	3
Credits		12
Summer		
COU570	Substance Use and Addictions Counseling	3
Plus, one of the following:		
COU530 or COU565	Practicum in Mental Health Counseling or Disaster Counseling and Crisis Intervention	3
Credits		6
Year 2		
Fall		
COU525	Multicultural Counseling	3
COU575	Human Growth and Development	3
COU771	Internship in Mental Health Counseling 1	3
COU555	Assessment	3
Credits		12
Spring		
COU550	Couple and Family Counseling	3
COU610	Research Methods and Program Evaluation	3
COU772	Internship in Mental Health Counseling 2	3
Elective Course		3
Credits		12
Summer		
COU585	Contemporary Issues in Counseling ¹	3
COU585	Contemporary Issues in Counseling ¹	3
Credits		6
Total Credits		60

¹ Repeatable course.

This program leads to NYS licensure as a mental health counselor and can be completed on a **part-time basis in three years**, including summer classes:

Three Year Study Plan

Course	Title	Credits
Year 1		
Fall		
COU501	Ethics and Professional Identity in Mental Health Counseling	3
COU510	Counseling Theories	3
COU515	Counseling Skills	3
Credits		9

Spring		
COU505	Professional Roles in Mental Health Counseling	3
COU540	Psychopathology	3
COU545	Group Dynamics and Counseling	3
Credits		9
Summer		
COU565	Disaster Counseling and Crisis Intervention	3
COU570	Substance Use and Addictions Counseling	3
Credits		6
Year 2		
Fall		
COU525	Multicultural Counseling	3
COU575	Human Growth and Development	3
COU520	Career Development, Counseling, and Assessment	3
Credits		9
Spring		
COU530	Practicum in Mental Health Counseling	3
COU550	Couple and Family Counseling	3
COU610	Research Methods and Program Evaluation	3
Credits		9
Summer		
COU585	Contemporary Issues in Counseling ¹	3
COU585	Contemporary Issues in Counseling ¹	3
Credits		6
Year 3		
Fall		
COU771	Internship in Mental Health Counseling 1	3
COU555	Assessment	3
Credits		6
Spring		
COU772	Internship in Mental Health Counseling 2	3
Elective Course		3
Credits		6
Total Credits		60

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).

- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Academic Good Standing, Transfer Credits, and Degree Deadline

- Students must maintain an average grade of B in graduate-level courses.
- The Counselor Education 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.

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 Counselor Education Graduate Program. Other means of 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 Counselor Education Graduate Programs.

Program Learning Outcomes

- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency.
- Understand and model the professional standards and ethics of their profession.
- Attend to their own personal growth, as well as that of their clients, through utilizing supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation.
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation.
- Are open-minded and respectful of multicultural and intellectual diversity.
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve.

MS in School Counseling Program Overview

Program Coordinator	Melanie Hill, (845) 257-3475, hillm@newpaltz.edu
Program ID	295
Credits	60
Program Length	MS can be completed in 2 years if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	9
Capstone	Internship
Licensure/Certification	NYSED Initial/Professional School Counseling

Program Description

The 60-credit Master of Science in School Counseling 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 (p. 140), including summer classes. Students may attend part-time (p. 140), but all degree requirements must be completed within five years after admission to degree candidacy.

Admission Requirements

The Counseling Graduate Programs' Admissions Committee reviews applications. Please prepare the following items for inclusion in the online application process:

- Baccalaureate degree from an accredited institution
- Minimum grade point average of 3.0 for all undergraduate work or strong evidence of recent academic achievement.
- Successful completion of 9 undergraduate credits in the social sciences, including courses in inferential statistics and research methods.
- One official copy of transcripts of all undergraduate and graduate work.
- Statement of professional goals.
- Three professional letters of recommendation from persons familiar with your professional/academic activity and qualifications.

- International students must meet these additional requirements for admission: [International Graduate Admissions | SUNY New Paltz](#)
- Please send OFFICIAL transcripts to:

Office of Graduate Admission

100 Hawk Drive
New Paltz, New York 12561-2442

Application Deadline

The M.S. in School Counseling degree only admits students for the fall semester. Application review begins February 1 and continues until the class is filled.

This 60 credit program leads to NYS certification as a school counselor and can be completed **full-time in two years**, including summer classes:

Two Year Study Plan

Course	Title	Credits
Year 1		
Fall		
COU502	Ethics and Professional Identity in School Counseling	3
COU510	Counseling Theories	3
COU515	Counseling Skills	3
COU520	Career Development, Counseling, and Assessment	3
Credits		12
Spring		
COU506	Professional Roles in School Counseling	3
COU535	Practicum in School Counseling	3
COU540	Psychopathology	3
COU545	Group Dynamics and Counseling	3
Credits		12
Summer		
SPE565	Teaching in Inclusive Classrooms	3
COU565	Disaster Counseling and Crisis Intervention	3
Credits		6
Year 2		
Fall		
COU525	Multicultural Counseling	3
COU575	Human Growth and Development	3
COU781	Internship in School Counseling 1	3
COU555	Assessment	3
Credits		12
Spring		
COU550	Couple and Family Counseling	3
COU610	Research Methods and Program Evaluation	3
COU782	Internship in School Counseling 2	3
Elective Course		3
Credits		12
Summer		
COU570	Substance Use and Addictions Counseling	3

COU585	Contemporary Issues in Counseling	3
Credits		6
Total Credits		60

This program leads to NYS certification as a school counselor and can be completed on a **part-time basis in three years**, including summer classes:

Three Year Study Plan

Course	Title	Credits
Year 1		
Fall		
COU502	Ethics and Professional Identity in School Counseling	3
COU510	Counseling Theories	3
COU515	Counseling Skills	3
Credits		9
Spring		
COU506	Professional Roles in School Counseling	3
COU540	Psychopathology	3
COU545	Group Dynamics and Counseling	3
Credits		9
Summer		
SPE565	Teaching in Inclusive Classrooms	3
COU565	Disaster Counseling and Crisis Intervention	3
Credits		6
Year 2		
Fall		
COU525	Multicultural Counseling	3
COU575	Human Growth and Development	3
COU520	Career Development, Counseling, and Assessment	3
Credits		9
Spring		
COU535	Practicum in School Counseling	3
COU550	Couple and Family Counseling	3
COU610	Research Methods and Program Evaluation	3
Credits		9
Summer		
COU570	Substance Use and Addictions Counseling	3
COU585	Contemporary Issues in Counseling ¹	3
Credits		6
Year 3		
Fall		
COU781	Internship in School Counseling 1	3
COU555	Assessment	3
Credits		6
Spring		
COU782	Internship in School Counseling 2	3
Elective Course		3
Credits		6
Total Credits		60

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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.

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 means of financial support are 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.

Program Learning Outcomes

- Possess the knowledge and skills necessary to practice as highly competent counselors.
- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency.
- Understand and model the professional standards and ethics of their profession.

- Attend to their own personal growth, as well as that of their clients, through utilizing supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation.
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation.
- Are open-minded and respectful of multicultural and intellectual diversity.
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve.

Advanced Certificate in Mental Health Counseling

Program Overview

Program Coordinator	Melanie Hill, (845) 257-3475, hillm@newpaltz.edu
Program ID	291
Credits	18-24
Program Length	Program can be completed in 3 semesters
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Internship

Program Description

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 9-credit practicum/internship sequence (COU530 Practicum in Mental Health Counseling, COU771 Internship in Mental Health Counseling 1, COU772 Internship in Mental Health Counseling 2), which includes more than 600 hours of supervised mental health counseling experience, plus 15 additional credits based on a review of their prior graduate transcripts and identification of specific courses needed to fulfill licensure requirements. Admission to the program is in the fall (deadline February 1st) and in the spring (October 15th).

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.

Admission Requirements

Please prepare the following items for inclusion in the online application process:

- Evidence of a Master's degree in counseling or closely related mental health field from a regionally accredited institution with a minimum grade point average of 3.0 for all graduate work including a grade of "B" in at least five (5) of the prerequisite courses.
 - Counseling Theories
 - Counseling Skills
 - Career Development, Counseling & Assessment
 - Multicultural Counseling
 - Psychopathology
 - Group Dynamics & Counseling
 - Couple & Family Counseling
 - Assessment
 - Human Growth & Development
- Submit an [Adv Cert MHC Prerequisite Form](#)
- One official copy of transcripts of all undergraduate and graduate work.
- An admission essay which demonstrates how their academic, professional, and personal experiences make them strong candidates for re-specializing in mental health counseling.
- Contact information for three individuals who have agreed to provide letters of recommendation.
- International students must meet these additional requirements for admission: [International Graduate Admissions | SUNY New Paltz](#)
- Please send OFFICIAL transcripts to:
Office of Graduate Admission, 100 Hawk Drive, New Paltz, NY 12561

Application Deadline

Application review begins October 15 for Spring admission and February 1 for Fall admission and continues until the class is filled.

Applicants evaluated as having satisfactorily met the above requirements may be asked to interview as part of the admissions process.

Code	Title	Credits
Required Courses (9 Credits)		
COU530	Practicum in Mental Health Counseling	3
COU771	Internship in Mental Health Counseling 1	3
COU772	Internship in Mental Health Counseling 2	3
Electives (9-15 Credits)		
Select three-five courses from the list below. ¹		9-15
COU501	Ethics and Professional Identity in Mental Health Counseling	
COU505	Professional Roles in Mental Health Counseling	
COU510	Counseling Theories	
COU515	Counseling Skills	
COU520	Career Development, Counseling, and Assessment	

COU525	Multicultural Counseling
COU540	Psychopathology
COU545	Group Dynamics and Counseling
COU550	Couple and Family Counseling
COU555	Assessment
COU565	Disaster Counseling and Crisis Intervention
COU570	Substance Use and Addictions Counseling
COU575	Human Growth and Development
COU585	Contemporary Issues in Counseling

Total Credits **18-24**

¹ SUNY New Paltz MS School Counseling alumni only need to complete three courses (9-credits).

Program Learning Outcomes

- Possess the knowledge and skills necessary to practice as highly competent counselors.
- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency.
- Understand and model the professional standards and ethics of their profession.
- Attend to their own personal growth, as well as that of their clients, through utilizing supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation.
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation.
- Are open-minded and respectful of multicultural and intellectual diversity.
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve.

Advanced Certificate in Trauma and Disaster Mental Health

Program Overview

Program Coordinator	Amy Nitza, (845) 257-3479, nitzaa@newpaltz.edu
Program ID	292
Credits	15
Program Length	Program can be completed in 1 semester if enrolled full-time
Modality	Online
Full-time/Part-time	Full-time or Part-time
Transfer Credits	0

Program Description

The Advanced Certificate in Trauma and Disaster Mental Health consists of 15 credits: three required core courses (Disaster Mental Health; Evidence-Based Assessment and Treatment for Trauma; and Assessment and Interventions with Children, Adolescents, and Families), plus two electives to allow students to focus on populations of interest. **Students may complete the program completely online or to include a one-weekend summer option.** The certificate can be completed within one year or extended to accommodate the student's schedule.

The program is intended for two groups:

- Professionals who have already earned a Master of Arts, Master of Science, or higher degree in counseling, social work, or a related field
- Students who are currently enrolled in master's- or doctoral-level counseling or social work program and who have already completed their first year of coursework or who can demonstrate completion of a graduate-level counseling theories and skills course

Matriculated students enrolled in the SUNY New Paltz M.S. in Clinical Mental Health Counseling and School Counseling programs may take up to three courses towards the Advanced Certificate in Trauma and Disaster Mental Health while enrolled, with those credits counting towards M.S. requirements. Following the completion of their M.S., they may apply for the certificate program and take the remaining two courses to complete the Advanced Certificate.

Courses are 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.

NOTE: This program does not lead to licensure as a Clinical Mental Health Counselor.

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.
3. Successful completion of a graduate-level counseling theories and skills course.
4. Completed online application.
5. Statement of professional goals.
6. Resume or CV (only required for applicants who have already earned an MA, MS or higher degree)

Curriculum Requirements

Code	Title	Credits
Required Courses (9 Credits)		
COU565	Disaster Counseling and Crisis Intervention	3
COU561	Evidence-Based Assessment & Treatment of Traumatic Stress	3
COU562	Assessment and Interventions with Children, Adolescents, and Families	3
Electives (6 Credits)		
Select two of the following:		6

COU563	Assisting Veterans and First Responders
COU566	Assisting Vulnerable Populations
COU567	Grief, Loss and Bereavement

Total Credits

15

Program Learning Outcomes

- Possess the knowledge and skills necessary to practice as highly competent counselors.
- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency.
- Understand and model the professional standards and ethics of their profession.
- Attend to their own personal growth, as well as that of their clients, through utilizing supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation.
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation.
- Are open-minded and respectful of multicultural and intellectual diversity.
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve.

Communication Disorders

Contact: (845) 257-3620

Master of Science in Communication Disorders (090S & 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-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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

090I: Speech and Language Disabilities (64 credits)

090S: Speech-Language Pathology (61 credits)

Both concentrations lead to eligibility for state licensure and ASHA certification in speech-language pathology. The concentration in Speech and Language Disabilities (090I) leads to a New York State teaching certificate as a Teacher of Students with Speech and Language Disabilities (initial TSSLD).

Graduate Programs in Communication Disorders

- [MS in Communication Disorders - Speech and Language Disabilities Concentration](#) (p. 149)
- [MS in Communication Disorders - Speech-Language Pathology Concentration](#) (p. 151)

CMD500. Orientation Practicum. 1 Credit.

Students will participate in an introductory graduate clinic. Graduate Clinicians will develop essential clinical practice skills. This course will provide students with scope of practice, prevention in SLP, implications of assessment, developing and modifying therapy plans (clinical decision-making), implementing therapy, data collection skills and clinical recommendations. Summer Session.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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-Language 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD502. 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CMD501 Minimum Grade of C-

May not be repeated for credit

CMD503. Practicum in Speech Language Pathology: On-Campus Summer. 2 Credits.

Procedures used in the examination, diagnosis, and treatment of communication disorders are studied and applied under supervision. Students plan and implement programs of treatment, analyze their clinical performance, set goals, and evaluate their progress.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD504. Phonological Disorders. 3 Credits.

Analysis of theories of speech sound acquisition and development over the lifespan, phonological processes and their impact on other language processes, and techniques for assessment and remediation of phonological disorders; phonetic transcription on linguistically different & disordered speech.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Speech and Lang Disabilities (090I)
 - Speech and Lang Pathology (090S)

May not be repeated for credit

CMD505. Child Language Disorders. 3 Credits.

An investigation of language pathologies, etiologies, assessment procedures and therapies for children.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD507. Seminar in Motor Speech Disorders. 3 Credits.

Etiology, diagnosis and clinical management of motor speech disorders.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD508. Neurophysiology of Speech and Language. 3 Credits.

Advanced study of the neuroanatomical structures and the neurological integrations necessary for speech, language and swallowing.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD509. Advanced Speech Science. 3 Credits.

Advanced overview of the relationships among speech production, the acoustic properties of the speech signal, and speech perception. Main topics include a review of anatomy and physiology of speech production, acoustic characteristics of vowels and consonants, acoustic cues for speech perception, and models of speech perception.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD512. Fluency Disorders. 3 Credits.

Modern theories, research findings and treatment methods related to the study of the nature, etiology and treatment of stuttering and other fluency disorders.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD513. Practicum in Speech Language Pathology: On-Campus. 1 Credit.

On-Campus Practicum 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD514. Practicum in Speech Language Pathology: Off-Campus Fall. 3 Credits.

Off-Campus Practicum 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD515. Practicum in Speech Language Pathology: Off-Campus Spring. 3 Credits.

Off-Campus Practicum 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD516. 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD519. Swallowing Disorders. 4 Credits.

An introduction to the clinical and professional practice aspects of swallowing disorders, dysphagia, from the speech-language pathologist's perspective.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD508 Minimum Grade of C-

May not be repeated for credit

CMD520. Augmentative Communication Systems. 3 Credits.

Theory and practice of augmentative communication systems. Examines basic decision-making issues in the areas of assessment, device selection and intervention strategies for those unable to use speech as a primary mode of communication.

Attributes:

- Other Applied Learning
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD522. Voice Disorders. 2 Credits.

Recent developments, research findings, and treatment methods related to the etiology and therapy of voice disorders.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Corequisites:

- CMD532

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMD524. Applied Language Sciences. 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Other Applied Learning
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD526. Diagnostic Practicum in SLP. 1 Credit.

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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD525 Minimum Grade of C-*

* May be taken at the same time

May be repeated for credit

CMD527. Practicum in Speech Language Pathology: Specialty Clinic. 1 Credit.

Specialty Clinic 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD528. Practicum in Speech Language Pathology: Off-Campus Screenings. 1 Credit.

Off-Campus Screenings 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD529. Communication and Communication Disorders in Autism Spectrum Disorders. 3 Credits.

Designed to explore the nature of communication and communication disorders in autism spectrum disorders, emphasizing issues related to characteristics, diagnosis, etiology, and intervention of communication disorders across the lifespan.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMD530. Practicum in Speech-Language Pathology in the Schools. 3 Credits.

Guided clinical practice in the therapeutic procedures for the prevention, assessment and management of communication disorders in an educational setting. Sufficient to meet requirements for initial New York State certification as Teachers of Students with Speech and Language Disabilities (TSSLD).

Attributes:

- Clinical Placement
- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD501 Minimum Grade of C-
- CMD502 Minimum Grade of C-
- CMD513 Minimum Grade of C-
- CMD525 Minimum Grade of C-
- CMD526 Minimum Grade of C-

May be repeated for credit

CMD532. Clinical Instrumentation Laboratory. 1 Credit.

Principals of assessment of speech and voice, including physiologic, acoustic, and perceptual measures. Students will acquire practical experience in performing voice assessments and in interpreting and reporting the results.

Attributes:

- Liberal Arts

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD509 Minimum Grade of C-

Corequisites:

- CMD522

May not be repeated for credit

CMD550. Research Methods and Evidence Based Practice 1. 2 Credits.

The first of two research courses that introduce the research process, research techniques and research sources. 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD551. Research Methods and Evidence Based Practice 2. 2 Credits.

One of two research courses that expand students' knowledge on the research process, research techniques and research sources. Dual goals of the course are to enable students to write effective research proposals for questions they desire to answer and critically evaluate reports they read.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD550 Minimum Grade of C-

May not be repeated for credit

CMD553. Research Practicum. 1 Credit.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

May be repeated for credit

CMD570. Diagnostic Audiology Practicum for the SLP. 1 Credit.

Students will be introduced to diagnostic audiological environment and develop skills commensurate with Scope of Practice for Speech language Pathologist (ASHA Legislative Council on September 2, 2007, LC 09-07). Student will engage with patient in audiological evaluation techniques with specific focus on aural rehabilitation. Basic evaluation interpretation in a strictly supervised setting.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD593. Communication Disorders Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CMD594. Fieldwork In Communication Disorders. 1-12 Credits.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMD595. Indep Study Communication Disorders. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CMD599. Graduate Capstone. 0 Credits.

Non-credit course registration for students engaged in capstone experiences for which they 0-credit option is most appropriate. This may include preparation for a comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD799. Continued Registration. 1 Credit.

May be repeated for credit

MS in Communication Disorders - Speech and Language Disabilities Concentration

Program Overview

Program Coordinator	Andrea Abramovich, (845) 257-2377, abramova@newpaltz.edu
Program ID	090I
Credits	64
Program Length	MS can be completed in 2 years if enrolled full-time, but students must complete degree within 4 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Comprehensive Exam

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 eight courses in communication disorders at the undergraduate level. Courses must be determined to be equivalent

to the New Paltz minimum specified courses listed below and must have been completed in the last 10 years. These courses may be in progress at the time of application but must be completed prior to entry into the program.

- One copy of ALL official transcripts (including transfer schools)
- A non-refundable application fee of \$60
- Three letters of recommendation from professionals familiar with your relevant academic experience and capability. At least two must be from academic faculty. Letters are not accepted from personal acquaintances.
- Proof of completion of 25 guided observation hours.
- A typed, 400-500 word response to the writing prompt (included in the application).
- A completed Prerequisites Form (included in the application).
- An interview and proctored writing sample may be required.
- GRE scores are NOT required.

Code	Title	Credits
Specified Courses (24 Credits)		
	Anatomy and Physiology of Speech and Hearing	3
	Audiology	3
	Aural Rehabilitation	3
	Hearing and/or Speech Science	3
	Language Development in Children	3
	Diagnostic and/or Clinical Methods ¹	3
	Phonetics	3
	Speech and/or Language Disorders	3
Total Credits		24

¹ Must include 25 observation hours

Additional Courses

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., equivalent to EDS340 Sociological and Philosophical Foundations of Education (3 credits)
- A course in child or adolescent development, e.g., equivalent to EDS371 Child Psychology and Development (3 credits)
- A course in special education inclusion, e.g., equivalent to SPE350 Creating Inclusive Elementary School Classrooms or SPE385 Differentiating Instruction in the Secondary School (3 credits). Alternatively, students may take SPE565 Teaching in Inclusive Classrooms (3 credits) after starting the graduate program

Other required courses for ASHA certification that 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 biological science course, preferably human or animal (3 credits)
- A college-level physics or chemistry course relevant to the field of Communication Disorders (3 credits)
- Two college-level social science courses (total of 6 credits)

Refer to the ASHA.org website for examples of courses that fulfill these requirements: ASHA Certification Courses

Application Deadlines

Applications Open - August 1 Summer Semester

Applications Close - February 1 Summer Semester

M.S. in Communication Disorders- Speech and Language Disabilities Concentration 0901

The Speech-Language Disabilities concentration comprises 64 credits and is recommended for students who wish to earn TSSLD certification and do not already have the NYS initial teaching certificate. This concentration leads to New York State teacher certification as a Teacher of Students with Speech and Language Disabilities (TSSLD), New York State licensure, and ASHA certification.

Code	Title	Credits
Required Coursework (45 Credits)		
Scientific and Research Bases:		12
CMD508	Neurophysiology of Speech and Language	
CMD509	Advanced Speech Science	
CMD524	Applied Language Sciences	
CMD532	Clinical Instrumentation Laboratory	
CMD550	Research Methods and Evidence Based Practice 1	
CMD551	Research Methods and Evidence Based Practice 2	
Speech, Language, and Swallowing:		30
CMD504	Phonological Disorders	
CMD505	Child Language Disorders	
CMD507	Seminar in Motor Speech Disorders	
CMD512	Fluency Disorders	
CMD516	Adult Language Disorders	
CMD519	Swallowing Disorders	
CMD520	Augmentative Communication Systems	
CMD521	Early Intervention for Speech-Language Pathologists	
CMD522	Voice Disorders	
CMD525	Advanced Diagnosis of Speech and Language Disorders	
Education:		3
CMD523	Language and Literacy Development ¹	
Clinical Practicum (19 Credits)		
CMD501	Clinical Methods in Speech-Language Pathology 1	2
CMD502	Clinical Methods in Speech Language Pathology 2	2
CMD503	Practicum in Speech Language Pathology: On-Campus Summer	2

CMD510	Professional Issues in Communication Disorders	2
CMD513	Practicum in Speech Language Pathology: On-Campus ²	2
CMD514	Practicum in Speech Language Pathology: Off-Campus Fall	3
or CMD515	Practicum in Speech Language Pathology: Off-Campus Spring	
CMD526	Diagnostic Practicum in SLP	1
CMD530	Practicum in Speech-Language Pathology in the Schools	3
CMD570	Diagnostic Audiology Practicum for the SLP	1
Select one elective course from the list below:		1
CMD526	Diagnostic Practicum in SLP	
CMD527	Practicum in Speech Language Pathology: Specialty Clinic	
CMD528	Practicum in Speech Language Pathology: Off-Campus Screenings	
CMD553	Research Practicum	
CMD595	Indep Study Communication Disorders	
Comprehensive Exam in Speech-Language Pathology		
Total Credits		64

¹ A literacy course offered by Teaching & Learning may be substituted with advisor permission.

² 1-credit course -- should be taken twice.

Additional Requirements for the Initial Certificate – TSSLD

Code	Title	Credits
Schools Against Violence (SAVE)		
Dignity for All Students Act (DASA)		
Identification and Reporting of Suspected Child Abuse and Maltreatment		
Educating All Students exam (EAS)		
SLP PRAXIS - New York State Teacher Certification exam		
Fingerprinting		
Health & Safety workshop		
Autism workshop		
SPE565	Teaching in Inclusive Classrooms (not required if an undergraduate special education inclusion class was taken)	3

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)

- Contact your advisor if you need to amend your plan or process transfer credit.
- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

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

Program Learning Outcomes

This is an accredited program, and thus the program student learning outcomes are determined by the accrediting agency.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

Evaluation

- Conduct screening and prevention procedures (including prevention activities).
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.

- Adapt evaluation procedures to meet client/patient needs.
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- Complete administrative and reporting functions necessary to support evaluation.
- Refer clients/patients for appropriate services.

Intervention

- Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- Measure and evaluate clients'/patients' performance and progress.
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- Complete administrative and reporting functions necessary to support intervention.
- Identify and refer clients/patients for services as appropriate.

Interaction and Personal Qualities

- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- Collaborate with other professionals in case management.
- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- Adhere to the ASHA Code of Ethics and behave professionally.

MS in Communication Disorders - Speech-Language Pathology Concentration

Program Overview

Program Coordinator

Andrea Abramovich, (845) 257-2377,
abramova@newpaltz.edu

Program ID

090S

Credits	61
Program Length	MS can be completed in 2 years if enrolled full-time, but students must complete degree within 4 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Comprehensive Exam

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 eight courses in communication disorders at the undergraduate level. Courses must be determined to be equivalent to the New Paltz minimum specified courses listed below and must have been completed in the last 10 years. These courses may be in progress at the time of application but must be completed prior to entry into the program.
- One copy of ALL official transcripts (including transfer schools)
- A non-refundable application fee of \$60
- Three letters of recommendation from professionals familiar with your relevant academic experience and capability. At least two must be from academic faculty. Letters are not accepted from personal acquaintances.
- Proof of completion of 25 guided observation hours.
- A typed, 400-500 word response to the writing prompt (included in the application).
- A completed Prerequisites Form (included in the application).
- An interview and proctored writing sample may be required.
- GRE scores are NOT required.

Code	Title	Credits
Specified Courses (24 Credits)		
	Anatomy and Physiology of Speech and Hearing	3
	Audiology	3
	Aural Rehabilitation	3
	Hearing and/or Speech Science	3
	Language Development in Children	3
	Diagnostic and/or Clinical Methods ¹	3
	Phonetics	3
	Speech and/or Language Disorders	3
Total Credits		24

¹ Must include 25 observation hours

Additional Courses

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., equivalent to EDS340 Sociological and Philosophical Foundations of Education (3 credits)
- A course in child or adolescent development, e.g., equivalent to EDS371 Child Psychology and Development (3 credits)
- A course in special education inclusion, e.g., equivalent to SPE350 Creating Inclusive Elementary School Classrooms or SPE385 Differentiating Instruction in the Secondary School (3 credits). Alternatively, students may take SPE565 Teaching in Inclusive Classrooms (3 credits) after starting the graduate program

Other required courses for ASHA certification that 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 biological science course, preferably human or animal (3 credits)
- A college-level physics or chemistry course relevant to the field of Communication Disorders (3 credits)
- Two college-level social science courses (total of 6 credits)

Refer to the ASHA.org website for examples of courses that fulfill these requirements: ASHA Certification Courses

Application Deadlines

Applications Open - August 1	Summer Semester
Applications Close - February 1	Summer Semester

M.S. in Communication Disorders – Speech-Language Pathology Concentration 090S

The Speech-Language Pathology concentration comprises 61 credits and leads to New York State licensure and ASHA certification.

Code	Title	Credits
Required Coursework (42 Credits)		
Scientific and Research Bases:		12
CMD508	Neurophysiology of Speech and Language	
CMD509	Advanced Speech Science	
CMD524	Applied Language Sciences	
CMD532	Clinical Instrumentation Laboratory	
CMD550	Research Methods and Evidence Based Practice 1	
CMD551	Research Methods and Evidence Based Practice 2	
Speech, Language, and Swallowing:		30
CMD504	Phonological Disorders	
CMD505	Child Language Disorders	
CMD507	Seminar in Motor Speech Disorders	

CMD512	Fluency Disorders	
CMD516	Adult Language Disorders	
CMD519	Swallowing Disorders	
CMD520	Augmentative Communication Systems	
CMD521	Early Intervention for Speech-Language Pathologists	
CMD522	Voice Disorders	
CMD525	Advanced Diagnosis of Speech and Language Disorders	
Clinical Practicum (19 Credits)		
CMD501	Clinical Methods in Speech-Language Pathology 1	2
CMD502	Clinical Methods in Speech Language Pathology 2	2
CMD510	Professional Issues in Communication Disorders	2
CMD503	Practicum in Speech Language Pathology: On-Campus Summer	2
CMD513	Practicum in Speech Language Pathology: On-Campus ¹	2
CMD514	Practicum in Speech Language Pathology: Off-Campus Fall	3
CMD515	Practicum in Speech Language Pathology: Off-Campus Spring	3
CMD526	Diagnostic Practicum in SLP	1
CMD570	Diagnostic Audiology Practicum for the SLP	1
Select one elective from below:		1
CMD500	Orientation Practicum	
CMD503	Practicum in Speech Language Pathology: On-Campus Summer	
CMD526	Diagnostic Practicum in SLP	
CMD527	Practicum in Speech Language Pathology: Specialty Clinic	
CMD528	Practicum in Speech Language Pathology: Off-Campus Screenings	
CMD553	Research Practicum	
CMD595	Indep Study Communication Disorders	
Comprehensive Exam		
Total Credits		61

¹ 1 credit course. Taken twice.

² Repeatable course.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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

Program Learning Outcomes

This is an accredited program, and thus the program student learning outcomes are determined by the accrediting agency.

Standard V-A

The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

Standard V-B

The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

Evaluation

- Conduct screening and prevention procedures (including prevention activities).
- Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
- Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- Adapt evaluation procedures to meet client/patient needs.
- Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.

- Complete administrative and reporting functions necessary to support evaluation.
- Refer clients/patients for appropriate services.

Intervention

- Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- Implement intervention plans (involve clients/patients and relevant others in the intervention process).
- Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- Measure and evaluate clients'/patients' performance and progress.
- Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
- Complete administrative and reporting functions necessary to support intervention.
- Identify and refer clients/patients for services as appropriate.

Interaction and Personal Qualities

- Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- Collaborate with other professionals in case management.
- Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- Adhere to the ASHA Code of Ethics and behave professionally.

Music

Contact: (845) 257-2700

Professional Licensure Program in Creative Arts Therapy

The Master of Science degree in Music Therapy comprises 48-credits and provides students with a baccalaureate degree in music the opportunity to study music therapy at an advanced level. In this program, students acquire musical, clinical, and research skills essential for professional practice. The program is approved by the American Music Therapy Association (AMTA), the New York State Department of Education, and accredited by the National Association of Schools of Music.

Students who enter the program with an undergraduate degree in music therapy, complete the required 48 credit curriculum and a minimum of 500 hours advanced internship, 30-hour advanced practicum, students

are eligible to apply for licensure as a Creative Arts Therapist in the State of New York. Students who do not enter the program with a bachelor's degree will be required to complete extra coursework, 180 hours of supervised fieldwork, and an additional 520 hours of internship.

Graduate Program in Music

- MS in Music Therapy (p. 159)

MUS521. Applied Music: Piano. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS522. Applied Music: Voice. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS523. Applied Music: Misc. 3 Credits.

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 semester will be given. Offered every semester.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS535. Advanced Clinical Musicianship. 2 Credits.

The use of advanced instrument and vocal techniques used in the implementation of music therapy methods will be presented. Indications and contraindications for use in clinical practice will be described. Minimum grade of B required.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS540. Music Therapy Foundations. 3 Credits.

Varied clinical theories in music therapy service, delivery and procedures related to these theories will be presented. Students develop musical programming, assessment, and treatment plans for clients with varied needs. minimum grade required B-.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS541. Recreative Methods in Music Therapy. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS543. Music Therapy for Older Adults. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B-

May not be repeated for credit

MUS544. Medical Music Therapy Assessment and Treatment. 3 Credits.

Focuses on the needs of client in acute and rehabilitative medical settings, including various approaches and methods of music therapy. Students will develop skills in assessment, treatment, and evaluation for medical clientele with a variety of diagnoses and functional levels. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B-

May not be repeated for credit

MUS545. Music Therapy in Special Education. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B-

May not be repeated for credit

MUS546. Advanced Clinical Improvisation. 3 Credits.

Varied improvisational methods, styles and techniques will be presented. Students will expand their assessment, facilitation and evaluation skills using improvisational methods, Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS547. Advanced Guitar for Therapists and Educators. 3 Credits.

This course will provide students with advanced guitar skills such as movable chords, jazz chords, lead guitar parts, and various accompaniment patterns unique to given styles and artists.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS548. Music Therapy Ensemble. 2 Credits.

This course provides students the opportunity to play and lead pre-composed and improvised musical activities in a variety of styles within a group context. Focus will be directed on leading clients with varying musical abilities, assigning instruments and the parts to be played according to the clinical needs of clients, and the synthesis of jazz, pop and pentatonic improvisation techniques into ensembles.

Attributes:

- Practicum - Non-Clinical
- Creative Works

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS546 Minimum Grade of B-

May be repeated for credit

MUS549. Creative Arts Therapies with Autism Spectrum Disorder. 3 Credits.

Covers the theory and practice of the New York State licensed creative arts therapies as specifically applied to clients with ASD. Students will review current research regarding each of the therapies and their use for students/clients with ASD.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MUS550. Advanced Receptive Music Therapy Methods. 3 Credits.

Advanced receptive methods including imaginal listening, projective listening, and song discussion methods will be covered in didactic and experimental formats. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS553. Music Therapy Ethics. 2 Credits.

A study of applied professional ethics with attention to music therapy clinical practice, private practice, teaching, supervision, and research. Emphasis is placed on the process of ethical thinking and examining ethical issues. Minimum grade of B required.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS555. Music Therapy in Mental Health and Wellness. 3 Credits.

Methods and approaches for assessing, treating and evaluating individuals who have mental health issues, including PTSD. Students will develop skills in using music for wellness in individual and group settings. Minimum grade of B required.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS593. Music Selected Topic. 12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MUS594. Fieldwork in Music. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MUS595. Indep Study Music. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MUS724. Music Therapy in Addictions Treatment. 3 Credits.

Overview of addiction and substance use including current theories and treatment models. Music therapy methods for addressing the physical, mental, emotional, and spiritual issues related to addiction and recovery will be introduced. Minimum grade B.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS725. Music Therapy in Palliative Care. 3 Credits.

Students will engage in a comprehensive overview and in-depth exploration of music therapy methods in palliative care and end-of-life care. Various settings of care, clientele and diagnoses, and areas of clinical need are explored.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS544 Minimum Grade of B-

May not be repeated for credit

MUS726. Music Therapy Pedagogy and Supervision. 3 Credits.

Students will examine contemporary trends and challenges in the education, training, and supervision of music therapists.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS730. Music Therapy in Pediatric Critical Care. 3 Credits.

Focuses on the use of specialized music therapy methods to address the physiological and psychological needs of children and adolescents in critical care settings. Assessment, treatment planning and implementation will be reviewed.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS742. Music Therapy Research. 3 Credits.

Students examine major research paradigms including objectivist, interpretivist, and other evolving research methods. Minimum grade required B-.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS743. Fieldwork 1. 2 Credits.

Supervised continuing clinical experiences of work with groups and individuals at University - affiliated sites. Weekly faculty-directed seminar covers critical issues pertaining to assessment, treatment and evaluation of music therapy.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B- and (MUS 480 Minimum Grade of B-

May not be repeated for credit

MUS744. Fieldwork 2. 2 Credits.

Supervised continuing clinical experiences of work with groups and individuals at University - affiliated sites. Weekly faculty-directed seminar covers critical issues pertaining to assessment, treatment and evaluation of music therapy.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS743 Minimum Grade of B-

May not be repeated for credit

MUS745. Music Therapy Internship I. 3 Credits.

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.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS744 Minimum Grade of B-

May not be repeated for credit

MUS746. Music Therapy Internship II. 3 Credits.

This second semester course in the music therapy internship sequence places students in clinical settings such as hospitals, schools, and rehabilitation programs providing opportunities that expand the range of experiences resulting from working with a variety of populations and professionals who provide services to them. In addition to clinical work at their respective sites, students participate in a bi-weekly internship seminar held by their supervising academic instructors in which students engage in discussion about music therapy and clinical matters as well as present their clinical work and receive feedback from peers and supervising instructors.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS745 Minimum Grade of B-

May not be repeated for credit

MUS747. Music Therapy Thesis Topic Proposal. 1 Credit.

Students choose their thesis project and develop a topic proposal for their study. Students will review the literature, develop research questions, and explore thesis designs. Cultural and ethical considerations in research will be examined. Minimum grade B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS748. Thesis Seminar. 1 Credit.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS742 Minimum Grade of B-

May not be repeated for credit

MUS749. Thesis. 1-2 Credits.

Students complete project developed on MUS747 Thesis Topic Proposal. Taken for a minimum of 2 to a maximum of 3 semesters. If not completed within 3 semesters, must repeat MUS742 Research Methods. Minimum required grade B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS742 Minimum Grade of B-

May be repeated for credit

MUS750. Cultural Humility in Music Therapy. 2 Credits.

Issues influencing music therapy practice across various cultures, integrating therapeutic knowledge and skills, and musical skills. Students will engage in exploring their cultural identity, and its influence on their development as a therapist. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS752. Music Therapy Program Development and Evaluation. 2 Credits.

Overview of methods for identifying population and community needs for music therapy, development & methods of evaluating the effectiveness of such programs. Includes business plan development, budgeting, and proposal writing. Minimum grade B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS754. Music Therapy Across the Lifespan. 3 Credits.

An examination of music therapy theory and research related to the social, emotional, cognitive and physical development of individuals. Challenges to normal development including congenital factors, chronic illness, and mental health related disorders will be considered.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- COU575 Minimum Grade of B-

May not be repeated for credit

MUS756. Music Therapy Groupwork. 3 Credits.

Theoretical approaches to music therapy groupwork with a focus on a group dynamics and interpersonal interactions. Advanced music and verbal facilitation techniques will be introduced. Students will facilitate demonstration music therapy groups. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS535 Minimum Grade of B-
- MUS550 Minimum Grade of B-
- MUS546 Minimum Grade of B-

May not be repeated for credit

MUS775. Advanced Music Therapy Internship. 1 Credit.

Supervised internship experience in a clinical setting that focuses on developing advanced competence in music therapy assessment, treatment, and evaluation. Course includes weekly academic supervision. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS793. Music Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MUS794. Fieldwork in Music. 1-12 Credits.

May not be repeated for credit

MUS795. Indep Study Music. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

MUS799. Continued Registration. 6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Master of Science in Music Therapy Program Overview

Program Coordinator	Kathleen Murphy, (845) 257-2708, murphyk@newpaltz.edu
Program ID	285
Credits	48
Program Length	MS can be completed in 2 years if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	9
Capstone	Internship
Licensure/Certification	NYS Creative Arts Therapist Licensure

Program Description

The Master of Science degree in Music Therapy comprises 48-credits and provides students with a baccalaureate degree in music the opportunity to study music therapy at an advanced level. In this program, students acquire musical, clinical, and research skills essential for professional practice. The program is approved by the American Music Therapy Association (AMTA), the New York State Department of Education, and accredited by the National Association of Schools of Music.

Students who enter the program with an undergraduate degree in music therapy, complete the required 48 credit curriculum and a minimum of 500 hours advanced internship, 30-hour advanced practicum, students are eligible to apply for licensure as a Creative Arts Therapist in the State of New York. Students who do not enter the program with a bachelor's degree will be required to complete extra coursework, 180 hours of supervised fieldwork, and an additional 520 hours of internship.

Admission Requirements

1. One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree in music* (60 credits in music) from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0, which includes the following courses: music therapy, methods and materials, psychology of music, practicum and a statistics course.
* Interested non-music majors should contact the Program Coordinator, Dr. Kathy Murphy, before applying. Students without a degree in music, music therapy, or related discipline and a music minor may be considered for admission on a case-by-case basis, but they should expect to take additional coursework.
2. Admissions essay in response to the following prompts:
 - Describe what has influenced your decision to study music therapy. Consider the impact of your life experiences and challenges and how you handled them.
 - Describe your relationship to music.
3. Contact information for three references
4. A video (or link to a video) demonstrating their musical skills.
The video should contain the following examples:
 - Two musical compositions demonstrating musical skill. These can be on any instrument of the applicants choosing. They can be vocal or instrumental.
5. Interview & music skills assessment with music therapy faculty.
During the music skills assessment applicants will be asked to:
 - Demonstrate the ability to sing and accompany themselves on piano (2 songs)
 - Demonstrate the ability to sing and accompany themselves on guitar (2 songs)
 - Demonstrate musical skill by performing 2 songs of the applicants choosing
6. Music Theory Placement Test (sent to applicants after their interview)
7. Evidence of Music Therapy Board Certification (*if applicable*)

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/>

Code	Title	Credits
Foundations and Theory (12 Credits)		
MUS540	Music Therapy Foundations	3
MUS754	Music Therapy Across the Lifespan	3
COU540	Psychopathology	3
COU575	Human Growth and Development	3
Clinical Skills (16 Credits)		
MUS756	Music Therapy Groupwork	3
MUS544	Medical Music Therapy Assessment and Treatment	3
MUS743	Fieldwork 1	2
MUS744	Fieldwork 2	2
MUS745	Music Therapy Internship I	3

MUS746	Music Therapy Internship II	3
Research (6 Credits)		
MUS742	Music Therapy Research	3
MUS748	Thesis Seminar	1
MUS749	Thesis (Taken twice)	2
Clinical Musicianship (12 Credits)		
MUS541	Recreative Methods in Music Therapy	3
MUS546	Advanced Clinical Improvisation	3
MUS550	Advanced Receptive Music Therapy Methods	3
MUS547	Advanced Guitar for Therapists and Educators	3
Personal Development and Professional Role (2 Credits)		
MUS750	Cultural Humility in Music Therapy	2
Total Credits		48

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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 Associate Provost and Dean of Graduate, Professional & Interdisciplinary Studies, 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.

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.

Program Learning Objectives

- Build a foundation of musicianship based on performing, composing, interpreting, and improvising.
- Engage in a diverse range of multi-ethnic musical styles through study and participation that gives students a broad understanding of cultural, historical, political, and health-wellness contexts.
- Work effectively as a contributing member of a small team and larger group.
- Cultivate organizational and team-building skills to create and serve future communities.
- Synthesize foundational skills and knowledge to empower creative risk-taking in developing artistic career paths.

MS in Psychological Science

Program Overview

Program Coordinator	Elizabeth Hirshorn, (845) 257-2372, hirshore@newpaltz.edu
Program ID	210
Credits	39
Program Length	MS can be completed in 3 semesters if enrolled full-time, but students must complete degree within 5 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Thesis

Program Description

The Psychology Graduate Program offers a 39-credit Master of Science degree in Psychological Science. This research-based program exposes students to research in a variety of fields including social, cognitive, developmental and applied psychology. In addition, students learn advanced statistical and experimental and non-experimental methodological skills. The degree may serve as preparation for entry into a doctoral program or as additional training for those who plan to enter or continue work in applied areas of psychology with an emphasis on research.

Admission Requirements

The Psychology Graduate Programs' Admissions Committee reviews applications. Please prepare the following items for inclusion in the online application process:

- Baccalaureate degree from an accredited institution with a minimum grade point average of 3.0 for all undergraduate work or strong evidence of recent academic achievement.
- Successful completion of undergraduate General Psychology, Statistics, and Research Methods in Psychology.
- One official copy of transcripts of all undergraduate and graduate work.
- Contact information for three individuals who have agreed to provide letters of recommendation.
- Statement of professional goals.
- International students must meet these additional requirements for admission: [International Graduate Admissions | SUNY New Paltz](#)
- Please send OFFICIAL transcripts to:
Office of Graduate Admission
100 Hawk Drive
New Paltz, NY 12561

Application Deadline

Applications are accepted for fall admissions. For full consideration, applications must be submitted by March 15, and application review continues until the cohort is filled.

Curriculum Requirements

Master's degree candidates for the MS in Psychological Science must complete a minimum of 39 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.

Code	Title	Credits
Statistical and Methodology Courses (12 Credits)		
PSY501	Analysis of Variance	3
PSY503	Correlation & Multiple Regress	3
PSY511	Research Methods I	3
PSY513	Research Methods II	3
Content Core Courses (12 Credits)		
PSY530	Developmental Psychology	3
PSY540	Applied Psychology	3
PSY550	Social/Personality Psychology	3
PSY560	Cognitive Processes	3
Research Specialization Courses (15 Credits)		
Seminar is a 3-credit course, taken twice:		6
PSY558	Seminar in Contemporary Research	
Practicum is a 1-credit class, taken three times:		3
PSY500	Research Practicum	
PSY590	Thesis in Psychology (3-6)	6
Total Credits		39

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

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

- Students will demonstrate advanced knowledge of major theoretical perspectives across areas of psychology (developmental, social, cognitive, and applied, etc.).
- Students will demonstrate advanced knowledge of statistical and research methods used in psychology research.
- Graduates will demonstrate in-depth knowledge and competence in conducting research.
- Students completing the MS in Psychological Science Program will achieve career enhancement through meaningful use of skills developed from our program leading to a post-graduation placement (e.g., doctoral program and/or training, or acceptance of a position requiring relevant experience in the public or private sector).

Succeed in Business, Engineering or Computer Science

Business

- [MBA in Business Administration](#) (p. 162)
- [MBA in Public Accountancy](#) (p. 164)

Electrical Engineering

- [MS Electrical Engineering](#) (p. 167)
- [BS/MS Electrical Engineering](#) (p. 57)
- [BS Computer Engineering + MS Electrical Engineering](#) (p. 55)

Computer Science

- [MS Computer Science](#) (p. 166)
- [Generic Bachelor's + MS Computer Science](#) (p. 41)

Master of Business Administration (MBA)

Program Overview

Program Coordinator	Aaron Hines, (845) 257-2968, hinesa@newpaltz.edu
Program ID	261
Concentrations	Business Analytics (261U) or Healthcare Management (261H)
Credits	36-45
Program Length	MBA can be completed in 2-3 semesters if enrolled full-time, but students must complete degree within 7 years
Modality	In-person or Online
Full-time/Part-time	Full-time
Transfer Credits	9
Capstone	Internship, Independent Study, or Business Plan Contest

Program Description

The MBA in Business Administration core includes eight 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. Building upon this foundational core, students may elect to individualize their program with 12-credits of electives, or select one of our concentration areas in Business Analytics or Healthcare Management.

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.
- An undergraduate cumulative grade point average of 3.0 or higher (4.0 basis). *If an applicant has a GPA below 3.0, inclusion of GMAT or GRE in their application package may be requested.*
- A satisfactory test score of 450 or better on the Graduate Management Admissions Test (GMAT) or 300 or better on the 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 80 on the internet-based exam or higher is required prior to admission. Candidates with less than an 80 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.

MBA Business Administration Curriculum (261)

Code	Title	Credits
Foundation Courses (0-9 Credits)		
0-9 credits depending upon prior coursework		0-9
BUS500	Excel Tutorial	
BUS508	Financial Statement Analysis	
BUS509	Statistics Analysis & Decision Theory	
BUS515	Business Economics for Managers	
Core Courses (24 Credits)		
BUS511	Accounting for Management Decisions	3
BUS520	Managing Operations and Information Technology	3
BUS525	Quantitative Methods for Business Research	3
BUS526	Managing in a Global Environment	3

BUS528	Marketing Management	3
BUS536	Corporate Financial Management	3
BUS568	Individual and Group Behavior Analysis	3
BUS589	Cases in Strategy and Business Policy ^{Capstone Course}	3

Select your own electives or follow a concentration area (0 Credits) 12

Business Electives ^{1,2}

Business Analytics

Healthcare Management

Total Credits 36-45

Business Analytics Concentration (261U)

Code Title Credits

Business Analytics Concentration (12 Credits)

BUS601	Python Programming for Analytics	3
BUS611	Advanced Statistics for Business Analytics	3
BUS612	Data Wrangling and Visualization	3
Select one course from the list below:		3

BUS615 Data Warehousing and Big Data

BUS618 Spreadsheet for Business Analytics

BUS621 Text Analytics

BUS622 Sport Analytics

BUS626 Advanced Healthcare Analytics

BUS631 Machine Learning

BUS632 Data Mining

BUS638 Deep Learning

BUS641 Social Network and Web Analytics

BUS642 Time Series and Forecasting

BUS643 Customer Analytics

BUS648 Natural Language Processing

Healthcare Management Concentration (261H)

Code Title Credits

Healthcare Management Concentration (12 Credits)

BUS544	Health Care Finance	3
BUS561	Healthcare Policy	3
BUS562	Healthcare Management and Leadership	3
BUS626	Advanced Healthcare Analytics	3

¹ Select four electives. The elective courses offered vary each semester. Please visit www.newpaltz.edu/classes for the schedule of classes.

² A student may replace one elective course with one of the following:

BUS594 Fieldwork in Business 3cr

BUS595 Independent Study 3cr

BUS587 Entrepreneurship and Business Planning 3cr

- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.

- Remember that only two grades below a B- may be applied to your plan of study (p. 21)

- Contact your advisor if you need to amend your plan or process transfer credit.

- Ensure that you are in good academic standing (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.

- Pass your capstone or culminating assessment.

- Complete your degree within the specified time limit (p. 23) outlined in the Program Overview.

Academic Program Requirements and Curriculum

The MBA degree requires the completion of 36 to 45 credits depending on prior academic coursework. The MBA in Business Administration consists of foundation, core, and either 12 credits of elective courses or a concentration in Business Analytics or Healthcare Management.

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 a B or higher in those courses.

The MBA in Business Administration core includes eight 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 may follow a concentration area in Business Analytics or Healthcare Management, or individualize their plan by selecting four elective courses. 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, a business writing session, and an ethics test.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the academic calendar.
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.

Program Learning Objectives

ASSURANCE OF LEARNING

The School of Business has maintained a tradition of an active and rigorous Assurance of Learning (AoL) process since our initial AACSB accreditation in 2013.

At the MBA level, the learning goals consist of Leadership, Globalization, Decision-making under uncertainty, Ethics, and Integrating Knowledge Across Fields.

MBA learning goals and corresponding learning objectives are:

Goal 1: Assessing the impact of globalization on business

- 1.1# Appraise opportunities and challenges abroad
- 1.2# Assess the internal capabilities of the firm with regard to international opportunities
- 1.3# Evaluate and recommend an appropriate course of action for the firm in relation to its internal and external environments

Goal 2: Decision making under uncertainty

- 2.1# Identify key issue(s) or problem(s)
- 2.2# Determine factor(s) relevant to the issue(s) or problem(s), acknowledging uncertainty where it exists
- 2.3# Formulate or evaluate course(s) of action or solution(s) that addresses inherent uncertainty of the environment/situation

Goal 3: Integrating Knowledge across disciplines

- 3.1# Articulate how decisions impact different functional areas of the firm
- 3.2# Recognize the impact of external (e.g. political, economic, cultural, technology, legal) factors on business
- 3.3# Evaluate the relevance of different information for decision-making
- 3.4# Integrate information or knowledge from different business disciplines to make informed decisions

Goal 4: Analyzing ethical implications of business decisions

- 4.1 Outline ethical issues
- 4.2 Identify stakeholders, their interests and potential conflicts of interest
- 4.3 Generate alternative courses of action and evaluate their consequences
- 4.4 Recommend a course of action

Goal 5: Engaging in leadership behaviors

- 5.1# Challenge ideas, not people
- 5.1# Provide constructive feedback about the task
- 5.1# Seek consensus of others' ideas
- 5.1# Consider alternative perspectives about the task
- 5.1# Encourage others to share ideas
- 5.1# Offer input for improvement of an idea
- 5.1# Clearly and concisely state ideas related to the task
- 5.1# Provide guidance to achieve the group's goal
- 5.1# Gather and synthesize information

MBA in Public Accountancy (262)

Program Overview

Program Coordinator	Aaron Hines, (845) 257-2968, hinesa@newpaltz.edu
Program ID	262
Credits	36-45
Program Length	MBA can be completed in 2-3 semesters if enrolled full-time, but students must complete degree within 7 years
Modality	In-person or Online
Full-time/Part-time	Full-time
Transfer Credits	9
Capstone	Internship, Independent Study, or Business Plan Contest

Program Description

The MBA in Public Accountancy includes eleven core courses and one elective. 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. 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.

Admission Requirements

Applicants to the Public Accountancy program must submit:

- One official copy of all undergraduate (four-year degree) and graduate coursework, including a baccalaureate degree in accounting from an accredited institution.
- An undergraduate cumulative grade point average of 3.0 or higher (4.0 basis). *If an applicant has a GPA below 3.0, inclusion of GMAT or GRE in their application package may be requested.*
- A satisfactory test score of 450 or better on the Graduate Management Admissions Test (GMAT) or of 300 or better on the Graduate Record Examination (GRE).
- Contact information for three individuals who have agreed to provide letters of recommendation
- Statement of objectives
- For international students, a Test of English as a Foreign Language (TOEFL) score of 80 on the internet-based exam or higher is required prior to admission. Candidates with less than an 80 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.

Code	Title	Credits
Foundation Courses (0-9 Credits)		
0-9 credits based upon prior coursework		0-9
BUS500	Excel Tutorial	
BUS508	Financial Statement Analysis	
BUS509	Statistics Analysis & Decision Theory	
BUS515	Business Economics for Managers	
Core Courses (33 Credits)		
BUS581	Accounting Information Systems	3
BUS520	Managing Operations and Information Technology	3
BUS525	Quantitative Methods for Business Research	3
BUS526	Managing in a Global Environment	3
BUS528	Marketing Management	3
BUS536	Corporate Financial Management	3
BUS568	Individual and Group Behavior Analysis	3
BUS583	Advanced Auditing	3
BUS585	Accounting Theory	3
BUS586	Advanced Concepts in Federal Income Taxation	3
BUS589	Cases in Strategy and Business Policy ^{Capstone} Course	3
Elective Course (3 Credits)		
Under advisement, select one approved MBA elective		3
Total Credits		36-45

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Academic Program Requirements

The MBA degree requires the completion of 36 to 45 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 a B or higher in those courses.

The MBA in Public Accountancy includes eleven core courses and one elective. 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. 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.

Program Learning Objectives

ASSURANCE OF LEARNING

The School of Business has maintained a tradition of an active and rigorous Assurance of Learning (AoL) process since our initial AACSB accreditation in 2013.

At the MBA level, the learning goals consist of Leadership, Globalization, Decision-making under uncertainty, Ethics, and Integrating Knowledge Across Fields.

MBA learning goals and corresponding learning objectives are:

Goal 1: Assessing the impact of globalization on business

- 1.1# Appraise opportunities and challenges abroad
- 1.2# Assess the internal capabilities of the firm with regard to international opportunities
- 1.3# Evaluate and recommend an appropriate course of action for the firm in relation to its internal and external environments

Goal 2: Decision making under uncertainty

- 2.1# Identify key issue(s) or problem(s)

- 2.2#Determine factor(s) relevant to the issue(s) or problem(s), acknowledging uncertainty where it exists
- 2.3#Formulate or evaluates course(s) of action or solution(s) that addresses inherent uncertainty of the environment/situation

Goal 3: Integrating Knowledge across disciplines

- 3.1#Articulate how decisions impact different functional areas of the firm
- 3.2#Recognize the impact of external (e.g. political, economic, cultural, technology, legal) factors on business
- 3.3#Evaluate the relevance of different information for decision-making
- 3.4#Integrate information or knowledge from different business disciplines to make informed decisions

Goal 4: Analyzing ethical implications of business decisions

- 4.1 Outline ethical issues
- 4.2 Identify stakeholders, their interests and potential conflicts of interest
- 4.3 Generate alternative courses of action and evaluate their consequences
- 4.4 Recommend a course of action

Goal 5: Engaging in leadership behaviors

- 5.1# Challenge ideas, not people
- 5.1#Provide constructive feedback about the task
- 5.1# Seek consensus of others' ideas
- 5.1#Consider alternative perspectives about the task
- 5.1#Encourage others to share ideas
- 5.1#Offer input for improvement of an idea
- 5.1#Clearly and concisely state ideas related to the task
- 5.1#Provide guidance to achieve the group's goal
- 5.1#Gather and synthesize information

Flexible Course Scheduling

Our Fall and Spring semester courses are offered in-person, and the summer courses are offered online. The full program can be completed in as few as 3 semesters of full-time study. A typical full time student takes three courses (9 credits) per semester.

Building Foundation and Skills

Our curriculum is focused on building a strong foundation in the theoretical concepts of computer science, while introducing applicable skills in areas like machine learning, web and database development, cybersecurity, and data science.

Faculty and Facilities

Courses are taught by dedicated faculty who are experts in their fields with active research programs. Our network and security lab provides advanced computing facilities.

Responsive Curriculum

Our curriculum is constantly evolving in step with current trends in technology, emphasizing the skills that employers – especially in the Hudson Valley's growing tech industries – need right now.

Accessible Format

Admission to the program is open to ALL undergraduate majors. While many of our students enter the program with undergraduate degrees in computer science or related fields, many successful candidates have come from fields as varied as Philosophy, Fine Arts, Journalism, Business, and Biology.

Admission Requirements

- One set of official transcripts for 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.
 - **Indian Applicants:** Provide individual mark sheets in addition to a consolidated transcript.
- Admission Essay
- Three letters of reference.
- Satisfactory TOEFL or IELTS scores for students who have a non-US degree.
- GRE and Resume are optional.

Curriculum Requirements

Graduate study in Computer Science enables students to individualize their program of study by pursuing ten computer science courses (30 credits) and passing a comprehensive exam, or completing eight courses (24 credits) and delving into a 6-credit thesis project. This flexibility allows students to explore conceptually-based classes, enhance technical skills through applied learning courses, stay abreast of current trends in the field through a wide range of special topics courses, and engage in research by pursuing an optional six-credit thesis.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).

MS in Computer Science

Program Overview

Program Coordinator	Chirakkal Easwaran, (845) 257-3514, easwaran@newpaltz.edu
Program ID	270
Credits	30
Program Length	MS can be completed in 3 semesters if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time or Part-time
Transfer Credits	6
Capstone	Comprehensive Exam or Thesis

Program Description

SUNY New Paltz offers a 30-credit master's degree program in Computer Science, designed to help students from all backgrounds advance to new careers in technology fields. Our mission is to prepare the next generation of application developers, start-up entrepreneurs, and business analysts to thrive in a rapidly-changing world. This program offers:

- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

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).

Program Learning Outcomes

Computer Science (MS)

- Develop skill in programming in several high-level languages, assembly language, machine language, and microcode.
- Develop the ability to learn new programming languages without formal instruction.
- Design and analyze algorithms.
- Design a new programming language and write a compiler or interpreter for it.
- Apply object-oriented programming and software engineering principles.
- Design and implement digital circuits.
- Understand the structure and operation of a modern operating system.
- Understand theoretical computer science concepts, such as the Turing machines and automata and computability theory.
- Understand continuous and discrete mathematical structures relevant to computing.

MS in Electrical Engineering

Program Overview

Program Coordinator	Damodaran Radhakrishnan, (845) 257-3772, damu@newpaltz.edu
Program ID	265
Credits	30
Program Length	MS can be completed in 2-3 semesters if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	9
Capstone	Project or Thesis

Program Description

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 completed 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

Students may individualize their program of study by selecting classes that fulfill their academic interests and professional needs. Focused coursework is offered in Microelectronics, Systems, Energy, or Computer Engineering. The program may be completed in as little as eight months.*

Accelerated Format*

Students complete 30 credits of coursework and present at least three graduate engineering projects.

Research Focus

Students enroll in twenty-four credits of coursework and develop and defend a six-credit thesis project.

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.

The MS in Electrical Engineering degree comprises 30 credits. Students have the option to complete a thesis or take additional coursework and complete at least two graduate projects.

Plan of Study

A student’s plan of study is developed by selecting graduate engineering courses offered by the department in electromagnetic fields and waves, telecommunications, electronics, computers, and control systems depending on the students’ needs and interests.

Accelerated Format

This option allows students to complete their graduate degree in as little as 18 months. Students select 30 credits of coursework and complete at least three graduate projects.

Research Focus

This option allows students to select eight graduate courses (24-credits) and complete a 6-credit Electrical Engineering Thesis.

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-.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under “Graduation” tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

Electrical Engineering (MS)

- Demonstrate a high level of expertise and competence in an area of concentration in electrical engineering.
- Play a meaningful role in research or technical development leading to significant contributions to engineering and technology.

- Demonstrate leadership skills in the workplace, function professionally in a globally competitive world, and communicate engineering results effectively.
- Demonstrate strong interpersonal and teamwork skills.

Establish a Professionally Sustainable Art Practice

Art

- [MFA in Studio Art](#) (p. 177)
Specializations: Ceramics, Metal, Painting/Drawing, Photography & Related Media, Printmaking and Sculpture.

Art Education

- [MSEd in Visual Arts Education](#) (p. 181)

Digital Design & Fabrication

- [MA in Digital Design & Fabrication](#) (p. 168)
- [BA/BS with DDF Minor + MA in Digital Design & Fabrication](#) (p. 42)

MA in Digital Design & Fabrication Program Overview

Program Coordinator	Aaron Nelson, (845) 257-7887, nelsona@newpaltz.edu
Program ID	240
Credits	36
Program Length	MA can be completed in 2-3 semesters if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	6
Capstone	Thesis or Fieldwork

Program Description

The Digital Design & Fabrication (DDF) will prepare students to utilize modern digital fabrication methods in the design and fabrication process. Modern methods of fabrication, such as 3D printing, have changed not only how objects are designed, but have also changed what can be designed and manufactured. As modern fabrication technologies continue to advance, the worlds of design and manufacturing will change and merge into something much more seamless. Through an approach that blurs traditional boundaries between art, engineering, design, fabrication and science, the DDF program will enable students to take full advantage of advanced manufacturing and fabrication techniques. Graduates will earn the Rhinoceros CAD certification (levels 1 & 2) and Stratasys Additive Manufacturing Certification.

Admission Requirements

- One official transcript of all undergraduate and graduate work providing evidence of a baccalaureate degree in any design-related field (e.g., art, engineering, industrial design, architecture and graphic design) from an accredited institution with at least a 3.0 cumulative grade point average on a 4.0 scale

- Undergraduate preparation should include a basic drawing course or its equivalent
- Admission Essay describing interest in the program
- Contact information for two references
- Satisfactory TOEFL or IELTS scores for students who have a non-US degree.
- Portfolio including samples of completed work. When uploading your portfolio, include a minimum of 15 images.
 - Please note that we require a minimum of 10 individual works or projects; additional detail photographs and installation documentation can be included. You may either upload videos or include external links to videos as part of your portfolio. Each work sample must be labeled with the title of work, medium, size, and date. Images can be labeled and ordered as they are uploaded. For good image quality and fast upload, we recommend jpeg images no larger than 1280 x 1280 pixels @ 72 ppi.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Application Deadlines

Review begins March 15 and will continue until the fall cohort has been filled

The MA in Digital Design & Fabrication consist of 36 credits. Students will produce/design a body of work using an array of advanced manufacturing techniques.

Code	Title	Credits
Design and Fabrication Coursework (24 Credits)		
DDF510	Computer Aided design 1	3
DDF502	Introduction to Computation for Media	3
ARH526	Studies in the History of Design	3
DDF512	Computer Aided Design 2	3
DDF555	3D Computational Design	3
DDF705	Advanced 3D Printing	3
DDF560	Introduction to Designing with Microprocessors	3
DDF701	Advanced Computer Aided Design	3
Electives (6 Credits)		
Working with their advisor, students will select 6 credits of graduate coursework in art, engineering and computer science.		6
Capstone Experience (6 Credits)		
Working with their advisor, students will enroll in 6 credits of thesis or fieldwork as their culminating experience.		6
Total Credits		36

Program Requirements

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

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.

Program Learning Objectives

- Expand knowledge of diverse histories and contemporary practices in studio art, design, and art education
- Demonstrate—in written, visual, and oral forms—an understanding of a work of art or design, in terms of its social, political, cultural, aesthetic and historical context
- Develop and articulate self-reflective practices as artists, designers, teachers, and citizens
- Create collaboration and engagement with local and global art, design, and learning communities
- Build professional networks to support lifelong learning and sustainable practices

Degree Programs in Art

Contact: (845) 257-3830

The Art department offers the following degree programs:

1. [MFA in Studio Art](#) (p. 177)
2. [MSEd in Visual Arts Education](#) (p. 181)

ARS501. Graduate Art Seminar. 3 Credits.

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 MAAS and MFA students are required to take this course. FEE FOR TICKETS AND TRANSPORTATION.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS511. Introduction to Graduate Studio Research. 4 Credits.

ARS511 is an intensive studio methods course in which students will both re-engage with their artistic practice as well as be introduced to a range of contemporary art making strategies.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

May not be repeated for credit

ARS512. Graduate Studio Research I. 2 Credits.

In this online studio research course, students will learn and implement a range of visual research methods and techniques and apply them to their teaching practice as well as to their own studio work.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARE517

May not be repeated for credit

ARS513. Graduate Studio Research II. 2 Credits.

In this online studio research course, students will learn and implement a range of visual research methods and techniques and apply them to their teaching practice as well as to their own studio work.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARE518

May not be repeated for credit

ARS521. Ceramics I. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS523. Clay and Glaze Materials. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS524. Ceramic Sculpture. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS525. Contemporary Issues in Clay. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS533. Metal I. 3 Credits.

Introduction to various theoretical and critical concerns in metal. Students work collaboratively and independently to develop aesthetic and procedural modes while gaining awareness of the field's expanding discourse.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS535. Problems in Metal I. 3 Credits.

Provides concentrated time to develop a progressive, critical dialogue regarding one's creative production, developing interests and avenues of exploration.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS541. Painting I. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS551. Photography and Related Media I. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to content, process and materials. Focus on board artistic research combined with critical dialogue.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS552. Photography and Related Media II. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to content, process and materials. Focus on project development based on artistic research combined with critical dialogue.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS561. Printmaking I. 3 Credits.

Projects and individual study in advanced printmaking conceptions and techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS562. Printmaking II. 3 Credits.

Projects and individuals study in advanced printmaking conceptions and techniques. Students may enroll in Printmaking I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS571. Sculpture I. 3 Credits.

Projects and individual study in advanced sculpture conceptions and techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS572. Sculpture 2. 3 Credits.

Projects and individual study in advanced sculpture conceptions and techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS573. Sonic Measures. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS574. Sculpture Situations. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS576. Site Projects. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS578. Artist Survival Skills. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

ARS579. Contemporary Ideas in Sculpture. 3 Credits.

Seminar explores critical viewpoints relevant to the field of sculpture. Course is structured around readings from contemporary and historical sources, presentations, written and verbal responses, and field research.

Attributes:

- Liberal Arts

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

ARS593. Art Studio Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS594. Fieldwork In Art. 0.5-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS595. Independent Study Art. 1-12 Credits.

Additional materials fee may be applied.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS690. Studio Critique. 3 Credits.

Studio Critique facilitates regular, one-on-one interaction in each student's studio environment. The class focuses on a rigorous individual examination of research methodologies, material processes and conceptual inquiry.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS700. Graduate Critical Dialogues. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS705. Graduate Drawing. 3 Credits.

Individual and group projects on an advanced level employing a variety of subject matter and techniques. May be repeated for credit.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS706. Thematic Studio. 3 Credits.

This course focuses on individual thematic investigations in contemporary art practice and collaborative art making. Students will learn to create arts-based research engaged as studio art practice and modes for reflecting on art pedagogy.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Studio Art (300)
 - Visual Arts Education (050A)

May be repeated for credit

ARS714. Graduate Studio Research III. 4 Credits.

ARS714 is a 6-week summer course taken concurrently with Graduate Seminar and ARE721. In this course, students will complete and mount their capstone studio exhibition.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARE721
- ARS501

May not be repeated for credit

ARS725. Ceramics II. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

Prerequisites:

- ARS521 Minimum Grade of D-

May be repeated for credit

ARS726. Ceramics III. 3 Credits.

Continued advanced study as described in 09725, Ceramics I. Students may enroll in Ceramics I, II, III and IV simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

Prerequisites:

- ARS521 Minimum Grade of D-*

* May be taken at the same time

May be repeated for credit

ARS727. Ceramics IV. 3 Credits.

Continued advanced study as described in 09725, Ceramics I. Students may enroll in Ceramics I, II, III and IV simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

Prerequisites:

- ARS521 Minimum Grade of D-

May be repeated for credit

ARS731. Metal II. 3 Credits.

Building on comprehension of the field's historical, contemporary and critical discourse, students develop their research and consider their work in context to the broader field. Continuation of ARS533. Students may enroll in Metal I, II, and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS732. Metal III. 3 Credits.

Students expand and further develop a research agenda conversant with the theoretical models of the discipline. Students may enroll in Metals I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS734. Problems in Metal II. 3 Credits.

Students identify specific concerns in relation to their inquiry in metal, jewelry and objects, establishing material investigations and a range of studio outcomes. Students may enroll in Problems in Metal I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS735. Problems in Metal III. 3 Credits.

Students further clarify the direction of their research, identify and develop strategies in their work as it pertains to subject matter, process, format, context, and imaging. Students may enroll in Problems in Metal I, II, and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS740. Book Arts. 3 Credits.

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 inter-disciplinary, and requires that students have prior experience in a variety of studio techniques so that those techniques can be used in the course.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS742. Painting II. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS743. Graduate Digital Painting Lab. 3 Credits.

Multi-media studio course introducing digital art studio practice focused on digital imaging and cross-media experimentation; builds on skills, techniques, and critique of digital art concepts like compositing, appropriation, collage, and remixing. Direct and transfer printing taught for varied substrates.

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS745. Painting III. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS746. Painting IV. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS750. The Constructed Image. 3 Credits.

Introduction to photographic studio lighting with strobes and hot lights, on-site lighting, and on-camera lighting. Creation of constructed images and related concept and creative project development.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS751. Photography and Related Media III. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to concept, process, and materials. Focus on conceptual and technical precision in project development combined with critical dialogue.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS752. Photography and Related Media IV. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to concept, process and materials. Focus on modes of presentation and contextualization in project development combined with critical dialogue.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS753. Advanced Digital Color Print. 3 Credits.

Exploration of the role of technical and material research in photographic project development. Focus is on advanced digital image processing and printing techniques in relation to concept and content.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS754. Digital Video. 3 Credits.

Introduces digital video and audio capture and editing techniques. Explores the creative dimension of time-based media and related techniques through individual and/or collaborative experimental projects.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS758. The Large Format Image. 3 Credits.

Introduces the view camera and advanced black-and-white darkroom printing techniques as creative tools as well as high resolution scanning and large format digital printing from digitally captured or scanned images. Conceptual and technical development of related bodies of work.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS759. Image in Context. 3 Credits.

Exploration of the photographic image in context: mixed media, site specificity, image sequence. Conceptual and technical development of creative projects.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS760. The Document. 3 Credits.

Introduces strategies and concepts of documentary photography and related practices and engages with traditional and emerging forms of dissemination. Social, psychological, environmental, and/or political issues are explored through creative projects.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS761. Contemporary Issues in Photography. 3 Credits.

Explores visual culture and the evolving role and potential of lens based media. Focuses on artistic research strategies as the foundation of the conceptual and technical development of a related body of work.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS762. Printmaking II. 3 Credits.

Continuation of 09561. Students may enroll in Printmaking I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS763. Papermaking. 3 Credits.

Covers a variety of papermaking techniques. Course material will be presented by a variety of means, including demonstrations, Power Point presentations and slide lectures, field trips, visiting artists, reading assignments, research assignments, etc.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS764. Contemporary Ideas in Printmaking. 3 Credits.

Seminar explores critical viewpoints relevant to the field of printmaking. Course is structured around readings from contemporary and historical sources, discussion, presentations, field research, and the development of research projects and image based on presentations.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS765. Printmaking III. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS766. Monotype. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS767. Media-Intervention. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS768. Photo Silkscreen. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS771. New Media 3D + 4D. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS773. Sonic Measures. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS774. Sculpture Situations. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS775. Sculpture Projects. 3 Credits.

Projects and individual studio research in advanced sculpture conceptions and techniques. May be repeated for credit. Students may enroll in Sculpture I and II simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS776. Site Projects. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS780. Internship in College Art Studio Teaching. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS782. Studio in Intermedia Design: VRL. 3 Credits.

Production and critique of studio work in graphic design and photography generated in response to the theory seminar. Assigned and self-directed projects or problem investigations relative to candidate's area of interest and research conducted in seminar. May be repeated for credit.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS784. VRL Studio. 3 Credits.

Specialized course studies in graphic design and photography related to study project of the candidate, elected from offerings of the graduate level. Approval of the candidate's advisory committee and approval of the instructor are required. May be repeated for credit, courses are non-sequential.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS785. Graduate Study in Design: VRL II. 3 Credits.

Specialized course study in graphic design and photography related to study project of the candidate, elected from offerings of graduate level. Approval of the candidate's advisory committee and approval of the instructor are required. May be repeated for credit, courses are non-sequential.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS788. MFA Thesis in Intermedia Design: VRL. 6 Credits.

Execution and presentation of a body of significant work in graphic design/ photography as evidence of the candidate's level of accomplishment. Project selected in consultation with VRL faculty and thesis committee. Paper and slides required. Must be repeated once for credit.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS790. Thesis in Art Studio. 3-12 Credits.

Students complete and exhibit a body of creative work culminating the graduate degree. MAAS 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. Additional materials fee may be applied.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS793. Art Studio Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS794. Fieldwork In Art Studio. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

ARS795. Independent Study Art. 1-12 Credits.

Additional materials fee may be applied.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS799. Continued Registration. 6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

MFA in Studio Art

Program Overview

MFA Studio Art: Ceramics

Program Coordinator	Matthew Friday, (845) 257-2609, fridaym@newpaltz.edu
Program ID	30CE
Credits	60
Program Length	MFA can be completed in 2 years if enrolled full-time, but students must complete degree within 7 years
Modality	In-person

Full-time/Part-time	Full-time
Transfer Credits	12
Capstone	MFA Exhibit and Thesis

MFA Studio Art: Metal

Program Coordinator	Matthew Friday, (845) 257-2609, fridaym@newpaltz.edu
Program ID	30ME
Credits	60
Program Length	MFA can be completed in 2 years if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	12
Capstone	MFA Exhibit and Thesis

MFA Studio Art: Photography and Related Media

Program Coordinator	Matthew Friday, (845) 257-2609, fridaym@newpaltz.edu
Program ID	30PH
Credits	60
Program Length	MFA can be completed in 2 years if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	12
Capstone	MFA Exhibit and Thesis

MFA Studio Art: Printmaking

Program Coordinator	Matthew Friday, (845) 257-2609, fridaym@newpaltz.edu
Program ID	30PR
Credits	60
Program Length	MFA can be completed in 2 years if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time
Transfer Credits	12
Capstone	MFA Exhibit and Thesis

MFA Studio Art: Sculpture

Program Coordinator	Matthew Friday, (845) 257-2609, fridaym@newpaltz.edu
Program ID	30SC
Credits	60
Program Length	MFA can be completed in 2 years if enrolled full-time, but students must complete degree within 7 years
Modality	In-person
Full-time/Part-time	Full-time

Transfer Credits

12

Capstone

MFA Exhibit and Thesis

Program Description

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 specializations in Ceramics (30CE), Metals (30ME), Painting and Drawing (30PD), Photography & Related Media (30PH), Printmaking (30PR), and Sculpture (30SC). 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 among 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 courses.

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.

MFA in Studio Art

60-credit degree program offering specialized study in the following areas:

Ceramics

The Ceramics program cultivates the conceptual, technical, and professional growth of its graduate students by providing an environment balanced among pragmatic skill development, critical and theoretical dialogue, and intensive studio research geared toward a process of making and thinking, resulting in innovative and dynamic outcomes. We encourage students to have a strong sense of responsibility, self-reliance, and confidence. Faculty guide students in independent research and individual approaches to their practice. The curricular structure challenges students to critically evaluate their work within a material-specific and an interdisciplinary framework, as well as in theoretical and professional contexts. Students are encouraged to work with methodologies that explore the boundaries of the field while demonstrating an understanding of historic and contemporary ecologies. With private graduate studios within the program's expansive 10,000 square foot facility and access to a broad range of traditional and contemporary technologies, the program provides students with the resources and the latitude necessary to develop an authentic, significant contribution to the field. Web site: www.newpaltz.edu/ceramics

Metal

The Metal program is an active area of study that engages a wide variety of ideas, objects, images, and modes of making toward critical and dynamic outcomes. Students and faculty form a community of inquiry that seeks to expand the field's discourse. The rigorous curriculum provides opportunities to explore the technical, aesthetic, and conceptual aspects of contemporary jewelry and metalsmithing in a state-of-the-art facility with faculty who are actively engaged artists and who exhibit and lecture internationally. The 10,000 square-foot studios supply equipment for working in a range of traditional and contemporary methods, instruction and access to expanding digital technologies, and designated private studio spaces for each student. Web site: www.newpaltz.edu/metal

Painting & Drawing

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 multimedia 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

Photography & Related Media

The Photography program engages students in an expanded field of artistic lens-based practice to critically interrogate and deepen their creative research within a vibrant community of artists. Photography is an ever-changing field with a short and tumultuous history and immense and growing relevance in today's shifting cultural and social context. We support our students in their process of independent experimentation as they hone their critical awareness, skills, and concept, and position themselves with their unique voice and vision in the field. The Photography program offers a range of state-of-the-art digital and analog facilities and equipment. Website: <http://www.newpaltz.edu/photography/>

Printmaking

The Printmaking program views the field expansively, honoring tradition while moving the medium ever forward through the use of digital, sculptural means to create two and three-dimensional and installation-based works. The program encourages students to formulate and articulate their philosophical and personal concepts and translate them into visual works, meeting these objectives by offering a mix of intensive studio experience with critical and theoretical dialogue. The printmaking studios are state-of-the-art facilities containing a full range of new and top-of-the-line equipment and presses. In our 10,000 square foot studio spaces students have the capability of working with intaglio, lithography, silkscreen, monotype, woodcut, and hand-papermaking as well as contemporary photography, digital, and mixed media printmaking processes. Access to the Art Department's stellar Wood Studio and Digital Fabrication labs round out the offerings within the printmaking area. Web site: www.newpaltz.edu/printmaking

Sculpture

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 and BFA students, general class workspace, an area for woodworking, welding, and metal fabrication. The facilities also include a separate room for experimental work such as installations. Equipment includes welding and metalworking tools and machinery, woodworking tools and machinery, video and sound equipment, and a computer lab for digital imaging, sound and video production. Web site: www.newpaltz.edu/sculpture

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). New Paltz is encouraging of interdisciplinary scholarship and we support applicants with degrees from non-studio areas who are able to demonstrate a strong body of work.
- Two letters of reference from former teachers or other professionals in the field familiar with the candidate's qualifications who can support the candidate's ability to do graduate work.
- A 300-500 word letter of intent that states the candidate's goals for graduate study.
- Completion of the online application process requires
 - Uploading a 300-500 word artist's statement discussing the candidate's concepts, material processes, research methods, and influences, and
 - Uploading a minimum of 20 images, the majority of which must be in the major field to which application is made.
 - Please note that we require a minimum of 12 individual pieces; additional detail photographs and installation documentation can be included. You may include external links to videos as part of your portfolio. Each work sample must be labeled with the title of work, medium, size, and date. Images can be labeled and ordered as they are uploaded. For good image quality and fast upload, we recommend jpeg images no larger than 1280 x 1280 pixels @ 72 PPI.
 - Each image should document a finished work, or present a detail or alternate view of finished work. Please do not submit composite images that include explanatory text, preparatory drawings, and comparisons with other pieces. Our online portfolio includes a label section and we encourage you to provide more details and context about your work there and in your artist statement.

Priority is granted to applications received by January 15. Applications will still be considered after this date as long as studio spaces remain available. We encourage potential applicants to check with the faculty to

verify availability. In order to maintain a cohesive community, we prefer admissions to take place for the Fall semester. We strive for a dynamic and highly qualified cohort and recognize that students often come from diverse backgrounds; exceptions to application requirements, deadlines, and matriculation dates will be reviewed on a case by case scenario.

Ceramics Specialization (30CE)

Code	Title	Credits
Ceramics (30 Credits) ^{1,2}		
ARS521	Ceramics I	3
ARS725	Ceramics II	3
ARS726	Ceramics III	3
ARS727	Ceramics IV	3
ARS523	Clay and Glaze Materials	3
ARS524	Ceramic Sculpture	3
ARS790	Thesis in Art Studio	12

Liberal Arts, Art History and Theory Coursework (12 Credits)

ARS501	Graduate Art Seminar	3
ARH569	Art in Contemporary Culture	3
ARS578	Artist Survival Skills	3
ARS525	Contemporary Issues in Clay	3

Electives (18 Credits)

Select 6 courses (18 credits) of electives with approval by graduate coordinator.	18
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Total Credits 60

Metal Specialization (30ME)

Code	Title	Credits
Metal (30 Credits) ^{1,2}		
ARS533	Metal I	3
ARS535	Problems in Metal I	3
ARS731	Metal II	3
ARS734	Problems in Metal II	3
ARS732	Metal III	3
ARS735	Problems in Metal III	3
ARS790	Thesis in Art Studio	12

Liberal Arts, Art History and Theory Coursework (12 Credits)

ARS501	Graduate Art Seminar	3
ARH569	Art in Contemporary Culture	3
ARS578	Artist Survival Skills	3
Elective Liberal Arts, Art History, Theory Course		3

Electives (18 Credits)

Select 6 courses (18 credits) of electives with approval by graduate coordinator.	18
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Total Credits 60

Painting & Drawing Specialization (30PD)

Code	Title	Credits
Painting and Drawing (30 Credits) ^{1,2}		
ARS541	Painting I	3
ARS742	Painting II	3
ARS745	Painting III	3
ARS746	Painting IV	3
ARS705	Graduate Drawing (taken twice)	6
ARS790	Thesis in Art Studio	12

Liberal Arts, Art History and Theory Coursework (12 Credits)		
ARS501	Graduate Art Seminar	3
ARH569	Art in Contemporary Culture	3
ARS578	Artist Survival Skills	3
Elective Liberal Arts, Art History, Theory Course		3
Electives (18 Credits)		
Select 6 courses (18 credits) of electives with approval by graduate coordinator.		18
Total Credits		60

Photography & Related Media Specialization (30PH)

Code	Title	Credits
Photography and Related Media (30 Credits) ^{1,2}		
ARS551	Photography and Related Media I	3
Any Photography Class (1st Semester)		3
ARS552	Photography and Related Media II	3
Any Photography Class (2nd Semester)		3
ARS751	Photography and Related Media III	3
ARS752	Photography and Related Media IV	3
ARS790	Thesis in Art Studio	12

Liberal Arts, Art History and Theory Coursework (12 Credits)

ARS501	Graduate Art Seminar	3
ARH569	Art in Contemporary Culture	3
ARS578	Artist Survival Skills	3
Elective Liberal Arts, Art History, Theory Course		3

Electives (18 Credits)

Select 6 courses (18 credits) of electives with approval by graduate coordinator.

Total Credits **60**

MFA in Studio Art: Printmaking Specialization (30PR)

Code	Title	Credits
Printmaking (30 Credits) ^{1,2}		
ARS561	Printmaking I	3
ARS562	Printmaking II	3
ARS765	Printmaking III (taken twice)	6
ARS767	Media-Intervention	3
Any Printmaking Course		3
ARS790	Thesis in Art Studio	12

Liberal Arts, Art History and Theory Coursework (12 Credits)

ARS501	Graduate Art Seminar	3
ARH569	Art in Contemporary Culture	3
ARS578	Artist Survival Skills	3
ARS764	Contemporary Ideas in Printmaking	3

Electives (18 Credits)

Select 6 courses (18 credits) of electives with approval by graduate coordinator.

Total Credits **60**

MFA in Studio Art: Sculpture Specialization (30SC)

Code	Title	Credits
Sculpture (30 Credits) ^{1,2}		
ARS571	Sculpture I	3
ARS572	Sculpture 2	3

Choose 4 Additional Sculpture Classes		12
ARS790	Thesis in Art Studio	12

Liberal Arts, Art History and Theory Coursework (12 Credits)

ARS501	Graduate Art Seminar	3
ARH569	Art in Contemporary Culture	3
ARS578	Artist Survival Skills	3
ARS579	Contemporary Ideas in Sculpture	3

Electives (18 Credits)

Select 6 courses (18 credits) of electives with approval by graduate coordinator.

Total Credits **60**

¹ MFA student must complete 50% of their coursework in their area of specialization: ceramics, metal, painting & drawing, photography & related media, printmaking or sculpture.

² MFA students are required to complete 50% of their coursework (30 credits) at the 700-level.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Requirements

- File a degree plan of study during the first semester after matriculation.
- Convene a Thesis Review Committee including an external evaluator 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-.
- 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.

- Present a thesis exhibition approved by the recommendation of your primary advisor.

Final documentation of the thesis exhibit must be filed with the library in accordance with departmental guidelines.

Complete submission is as follows:

1. **Format:** The thesis should be submitted as a single PDF, including the title page and signature (thesis approval) pages.
2. The [SOAR Release Form](#) is to be signed, scanned, and submitted as a separate PDF.
3. **Margins:** Standard 1-inch margins on all sides.
4. **Typeface:** Double-spaced, with a 12-point font. We recommend a standard font such as Times, Times New Roman, Helvetica or Arial.
5. **Signature / Title page:** Please type the names of your committee members on the page traditionally known as the “signature page” but which we will refer to as the committee approval page as it will not contain any actual signatures (committee signatures will be reserved for the SOAR release form). Please see these sample [title and committee approval pages](#).
6. **Arrangement:** Pagination must be correct (each page numbered). The main text is preceded by the title page and signature (thesis approval) page.
7. **Length:** minimum 5 pages double-spaced not including title and signature page and images. This paper details the conceptual and material development of your research. Please contact the graduate coordinator if you have questions about the format and content of this paper.
8. **Bibliography and citations:** Use Modern Language Association (MLA) format. MLA in-text citations are preferable to footnotes.
9. **Images:** Your work should be documented as professionally as possible. Detail, process and installation images are encouraged. Images can either be embedded in your text or come after your bibliography. All images should be labeled with the following information: Title, Media, Dimensions, Date. If you are including images of other artist’s work, make sure to include their name.
10. **Approval:** Theses must be approved, and the [SOAR Release Form](#) signed by your main faculty member (committee chair) before the library will accept them.
11. **Submission:** Your thesis and [SOAR Release Form](#) should be emailed to thesis@library.newpaltz.edu by the final week of the semester in which you are graduating. This date can be found on the [university calendar](#).

The Library Collection Management Team must notify the Records and Registration Office that the approved thesis and signed SOAR Release Form have been received before the degree will be granted. Students have the right to opt-out from submitting their work to SOAR. If you would like to opt-out from submitting your thesis to SOAR, please complete and submit this [SOAR Opt Out Form](#) when you email your thesis submission. For more information, or for other assistance with thesis submission, please contact Research & Metadata Librarian [Madeline Veitch](#). Note: if you are interested in purchasing a bound copy of your thesis, [Acme Bookbinding](#) in Hatfield, Pennsylvania provides this service for a fee.

Your complete and approved thesis paper **must be submitted by the time specified during the library**. Failure to turn your thesis in on time will result in an H grade (hold) and delay your graduation. If you fail to complete the thesis exhibition or paper within one year the H grades turn into an F without recourse for change. If you did not complete your thesis exhibition or paper, you must enroll in a continued registration course

until your thesis is approved. Please contact the graduate coordinator for information about how to enroll in this course.

Program Learning Objectives

- Expand knowledge of diverse histories and contemporary practices in studio art, design, and art education
- Demonstrate—in written, visual, and oral forms—an understanding of a work of art or design, in terms of its social, political, cultural, aesthetic and historical context
- Develop and articulate self-reflective practices as artists, designers, teachers, and citizens
- Create collaboration and engagement with local and global art, design, and learning communities
- Build professional networks to support lifelong learning and sustainable practices

MSEd in Visual Arts Education

Program Overview

Program Coordinator	Andrea Kantrowitz, (845) 257-3783, kantrowa@newpaltz.edu
Program ID	050I
Credits	30
Program Length	MSEd can be completed in 1 year if enrolled full-time and taking summer and winter courses, but students must complete degree within 5 years
Modality	Online
Full-time/Part-time	Part-time
Transfer Credits	6
Capstone	Thesis

Program Description

The Master of Science in Education in Visual Arts Education (MSEd)

Program serves certified art teachers who are pursuing a master’s degree for professional advancement and artist-teacher development. The MSEd program meets New York State art teacher requirements to complete a master’s degree for Professional teaching certification, and is intended for artist-teachers interested in a dynamic, fully- online graduate program that offers personalized mentorship and flexibility for working professionals.

The Visual Arts Education Graduate Program is a fifteen-month, fully-online learning experience where art teachers reinvigorate and bring depth to their studio practices, carry out original research related to their teaching practices, and develop strong connections between the two. The unique curriculum allows for robust engagement as artist-teacher-researchers under the close mentorship of Art Education faculty.

Admission Requirements

- 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
- Evidence of certification or licensure in Art Education, or evidence of pending certification or licensure
- A 300-500 word teaching-artist's statement discussing the candidate's current teaching and creative practices, and goals for graduate study
- Two letters of reference from current administrators or colleagues, former teachers, or other professionals familiar with the candidate's qualifications and who can support the candidate's ability to do graduate work.
- Satisfactory TOEFL or IELTS scores for students who have a non-US degree.
- Portfolio of 12- 20 images of original creative work:
 - We require a minimum of 12 individual pieces; additional detail photographs and installation documentation can be included. You may include external links to videos as part of your portfolio. Each work sample must be labeled with the title of work, medium, size, and date. Images can be labeled and ordered as they are uploaded. For good image quality and fast upload, we recommend jpeg images no larger than 1280 x 1280 pixels @ 72 PPI.
 - Each image should document a finished work or present a detail or alternate view of finished work. Please do not submit composite images that include explanatory text, preparatory drawings, and comparisons with other pieces. Our online portfolio includes a label section and we encourage you to provide more details and context about your work there and in your artist statement.

Application Deadlines

Summer: April 15*

**Applications for this program are accepted in even numbered years (e.g., Summer 2022, Summer 2024, etc.)*

COURSE WORK TIMELINE

MEd in Visual Arts Education students must complete a total of 30 credits, develop and complete a body of artwork and an original research study, and give a public presentation of their work. Coursework is completely remote with no in-person component. Courses in this program may not be taken out of sequence.

Code	Title	Credits
Summer (11 Credits)		
ARE501	Graduate Readings in Art Education	1
ARS511	Introduction to Graduate Studio Research	4
ARH569	Art in Contemporary Culture	3
ARE519	Art and Pedagogy I:Contemporary Approaches	3
Fall (4 Credits)		
ARS512	Graduate Studio Research I	2
ARE517	Visual Arts Research I	2

Winter (1 Credits)

ARE520	Winter Session Review	1
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Spring (4 Credits)

ARS513	Graduate Studio Research II	2
ARE518	Visual Arts Research II	2

Summer (10 Credits)

ARS714	Graduate Studio Research III	4
ARS501	Graduate Art Seminar	3
ARE721	Art and Pedagogy II	3

Total Credits	30
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- Complete the prescribed coursework 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-
- A thesis is required. Under the guidance of a graduate committee, the student will develop an appropriate presentation commensurate with accepted standards of scholarship.

Graduate Checklist

- Apply for graduation via my.newpaltz.edu under "Graduation" tab according to the schedule in the [academic calendar](#).
- Resolve any pending admission conditions (outlined in your acceptance letter) and/or missing documents if applicable.
- Review your progress report via my.newpaltz.edu to ensure that you have completed all program requirements.
- Remember that only two grades below a B- may be applied to your [plan of study](#) (p. 21)
- Contact your advisor if you need to amend your plan or process [transfer credit](#).
- Ensure that you are in [good academic standing](#) (p. 10) with a GPA (Grade Point Average) of 3.0 or higher.
- Pass your capstone or culminating assessment.
- Complete your degree within the [specified time limit](#) (p. 23) outlined in the Program Overview.

Program Learning Outcomes

- Expand knowledge of diverse histories and contemporary practices in studio art, design, and art education
- Demonstrate—in written, visual, and oral forms—an understanding of a work of art or design, in terms of its social, political, cultural, aesthetic and historical context
- Develop and articulate self-reflective practices as artists, designers, teachers, and citizens
- Create collaboration and engagement with local and global art, design, and learning communities

- Build professional networks to support lifelong learning and sustainable practices

Departments Offering Graduate Courses Only

The academic departments below offer graduate classes that support our master's degree programs in Education. They do not offer a standalone degree program:

- [Biology](#)
- [Chemistry](#)
- [Geography](#)
- [Geology](#)
- [History](#)
- [Mathematics](#)

The academic departments below offer graduate classes only – they do not offer full degree programs:

- [Anthropology](#)
- [Art History](#)
- [Black Studies](#)
- [Languages, Literatures, and Cultures](#)
- [Political Science](#)
- [Women's Gender and Sexuality Studies](#)

Course Descriptions

Ancient World Studies (ANC)

ANC593. Ancient Studies Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Attributes:

- Liberal Arts

May not be repeated for credit

Anthropology (ANT)

ANT534. Archaeological Field School. 6 Credits.

Intensive field and laboratory instruction in excavation techniques, mapping and recording, artifact cataloging, analysis and curation, and the preparation and writing of archaeological reports.

Attributes:

- Field Study
- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ANT595. Indep Study Anthropology. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ANT795. Indep Study Anthro. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

Arabic (ARB)

ARB595. Indep Study Arabic. 1-12 Credits.

May be repeated for credit

Art Education (ARE)

ARE501. Graduate Readings in Art Education. 1 Credit.

Presents contemporary and historic readings in art education. Includes antecedents to and examples of contemporary pedagogical approaches to learning and teaching in art.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

May not be repeated for credit

ARE517. Visual Arts Research I. 2 Credits.

Working concurrently with Graduate Studio Research I, students will write a written proposal for a body of artwork based on theories, practices and contexts of the visual arts and art education pedagogy.

Attributes:

- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARS512

May not be repeated for credit

ARE518. Visual Arts Research II. 2 Credits.

Students continue to probe the relationship between theory and practice as a core element in artistic and pedagogical research as a result of their exploration of research in Visual Arts Research I.

Attributes:

- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARS513

May not be repeated for credit

ARE519. Art and Pedagogy I: Contemporary Approaches. 3 Credits.

Students will utilize theoretical frameworks shaping contemporary art education practice to develop an expanded repertoire of contemporary pedagogical strategies for engaging students with making and discussing art.

Attributes:

- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Prerequisites:

- ARE501 Minimum Grade of D-

May not be repeated for credit

ARE520. Winter Session Review. 1 Credit.

In this Winter session weekend course, students will synthesize and refine ideas for their body of artwork, Artist Statement, Journal, and classroom experience developed during the fall semester.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Prerequisites:

- ARE517 Minimum Grade of D-

May not be repeated for credit

ARE593. Art Ed Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARE594. Fieldwork In Art Ed. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

ARE595. Indep Study Art Ed. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

ARE701. Seminar in Art Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARE717. Research in Art Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- ARE701 Minimum Grade of D-

May not be repeated for credit

ARE721. Art and Pedagogy II. 3 Credits.

Students synthesize studio and pedagogical research and apply to the development of curriculum emerging from contemporary artistic practices. Includes designing curriculum and instructional strategies, organizing and presenting synthesis research in a public forum, and developing writing for publication.

Attributes:

- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARS714

May not be repeated for credit

ARE790. Thesis in Art Education (3-6). 3-6 Credits.

Preparation and writing of a thesis under the guidance of the major professor. Required form available in the Records and Registration Office.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARE793. Art Ed Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARE794. Fieldwork in Art Educat. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

ARE795. Indep Study Art Ed. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

ARE799. Continued Registration. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Art History (ARH)**ARH500. Art Criticism. 3 Credits.**

Philosophic and aesthetic foundations for a theory of criticism in the visual arts. Development of critical technique.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH501. Studies in Prehistoric Art. 3 Credits.

The earliest art and architecture of pre-literature cultures, especially in Europe before about 1000 B.C.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH502. Studies in the Art of the Ancient Near East. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH503. Studies in the Art of Ancient Egypt. 3 Credits.

This course examines selected topics relevant to the art and architecture of pharonic Egypt.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH504. Studies in Minoan and Mycenaean Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH505. Studies in Greek Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH506. Studies in Roman Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH507. Studies in Byzantine Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH508. Studies in Medieval Art. 3 Credits.

European art and architecture from the Early Christian period to the end of the Middle Ages c. A.D. 1500.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH509. Studies in Italian Renaissance Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH510. Studies in Northern Renaissance Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH511. Studies in Sixteenth-Century Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH512. Studies in Baroque Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH513. Studies in Eighteenth-Century Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH514. Studies in Nineteenth-Century Art. 3 Credits.

A detailed analysis of an aspect of nineteenth-century European art.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH515. Studies in Modern and Contemporary Art. 3 Credits.

Theory and criticism of major artists and artistic movements in Europe, America, and elsewhere from the beginning of the twentieth century.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARH516. Studies in American Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH517. Studies in East Asian Art. 3 Credits.

This course examines selected topics relevant to the arts and architecture of China, Korea, and Japan from the earliest times to the twentieth century.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH518. Studies in South Asian Art. 3 Credits.

This course examines selected topics relevant to the arts and architecture of South Asia, including India, Pakistan, Bangladesh, and Sri Lanka.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH519. Studies in Islamic Art. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH520. Studies in Pre-Columbian Art. 3 Credits.

Art and architecture in Mexico, Central and South America before European intervention c. A.D. 1500.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH521. Studies in the Native Arts of Africa, Oceania, and North America. 3 Credits.

Traditional sculpture, painting, building and crafts of the indigenous peoples of Africa, the islands of the South Pacific and North America.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH522. Studies in the History of Architecture. 3 Credits.

Theory and criticism of architectural development at certain times and in certain places selected at the discretion of the instructor.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH523. Studies in the History of Drawings. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH524. Studies in the History of Prints. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH525. Studies in the History of Decorative Arts. 3 Credits.

The aesthetics and techniques of media other than architecture, painting, sculpture and the graphic arts, namely ceramics, metalwork, furniture, glass and other decorative objects.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH526. Studies in the History of Design. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH527. Studies in the History of Photography. 3 Credits.

Aesthetics and criticism of photography from its inception in the nineteenth century until today.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH528. Studies in the History of Film. 3 Credits.

Aesthetics and criticism of film since its inception at the beginning of the twentieth century.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH529. Studies in Art Theory and Criticism. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH546. Surrealism. 3 Credits.

Survey Surrealist ideas, writings, paintings, films, objects, etc. in their historical contexts, examining the various positions of those claim the label "Surrealist, the impact that the movement had in its own time, and since.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH569. Art in Contemporary Culture. 3 Credits.

This course is an exploration of diverse trends in contemporary art, focusing on the relationship of this art to major social and political issues of our time.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH571. Film Aesthetics and Criticism. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ARH593. Art History Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARH594. Fieldwork In Art History. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

ARH595. Indep Study Art History. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

ARH793. Art History Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARH795. Indep Study Art History. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Art Studio (ARS)

ARS501. Graduate Art Seminar. 3 Credits.

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 MAAS and MFA students are required to take this course. FEE FOR TICKETS AND TRANSPORTATION.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS511. Introduction to Graduate Studio Research. 4 Credits.

ARS511 is an intensive studio methods course in which students will both re-engage with their artistic practice as well as be introduced to a range of contemporary art making strategies.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

May not be repeated for credit

ARS512. Graduate Studio Research I. 2 Credits.

In this online studio research course, students will learn and implement a range of visual research methods and techniques and apply them to their teaching practice as well as to their own studio work.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARE517

May not be repeated for credit

ARS513. Graduate Studio Research II. 2 Credits.

In this online studio research course, students will learn and implement a range of visual research methods and techniques and apply them to their teaching practice as well as to their own studio work.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARE518

May not be repeated for credit

ARS521. Ceramics I. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS523. Clay and Glaze Materials. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS524. Ceramic Sculpture. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS525. Contemporary Issues in Clay. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS533. Metal I. 3 Credits.

Introduction to various theoretical and critical concerns in metal. Students work collaboratively and independently to develop aesthetic and procedural modes while gaining awareness of the field's expanding discourse.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS535. Problems in Metal I. 3 Credits.

Provides concentrated time to develop a progressive, critical dialogue regarding one's creative production, developing interests and avenues of exploration.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS541. Painting I. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS551. Photography and Related Media I. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to content, process and materials. Focus on board artistic research combined with critical dialogue.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS552. Photography and Related Media II. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to content, process and materials. Focus on project development based on artistic research combined with critical dialogue.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS561. Printmaking I. 3 Credits.

Projects and individual study in advanced printmaking conceptions and techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS562. Printmaking II. 3 Credits.

Projects and individuals study in advanced printmaking conceptions and techniques. Students may enroll in Printmaking I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS571. Sculpture I. 3 Credits.

Projects and individual study in advanced sculpture conceptions and techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS572. Sculpture 2. 3 Credits.

Projects and individual study in advanced sculpture conceptions and techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS573. Sonic Measures. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS574. Sculpture Situations. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS576. Site Projects. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS578. Artist Survival Skills. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

ARS579. Contemporary Ideas in Sculpture. 3 Credits.

Seminar explores critical viewpoints relevant to the field of sculpture. Course is structured around readings from contemporary and historical sources, presentations, written and verbal responses, and field research.

Attributes:

- Liberal Arts

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

ARS593. Art Studio Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS594. Fieldwork In Art. 0.5-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS595. Independent Study Art. 1-12 Credits.

Additional materials fee may be applied.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS690. Studio Critique. 3 Credits.

Studio Critique facilitates regular, one-on-one interaction in each student's studio environment. The class focuses on a rigorous individual examination of research methodologies, material processes and conceptual inquiry.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS700. Graduate Critical Dialogues. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS705. Graduate Drawing. 3 Credits.

Individual and group projects on an advanced level employing a variety of subject matter and techniques. May be repeated for credit.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS706. Thematic Studio. 3 Credits.

This course focuses on individual thematic investigations in contemporary art practice and collaborative art making. Students will learn to create arts-based research engaged as studio art practice and modes for reflecting on art pedagogy.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Studio Art (300)
 - Visual Arts Education (050A)

May be repeated for credit

ARS714. Graduate Studio Research III. 4 Credits.

ARS714 is a 6-week summer course taken concurrently with Graduate Seminar and ARE721. In this course, students will complete and mount their capstone studio exhibition.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Interdisciplinary (050I)
 - Studio Art (300)
 - Summer Intensive (050S)
 - Visual Arts Education (050A)

Corequisites:

- ARE721
- ARS501

May not be repeated for credit

ARS725. Ceramics II. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

Prerequisites:

- ARS521 Minimum Grade of D-

May be repeated for credit

ARS726. Ceramics III. 3 Credits.

Continued advanced study as described in 09725, Ceramics I. Students may enroll in Ceramics I, II, III and IV simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

Prerequisites:

- ARS521 Minimum Grade of D-*

* May be taken at the same time

May be repeated for credit

ARS727. Ceramics IV. 3 Credits.

Continued advanced study as described in 09725, Ceramics I. Students may enroll in Ceramics I, II, III and IV simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

Prerequisites:

- ARS521 Minimum Grade of D-

May be repeated for credit

ARS731. Metal II. 3 Credits.

Building on comprehension of the field's historical, contemporary and critical discourse, students develop their research and consider their work in context to the broader field. Continuation of ARS533. Students may enroll in Metal I, II, and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS732. Metal III. 3 Credits.

Students expand and further develop a research agenda conversant with the theoretical models of the discipline. Students may enroll in Metals I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS734. Problems in Metal II. 3 Credits.

Students identify specific concerns in relation to their inquiry in metal, jewelry and objects, establishing material investigations and a range of studio outcomes. Students may enroll in Problems in Metal I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS735. Problems in Metal III. 3 Credits.

Students further clarify the direction of their research, identify and develop strategies in their work as it pertains to subject matter, process, format, context, and imaging. Students may enroll in Problems in Metal I, II, and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS740. Book Arts. 3 Credits.

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 inter-disciplinary, and requires that students have prior experience in a variety of studio techniques so that those techniques can be used in the course.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS742. Painting II. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS743. Graduate Digital Painting Lab. 3 Credits.

Multi-media studio course introducing digital art studio practice focused on digital imaging and cross-media experimentation; builds on skills, techniques, and critique of digital art concepts like compositing, appropriation, collage, and remixing. Direct and transfer printing taught for varied substrates.

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS745. Painting III. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS746. Painting IV. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS750. The Constructed Image. 3 Credits.

Introduction to photographic studio lighting with strobes and hot lights, on-site lighting, and on-camera lighting. Creation of constructed images and related concept and creative project development.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS751. Photography and Related Media III. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to concept, process, and materials. Focus on conceptual and technical precision in project development combined with critical dialogue.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS752. Photography and Related Media IV. 3 Credits.

Advanced study of photography and related media with emphasis on contemporary approaches to concept, process and materials. Focus on modes of presentation and contextualization in project development combined with critical dialogue.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS753. Advanced Digital Color Print. 3 Credits.

Exploration of the role of technical and material research in photographic project development. Focus is on advanced digital image processing and printing techniques in relation to concept and content.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS754. Digital Video. 3 Credits.

Introduces digital video and audio capture and editing techniques. Explores the creative dimension of time-based media and related techniques through individual and/or collaborative experimental projects.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS758. The Large Format Image. 3 Credits.

Introduces the view camera and advanced black-and-white darkroom printing techniques as creative tools as well as high resolution scanning and large format digital printing from digitally captured or scanned images. Conceptual and technical development of related bodies of work.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS759. Image in Context. 3 Credits.

Exploration of the photographic image in context: mixed media, site specificity, image sequence. Conceptual and technical development of creative projects.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS760. The Document. 3 Credits.

Introduces strategies and concepts of documentary photography and related practices and engages with traditional and emerging forms of dissemination. Social, psychological, environmental, and/or political issues are explored through creative projects.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS761. Contemporary Issues in Photography. 3 Credits.

Explores visual culture and the evolving role and potential of lens based media. Focuses on artistic research strategies as the foundation of the conceptual and technical development of a related body of work.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS762. Printmaking II. 3 Credits.

Continuation of 09561. Students may enroll in Printmaking I, II and III simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS763. Papermaking. 3 Credits.

Covers a variety of papermaking techniques. Course material will be presented by a variety of means, including demonstrations, Power Point presentations and slide lectures, field trips, visiting artists, reading assignments, research assignments, etc.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS764. Contemporary Ideas in Printmaking. 3 Credits.

Seminar explores critical viewpoints relevant to the field of printmaking. Course is structured around readings from contemporary and historical sources, discussion, presentations, field research, and the development of research projects and image based on presentations.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS765. Printmaking III. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS766. Monotype. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS767. Media-Intervention. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS768. Photo Silkscreen. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS771. New Media 3D + 4D. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS773. Sonic Measures. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS774. Sculpture Situations. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS775. Sculpture Projects. 3 Credits.

Projects and individual studio research in advanced sculpture conceptions and techniques. May be repeated for credit. Students may enroll in Sculpture I and II simultaneously.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS776. Site Projects. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May not be repeated for credit

ARS780. Internship in College Art Studio Teaching. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS782. Studio in Intermedia Design: VRL. 3 Credits.

Production and critique of studio work in graphic design and photography generated in response to the theory seminar. Assigned and self-directed projects or problem investigations relative to candidate's area of interest and research conducted in seminar. May be repeated for credit.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS784. VRL Studio. 3 Credits.

Specialized course studies in graphic design and photography related to study project of the candidate, elected from offerings of the graduate level. Approval of the candidate's advisory committee and approval of the instructor are required. May be repeated for credit, courses are non-sequential.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS785. Graduate Study in Design: VRL II. 3 Credits.

Specialized course study in graphic design and photography related to study project of the candidate, elected from offerings of graduate level. Approval of the candidate's advisory committee and approval of the instructor are required. May be repeated for credit, courses are non-sequential.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS788. MFA Thesis in Intermedia Design: VRL. 6 Credits.

Execution and presentation of a body of significant work in graphic design/ photography as evidence of the candidate's level of accomplishment. Project selected in consultation with VRL faculty and thesis committee. Paper and slides required. Must be repeated once for credit.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS790. Thesis in Art Studio. 3-12 Credits.

Students complete and exhibit a body of creative work culminating the graduate degree. MAAS 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. Additional materials fee may be applied.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS793. Art Studio Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Studio Art (300)

May be repeated for credit

ARS794. Fieldwork In Art Studio. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

ARS795. Independent Study Art. 1-12 Credits.

Additional materials fee may be applied.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ARS799. Continued Registration. 6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Asian Studies (ASN)

ASN593. Asian Studies Selected Topics. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

May be repeated for credit

Biology (BIO)

BIO505. Transmission Electron Microscopy. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO508. Scanning Electron Microscopy Annual/Spring. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO509. Advanced Ornithology Alternate year/Spring. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO510. Fungal Biology. 4 Credits.

Morphology, development, physiology, and ecology of fungi, their significance in diseases, and their utilization by man.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO511. Advanced Vertebrate Zoology Alternate year/Fall. 4 Credits.

Morphology, physiology, geographical distribution, and evolution of vertebrates of the world. Field and laboratory work devoted to studying life cycles of selected species. Oral presentation and written research paper required.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO514. Plant Diseases. 4 Credits.

Nature and cause of disease in plants. Special emphasis on fungal diseases of plants.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO516. Molecular Biology Alternate year/Spring. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO517. Molecular Biology Laboratory Alternate year/Fall. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO519. Wetlands Ecology Alternate year/Fall. 4 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO520. Advanced Entomology Alternate year/Fall. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO522. Prin Human Biology. 3 Credits.

An overview of the major aspects of human biology, including physiology, genetics, reproduction, behavior and evolution. In depth coverage of recent advances in the understanding of human biology, including the application of modern technologies and methodologies, as well as evolutionary theory.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO525. Animal Communication. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO528. Endocrinology. 3 Credits.

An introduction to the basic principles of endocrinology followed by a study of the physiology and biological chemistry of endocrine tissue and their secretions.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO530. Human Genetics. 2 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO540. Immunology Alternate year/Spring. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO545. Cell Development and Differentiation. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO546. Human Embryonic Development Annual/Fall. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO550. Recent Advances in Biology. 3 Credits.

Recent developments in a specialized field of biology. May be repeated for credit at five-year intervals for the same special field.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BIO561. Endangered Species. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following class: Senior

May not be repeated for credit

BI0562. Biotechnology. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BI0563. Electron Microscopy. 5 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BI0590. Thesis in Biology. 3-6 Credits.

Writing and defense of a thesis under guidance of major professor. Required form available in the Records and Registration Office.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BI0593. Biology Selected Topic. 2-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

BI0594. Fieldwork In Biology. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

BI0595. Indep Study Biology. 1-12 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

BI0599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Biology (202)

May not be repeated for credit

BI0795. Indep Study Bio. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

BI0799. Continued Registration. 1-6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Black Studies (BLK)**BLK502. Blacks in New York History. 3 Credits.**

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BLK510. Contemporary Black Women's Literature. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BLK522. African/African-American History & Experiences. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BLK593. Black Studies Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

BLK594. Fieldwork Black Studies. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

BLK595. Indep Study Black Studies. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Business Administration (BUS)

BUS500. Excel Tutorial. 0 Credits.

Non-credit competency exam and tutorial demonstration ability to carry out required Excel functions.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

BUS501. Financial Accounting. 3 Credits.

This course introduces MBA students to the accounting information system and to the financial statements prepared for external users. Topics include the accounting cycle, the preparation and evaluation of financial statements, concepts of revenue and expense recognition, and the valuation of asset, liability and equity accounts.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (0MBA)
 - Public Accountancy (262)

May not be repeated for credit

BUS502. Internship & Career Practicum. 1 Credit.

Coverage of topics that prepare students for internships and their career, including identifying prospective employers, writing an effective resume, networking, interviewing skills, ethics, and corporate culture.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (0MBA)
 - Public Accountancy (262)

May not be repeated for credit

BUS503. Management. 3 Credits.

This course is designed to provide graduate-level business students with exposure to (1) the evolution of management thought, (2) the four functions of management, (3) various theories and empirically derived principles, and (4) contemporary issues related to process and practice. Students will engage in problem-solving through individual and team-based business case analyses and research projects.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (0MBA)

May not be repeated for credit

BUS505. Marketing. 3 Credits.

This course is an introduction to the principles and practice of marketing. A major part of the course involves a review of the four elements of the marketing mix: product, price, place, and promotion. The course provides the knowledge and skills that students need for taking the marketing management course.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (0MBA)

May not be repeated for credit

BUS507. Managerial Finance. 3 Credits.

This course conveys major issues facing a financial manager: financial statement analysis, discounted cash flow analysis, time value of money, the risk-return tradeoff, and the valuation of financial assets. This course also examines capital budgeting, financial planning, asset management, cost of capital, long-term financing through debt and equity, and multinational financial management.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (0MBA)

Prerequisites:

- BUS501 Minimum Grade of D-
- BUS515 Minimum Grade of D-
- BUS509 Minimum Grade of D-

May not be repeated for credit

BUS508. Financial Statement Analysis. 3 Credits.

Students will learn about the principles and standards of financial accounting, and then prepare, interpret, analyze corporate financial statements.

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (OMBA)

May not be repeated for credit

BUS509. Statistics Analysis & Decision Theory. 3 Credits.

This course is an introduction to probability and statistics. Main goal is to teach students how to apply various statistical concepts to decision making under uncertainty. After this course, students should be able to analyze data and relationships among variables using both descriptive and inferential statistics, and to evaluate and update decision alternatives so that they can find solutions to real life business problems.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (OMBA)

Prerequisites:

- Math Placement Level Minimum Score of 5 or Math Placement Level Minimum Score of 4
- MAT171 Minimum Grade of C-

May not be repeated for credit

BUS511. Accounting for Management Decisions. 3 Credits.

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. (This course is only for general MBA students, not CPA track MBA students.)

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Business Administration (261)

Prerequisites:

- BUS201 Minimum Grade of B or BUS508 Minimum Grade of B-

May not be repeated for credit

BUS515. Business Economics for Managers. 3 Credits.

The course is designed to provide a strong foundation in microeconomic theory for managerial and decision making. It emphasizes the "economic way of thinking" about real-world business/management curriculum such as finance, cost accounting, marketing, business strategy and quantitative analysis. The goal is to reinforce what students have learned in other courses and provide a foundation for future course work and beyond.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Pre-MBA (OMBA)

Prerequisites:

- Math Placement Level Minimum Score of 3 or MAT120 Minimum Grade of C- or MAT121 Minimum Grade of C-

May not be repeated for credit

BUS516. Theory of Financial Accounting I. 3 Credits.

This course expands upon coverage of financial accounting and reporting for business entities after the introductory course Financial Accounting (or its equivalent). Topics include special financial statement disclosures as well as accounting for current assets, long-term investments, long-lived assets including intangibles.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS517. Cost Analysis. 3 Credits.

Development and use of quantitative information for management decision-making. Topics include cost accumulation and control, job order and process cost systems, standard costs and variance analysis, and performance evaluation.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS518. Concepts in Federal Income Taxation. 3 Credits.

Introduction to principles underlying the US federal income tax system. Emphasis on individual income taxation with some coverage of corporate and partnership taxation.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS520. Managing Operations and Information Technology. 3 Credits.

Focuses on the integration of information and operations strategies to enhance competitive advantage. Topics include global supply chain management, enterprise resource planning, artificial intelligence, cloud computing, information security, and their legal and social impacts.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS521. Arts and Entertainment Law. 3 Credits.

Evolving legal issues facing artists and entertainers, as well as the industry of managing artists and entertainers. Addresses key legal aspects of intellectual property rights, contracts, negotiation strategies, financing, torts, employment law, general business law, challenges of being a freelance artist, litigation, and the impact of digital distribution channels of creative works.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS522. Theory of Financial Accounting II. 3 Credits.

This course is a continued coverage of financial accounting and reporting for business entities after Theory of Financial Accounting I. Topics include accounting for liabilities and shareholders' equity, income taxes, financial instruments, accounting changes and error corrections, the statement of cash flows, and additional topics of current interest.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS516 Minimum Grade of C-

May not be repeated for credit

BUS525. Quantitative Methods for Business Research. 3 Credits.

Focuses on developing analytical skills mainly formulating problems, collecting data and interpreting the results using quantitative methods such as statistics and/or optimization tools.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS509 Minimum Grade of B-

May not be repeated for credit

BUS526. Managing in a Global Environment. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS528. Marketing Management. 3 Credits.

Application of applying key marketing concepts for making effective marketing decisions about products, pricing, promotion, and distribution, given a firm's goals, abilities, customers and competitors.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS529. Accounting - Financial Reporting and Control. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS535. Financial Markets and Institutions. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS536 Minimum Grade of D-

May not be repeated for credit

BUS536. Corporate Financial Management. 3 Credits.

The role of financial management in business decisions, the relationship between finance and other corporate functions, and quantitative techniques used for analysis. Topics include cash flow analysis, valuation, risk and return, investing and financing decisions, costs of capital, and capital structure.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS508 Minimum Grade of B-

May not be repeated for credit

BUS537. Options and Futures. 3 Credits.

Futures and options, derivatives markets, and their role in risk management and portfolio strategy. Topics include types of futures, pricing models and hedging strategies.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS536 Minimum Grade of C

May not be repeated for credit

BUS538. Investments. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS508 Minimum Grade of B-

May not be repeated for credit

BUS539. Personal Financial Planning Principles and Applications. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS508 Minimum Grade of B-

May not be repeated for credit

BUS541. Music Artist Management. 3 Credits.

Artist management explores the music business through the lens of artist/talent management and focuses on the study of concepts and skills relating to entrepreneurship and entertainment trends in the contemporary music business industry.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS542. Auditing and Assurance. 3 Credits.

Introduction to the attest function and the independent auditor's role in society, with a focus on audit concepts and tools, including computerized auditing and use of Audit Data Analytics.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS522 Minimum Grade of C-

May not be repeated for credit

BUS544. Health Care Finance. 3 Credits.

Financial management concepts and techniques for the health care industry. Topics include the regulatory environment, costs and revenues, accounting reports and budgets, financial statement analysis, and capital planning.

Attributes:

- Professional Technical

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS508 Minimum Grade of B-

May not be repeated for credit

BUS546. Multinational Finance. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS508 Minimum Grade of B-

May not be repeated for credit

BUS547. International Marketing. 3 Credits.

Discussion of 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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS528 Minimum Grade of C

May not be repeated for credit

BUS548. International Accounting. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS555. Marketing Research. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS528 Minimum Grade of D-

May not be repeated for credit

BUS557. Integrated Marketing Communications. 3 Credits.

Development and implementation of integrated marketing communications programs. Topics include the communication process, budget determination, strategic brand management, internet marketing and issues of monitoring, evaluation, and control.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS528 Minimum Grade of C

May not be repeated for credit

BUS558. Consumer Behavior for Marketing Strategy. 3 Credits.

Study of consumer behavior using social science concepts. Topics include buyer decision making, product and service choice, consumer attitudes and motivation, and shopping behavior.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS528 Minimum Grade of C

May not be repeated for credit

BUS561. Healthcare Policy. 3 Credits.

Explores US health care policy, economics and reform. Compares US healthcare policy to policies in other countries. Focuses on major health policy institutions and issues, including private insurance and state/federal programs. Attention is given to cost and quality of healthcare programs.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS562. Healthcare Management and Leadership. 3 Credits.

Managerial and analytical competencies to assess regulatory, legal, organizational, and financial issues and to ensure quality healthcare services delivered to patients and other stakeholders. Emphasizes healthcare executive's role in setting strategy, building a strong management team, and empowering the workforce.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS563. Strategic Sustainability Management. 3 Credits.

Analysis of environmental and social sustainability in a business context through case studies and a semester-long project.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS564. Staffing Organizations. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS567 Minimum Grade of D-

May not be repeated for credit

BUS565. Training and Development. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS566. Organizational Change and Development. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS567. Managing Human Capital. 3 Credits.

Theory, research, and applications in major areas of human resource management. Topics include human resource strategy, recruitment, selection, development, training, compensation, performance appraisal, retention, leadership, and legal issues in human resources.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS568. Individual and Group Behavior Analysis. 3 Credits.

Study of classic and contemporary theories in micro organizational behavior. Topics include perception, personality, attitudes, motivation, leadership, communication, group dynamics, decision making, power, influence, and organizational change.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS569. Leadership and Management in a Changing World. 3 Credits.

Study of theory and applications in the field of leadership as it relates to business. Topics include leadership traits and behaviors, power and influence, situational and contingency leadership, ethics and values in leadership, motivation, and team leadership.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS570. Entrepreneurship in Music/Art. 3 Credits.

Provides students with the core knowledge and foundation to plan, finance, develop, launch and grow a music or arts organization. Focus is on entrepreneurial approaches to building a music business and long-term career.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS571. Management Information Systems (MIS). 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS572. Electronic Commerce and Management. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS573. Management Science. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS525 Minimum Grade of C

May not be repeated for credit

BUS575. Linear Models. 3 Credits.

Topics include simple linear regression, multiple regression, generalized linear models, graphical analysis of model adequacy, violations of assumptions, and alternative to least squares.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS509 Minimum Grade of B-

May not be repeated for credit

BUS576. Design of Experiments and Quality Control. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS525 Minimum Grade of C

May not be repeated for credit

BUS577. Knowledge Management Yearly. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS571 Minimum Grade of C

May not be repeated for credit

BUS579. Business Intelligence. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS571 Minimum Grade of C

May not be repeated for credit

BUS580. Project Management for MBAs. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS581. Accounting Information Systems. 3 Credits.

Study of the main ideas and fundamental technology underlying the development, implementation, and use of modern Accounting Information Systems (AIS), and the relationship of AIS to business processes and internal controls. The use of software packages for processing accounting information.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS201 Minimum Grade of B or BUS508 Minimum Grade of B-

May not be repeated for credit

BUS583. Advanced Auditing. 3 Credits.

Detailed coverage of legal liability and professional responsibilities. Topics include statistical sampling, analytical review procedures, fraud detection, and computer auditing.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS375 Minimum Grade of D-

May not be repeated for credit

BUS585. Accounting Theory. 3 Credits.

Financial accounting concepts, theory, and practice. Topics include recognition and measurement of assets and liabilities, accounting for leases, postretirement benefits, income taxes, and recent changes in accounting standards.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS369 Minimum Grade of D-

May not be repeated for credit

BUS586. Advanced Concepts in Federal Income Taxation. 3 Credits.

Tax issues related to various taxable entities, including corporations and partnerships. Emphasis on tax planning and tax research.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS371 Minimum Grade of D-

May not be repeated for credit

BUS587. Entrepreneurship and Business Planning. 3 Credits.

This course will focus 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.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

BUS588. Applied Research Project in Business. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May be repeated for credit

BUS589. Cases in Strategy and Business Policy. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

Prerequisites:

- BUS526 Minimum Grade of C
- BUS528 Minimum Grade of C

May not be repeated for credit

BUS590. Thesis or Current Topic Seminar. 3-6 Credits.

Preparation and writing of a thesis in the concentration area under the guidance of the major professor. Two additional readers are required to approve the final thesis. Required form available in the Records and Registration Office and the Office of the Department of Business Administration. Contact faculty advisor for further details.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May not be repeated for credit

BUS593. Business Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May be repeated for credit

BUS594. Fieldwork in Business. 1-12 Credits.

Supervised experience in a business environment.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May be repeated for credit

BUS595. Indep Study Business. 1-12 Credits.

Supervised study and research.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May be repeated for credit

BUS601. Python Programming for Analytics. 3 Credits.

This course introduces Python as a primary programming language for analytics. It includes the basic Python syntax of data and type definition, selection statements, loops, function, and collections. It also introduces the important Python packages for data analytics, such as NumPy and Pandas, and the Python data analytics platform.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS611. Advanced Statistics for Business Analytics. 3 Credits.

This course covers advanced topics in statistics that are related to business analytics. The topics include linear regressions, polynomial regression, rigid regression, logistic regression, probit models, evaluation of classification models, ordinal & multinomial logit regression.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS509 Minimum Grade of C-
- BUS601 Minimum Grade of C-

May not be repeated for credit

BUS612. Data Wrangling and Visualization. 3 Credits.

Data wrangling is to transform data from one or multiple "raw" formats/sources into the appropriate and valuable one for a variety of downstream purposes, such as data analytics or data modeling. This course helps students to use analytics tools, such as Python, to clean data, explore data, and visualize data.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS509 Minimum Grade of B-
- BUS601 Minimum Grade of B-

May not be repeated for credit

BUS615. Data Warehousing and Big Data. 3 Credits.

This course provides students with an in-depth understanding of the design and implementation of database warehousing for big data. It includes data warehouse modeling, manipulation, storage, and analysis; large-scale distributed data processing, such as Hadoop/Spark; large-scale NoSQL databases.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS509 Minimum Grade of B-
- BUS601 Minimum Grade of B-

May not be repeated for credit

BUS616. Forensic Accounting. 3 Credits.

This course is designed to apply financial accounting and auditing knowledge to build skills in detecting, investigating, and preventing fraud. Students will learn fundamental concepts, principles, procedures, and methods in forensic and investigative accounting.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS617. Accounting Data Analytics. 3 Credits.

The course covers the analysis and preparation of data as it pertains to accounting professionals. The focuses include analytic techniques for business intelligence and the examination of "big data" involving accounting information.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS618. Spreadsheet for Business Analytics. 3 Credits.

This course provides the introduction to descriptive, predictive, and prescriptive analytics through the spreadsheet modeling approach. The main topics cover the basic and advanced skills working with Excel/VBA, regression analysis, forecasting, and optimizations with spreadsheet modeling.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

BUS621. Text Analytics. 3 Credits.

Text analytics is the automated process of extracting meaning from unstructured text data (including the Web) to uncover insights, trends, and patterns for supporting decisions in business. This course will introduce the basic text analytics topics, including text representation, document representation, topic classification, topic clustering, sentiment analytics, and so on.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of B-
- BUS612 Minimum Grade of B-

May not be repeated for credit

BUS622. Sport Analytics. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of C-
- BUS612 Minimum Grade of C-

May not be repeated for credit

BUS626. Advanced Healthcare Analytics. 3 Credits.

This course teaches the use of healthcare data to make decisions and transform healthcare delivery to improve the health of individuals and populations through research in healthcare outcome and experimental designs. This course covers topics include statistical approaches, data mining, data visualization, modeling, and forecasting. Software, applications, and methodologies for health data analytics will be introduced.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of C- or BUS525 Minimum Grade of C-

May not be repeated for credit

BUS631. Machine Learning. 3 Credits.

This course prepares students to effectively analyze data and improve prediction performance using machine learning approaches, and distillate useful information from a large amount of data to support managerial decision-making processes. This course covers machine learning tasks, models, algorithms, and applications.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of C-
- BUS612 Minimum Grade of C-

May not be repeated for credit

BUS632. Data Mining. 3 Credits.

This course will introduce basic concepts and tasks of data mining. It focuses on how to formally represent real world information as basic data types (item sets, matrices, and sequences) that facilitate downstream analytics tasks. Students will learn how to characterize each type of data through pattern extraction and similarity measures.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of C-
- BUS612 Minimum Grade of C-

May not be repeated for credit

BUS638. Deep Learning. 3 Credits.

Deep learning is a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. It covers a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of C-
- BUS612 Minimum Grade of C-

May not be repeated for credit

BUS641. Social Network and Web Analytics. 3 Credits.

Students will investigate how digital analytics can take a greater role in business decision-making. Specifically, students will gain an understanding of the strategic and operational aspects of social network and Web analytics tools and technologies, of how these tools can influence and create new marketing levers, and of how new marketing levers impact customer relationships, brand response, and sales.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS611 Minimum Grade of C-
- BUS612 Minimum Grade of C-

May not be repeated for credit

BUS642. Time Series and Forecasting. 3 Credits.

This class offers an introduction to time series methods from both a theoretical and applied perspective. Students will learn the theory of stationary and non-stationary processes and how this theory applies to techniques for estimation and forecasting based using time series data.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS631 Minimum Grade of C-

May not be repeated for credit

BUS643. Customer Analytics. 3 Credits.

This course introduces the analytical process of learning, transforming, and analyzing customer behavior related data to understand the current pattern, predict future behavior, and prescribe actions for improving services and expanding business opportunities. Topics covered include descriptive, predictive, and prescriptive analytics based on browsing history, shopping cart, customer review, and transaction records to help making informed business decisions.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS621 Minimum Grade of C-
- BUS631 Minimum Grade of C-

May not be repeated for credit

BUS648. Natural Language Processing. 3 Credits.

Natural language processing (NLP) is a subfield of artificial intelligence, which is focused on programing computers to "understand" human languages. The goal of this course is to build students' knowledge and skills in using state-of-the-art NLP technologies to analyze large amounts of natural language data.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- BUS621 Minimum Grade of C-
- BUS638 Minimum Grade of C-

May not be repeated for credit

BUS795. Independent Study Business. 1-12 Credits.

May be repeated for credit

BUS799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Business Administration (261)
 - Public Accountancy (262)

May be repeated for credit

Chemistry (CHE)

CHE503. Advanced Organic Chemistry. 3 Credits.

Topics of current interest in organic research.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE319 Minimum Grade of D-

May not be repeated for credit

CHE509. Spectrometric Identification of Organic Compounds. 3 Credits.

Application of spectrometry (mass, infrared, ultraviolet and nuclear magnetic resonance) to the identification of organic compounds.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE319 Minimum Grade of D-
- PHY202 Minimum Grade of D-

May not be repeated for credit

CHE512. Advanced Inorganic Chemistry. 3 Credits.

Atomic structure, periodicity, ionic and covalent bonding. Acid-base and solution chemistry. Bonding theories and structure of transition metal complexes.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE314 Minimum Grade of D-
- CHE321 Minimum Grade of D-

May not be repeated for credit

CHE531. Separation Methods in Chemistry. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE303 Minimum Grade of D-
- CHE321 Minimum Grade of D-

May not be repeated for credit

CHE535. Chemical Engineering for Chemists. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CHE570. Biochemistry. 3 Credits.

Structure of biomolecules and their assemblies and the chemical reactions of metabolic processes. Molecular aspects of gene replication, transcription and translation.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE319 Minimum Grade of D-
- BCM461 Minimum Grade of D-

May not be repeated for credit

CHE573. Principles of Physical Chemistry. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE202 Minimum Grade of D-
- MAT252 Minimum Grade of D-

May not be repeated for credit

CHE574. Principles of Polymer Sciences. 3 Credits.

Principles of formation and behavior of large molecules and their relationship to industrial and biochemical applications.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE319 Minimum Grade of D-

May not be repeated for credit

CHE575. Principles of Materials Science. 3 Credits.

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. Surface defects: corrosion, friction, adhesion.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CHE319 Minimum Grade of D-
- PHY202 Minimum Grade of D-

May not be repeated for credit

CHE590. Thesis in Chemistry (1-6). 0 Credits.

An individual research project conducted under the direction of a faculty advisor. Required form available in the Records and Registration Office.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CHE593. Chemistry Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CHE594. Fieldwork In Chemistry. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

CHE595. Indep Study Chemistry. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

CHE599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Chemistry (203)

May not be repeated for credit

CHE693. Chemistry Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

CHE795. Indep Study Chemistry. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

CHE799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Communication Disorders (CMD)

CMD500. Orientation Practicum. 1 Credit.

Students will participate in an introductory graduate clinic. Graduate Clinicians will develop essential clinical practice skills. This course will provide students with scope of practice, prevention in SLP, implications of assessment, developing and modifying therapy plans (clinical decision-making), implementing therapy, data collection skills and clinical recommendations. Summer Session.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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-Language 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD502. 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CMD501 Minimum Grade of C-

May not be repeated for credit

CMD503. Practicum in Speech Language Pathology: On-Campus Summer. 2 Credits.

Procedures used in the examination, diagnosis, and treatment of communication disorders are studied and applied under supervision. Students plan and implement programs of treatment, analyze their clinical performance, set goals, and evaluate their progress.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD504. Phonological Disorders. 3 Credits.

Analysis of theories of speech sound acquisition and development over the lifespan, phonological processes and their impact on other language processes, and techniques for assessment and remediation of phonological disorders; phonetic transcription on linguistically different & disordered speech.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Speech and Lang Disabilities (090I)
 - Speech and Lang Pathology (090S)

May not be repeated for credit

CMD505. Child Language Disorders. 3 Credits.

An investigation of language pathologies, etiologies, assessment procedures and therapies for children.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD507. Seminar in Motor Speech Disorders. 3 Credits.

Etiology, diagnosis and clinical management of motor speech disorders.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD508. Neurophysiology of Speech and Language. 3 Credits.

Advanced study of the neuroanatomical structures and the neurological integrations necessary for speech, language and swallowing.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD509. Advanced Speech Science. 3 Credits.

Advanced overview of the relationships among speech production, the acoustic properties of the speech signal, and speech perception. Main topics include a review of anatomy and physiology of speech production, acoustic characteristics of vowels and consonants, acoustic cues for speech perception, and models of speech perception.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD512. Fluency Disorders. 3 Credits.

Modern theories, research findings and treatment methods related to the study of the nature, etiology and treatment of stuttering and other fluency disorders.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD513. Practicum in Speech Language Pathology: On-Campus. 1 Credit.

On-Campus Practicum 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD514. Practicum in Speech Language Pathology: Off-Campus Fall. 3 Credits.

Off-Campus Practicum 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD515. Practicum in Speech Language Pathology: Off-Campus Spring. 3 Credits.

Off-Campus Practicum 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD516. 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD519. Swallowing Disorders. 4 Credits.

An introduction to the clinical and professional practice aspects of swallowing disorders, dysphagia, from the speech-language pathologist's perspective.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD508 Minimum Grade of C-

May not be repeated for credit

CMD520. Augmentative Communication Systems. 3 Credits.

Theory and practice of augmentative communication systems. Examines basic decision-making issues in the areas of assessment, device selection and intervention strategies for those unable to use speech as a primary mode of communication.

Attributes:

- Other Applied Learning
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD522. Voice Disorders. 2 Credits.

Recent developments, research findings, and treatment methods related to the etiology and therapy of voice disorders.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Corequisites:

- CMD532

May not be repeated for credit

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMD524. Applied Language Sciences. 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

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.

Attributes:

- Other Applied Learning
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD526. Diagnostic Practicum in SLP. 1 Credit.

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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD525 Minimum Grade of C*

* May be taken at the same time

May be repeated for credit

CMD527. Practicum in Speech Language Pathology: Specialty Clinic. 1 Credit.

Specialty Clinic 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD528. Practicum in Speech Language Pathology: Off-Campus Screenings. 1 Credit.

Off-Campus Screenings 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.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD529. Communication and Communication Disorders in Autism Spectrum Disorders. 3 Credits.

Designed to explore the nature of communication and communication disorders in autism spectrum disorders, emphasizing issues related to characteristics, diagnosis, etiology, and intervention of communication disorders across the lifespan.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMD530. Practicum in Speech-Language Pathology in the Schools. 3 Credits.

Guided clinical practice in the therapeutic procedures for the prevention, assessment and management of communication disorders in an educational setting. Sufficient to meet requirements for initial New York State certification as Teachers of Students with Speech and Language Disabilities (TSSLD).

Attributes:

- Clinical Placement
- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD501 Minimum Grade of C-
- CMD502 Minimum Grade of C-
- CMD513 Minimum Grade of C-
- CMD525 Minimum Grade of C-
- CMD526 Minimum Grade of C-

May be repeated for credit

CMD532. Clinical Instrumentation Laboratory. 1 Credit.

Principals of assessment of speech and voice, including physiologic, acoustic, and perceptual measures. Students will acquire practical experience in performing voice assessments and in interpreting and reporting the results.

Attributes:

- Liberal Arts

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD509 Minimum Grade of C-

Corequisites:

- CMD522

May not be repeated for credit

CMD550. Research Methods and Evidence Based Practice 1. 2 Credits.

The first of two research courses that introduce the research process, research techniques and research sources. 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD551. Research Methods and Evidence Based Practice 2. 2 Credits.

One of two research courses that expand students' knowledge on the research process, research techniques and research sources. Dual goals of the course are to enable students to write effective research proposals for questions they desire to answer and critically evaluate reports they read.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

Prerequisites:

- CMD550 Minimum Grade of C-

May not be repeated for credit

CMD553. Research Practicum. 1 Credit.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

May be repeated for credit

CMD570. Diagnostic Audiology Practicum for the SLP. 1 Credit.

Students will be introduced to diagnostic audiological environment and develop skills commensurate with Scope of Practice for Speech language Pathologist (ASHA Legislative Council on September 2, 2007, LC 09-07). Student will engage with patient in audiological evaluation techniques with specific focus on aural rehabilitation. Basic evaluation interpretation in a strictly supervised setting.

Attributes:

- Clinical Placement
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May be repeated for credit

CMD593. Communication Disorders Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CMD594. Fieldwork In Communication Disorders. 1-12 Credits.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMD595. Indep Study Communication Disorders. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CMD599. Graduate Capstone. 0 Credits.

Non-credit course registration for students engaged in capstone experiences for which they 0-credit option is most appropriate. This may include preparation for a comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Communication Disorders (090)

May not be repeated for credit

CMD799. Continued Registration. 1 Credit.

May be repeated for credit

Communication Studies (CMM)

CMM500. Strategic Communication. 3 Credits.

Presents communication as integral to organizational strategy and as a critical component for success in the workplace. A particular emphasis is placed on professional communication as a management function internally and externally between an organization and its key stakeholders. The course is designed to introduce students to the broad field of professional communication including topics related to communicating with a range of stakeholders (e.g., community relations, consumer relations, employee relations, government relations, and media relations). The course will use diverse case studies that focus on how professional communication functions in the modern organization.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM501. Applied Communication Research Methods. 3 Credits.

Introduces students to applied research methods in the Communication discipline. Students are exposed to research paradigms, and a survey of approaches to quantitative and qualitative research, data collection and analysis used for empirical studies.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM502. Organizational Writing and Design Across Media. 3 Credits.

Explores writing, design, and curation conventions for both digital and print distribution. Students will learn the building blocks of writing in the digital age (interactivity, text, sound, video, & visualization). Although this course will focus on using different digital production software packages, the focus is on how to use persuasive strategies across different communication media.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM595. Independent Study Communication. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

CMM705. Collaboration, Leadership, and Facilitation. 3 Credits.

Leadership and Communication is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and management strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM706. Conflict, Mediation, and Negotiation. 3 Credits.

Examines interdisciplinary literature in the field of interpersonal, intergroup, organizational and international conflict management, emphasizing the interrelationships between theory and practice. Throughout the semester, we discuss the contrasting orientations of practitioners and researcher-theorists while examining conflict processes such as cooperation/competition, perceptions of justice/injustice, power/powerlessness, emotions, and cultural dynamics. Our focus will be on blending theoretical insights with practitioners' advice to enrich your understanding of conflict dynamics, enabling you to design multi-model and multidisciplinary interventions for managing conflict interactions at different levels and in different contexts.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM709. Narrative, Identity, and Community. 3 Credits.

Explores theory and research related to oral narrative and its intersections with issues of communication, identity, and a wide range of communities of practice. Course assignments may involve developing proposals for research or community projects, conducting narrative or interviews, and/or analyzing existing archives of oral narratives.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM712. Talent Development. 3 Credits.

Provides students with the opportunity to use instructional systems design (ISD) and human performance improvement (HPI) interventions in organizational settings. Although the focus of the course is on talent development as a modern field, the course will focus especially on specific communication interventions in a variety of different contexts.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM716. Talk Technology and Society. 3 Credits.

Explores theory and research related to how people incorporate technology into their everyday communication routines and how these developments shape or challenge how we understand notions of community. Students will produce proposals for research or community projects, conduct observations of technology use in context, and/or develop a workshop intended to educate different publics about contemporary digital communication dilemmas.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM720. Environmental Communication, Organizations, and Sustainability. 3 Credits.

Presents an advanced exploration of environmental communication scholarship that is focused on critical and practical perspectives. Unlike survey courses that provide an overview of the field, this course is focused on key problematics that demonstrate the relationship between humans and the environment, with particular attention to the role of organizations. Readings and assignments in this course are intended to encourage students to reflexively consider their own relationship with the environment and the ways in which communication creates, shapes, and sustains the social and cultural context(s) which organize our relationship to the natural world.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM724. Nonprofit Leadership and Communication. 3 Credits.

Communicative dimensions of nonprofit leadership and stakeholder engagement. Social impact and financial obligations of nonprofit leadership, donor relationships, volunteer and member recruitment, retention, and engagement. The course pays particular attention to the stakeholder environment of nonprofit organizations and the role of interorganizational communication for successful nonprofit leadership.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM726. Organizational Reputation. 3 Credits.

Communicative dimensions of organizational reputation. The course considers both the organizational and interorganizational dimensions of organizational reputation through the lens of stakeholder theory. Topics may include the role of trust in organizational reputation, theories and definitions of organizational reputation, crisis communication, issues management and public affairs, public communication and public diplomacy, corporate social responsibility (CSR), the symbiotic sustainability model, communicating image and brand, leadership and reputation, ethics and reputation, social media and reputation, reputation management and reputation management tools. The course considers organizational reputation in for-profit (corporate), nonprofit, and government organizations.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM730. Global Communication. 3 Credits.

Explores communication across cultural boundaries. In the world today, that also includes how globalization affects communication. We will explore 1) topics of globalization, 2) intercultural communication as a pathway to globalization, and 3) functions of media systems including television, news, and the Internet in shaping communications across culture. The goal of this exploration is to develop your capacity to communicate effectively across cultural boundaries and to understand how global communication operates at the micro, meso, and macro levels as a coordinating activity that impacts coordination, collaboration, leadership and exchanges of meanings.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CMM760. Applied Research Project in Strategic Communication. 3 Credits.

The Applied Research Project and comprehensive exam is one of two options for the capstone experience for the MA in Strategic Communication. Under the guidance of a faculty advisor, students will identify a socially relevant problem, identify stakeholders, and propose a strategic communication solution using approved Communication theory and research methods. The project will take the form of a substantial, meaningful written research paper and presentation to faculty and stakeholders that meet all program learning outcomes. Students will take a comprehensive exam in which they synthesize program learning.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- CMM501 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

CMM780. Thesis in Strategic Communication. 3 Credits.

The Thesis is one of two options for the capstone experience for the MA in Strategic Communication. Under the guidance of a faculty advisor, students will design, execute, and orally summarize a substantial, meaningful written research project that meets all the program learning outcomes.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CMM791. Internship in Strategic Communication. 3 Credits.

Students work as Strategic Communication interns, under a site supervisor and often on a team, at an organization, company, or institution to advance its mission. Interns will analyze the impact of contemporary communication factors on the organization and will design, implement, and assess projects and/or solutions for communication problems.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

Computer Science (CPS)

CPS500. Computer Graphics. 3 Credits.

Graphics software and hardware, representation of points, lines, and surfaces in three dimensions, windowing, clipping, hidden surfaces and lines, shading.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS501. Computer Systems. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS505. Computer Simulation. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS515. Programming Languages. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS520. Concurrent Programming. 3 Credits.

Mutual exclusion, Dekker's algorithm, semaphores, languages for concurrent programming, applications in operating systems.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS522. Operating Systems. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS524. Parallel Computation. 3 Credits.

Efficient parallel algorithms on arrays, trees, hypercubes, and PRAMS for a variety of problems. Structural properties of various network architectures and their relationships.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS526. Advanced Data Structures. 3 Credits.

In-depth study of methods for organizing, retrieving, and modifying data in digital computers, as well as mathematical analysis of these techniques.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS528. Algorithms. 3 Credits.

Algorithms for a variety of applications. Various design and analysis techniques. Probabilistic and approximation algorithms.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS530. Computer Networks. 3 Credits.

Network topology and communication media, resource sharing, performance analysis, protocols, local networks.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS532. Theory of Computation. 3 Credits.

Computability by Turing machines, grammars, and recursive functions. Uncomputability and computational complexity.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS535. Formal Languages. 3 Credits.

Phrase-structure languages, automata and their languages, applications of formal languages to pattern recognition.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS540. Artificial Intelligence. 3 Credits.

Basic problem solving methods, game playing, knowledge representation using first order logic, knowledge representation using other logics, theorem proving, pattern recognition, symbolic processing.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS545. Advanced Operating Systems. 3 Credits.

The study of modern operating systems. Process, memory, device, and file management; virtual machines, distributed systems, security, reliability, performance analysis.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS550. Software Engineering. 3 Credits.

Program development tools, structured design and programming methodologies, software testing and validation, managing software development.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS552. Object Oriented Programming. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS554. User Interface Programming. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS555. Advanced Database Principles. 3 Credits.

Recovery, integrity, concurrency, data models, extended relational model, distributed databases, database machines.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS560. Cryptography. 3 Credits.

Transposition ciphers, substitution ciphers, algebraic systems, block ciphers, public key systems, data encryption standard.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS565. Compiler Design. 3 Credits.

Compiler design and implementation using top-down and bottom-up parsing. Scanner and parser generators.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS567. Compiler Optimizations. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS570. Systems Programming. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS575. Advanced Computer Architecture. 3 Credits.

Study of current trends in computer architecture with topics selected by instructor. Among these may be parallel processing, capability-based systems and microprocessor architecture.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS580. Functional Programming. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS590. Thesis in Computer Science. 3-6 Credits.

Preparation and writing of a thesis under the guidance of graduate faculty. Required form available in the Records and Registration Office.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Computer Science MS Prelim Minimum Score of 1

May not be repeated for credit

CPS593. Computer Science Selected topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CPS594. Fieldwork Comp Science. 1-12 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

CPS595. Indep Study Comp Science. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

CPS599. Comprehensive Exam Workshop. 0 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Computer Science (270)

May not be repeated for credit

CPS693. Computer Science Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

CPS793. Computer Science Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CPS795. Indep Study Comp Science. 0 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

CPS799. Continued Registration. 1 Credit.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

Counseling (COU)

COU501. Ethics and Professional Identity in Mental Health Counseling. 3 Credits.

Overview of ethics and professional identity in mental health counseling.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)

May not be repeated for credit

COU502. Ethics and Professional Identity in School Counseling. 3 Credits.

Overview of ethics and professional identity in school counseling.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Counseling (295)

May not be repeated for credit

COU505. Professional Roles in Mental Health Counseling. 3 Credits.

Overview of the professional roles that mental health counselors engage in, including - but not limited to - supervision, consultation, leadership and social advocacy.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)

May not be repeated for credit

COU506. Professional Roles in School Counseling. 3 Credits.

Overview of the professional roles that school counselors engage in including- but not limited to - supervision, consultation, leadership, classroom management and social advocacy.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Counseling (295)

May not be repeated for credit

COU510. Counseling Theories. 3 Credits.

Contemporary theories of counseling and psychotherapy.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU515. Counseling Skills. 3 Credits.

Contemporary counseling skills. Techniques from approaches such as analytic, person-centered, cognitive-behavioral, and family systems.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU520. Career Development, Counseling, and Assessment. 3 Credits.

Career counseling theory and practice. Models of career development and implications of these models for career counseling and assessment across diverse populations.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU525. Multicultural Counseling. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU530. Practicum in Mental Health Counseling. 3 Credits.

Continued development and practice of skills learned in COU515: Counseling Skills. Application of ethical/legal standards, socio-cultural/diversity issues, and professional skills including documentation and treatment planning in mental health counseling; includes supervised practicum experience in mental health counseling setting.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)

Prerequisites:

- COU501 Minimum Grade of B
- COU510 Minimum Grade of B
- COU515 Minimum Grade of B
- COU520 Minimum Grade of B

May not be repeated for credit

COU535. Practicum in School Counseling. 3 Credits.

A 100-hour semester long experience working in schools learning about and practicing the various roles and responsibilities of a school counselor. The course includes an in-class training component with includes group supervision, conduction case conferences, applying counseling theories relevant to school counseling.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Counseling (295)

Prerequisites:

- COU502 Minimum Grade of B
- COU510 Minimum Grade of B
- COU515 Minimum Grade of B
- COU520 Minimum Grade of B

May not be repeated for credit

COU540. Psychopathology. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling Cert (291)
 - Music Therapy (285)
 - School Counseling (295)

May not be repeated for credit

COU545. Group Dynamics and Counseling. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

COU550. Couple and Family Counseling. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU555. Assessment. 3 Credits.

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).

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU561. Evidence-Based Assessment & Treatment of Traumatic Stress. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- COU510 Minimum Grade of D-
- COU515 Minimum Grade of D-

May not be repeated for credit

COU562. Assessment and Interventions with Children, Adolescents, and Families. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- COU510 Minimum Grade of D-
- COU515 Minimum Grade of D-

May not be repeated for credit

COU563. Assisting Veterans and First Responders. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- COU510 Minimum Grade of D-
- COU515 Minimum Grade of D-

May not be repeated for credit

COU565. Disaster Counseling and Crisis Intervention. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU566. Assisting Vulnerable Populations. 3 Credits.

Understanding the needs of individuals and groups considered vulnerable prior to, during, and after a disaster, including 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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- COU510 Minimum Grade of D-
- COU515 Minimum Grade of D-

May not be repeated for credit

COU567. Grief, Loss and Bereavement. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- COU510 Minimum Grade of D-
- COU515 Minimum Grade of D-

May not be repeated for credit

COU570. Substance Use and Addictions Counseling. 3 Credits.

Introduction to the fundamental principles, theories, and skills of substance and use and addictions counseling.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

Prerequisites:

- COU510 Minimum Grade of C-
- COU515 Minimum Grade of C-

May not be repeated for credit

COU575. Human Growth and Development. 3 Credits.

This course 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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - Music Therapy (285)
 - School Counseling (295)

May not be repeated for credit

COU585. Contemporary Issues in Counseling. 3 Credits.

In depth examination of a particular area related to counseling. May be repeated multiple times for credit, as long as the topic is different each time course is taken.

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May be repeated for credit

COU590. Thesis. 1-12 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Mental Health Counseling (290)
 - School Counseling (295)

COU593. Counseling Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

May be repeated for credit

COU595. Indep Study Counseling. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

COU599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Mental Health Counseling (290)

May not be repeated for credit

COU610. Research Methods and Program Evaluation. 3 Credits.

The primary objective of this course is to enable you to develop the necessary knowledge and skills that are essential for becoming a critical producer of empirical research.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)
 - School Counseling (295)

May not be repeated for credit

COU771. Internship in Mental Health Counseling 1. 3 Credits.

First half of intensive supervised internship experience in mental health counseling agencies. The sequential training experience presents students with an increasingly advanced understanding of the roles and duties of mental health counselors. Course includes on-site supervised training experience in addition to in-class training component.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)

Prerequisites:

- PSY580 Minimum Grade of D- or COU530 Minimum Grade of C

May not be repeated for credit

COU772. Internship in Mental Health Counseling 2. 3 Credits.

Second half of intensive supervised internship experience in mental health counseling agencies. The sequential training experience presents students with an increasingly advanced understanding of the roles and duties of mental health counselors. Course includes on-site supervised training experience in addition to in-class training component.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Clinical Mental Health Counsel (293)
 - Mental Health Counseling (290)
 - Mental Health Counseling Cert (291)

May not be repeated for credit

COU781. Internship in School Counseling 1. 3 Credits.

First half of an intensive supervised internship experience in mental health counseling agencies. The sequential training experience presents students with an increasingly advanced understanding of the roles and duties of mental health counselors. Course includes on-site supervised training experience in addition to in-class training component.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Counseling (295)

Prerequisites:

- COU535 Minimum Grade of B

May not be repeated for credit

COU782. Internship in School Counseling 2. 3 Credits.

Second half of intensive supervised internship experience in school counseling. The sequential training experience presents students with an increasingly advanced understanding of the roles and duties of school counselors. Course includes on-site supervised training experience in addition to in-class training component.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Counseling (295)

Prerequisites:

- COU781 Minimum Grade of B

May not be repeated for credit

COU795. Independent Study Counseling. 1-12 Credits.

May be repeated for credit

Digital Design & Fabrication (DDF)

DDF502. Introduction to Computation for Media. 3 Credits.

The course focuses on the fundamental concepts of programming (variables, conditionals, iteration, functions, and objects) and then uses these concepts to create animations, graphics, sound and 3D-models. It also touches on more advanced techniques such as image processing, computer vision, data parsing and 3D graphics.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

DDF510. Computer Aided design 1. 3 Credits.

Introduces 3D computer aided design and drawing, rapid manufacturing. Students become acquainted with the virtual spaces of CAD software and NURBS geometry with the intent to output tangible objects through 3D printing.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

DDF512. Computer Aided Design 2. 3 Credits.

Further the student knowledge and skills taught in DDF510 CAD1, developing an advanced understanding of 3-dimensional modeling and fabrication. Parametric modeling and further application of 3D visualization technologies and advanced additive manufacturing process will be emphasized.

Restrictions:

- Must be enrolled in the following class: Graduate

Prerequisites:

- DDF510 Minimum Grade of C

May not be repeated for credit

DDF555. 3D Computational Design. 3 Credits.

This course serves as an introduction for designing 3D objects using a parameter-based computational approach. Students will be guided through using the fundamentals of programming variables, conditionals, loops and iteration) to explore software-based 3D modeling.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- DDF510 Minimum Grade of C-
- DDF502 Minimum Grade of C-

May not be repeated for credit

DDF560. Introduction to Designing with Microprocessors. 3 Credits.

Making Things Move is the integration of Science, Technology, engineering, Art, and Math (STEAM). and computer technologies into synergic design of computer controlled electronic mechanical systems. The instructors approach to this course will be project based.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- DDF510 Minimum Grade of C
- DDF502 Minimum Grade of C

May not be repeated for credit

DDF593. DDF Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must be enrolled in the following class: Graduate

May be repeated for credit

DDF701. Advanced Computer Aided Design. 3 Credits.

This course will expand upon skills developed in CAD I and CAD II and introduce alternative tools and techniques for the development of complex designs. Students will gather and manipulate 3D scan information, reverse engineer from scan data, develop an understanding of tri, quad, and n-gonal mesh topologies, and model multiple part assemblies.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- DDF512 Minimum Grade of C-

May not be repeated for credit

DDF705. Advanced 3D Printing. 3 Credits.

This course takes students through preparing and printing files on professional level 3D printers. Students will develop the hands on technical skills needed to operate and maintain a variety of industrial grade printers in the work force. They will use critical thinking skills to identify the material, method and machine best suited for a particular application. Students will have an opportunity at the end of the course to take an exam to receive Stratasys 3D printing certification.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- DDF512 Minimum Grade of C-

May not be repeated for credit

DDF710. Fabrication Processes. 3 Credits.

Fabrication process is concerned with the production of products and the manufacturing processes used to shape materials. Students will be exposed to rapid prototyping technologies that exist beyond 3D printing such as subtractive milling, laser cutting, and CNC.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- DDF512 Minimum Grade of C-

May not be repeated for credit

DDF790. Thesis Digital Design & Fabric. 1-6 Credits.**DDF794. Fieldwork/Digital Design & Fab. 1-6 Credits.**

May be repeated for credit

DDF795. Independent Study. 1-12 Credits.

May be repeated for credit

Economics (ECO)

EC0501. Survey of Economics. 3 Credits.

Introduction to economic analysis for management decisions. Prediction of individual prices, the price of factors of production for optimization and forecasting. Study of the performance of the national economy. The goals and problems of high employment, price stability, growth, and the balance payments are analyzed. Introduction to monetary and banking institutions, fiscal policy and their applications to current domestic and international issues. Not open to undergraduate Business or Economics majors.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- MAT152 Minimum Grade of D-

May not be repeated for credit

Educational Administration (EDA)

EDA594. Fieldwork in Ed Admin. 0 Credits.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA701. Internship in Educational Administration and Supervision. 3-12 Credits.

A planned and individual program will provide training and experience in a school leadership position in the area where certification is sought, with guidance and supervision from a university supervisor. As the capstone experience in the program, all PSEL standards and relevant NYSED regulations will be addressed, with documentation in the form of the final internship portfolio. Two semesters of this 3-credit internship are required.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDA702. Internship In Educational Administration and Supervision II. 2 Credits.

A planned and individual program will provide training and experience in a school leadership position in the area where certification is sought, with guidance and supervision from a university supervisor. As the capstone experience in the program, all PSEL standards and relevant NYSED regulations will be addressed, with documentation in the form of the final internship portfolio. Three semesters of this 2-credit internship are required.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDA751. Public School Accounting. 3 Credits.

This course examines basic municipal accounting as it pertains to NYS accounting and reporting. Topics include GAAP; uniform system of accounts, including practice sets; familiarization with annual independent audits; and required state reports.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Alt Cert:Sch Dist Ldr (TransD) (401B)

May not be repeated for credit

EDA752. Public School Budgeting. 3 Credits.

There have been significant changes in state and federal budgeting requirements since this class was last taught. Districts are now required to budget and report by building with a per student calculation included. Transparency reporting through an equity lens will be incorporated into the curriculum.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Business Leadership (402A)

May not be repeated for credit

EDA759. Administrative Leadership and School Organization. 3 Credits.

Candidates will explore the history of organizations and the changing models and theories of leadership, including the influence of prevailing school leadership best-practice models - such as transformational leadership models that cultivate initiative, innovation, and mutual respect - and how such models manifest in schools.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Alt Cert:Sch Dist Ldr (TransD) (401B)
 - School Business Leadership (402A)
 - School Leadership (401A)

May not be repeated for credit

EDA760. Current Issues in Educational Administration. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA763. Educational Supervision and Accountability. 3 Credits.

Candidates explore methods and materials for use in the act of supervising faculty and staff ethically and professionally to develop talent and maintain accountability within the framework of the mission, vision, and core values of the school and/or district. Topics include but are not limited to: 1) identifying goals and objectives through an inclusive lens to create safe and healthy learning environments to maximize student learning; 2) effectively communicating goals, expectations, and performance results to a broad variety of stakeholders; and 3) establishing accountability systems that facilitate long-range planning and ethical, evidence-based decision-making. Candidates will reflect on their own beliefs and experiences with supervision and evaluation methods and develop a personal plan for self-improvement and continuous learning.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA769. The Principalship. 3 Credits.

Candidates will examine the role of the principal as the educational leader, organizer, guide, supervisor, and program facilitator. The principalship is examined in terms of school organization, community relationships, and human resources management to promote a safe, healthy, and supportive building culture and climate. Topics include the development of effective partnerships among staff, parents, students, social agencies, and institutions of higher education; education for sustainable development; analysis of needs assessment; recruitment and retention of staff; and teacher observation and evaluation.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA772. Administrative Theory and Practice. 3 Credits.

Candidates will review and evaluate the impact of administrative theory on educational administration to engage in long-range planning for continuous improvement informed by evidence-based evaluation and decision-making. A variety of theories, concepts, ideas, and practices will be reviewed in the areas of organization, leadership, communication, change, conflict, and ethics.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA774. Human Resource Management for Administrators. 3 Credits.

The purpose of this course is to study the School District Business Leader's role in the human resource management at the building and central office levels. The course will examine comprehensively the personnel function in the school districts and buildings specifically in the areas of hiring and evaluating staff, contract administration and negotiations, personnel development, and critical issues of human resource management for the leader of a learning and growing school community. It is expected that participants will acquire insight and assistance in the development of caring, critical, and reflective professionals responsive to the needs of a diverse community.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): School Business Leadership (402A)

Prerequisites:

- EDA776 Minimum Grade of D-
- EDA752 Minimum Grade of D-

Corequisites:

- EDA751

May not be repeated for credit

EDA775. Education Law & Policy Implementation. 3 Credits.

Candidates will learn about the laws and policies that affect schools in New York State. State laws and regulations will be examined as they relate to ethically governing, managing, and implementing school programs, as will the ways in which State laws and regulations are influenced by federal constitutional and statutory laws.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA776. Finance and Revenue Management. 3 Credits.

Candidates will study the theory and practice of educational finance in public education, including relations among local, state, and federal sources and changing conceptions of governmental functions. Topics include the foundational supports for education, grants for research and innovation, weaknesses and strengths of current educational finance, interrelations between education and the economy, and financing of local school systems.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA777. Finance and Revenue Management II. 3 Credits.

The theory, practices, and applications of educational finance in public education and the responsibilities regarding state and federal sources and changing conceptions of government functions are presented.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EDA776 Minimum Grade of B-

May not be repeated for credit

EDA784. Curriculum Administration. 3 Credits.

Candidates examine the foundations, principles, and issues influencing curriculum theory and practice, with emphasis on how these factors affect the administrator's role as both developmental facilitator and instructional leader. Candidates will develop an understanding of how social class, demographic group, and intersectionality, combined with the social milieu (political climate, with its changing concepts of knowledge, accountability, achievement, evaluation, and equity), impact the development, delivery, and assessment of curriculum.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA789. The Superintendency. 3 Credits.

Within the context of the superintendency in New York State, candidates will examine the roles and responsibilities of a superintendent of schools, with additional emphasis on tasks and problems faced by superintendents in an ever-changing culturalist society. Topics include establishing a shared educational vision and the design and execution of district-wide systems to maximize student success, managing change and district affairs in collaboration with school board members, communicating effectively with a broad variety of stakeholders, working within the district budget to support achievement of educational goals and objectives, and interacting and communicating effectively with local, state, and federal representatives to apply statutes, regulations and school policies in accordance with law.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDA792. Internship in Educational Administration (3-6). 3-12 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDA793. Ed Admin Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDA795. Indep Study Ed Admin. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Education Interdisciplinary (EDI)**EDI526. Thg and Learn Middle School. 3 Credits.****Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

EDI593. Interdisciplinary Ed Selected Topic. 12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDI594. Fieldwork In Interdisciplinary Ed. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

EDI595. Indep Study Interdisciplinary Ed. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EDI599. Modular Course. 1 Credit.

May be repeated for credit

EDI699. Science of Reading Fundamentals. 0 Credits.

The Science of Reading Fundamentals Micro-Credential (SoRF MC) is a fully online, non-credit micro-credential designed for practicing K-12 teachers interested in learning about the research-based building blocks of reading instruction. The SoRF MC will enhance practicing teachers' instructional knowledge of reading instruction by providing the necessary knowledge for understanding reading from a science of reading perspective for K-12 learners. The micro-credential relies on evidence-based practices for improving reading knowledge and skills in K-12 learners. Participants will benefit by improving their understanding of the fundamental building blocks of reading instruction. Upon completion of the micro-credential, participants will accrue 35 CTLE hours.

May be repeated for credit

EDI769. Design and Administration of Educational Media Systems. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDI775. Graduate Reading Seminar. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Literacy Ed and Adol Spec Ed (029B)
 - Literacy Ed and Child Spec Ed (029A)
 - Literacy Education: 5 - 12 (030B)
 - Literacy Education: B - 6 (030A)

Prerequisites:

- EED746 Minimum Grade of B

Corequisites:

- EED747

May not be repeated for credit

EDI793. Theoretical Fndtns Read. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDI795. Indep Study Interdisciplinary Ed. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EDI798. Principles of Research. 3 Credits.

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.

Attributes:

- Research

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

EDI799. Modular Course. 1 Credit.**Attributes:**

- Professional Technical

May be repeated for credit

Educational Studies (EDS)

EDS511. Child Development. 3 Credits.

Examines recent research findings in the social, emotional, intellectual, and physical development of children and implications for teachers' relationship with individual children.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS520. History of Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS537. Issues in Multicultural Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS538. Psychological Foundations of Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS539. Social Foundations of Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS541. Approaches to Social Justice Educational Studies. 3 Credits.

This introductory course examines social justice as a movement and approach to education. Students explore the challenges of implementing principals and practices that support diversity and equity in their schools, human service institutions, and communities.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

May not be repeated for credit

EDS546. Conflict Resolution in Education. 3 Credits.

Conflict is part of the human social life, and educators across settings must understand and constructively deal with conflict. The course explores tools (e.g., meditation) and practices such as navigating conflict among diverse peoples and perspectives.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS547. Education of Self for Professionals. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS548. Politics and Ethics of Service. 3 Credits.

Working in education, nonprofits, human services, or advocacy means being of service. This course reflectively explores the politics and ethics of these professional and personal relationships in the contexts of a diverse society.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS549. Issues in Literacy for Diverse Learners. 3 Credits.

Explores issues in the sociocultural, 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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS550. Expressive Arts and Social Change. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS552. Restorative and Transformative Justice and Practice. 3 Credits.

This course examines restorative and transformative justice within the complicated relationships between the prison industrial complex and schooling, community resistance and activism, and ideologies that inform a society's politic of justice.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS554. Critical Studies in Higher Education. 3 Credits.

Through an in-depth study of theories, policies, and practices, this course examines critical issues impacting U.S. higher education. Research in higher education and our collective contributions will be crucial sites of our study.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS555. Antioppressive Pedagogies and Practices. 3 Credits.

Antioppressive pedagogies actively challenge multiple manifestations of oppression in society, learning spaces, relationships, and lives. This course explores and applies theoretical foundations and daily, lived practices for teaching, learning, and facilitation.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS560. Drug Education for School Personnel. 1 Credit.

Introduction to drugs, drug use, drug education, and disciplinary responses to drug use in public schools. Cultivates capacities for understanding and investigating the impact of drug policy in schools.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS580. Current Issues in Education. 3 Credits.

Current issues in public education in the United States, the context from which they emerge, and their possible resolution.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS581. Race and Gender in Education. 3 Credits.

This course examines how race and gender, along with other identities, shape and are shaped by educational settings. It explores systemic and personal manifestations and strategies for equity in curricula, classrooms, schools and organizations.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS582. Exploration of Gender in Education. 3 Credits.

This course explores the role educational institutions play in the construction of gender. Students analyze curriculum, policies, organizational/social factors, and methods that work toward gender affirming and just relationships in classrooms and human service settings.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS593. Ed Studies Selected Topics. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDS594. Fieldwork In Ed Studies. 1-12 Credits.**Attributes:**

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS595. Indep Study Ed Studies. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EDS702. Human Motivation and Learning. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS730. Adolescent Development. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS732. Group Dynamics. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS741. Social-Emotional Learning for Social Justice. 3 Credits.

This course focuses on social-emotional learning in an interdisciplinary social justice context. Participants will explore programs and resources for use with a diverse range of learners in educational and human service settings.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS748. Qualitative Research Methods. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

Prerequisites:

- EDS541 Minimum Grade of D-

May not be repeated for credit

EDS749. Seminar in Social Justice Educational Studies. 3 Credits.

This culminating course in the MPS program asks students to articulate their social justice positionality, philosophy, and practice. Students will identify the tools and supports necessary for sustaining just relationships and practices.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Humanistic-Multicultural Ed (070)

Prerequisites:

- EDS541 Minimum Grade of D-

May not be repeated for credit

EDS752. Philosophy of Education. 3 Credits.

Examines the purposes, ideals and central concepts of education. It draws on texts from the history of philosophy as well as contemporary educational thought.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS753. Leadership in Education and Human Service Settings. 3 Credits.

Leadership can be a transformational force for social change in education, human services, and nonprofits. Learning from social justice leaders and student's own experiences, knowledges, and values, this course critically examines leadership practices and conceptualizations.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EDS793. Ed Studies Selected Topics. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EDS794. Fieldwork In Ed Studies. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

EDS795. Indep Study Ed Studies. 1-6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Elementary Education (EED)

EED501. Fieldwork in Early Childhood. 1 Credit.

Fieldwork focused on developmentally appropriate practices and teaching reading in grades pre K-2, including managing the physical classroom environment, evaluating the literacy environment, conducting a successful read aloud, and analyzing developmentally appropriate practices. 40 hours. COURSE FEE FOR WATERMARK.

Attributes:

- Field Study
- Professional Technical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

Corequisites:

- EED523

May not be repeated for credit

EED502. Fieldwork in Math, Science, and Technology. 1 Credit.

Fieldwork focused on mathematics, science and technology for children in grades 1-6 with an emphasis on inquiry-based instructional models and educational games. 20 hours.

Attributes:

- Field Study
- Professional Technical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

Prerequisites:

- EED523 Minimum Grade of C
- EED501 Minimum Grade of C

Corequisites:

- EED580

May not be repeated for credit

EED503. Fieldwork in Grades 3-6. 1 Credit.

Teacher candidates complete a minimum of 60 hours participating in elementary classrooms (grades 3-6) as they take on the role of observer, assistant, and teacher for one-on-one, small group, and whole class instruction. 60 hours.

Attributes:

- Field Study
- Professional Technical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

Prerequisites:

- EED501 Minimum Grade of S
- EED502 Minimum Grade of S

Corequisites:

- EED579

May not be repeated for credit

EED505. Microcomputer as Ed Tool. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

EED507. Creative Experience for Young Children. 3 Credits.

Use of ideas, concepts, and materials to develop teachers' awareness of alternative creative approaches to curriculum experiences dealing with the self, the senses, and the environment for nursery school, kindergarten, and primary children.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED508. Language and Literature for Young Children. 3 Credits.

Children's literature for the nursery school, kindergarten, and primary level. Total language arts program, including storytelling.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED509. Curriculum One: Infant and Toddler. 3 Credits.

Study of children prenatal through age two. Investigation of child development principles to promote physical, intellectual, social, and emotional development and competence in the child.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED511. Piaget's Theory and App for Curr and Inst. in Elementary Classroom. 3 Credits.

A study of the development stage from sensori-motor through formal operations, the relationship to intellectual, social, and moral development, and the application to curriculum development and materials. Use of clinical method with children.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED513. Curriculum III: First and Second Grade. 3 Credits.

Focus on whole child and the integrated nature of learning and development in young children with specific attention to children in first and second grade and their families. Course integrated with arts, math, science and technology, health/physical development and social studies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED514. Developmentally Appropriate Practices: Birth - Second Grade. 3 Credits.

Candidates will consider cognitive and social development of children, birth through second grade and the implications for child development, curriculum planning, classroom management, environment and organization.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED515. Curriculum Two: Preschool and Kindergarten. 3 Credits.

Focuses on the whole child and the integrated nature of learning and development in young children. Provides preparation for working with preschool/kindergarten children and their families.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED516. Teaching Reading/Language Arts in the Elementary School. 3 Credits.

Explores the nature of an effective writing, reading, and language arts program in the elementary school by exploring evidence-based instruction and methods for assessment.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Childhood Education (020A)
- Students cannot elect the Satisfactory/Unsatisfactory grade option for this course

May not be repeated for credit

EED517. Teaching Science in the Elementary School. 3 Credits.

The nature of a good science program in the elementary school; selection and organization of science experiences of particular importance to children. Effective procedures for promoting in children a lasting interest in science.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Childhood Education (020A)

May not be repeated for credit

EED518. Teaching Mathematics in the Elementary School. 3 Credits.

Recent developments in the reorganization of mathematics programs in modern elementary schools. Research findings in effective classroom methods and materials for improving mathematics skills.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Childhood Education (020A)

May not be repeated for credit

EED519. Teaching Social Studies in the Elementary School. 3 Credits.

Research findings in teaching social studies in the elementary school. Implications for improving organization of all school programs in social studies and selection of effective methods and materials of instruction.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Childhood Education (020A)

May not be repeated for credit

EED520. Literacy and Reading Development - Birth - Kindergarten. 3 Credits.

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 between 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. 20 hours of fieldwork required.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED521. Field Experience Three: Implementing Instruction in the Classroom. 3 Credits.

This course will support the student in becoming a proficient teacher. The student will become familiar with lesson plans; teaching principles and practices to skillfully teach all students; individualization; and leadership.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED522. Play: The Foundations of Literacy for Young children (B-K). 3 Credits.

Students will explore the complex issues of play, its role and value in the early classroom from both theoretical and practical perspectives, with particular focus upon early literacy development. Students will be required to identify and obtain permission to complete 15 hours of field observations at appropriate sites approved by the instructor.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED523. Reading in the Primary Grades. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

Corequisites:

- EED501

May not be repeated for credit

EED524. Reading in the Middle School. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED525. Fundamentals of Reading. 3 Credits.

Presents an overview of the reading process. Discusses current models of reading. Emphasizes comprehension strategies and word recognition skills, along with an overview of diagnostic procedures, from early reading stages through the middle school years. This course is designed for graduate students who have no previous formal college-level course work in the teaching of reading. Open only to students who have never taken a reading course or have not taken a reading course in five years.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED526. Creative Writing for Elementary School Teachers. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED530. Health and Drug Education: Problem-Solving. 3 Credits.

Study of basic health and drug education information essential for teachers to cope constructively with related problems in home, school, community, and society. Particular emphasis on experience with effective techniques in adult-student interaction and communication in an open, sensitive, and realistic manner.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED535. Research in Child, Family, School in Grades B-2. 3 Credits.

Considerations of the cognitive and social development of children preschool through third grade. Implications for curriculum planning, classroom management and organization. Exploration of the relationship between the family and the school. Participants will design their own research project with the support and approval of the supervisor.

Attributes:

- Professional Technical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

May not be repeated for credit

EED536. Research in Child, Family, School in Grades 3-6. 3 Credits.

Investigation of developmental stages and theories for children in grades 3-6 (ages 8-12); implications for curriculum planning, classroom organization, and management. Study of school, family and community impact of the child.

Attributes:

- Professional Technical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

May not be repeated for credit

EED540. Field Studies in Environmental/Outdoor Education I: The Natural World. 3 Credits.

Recognize examples of the natural systems and cycles that make up the Earth environment. Evaluate school grounds and community for outdoor education opportunities. Develop cross-curriculum resources for environmental literacy regarding the natural world and school.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED550. Advanced Child Development. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED571. The Microcomputer as an Educational Tool. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED578. Hudson River Studies. 3 Credits.

Intended for teachers (K-12), this course leads participants on a Hudson River odyssey, exploring the river's ecology, human and natural history, and environmental issues through field trips and classroom presentations. The course will cover methods and materials used in classroom teaching about the river. A \$60 fee is required for field trip and materials costs.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED579. Integrating Reading, Language Arts and Social Studies in Grades 1-6. 6 Credits.

Focuses on assessment techniques, curriculum development and instruction based on New York State learning standards in English/ Language Arts and Social Studies in the elementary school. Special emphasis on reading and writing in content areas at intermediate grade levels, with specific attention to social studies.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

Prerequisites:

- EED523 Minimum Grade of D-

Corequisites:

- EED503

May not be repeated for credit

EED580. Connecting Mathematics, Science, and Technology in Elementary School. 6 Credits.

Focuses on assessment techniques, curriculum development and instruction based on New York State Learning Standards in mathematics, science, and technology in the elementary school, grades 1-6.

Special emphasis is given to inquiry-based methodologies and the connectedness of the disciplines. Must take, at least, three credits before this course.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Ed 1-6 & Early Child B-2 (020E)
 - Childhood Ed 1-6 (020C)

Prerequisites:

- EED523 Minimum Grade of B

Corequisites:

- EED502

May not be repeated for credit

EED581. Foundations of Bilingual/Bicultural Education. 3 Credits.

Provides an overview of issues related to the education of limited English proficient students. The historical and legal foundations for bilingual education, models of bilingual education, and research findings regarding the effectiveness of bilingual education will be examined.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

May not be repeated for credit

EED583. Methods and Materials in Bilingual Education. 3 Credits.

A review of the 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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EED581 Minimum Grade of D-
- SED573 Minimum Grade of D-

May not be repeated for credit

EED585. Teaching Reading and Language Arts in a Bilingual Setting. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED589. Practicum in Bilingual Education. 6 Credits.

A college-supervised experience in teaching in a bilingual setting required of all students in the Bilingual Education concentration during their final semester in the program. A research project based on the practicum experience will be required.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EED585 Minimum Grade of D-

May not be repeated for credit

EED593. Elem Ed Selected Topic. 12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EED594. Fieldwork In Elementary Ed. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

EED595. Indep Study Elementary Ed. 3-12 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EED604. Student Teaching Grades B-3. 3 Credits.

Student teaching field experience in the preschool through elementary classroom setting. Candidates observe and demonstrate proficiency in the fundamentals of teaching: planning and/or execution of standards-based pupil learning experiences; development of appropriate instructional practices and assessment tools; implementation of classroom management procedures; communication with parents and school personnel; maintenance of pupil progress and evaluation records.

Attributes:

- Practicum - Non-Clinical
- Professional Technical

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED605. Student Teaching Grades 4-6. 3 Credits.

Student teaching field experience in the preschool through elementary classroom setting. Candidates observe and demonstrate proficiency in the fundamentals of teaching: planning and/or execution of standards-based pupil learning experiences; development of appropriate instructional practices and assessment tools; implementation of classroom management procedures; communication with parents and school personnel; maintenance of pupil progress and evaluation records.

Attributes:

- Practicum - Non-Clinical
- Professional Technical

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED606. Student Teaching Seminar. 1 Credit.

Candidates explore and respond to issues in student teaching including: standards-based instructional practice; assessment and evaluation; critical reflection; classroom management; school-community relations; ethics and law; and post-commencement professional transitions.

Attributes:

- Professional Technical

Restrictions:

- Must have the following level: Graduate

Corequisites:

- EED604
- EED605

May not be repeated for credit

EED693. Elementary Ed Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EED700. Foundations of Early Childhood Education. 3 Credits.

Major historical and philosophical concepts in teaching young children from the seventeenth century to the present and their contribution to current curriculum practices.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED703. Program Planning for Young Children. 3 Credits.

Curriculum theory and assessment of influences upon curriculum for young children. Recent research and curriculum innovations in infancy, nursery, kindergarten, and primary education. Development and evaluation of curriculum in cognitive, affective, and psychomotor learning.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED707. Workshop in Teaching Mathematics and Technology in the Elementary School. 3 Credits.

Current issues in elementary school mathematics instruction will be addressed, with an emphasis on problem solving and the use of manipulatives. Topics covered will include remediation, the role of technology, assessment, and the integration of mathematics with other subject areas to enhance STEM education objectives.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED709. Workshop in Teaching Science and Literacy in the Elementary School. 3 Credits.

Foci of course: (1) National Science & ELA Standards; (2) hands-on materials, inquiry activities, children's literature, and science notebooks; (3) utilization of community, environment, and integrated approaches to connecting science and literacy; (4) includes development of learning centers, curriculum guides, and/or other alternate instructional strategies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED710. Seminar in Elementary Education. 3 Credits.

Analysis of recent research, innovations, and experimentation in the elementary curriculum and instruction. Students demonstrate reasonable mastery of an area of elementary education relevant to their selected area of concentration through research projects.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED716. Science, Math, and Engineering for Young Children. 3 Credits.

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, math and engineering. A study of developmental stages of children as they relate to concepts and skills aligned with state content standards and STEM education objectives.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED718. Models of Teaching: A Repertoire of Teaching. 3 Credits.

Effective models of teaching for teachers to use in their classroom settings. Opportunities to apply model syntax and teaching strategies in multiple classroom instructional arrangements.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED721. Assessment and Curriculum Planning Preschool and Elementary Grades. 3 Credits.

Consideration of current trends in assessment and classroom assessment practices that can be used in planning appropriate activities for students in the regular classroom.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Childhood Education (020A)

May not be repeated for credit

EED735. Workshop in Environmental/Outdoor Education and Mathematics. 3 Credits.

Teachers and administrators evaluate environmental education programs in schools and plan for children in the areas of social studies, science, mathematics, and physical health as they interrelate within an environmental education program. Opportunity to work cooperatively on environmental education programs using data analysis related to developmental curriculum and STEM education objectives.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED746. Workshop for the Remediation of Reading Difficulties. 3 Credits.

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.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Literacy Ed and Adol Spec Ed (029B)
 - Literacy Ed and Child Spec Ed (029A)
 - Literacy Education: 5 - 12 (030B)
 - Literacy Education: B - 6 (030A)

May not be repeated for credit

EED747. Clinical Practices in Reading. 3 Credits.

(Summer only) 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, professional ethics.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Literacy Ed and Adol Spec Ed (029B)
 - Literacy Ed and Child Spec Ed (029A)
 - Literacy Education: 5 - 12 (030B)
 - Literacy Education: B - 6 (030A)

Prerequisites:

- EED746 Minimum Grade of B

Corequisites:

- EDI775

May not be repeated for credit

EED748. Current Practices in Reading. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Literacy Education: 5 - 12 (030B)
 - Literacy Education: B - 6 (030A)
 - Pre-K-6: General (013)

May not be repeated for credit

EED750. Developing Environmental/Outdoor Education Programs. 3 Credits.

Study of environmental and outdoor education programs, including planning, curriculum development, funding, administration and evaluation. Develop programs that teach the Learning Standards using the environment as context. Participation in field studies at the Mohonk Preserve and independent field trips to regional centers. (Footnote: Instruction takes place at the Mohonk Preserve Visitor Center. Ten days: 8 days in class from 9 am - 3:00 pm; 2 days independent field observations.)

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED751. Internship in Environmental/Outdoor Education. 6 Credits.

Individualized contract in design, set-up, implementation and operation of an environmental education program for elementary children under direct guidance of a faculty advisor at an approved location.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED758. Clinical Practices in Literacy Intervention, 5-12. 3 Credits.

In this capstone course, candidates work in a clinically-rich setting assessing, designing, implementing, and adjusting as needed an intervention plan for students in grades 5-12 to demonstrate mastery of program content. The course also provides information as mandated by NYS Education law in instruction students in fire and arson prevention, prevention alcohol, tobacco, and other drug abuse, and child abduction prevention.

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adol Special Ed and Lit Ed (059G)
 - Literacy Education: 5 - 12 (030B)

Prerequisites:

- EED 756 Minimum Grade of B

May not be repeated for credit

EED760. Literacy Leadership and Coaching. 3 Credits.

Within this clinically-rich course, candidates study literacy leadership and adult learning. Practices include leading RTI/assessment meetings, analyzing literacy programs, coaching, responding to policy decisions, writing grants, planning professional development, and establishing learning communities.

Restrictions:

- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adol Special Ed and Lit Ed (059G)
 - Child Special Ed and Lit Ed (059C)
 - Literacy Ed and Child Spec Ed (029A)
 - Literacy Education: 5 - 12 (030B)
 - Literacy Education: B - 6 (030A)

Prerequisites:

- EED 755 Minimum Grade of B or EED 756 Minimum Grade of B
- EED 759 Minimum Grade of B

May not be repeated for credit

EED771. Creativity in the Classroom. 3 Credits.

Analysis of research in identification, development and measurement of creativity. Instructional designs and teacher behavior in creative teaching. Creative problem-solving and creativity training.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EED793. Elementary Ed Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EED794. Fieldwork in Elementary Ed. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

EED795. Indep Study Elementary Ed. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Engineering-Electrical (EGE)

EGE505. Analytical Techniques I. 3 Credits.

Theory of complex variables, analytics, singularities, and complex integration. Cauchy's and residue theorems. Series expansions, Taylor and Laurent series. Conformal mapping. Laplace, Fourier and Z transforms.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE506. Analytical Techniques II. 3 Credits.

Linear algebra. State variables applied to continuous and discrete systems. Linear vector spaces. Matrices and matrix transformation. Cayley-Hamilton theorem. Solution to state equations.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE511. Digital Data and Computer Communication. 3 Credits.

Data transmission. Data encoding. Link control and multiplexing. Network configurations. Packet switching. Computer communications. Protocols and architecture.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE512. Communication Systems. 3 Credits.

Signal analysis, signal transmission. Digital communication systems. Amplitude modulation; angle modulation.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Electrical Engineering (265)

May not be repeated for credit

EGE513. Digital Signal Processing. 3 Credits.

Continuous-time signals and systems. Discrete-time linear systems. State space representation. Discrete Fourier transform. Fast Fourier transform. Digital filter design. Finite wavelength and quantization effects.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EGE311 Minimum Grade of C-

May not be repeated for credit

EGE514. Advanced Communications. 3 Credits.

Probability theory and random processes. Behavior of communications systems in presence of noise. Optimum signal detection. Information theory. Error correcting codes.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EGE 312 Minimum Grade of C- or EGE412 Minimum Grade of C-

May not be repeated for credit

EGE521. CMOS Analog Circuit Design. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE522. Advanced Analog Circuits. 3 Credits.

Review of bipolar and MOS transistors. GaAs transistors and circuits. CMOS and BiCMOS amplifiers. Cascade amplifier and its frequency response. Common collector-common emitter cascade and its frequency response. Frequency response of differential amplifiers. Differential amplifier as a wide band amplifier. CMOS and cascade CMOS operational amplifiers. Power MOSFET and class AB power amplifier. Non-linear waveform shaping circuits. Filters, including switched capacitor filters.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EGE321 Minimum Grade of C-

May not be repeated for credit

EGE523. Wireless Communications. 3 Credits.

Overview of wireless systems, propagation characteristics of wireless channels, modems for wireless communications, cells and cellular traffic, fading and multiple access techniques.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE525. Microelectronic Fabrication. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE527. Electronic Properties of Materials. 3 Credits.

Introduction to electronic properties of materials through the concepts of classical mechanics and quantum mechanics principles. Topics include fundamentals of quantum mechanics, Shrodinger 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.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

EGE532. Computer Arithmetic. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE533. Introduction to Parallel Computing. 3 Credits.

Paradigms of parallel computer systems, memory system implementation, idealized versus practical parallel computer models, parallel algorithms, algorithmic complexity, survey of commercial parallel machines.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE534. Fault-Tolerant Design of Digital Systems. 3 Credits.

Faults and their manifestations. Reliability, availability and maintainability analysis. System evaluation and performance reliability tradeoffs. Hardware, software, code and time redundancy techniques. Fault-tolerant communication in distributed systems. Real-time fault tolerance. Case study of fault-tolerant systems.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE535. Low Power VLSI Design. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE536. Computer Architecture. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

Prerequisites:

- EGC 330

May not be repeated for credit

EGE537. VLSI Design. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

Prerequisites:

- (EGE 230 Minimum Grade of C- or EGE 220 Minimum Grade of C- and EGE320 Minimum Grade of C-

May not be repeated for credit

EGE541. Transmission Line Theory. 3 Credits.

Analysis and design of short, medium and long transmission lines. Bundled conductors, skin effect, proximity effect and geometric mean distance. Ferranti effect. Standing waves and traveling waves.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Electrical Engineering (265)

May not be repeated for credit

EGE542. Numerical Methods in Engineering. 3 Credits.

Review of electromagnetic theory and analytical methods. Time domain and frequency domain finite difference methods. Moment methods application to radiation and scattering problems.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE543. Antennas and Wave Propagation. 3 Credits.

Wire antennas and arrays. Aperature antennas and arrays. Solutions of antennas by the moment method. Antenna synthesis and optimization.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE544. Microwave Circuits. 3 Credits.

Review of transmission lines, waveguides, impedance matching and scattering parameters. Microwave resonators, power dividers, directional couplers, and hybrids, microwave litters, microwave deflectors, mixers, amplifiers, and oscillators.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE545. Satellite Communication. 3 Credits.

Satellite orbits and their effect on communication systems. Design of communication satellites and their sub systems. Communication link analysis. Modulation. Multiplexing. Multiple access. Encoding and error correction. Atmospheric propagation effects.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE548. Software Defined Networks. 3 Credits.

Broadband and Carrier Ethernet Networks and technologies. Role of SDN in defining architecture of the next generation of networks. Determination of conformance criteria for networks standards and protocols to support industry solutions and applications.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Electrical Engineering (265)

May not be repeated for credit

EGE550. Electromechanical Energy Conversion. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

EGE551. Real Time Systems. 3 Credits.

Practical experience of real-time operating systems (RTOS) and real-time debugging as applied to real-time embedded systems. Design and implementation of real-time embedded systems: controller, data storage, data acquisition, and communication using a commercially available RTOS.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Electrical Engineering (265)

May not be repeated for credit

EGE552. Electric power Systems. 3 Credits.

Energy courses, transmission line parameters, transmission lines modeling, power flow analysis, voltage frequency control, and power system protection.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Electrical Engineering (265)

May not be repeated for credit

EGE561. Adaptive Control. 3 Credits.

Basic concept of adaptive control. Real time parameter estimation. Model reference adaptive systems. Self-tuning regulators stability. Auto tuning. Gain scheduling. Perspectives on neural networks.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EGE 317 Minimum Grade of C- or EGE417 Minimum Grade of C-

May not be repeated for credit

EGE562. Optimal Control. 3 Credits.

Review of matrix algebra, gradients and series. Introduction to optimization problems. Static optimization. Dynamic optimization. Maximum principle - Hamiltonian. Linear regulator and associated topics. Output feedback problems.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EGE 316 Minimum Grade of C- or EGE416 Minimum Grade of C-

May not be repeated for credit

EGE564. Non-Linear Control. 3 Credits.

Phase plane analysis. Lyapunov analysis. Advanced stability theory. Describing function analysis. Feedback linearization design. Sliding control design.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- EGE 316 Minimum Grade of C- or EGE416 Minimum Grade of C-

May not be repeated for credit

EGE570. Fiber Optics. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

EGE572. Engineering Management. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

EGE575. Heterostructure Devices. 3 Credits.**Restrictions:**

- Must be enrolled in the following class: Graduate

May not be repeated for credit

EGE580. Power Electronics. 3 Credits.**Restrictions:**

- Must have the following level: Graduate

EGE590. Thesis in Electrical Engineering. 3-6 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EGE593. Engineering Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

EGE594. Fieldwork Engineering. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EGE595. Indep Study Elec Engineering. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EGE599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Electrical Engineering (265)

May not be repeated for credit

EGE790. Thesis Engineering. 1-12 Credits.**Restrictions:**

- Must be enrolled in the following class: Graduate

May be repeated for credit

EGE795. Indep Study Elec Engineering. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

EGE799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

English (ENG)**ENG501. Introduction to Old English. 3 Credits.**

Old English as a language and readings in the original.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG504. English Literature of the Sixteenth Century. 3 Credits.

Selected prose and poetry of the English Renaissance, including works of such figures as Spenser, Sidney, Wyatt, Surrey, Nashe, Green, and Dekker.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG505. Shakespeare. 3 Credits.

An introductory survey of Shakespeare's works, with emphasis upon historical, cultural, and critical problems.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG506. English Drama through the Jacobean Period. 3 Credits.

Medieval drama and later playwrights such as Kyd, Marlowe, Jonson, Webster, Chapman, Beaumont, and Fletcher.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG507. English Literature of the Seventeenth Century. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG508. Milton. 3 Credits.

Milton's major poetical works and selected minor poems and prose works in relation to his time and seventeenth-century thought.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG515. Modern Theories of Writing Annual/Fall. 3 Credits.

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.)

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG522. Modernity and Modernism in Britain. 3 Credits.

British novelists and poets of the first half of the twentieth century: Conrad, Joyce, Forster, Woolf, Lawrence, Yeats, Eliot, Graves, and others.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG524. Virginia Woolf. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG525. Postmodern Literature. 3 Credits.

Investigation of the emerging themes in prose and poetry since World War II.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG526. Twenty-First Century Literature. 3 Credits.

A study of primary American and British literature since the late 1990's with attention to continuities with twentieth-century literature and innovations in form, genre, and theme.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG536. American Fiction in the Twentieth Century to 1945 Annual/Fall. 3 Credits.

Study of important American novelists, 1900-1945, including the work of major novelists such as Faulkner, Hemingway, Fitzgerald and Warren.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG537. American Poetry in the Twentieth Century to 1945. 3 Credits.

Reading of the principal American poets at home and abroad in the period up to 1945: Eliot, Frost, Cummings, Pound, and Auden, among others.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG541. Seminar in Creative Writing. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG542. Workshop in Fiction and Memoir. 3 Credits.

A graduate workshop where students share and critique original works of fiction and memoir in a constructive environment dedicated to the writing process. Students examine works by contemporary and classic authors and analyze vital craft techniques.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): English (204)

May be repeated for credit

ENG543. Workshop in Poetry. 3 Credits.

A graduate poetry workshop considering traditions and trends animating contemporary poetry and consider strategies for constructing their own. Each poet will find a distinctive identity in terms of imagery, language, identity, and subject matter.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ENG544. Seminar in Teaching Creative Writing. 3 Credits.

A seminar on various pedagogical approaches to instruction in creative writing. We'll discuss issues related to teaching, how to effectively edit and critique the work of students, and ways to lead an effective workshop.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): English (204)

May not be repeated for credit

ENG551. Academic Writing Seminar for MA Students in English. 1 Credit.

Introduces students to academic writing in English at the graduate level. Students will gain exposure to a variety of genres and perform academic writing with study of nuances of style, organization, citation, evidence, and transitions.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): BA/MA English (204M)

May not be repeated for credit

ENG552. Advanced Research Methods for MA Students in English. 1 Credit.

An introduction to advanced methods and tools of research in the study of literature.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): English (204)

May not be repeated for credit

ENG553. Career Seminar for MA Students in English. 1 Credit.

Course provides instruction, workshops, and mentoring to help students identify possible career paths, explore professional opportunities, and prepare effective job search related materials such as resumes, cover letters, and online profiles.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): English (204)

May not be repeated for credit

ENG560. Forms of Autobiography. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG572. Studies in Middle English Literature. 3 Credits.

May be repeated for credit.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ENG573. Studies in Sixteenth-Century English Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG574. Studies in Shakespeare. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG575. Studies in Seventeenth-Century English Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG576. Studies in Eighteenth-Century English Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG577. Studies in English Romanticism. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG578. Studies in Victorian Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG579. Studies in Nineteenth-Century American Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG581. Studies in Twentieth-Century American Fiction to 1945. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG583. Studies in Twentieth-Century British Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG585. Studies in Contemporary Criticism and Theory. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG586. Studies in Contemporary Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG588. Studies in Comparative Literature. 3 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG589. From Gutenberg to Google Books: Studies in Books, Readers, and Culture. 3 Credits.

Critical examination of book publishing, reading, and the cultural effects of this combination from Gutenberg to the present: emphasis on analytic bibliography, book history into the digital age, literacy, and the spread of ideas through publishing.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG590. Thesis in English. 3 Credits.

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.)

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

ENG593. English Selected Topic. 12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ENG594. Fieldwork in English. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

ENG595. Indep Study English. 1-12 Credits.

Directed study under the guidance of a faculty advisor. (Arrangements must be made well in advance of the semester in which the study is to be undertaken.)

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ENG599. Graduate Comprehensive Exam Registration. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): English (204)

May not be repeated for credit

ENG799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Evolutionary Studies (EVO)**EVO595. Evolutionary Independent Studi. 1-12 Credits.****Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

French (FRN)**FRN501. Intensive Practice in French I. 3 Credits.**

Advanced study and practice in spoken and written French. Variants of style, and selected problems in vocabulary and syntax. Conducted in French.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN502. Intn Prac French 2. 3 Credits.

Advanced study and practice in spoken and written French. Variants of style, and selected problems in vocabulary and syntax. Conducted in French.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN503. Explication de Texte. 3 Credits.

Analytic study of literature. Exercises in the interpretation of selected texts.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN505. Seminar in Modern French Literature. 3 Credits.

Intensive study of a topic, genre, or author of the contemporary period to be announced. Conducted in French.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN507. Nineteenth-Century French Literature I. 3 Credits.

Intensive study of a topic, genre, or author of the period. Conducted in French.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN509. Eighteenth-Century French Literature I. 3 Credits.

Intensive study of a topic, genre, or author of the period. Conducted in French.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN511. Seventeenth-Century French Literature I. 3 Credits.

Intensive study of a topic, genre, or author of the period. Conducted in French.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

FRN593. French Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

FRN594. Fieldwork in French. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

FRN595. Indep Study French. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Geography (GEO)

GE0501. Geography for Teachers. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GE0506. Contemporary China Alternate year/Spring. 3 Credits.

Examination and analysis of the recent transformation of China's landscape, emphasizing physical, economic, and social changes.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GE0526. Urban Planning. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GE0541. Geography of American Cities and Suburbs. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GE0551. Environmental Conservation Alternate year/Fall. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GE0593. Geography Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

GE0594. Fieldwork In Geography. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

GE0595. Indep Study Geography. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

GE0693. Geography Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Geology (GLG)

GLG501. Economic Geology. 4 Credits.

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.

Attributes:

- Field Study
- Entrepreneurship
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG311 Minimum Grade of D-

May not be repeated for credit

GLG502. Advanced Geomorphology. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG405 Minimum Grade of C-

May not be repeated for credit

GLG504. Geochemistry. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG314 Minimum Grade of D-

May not be repeated for credit

GLG505. Tectonics. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG405 Minimum Grade of D-

May not be repeated for credit

GLG507. Introduction to Hydrogeology. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG201 Minimum Grade of D-
- PHY201 Minimum Grade of D-

May not be repeated for credit

GLG509. Water Resources Management. 3 Credits.

Water use, problems of water supply, water resource management, water quality (present and potential pollution problems and solutions), and water conflicts around the world.

Attributes:

- Field Study
- Civic Engagement

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GLG519. Geophysics. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG405 Minimum Grade of D-
- MAT252 Minimum Grade of D-

May not be repeated for credit

GLG533. Analysis of Soils and Sediments. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG311 Minimum Grade of D-
- GLG331 Minimum Grade of D-

May not be repeated for credit

GLG535. Sedimentation. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG311 Minimum Grade of D- or GLG331 Minimum Grade of D-

May not be repeated for credit

GLG541. Geology and Geophysics of Petroleum. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG405 Minimum Grade of D-
- PHY202 Minimum Grade of D-

May not be repeated for credit

GLG543. Principles of Sedimentary Petrology. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG331 Minimum Grade of D-

May not be repeated for credit

GLG545. Advanced Igneous and Metamorphic Petrology. 4 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG314 Minimum Grade of D-
- CHE202 Minimum Grade of D-
- PHY201 Minimum Grade of D-

May not be repeated for credit

GLG575. Geology for Teachers. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GLG578. Geology of New York State. 3 Credits.

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.

Attributes:

- Field Study
- Practicum - Non-Clinical
- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- GLG201 Minimum Grade of D-
- GLG575 Minimum Grade of D-

May not be repeated for credit

GLG581. Regional Geology (1-3). 1-12 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

GLG583. Computer Applications in Geology. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- Math Placement Level Minimum Score of 5 or MAT181 Minimum Grade of D-

May not be repeated for credit

GLG585. Geology Seminar. 3 Credits.

An integrated consideration of some current problems selected from the various branches of geology. Critical reading and evaluation of primary source materials.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GLG590. Thesis in Geology (1-3). 0 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

GLG593. Geological Selected Topics. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

GLG594. Fieldwork In Geology. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

GLG595. Indep Study Geology. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

GLG599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Geology (205)

May not be repeated for credit

GLG693. Geological Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

GLG795. Indep Study Geology. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

GLG799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

German (GER)

GER593. German Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

GER594. Fieldwork In German. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

GER595. Indep Study German. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Hebrew (HEB)

HEB593. Hebrew Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

History (HIS)

HIS506. Medieval Society. 3 Credits.

Medieval life and institutions, especially in the twelfth and thirteenth centuries.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- HIS207 Minimum Grade of D- or HIS346 Minimum Grade of D- or HIS348 Minimum Grade of D-

May not be repeated for credit

HIS521. Interpretations of American History. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS522. Colonial America. 3 Credits.

Topics in the history of colonial America.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS523. The American Revolution. 3 Credits.

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

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS527. Recent American History. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Social Studies (445)
 - History (532)

May not be repeated for credit

HIS529. Studies in American Social History: 1880 to Present. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (445)
 - History (532)

May not be repeated for credit

HIS534. Modern Europe Social Hst. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (040B)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Social Studies (445)
 - Adolescence Ed: Social Studies (109B)
 - History (532)

May not be repeated for credit

HIS545. The Middle East and The West. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (445)
 - History (532)

May not be repeated for credit

HIS549. World War II. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS550. America and Vietnam. 3 Credits.

The origins, nature and consequences of America's involvement in Vietnam, the most important and traumatic episode in recent U.S. foreign policy.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (040)
 - Adolescence Ed: Social Studies (109A)
 - History (532)

May not be repeated for credit

HIS557. Global History. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS560. History of Asian Religions. 3 Credits.

A historical overview of Buddhism and other religions of eastern, southeastern, and southern Asia. Topics include religious beliefs and their impact on the societies and cultures.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS562. Native American Histories. 3 Credits.

Histories of selected Native American nations in the territories that will become the United States.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (445)
 - History (532)

Prerequisites:

- HIS221 Minimum Grade of D-
- HIS222 Minimum Grade of D-

May not be repeated for credit

HIS575. American Immigration. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

HIS593. History Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

HIS594. Fieldwork in History. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

HIS595. Indep Study History. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

HIS693. History Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

HIS795. Indep Study Hst. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Interdisciplinary (INT)**INT520. Related Arts 2. 3 Credits.****Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

INT593. ID Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

INT594. Fieldwork In Interdisciplinary. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

INT595. Indep Study Interdisciplinary. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

INT693. ID Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

INT795. Indep Study Interdisciplinary. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

INT798. Principals of Research. 3 Credits.

Students will read, discuss, debate and write about educational research and its intersection with teaching. Participants will design their own research project with the approval and support of the professor.

Restrictions:

- Must have the following level: Graduate

Italian (ITA)**ITA593. Italian Selected Topic. 3-12 Credits.**

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

ITA595. Independent Study - Italian. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

ITA795. Indep Study Italian. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Japanese (JPN)

JPN593. Japanese Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

JPN595. Indep Study Japanese. 12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

JPN795. Indep Study Japanese. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Jewish Studies (JST)

JST593. Jewish Studies Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

Latin Amer & Caribbean Studies (LAM)

LAM567. Approach Spn Amer Cultur. 3 Credits.

The cultural contents of language, arts, and the ways of life in Latin-American countries.

Attributes:

- Liberal Arts

May not be repeated for credit

LAM595. Indep Study Latin Americ. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Linguistics (LIN)

LIN593. Linguistic Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

LIN594. Fieldwork in Linguistics. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

LIN595. Indep Study Linguistics. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

LIN795. Indep Study Linguistics. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Mathematics (MAT)

MAT500. Combinatorics and Graph Theory. 3 Credits.

Combinatorial and graphical techniques for complexity analysis, generating functions, recurrence relations, Polya's Theory of Counting, graph theory, NP-complete problems.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT510. Geometry for Elementary and Middle School Teachers. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Mathematics (206)

May not be repeated for credit

MAT511. Theory of Groups. 3 Credits.

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. Students must complete 21 credits beyond Calculus 2 with a C- or better before taking this course.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Mathematics (206)

Prerequisites:

- MAT252 Minimum Grade of D-

May not be repeated for credit

MAT512. Real and Complex Number Systems. 3 Credits.

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. Students must complete 21 credits beyond Calculus 2 with a C- or better before taking this course.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Mathematics (206)

May not be repeated for credit

MAT513. The Joys of Geometry. 3 Credits.

Topics in modern geometry such as finite geometries, transformations, non-Euclidean and projective geometries, Mascheroni constructions. Axiomatic approach is often used. Proofs constitute an important part of the course. For MS in Education degree students only. Not open to undergraduates.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (037B)
 - Math
 - Science
 - Technology: 1-6 (013M)

May not be repeated for credit

MAT514. Linear Algebra with Applications to Geometry. 3 Credits.

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. Students must complete 21 credits beyond Calculus 2 with a C- or better before taking this course.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Mathematics (206)

May not be repeated for credit

MAT517. History of Mathematics. 3 Credits.

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. Students must complete 21 credits beyond Calculus 2 with a C- or better before taking this course.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Mathematics (206)

May not be repeated for credit

MAT518. Theory of Rings and Fields. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- MAT511 Minimum Grade of C-

May not be repeated for credit

MAT519. Sequences, Series, and Their Applications. 3 Credits.

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. Students must complete 21 credits beyond Calculus 2 with a C- or better before taking this course.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration): Mathematics (206)

May not be repeated for credit

MAT520. Statistics for Elementary/Middle School Teachers. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Mathematics (206)

May not be repeated for credit

MAT531. Point Set Topology I. 3 Credits.

Part of a two-semester sequence covering the fundamental theorems of geometric topology in abstract topological and metric spaces.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT532. Point Set Topology II. 3 Credits.

Part of a two-semester sequence covering the fundamental theorems of geometric topology in abstract topological and metric spaces.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT541. Complex Analysis I. 3 Credits.

Provides a foundation for advanced work in analysis. Differentiation, Cauchy-Riemann Equations, elementary functions, conformal mapping, expansions, and analytic continuation.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT543. Real Analysis I. 3 Credits.

Part of a two-semester sequence covering the following topics:

The real number system, topology of \mathbb{R}^n , measure theory, and the Lebesgue integral. Convergence theorems, differentiation, and Lebesgue decompositions. Fubini's theorem, Radon-Nikodym theorem, and other advanced topics.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT544. Real Analysis II. 3 Credits.

Part of a two-semester sequence covering the following topics:

The real number system, topology of \mathbb{R}^n , measure theory, and the Lebesgue integral. Convergence theorems, differentiation, and Lebesgue decompositions. Fubini's theorem, Radon-Nikodym theorem, and other advanced topics.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- MAT543 Minimum Grade of C-

May not be repeated for credit

MAT561. Abstract Algebra I. 3 Credits.

Part of a two-semester sequence covering the following topics: Groups, rings, integral domains, fields, modules, and vector spaces.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT562. Abstract Algebra II. 3 Credits.

Part of a two-semester sequence covering the following topics: Groups, rings, integral domains, fields, modules, and vector spaces.

Restrictions:

- Must have the following level: Graduate

Prerequisites:

- MAT561 Minimum Grade of C-

May not be repeated for credit

MAT563. Topics in Algebra I. 3 Credits.

Topics chosen by the instructor, may include structure theory of Abelian groups, commutative rings and finite fields, lattice theory, universal algebra. Students must complete 21 credits beyond Calculus 2 with a C- or better before taking this course.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT590. Thesis in Mathematics. 1-12 Credits.

Writing and preparation of an expository or original thesis under the guidance of graduate faculty. Required form available in the Records and Registration Office.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MAT593. Math Selected Topic. 1-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MAT594. Fieldwork in Math. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

MAT595. Indep Study Math. 1-3 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

MAT599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Mathematics (206)

May not be repeated for credit

MAT795. Indep Study Math. 1-6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

MAT799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Music (MUS)

MUS521. Applied Music: Piano. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS522. Applied Music: Voice. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS523. Applied Music: Misc. 3 Credits.

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 semester will be given. Offered every semester.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS535. Advanced Clinical Musicianship. 2 Credits.

The use of advanced instrument and vocal techniques used in the implementation of music therapy methods will be presented. Indications and contraindications for use in clinical practice will be described.

Minimum grade of B required.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS540. Music Therapy Foundations. 3 Credits.

Varied clinical theories in music therapy service, delivery and procedures related to these theories will be presented. Students develop musical programming, assessment, and treatment plans for clients with varied needs. minimum grade required B-.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS541. Recreative Methods in Music Therapy. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS543. Music Therapy for Older Adults. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B-

May not be repeated for credit

MUS544. Medical Music Therapy Assessment and Treatment. 3 Credits.

Focuses on the needs of client in acute and rehabilitative medical settings, including various approaches and methods of music therapy. Students will develop skills in assessment, treatment, and evaluation for medical clientele with a variety of diagnoses and functional levels. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B-

May not be repeated for credit

MUS545. Music Therapy in Special Education. 3 Credits.

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.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B-

May not be repeated for credit

MUS546. Advanced Clinical Improvisation. 3 Credits.

Varied improvisational methods, styles and techniques will be presented. Students will expand their assessment, facilitation and evaluation skills using improvisational methods. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS547. Advanced Guitar for Therapists and Educators. 3 Credits.

This course will provide students with advanced guitar skills such as movable chords, jazz chords, lead guitar parts, and various accompaniment patterns unique to given styles and artists.

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS548. Music Therapy Ensemble. 2 Credits.

This course provides students the opportunity to play and lead pre-composed and improvised musical activities in a variety of styles within a group context. Focus will be directed on leading clients with varying musical abilities, assigning instruments and the parts to be played according to the clinical needs of clients, and the synthesis of jazz, pop and pentatonic improvisation techniques into ensembles.

Attributes:

- Practicum - Non-Clinical
- Creative Works

Restrictions:

- Must be enrolled in one of the following classes: Senior, Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS546 Minimum Grade of B-

May be repeated for credit

MUS549. Creative Arts Therapies with Autism Spectrum Disorder. 3 Credits.

Covers the theory and practice of the New York State licensed creative arts therapies as specifically applied to clients with ASD. Students will review current research regarding each of the therapies and their use for students/clients with ASD.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

MUS550. Advanced Receptive Music Therapy Methods. 3 Credits.

Advanced receptive methods including imaginal listening, projective listening, and song discussion methods will be covered in didactic and experimental formats. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS553. Music Therapy Ethics. 2 Credits.

A study of applied professional ethics with attention to music therapy clinical practice, private practice, teaching, supervision, and research. Emphasis is placed on the process of ethical thinking and examining ethical issues. Minimum grade of B required.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS555. Music Therapy in Mental Health and Wellness. 3 Credits.

Methods and approaches for assessing, treating and evaluating individuals who have mental health issues, including PTSD. Students will develop skills in using music for wellness in individual and group settings. Minimum grade of B required.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS593. Music Selected Topic. 12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MUS594. Fieldwork in Music. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

MUS595. Indep Study Music. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

MUS724. Music Therapy in Addictions Treatment. 3 Credits.

Overview of addiction and substance use including current theories and treatment models. Music therapy methods for addressing the physical, mental, emotional, and spiritual issues related to addiction and recovery will be introduced. Minimum grade B.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS725. Music Therapy in Palliative Care. 3 Credits.

Students will engage in a comprehensive overview and in-depth exploration of music therapy methods in palliative care and end-of-life care. Various settings of care, clientele and diagnoses, and areas of clinical need are explored.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS544 Minimum Grade of B-

May not be repeated for credit

MUS726. Music Therapy Pedagogy and Supervision. 3 Credits.

Students will examine contemporary trends and challenges in the education, training, and supervision of music therapists.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS730. Music Therapy in Pediatric Critical Care. 3 Credits.

Focuses on the use of specialized music therapy methods to address the physiological and psychological needs of children and adolescents in critical care settings. Assessment, treatment planning and implementation will be reviewed.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS742. Music Therapy Research. 3 Credits.

Students examine major research paradigms including objectivist, interpretivist, and other evolving research methods. Minimum grade required B-.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS743. Fieldwork 1. 2 Credits.

Supervised continuing clinical experiences of work with groups and individuals at University - affiliated sites. Weekly faculty-directed seminar covers critical issues pertaining to assessment, treatment and evaluation of music therapy.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- (MUS 240 Minimum Grade of B- and (MUS 340 Minimum Grade of B- and (MUS 480 Minimum Grade of B-

May not be repeated for credit

MUS744. Fieldwork 2. 2 Credits.

Supervised continuing clinical experiences of work with groups and individuals at University - affiliated sites. Weekly faculty-directed seminar covers critical issues pertaining to assessment, treatment and evaluation of music therapy.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS743 Minimum Grade of B-

May not be repeated for credit

MUS745. Music Therapy Internship I. 3 Credits.

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.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS744 Minimum Grade of B-

May not be repeated for credit

MUS746. Music Therapy Internship II. 3 Credits.

This second semester course in the music therapy internship sequence places students in clinical settings such as hospitals, schools, and rehabilitation programs providing opportunities that expand the range of experiences resulting from working with a variety of populations and professionals who provide services to them. In addition to clinical work at their respective sites, students participate in a bi-weekly internship seminar held by their supervising academic instructors in which students engage in discussion about music therapy and clinical matters as well as present their clinical work and receive feedback from peers and supervising instructors.

Attributes:

- Service Learning
- Field Study
- Clinical Placement
- Practicum - Non-Clinical
- Creative Works
- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS745 Minimum Grade of B-

May not be repeated for credit

MUS747. Music Therapy Thesis Topic Proposal. 1 Credit.

Students choose their thesis project and develop a topic proposal for their study. Students will review the literature, develop research questions, and explore thesis designs. Cultural and ethical considerations in research will be examined. Minimum grade B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May be repeated for credit

MUS748. Thesis Seminar. 1 Credit.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS742 Minimum Grade of B-

May not be repeated for credit

MUS749. Thesis. 1-2 Credits.

Students complete project developed on MUS747 Thesis Topic Proposal. Taken for a minimum of 2 to a maximum of 3 semesters. If not completed within 3 semesters, must repeat MUS742 Research Methods. Minimum required grade B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS742 Minimum Grade of B-

May be repeated for credit

MUS750. Cultural Humility in Music Therapy. 2 Credits.

Issues influencing music therapy practice across various cultures, integrating therapeutic knowledge and skills, and musical skills. Students will engage in exploring their cultural identity, and its influence on their development as a therapist. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS752. Music Therapy Program Development and Evaluation. 2 Credits.

Overview of methods for identifying population and community needs for music therapy, development & methods of evaluating the effectiveness of such programs. Includes business plan development, budgeting, and proposal writing. Minimum grade B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS754. Music Therapy Across the Lifespan. 3 Credits.

An examination of music therapy theory and research related to the social, emotional, cognitive and physical development of individuals. Challenges to normal development including congenital factors, chronic illness, and mental health related disorders will be considered.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- COU575 Minimum Grade of B-

May not be repeated for credit

MUS756. Music Therapy Groupwork. 3 Credits.

Theoretical approaches to music therapy groupwork with a focus on a group dynamics and interpersonal interactions. Advanced music and verbal facilitation techniques will be introduced. Students will facilitate demonstration music therapy groups. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

Prerequisites:

- MUS535 Minimum Grade of B-
- MUS550 Minimum Grade of B-
- MUS546 Minimum Grade of B-

May not be repeated for credit

MUS775. Advanced Music Therapy Internship. 1 Credit.

Supervised internship experience in a clinical setting that focuses on developing advanced competence in music therapy assessment, treatment, and evaluation. Course includes weekly academic supervision. Minimum grade required B.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Music Therapy (285)

May not be repeated for credit

MUS793. Music Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

MUS794. Fieldwork in Music. 1-12 Credits.

May not be repeated for credit

MUS795. Indep Study Music. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

MUS799. Continued Registration. 6 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Physics (PHY)

PHY593. Physics Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

PHY594. Fieldwork in Physics. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

PHY595. Indep Study Physics. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

PHY693. Phy Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

PHY795. Indep Study Physics. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Political Science (POL)

POL532. The American Presidency. 3 Credits.

The role of the federal executive in the American constitutional system, the sources of his power, and the organization of the Executive Office.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

POL533. Government and Politics of China. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

POL593. Political Science Select Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

POL595. Indep Study Polit Science. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Psychology (PSY)

PSY500. Research Practicum. 1 Credit.

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.

Attributes:

- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May be repeated for credit

PSY501. Analysis of Variance. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May not be repeated for credit

PSY503. Correlation & Multiple Regress. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May not be repeated for credit

PSY511. Research Methods I. 3 Credits.

Principles of experimental research in psychology, including between subject designs, within subjects designs, and mixed factorial designs. Discussion of moral and ethical problems encountered in conducting animal and human research.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

Prerequisites:

- PSY311 Minimum Grade of D-

May not be repeated for credit

PSY513. Research Methods II. 3 Credits.

Overview of major qualitative and quantitative approaches in non-experimental research, including survey construction, interviewing techniques, archival data, assessment and program evaluation, and case studies.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

Prerequisites:

- (PSY311 Minimum Grade of D-

May not be repeated for credit

PSY530. Developmental Psychology. 3 Credits.

This course focuses on the central issues in psychological development, such as nature/nurture, the formative role of early experiences, and the influences of culture and context. Contemporary and classic research and theoretical perspectives in socioemotional and cognitive development are critically examined.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

Prerequisites:

- (PSY311 Minimum Grade of D-

May not be repeated for credit

PSY540. Applied Psychology. 3 Credits.

This course incorporates an interdisciplinary approach to understanding the application of scientific and diverse psychological perspectives to a variety of contexts including the workplace, the community, the law, sports, schools, and the clinical setting. While the particular setting that will be covered varies, the course examines how psychological principles apply to individuals, groups, and institutions within these applies contexts.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

Prerequisites:

- PSY311 Minimum Grade of D-

May not be repeated for credit

PSY550. Social/Personality Psychology. 3 Credits.

Issues, concepts, theories, and research in major areas of social and personality psychology are examined.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

Prerequisites:

- PSY311 Minimum Grade of D-

May not be repeated for credit

PSY558. Seminar in Contemporary Research. 3 Credits.

Investigation of one or more areas of general experimental psychology: Cognition, developmental, learning, motivation, perception, and/or physiological.

Attributes:

- Creative Works
- Research
- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must not be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May be repeated for credit

PSY560. Cognitive Processes. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May not be repeated for credit

PSY580. Lifespan Development for Individuals with ASD. 3 Credits.

A survey of psychological research on the impact of autism on the cognitive, neurobiological, social and affective development of the individual. Typical development provides the context for exploring how Autism Spectrum Disorder (ASD) affects growth and development from infancy through adulthood.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

PSY590. Thesis in Psychology (3-6). 2-12 Credits.

Students carry out a research project under the supervision of a faculty advisor and two readers. Students can opt to do 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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May be repeated for credit

PSY593. Psy Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

PSY594. Fieldwork In Psychology. 0 Credits.

An approved fieldwork experience in psychology to enable students to enrich their academic program with applied work in their field of study.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Mental Health Counseling (290)
 - Psychological Science (210)
 - Psychology (208)

May not be repeated for credit

PSY595. Indep Study Psychology. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Mental Health Counseling (290)
 - Psychological Science (210)
 - Psychology (208)
 - School Counseling (295)

May be repeated for credit

PSY599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychology (208)

May not be repeated for credit

PSY795. Indep Study Psy. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May be repeated for credit

PSY799. Continued Registration. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Psychological Science (210)
 - Psychological Sciences 4+1 (210A)
 - Psychology 4+1 (539A)

May be repeated for credit

Russian (RUS)

RUS593. Russian Selected Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

RUS594. Fieldwork In Russian. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

RUS595. Indep Study Russian. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

RUS795. Indep Study Russian. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Secondary Education (SED)

SED507. Fieldwork I Second Language Education. 1 Credit.

Fieldwork and targeted observations toward the teaching and learning of English learners (ELs) at the elementary level. Roles consist of observer, assistant, and teacher for one-on-one, small group, and whole class instruction.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

Corequisites:

- SED573

May not be repeated for credit

SED509. Fieldwork II Second Language Education. 1 Credit.

Fieldwork and targeted observations toward the teaching and learning of English learners (ELs) at the secondary level. Roles consist of observer, assistant, and teacher for one-on-one, small group, and whole class instruction.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

Corequisites:

- SED576

May not be repeated for credit

SED525. Digital Literacies and Learning in Secondary Education. 1 Credit.

An introduction to issues and research related to digital literacies and learning in face-to-face and virtual environments. Students will examine relevant research and strategies for integrating digital tools and resources in secondary classrooms and in the professional work of teachers.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Mathematics 4+1 (512M)

May not be repeated for credit

SED540. Graduate Foundations of Adolescence Education Seminar. 1 Credit.

In a series of classroom activities, students will inquire into key curriculum issues in secondary education within the broader philosophical, psychological, social, and sociocognitive contexts of schools and schooling.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - BA/MAT Biology (101C)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - BS/MAT Mathematics (107C)
 - Cellular/Molecular (508C)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)
 - Mathematics 4+1 (512M)

May not be repeated for credit

SED541. Constructing Scientific Conceptual Knowledge. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

May not be repeated for credit

SED542. Meaningful Problem Solving in Science. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

May not be repeated for credit

SED543. Science in the Secondary School. 3 Credits.

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.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

Prerequisites:

- EDS539 Minimum Grade of D-
- EDS730 Minimum Grade of D-

May not be repeated for credit

SED545. Mathematics in the Secondary School. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Mathematics (107B)

Prerequisites:

- EDS539 Minimum Grade of D-
- EDS730 Minimum Grade of D-
- EDS549 Minimum Grade of D-

May not be repeated for credit

SED546. Social Studies in the Secondary School. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Social Studies (109B)

Prerequisites:

- EDS539 Minimum Grade of D-
- EDS730 Minimum Grade of D-
- EDS549 Minimum Grade of D-

May not be repeated for credit

SED547. World Language Skills and Methods in Adolescence Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

Corequisites:

- SED552

May not be repeated for credit

SED548. Literacy Instruction in the Secondary School. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (040B)
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (034B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)

Prerequisites:

- EDS372 Minimum Grade of D-

May not be repeated for credit

SED549. Teaching Literacy Across the Disciplines 6-12. 3 Credits.

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 literary and expository texts, instructional and assessment strategies designed to improve text comprehension, developing integrated curricula, selection and evaluation of classroom materials.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED550. Teaching Mathematics for All. 3 Credits.

Special instructional strategies and tactics for effective teaching of mathematics for all students.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Mathematics (107B)

May not be repeated for credit

SED551. Field Experience I. 1 Credit.

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. COURSE FEE FOR WATERMARK .

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - BA/MAT Biology (101C)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - BS/MAT Mathematics (107C)
 - Cellular/Molecular (508C)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)
 - Mathematics 4+1 (512M)

Prerequisites:

- SED Fieldwork Form Minimum Score of Y

Corequisites:

- SED703

May not be repeated for credit

SED552. Field Experience II. 1 Credit.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - BA/MAT Biology (101C)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - BS/MAT Mathematics (107C)
 - Cellular/Molecular (508C)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

Prerequisites:

- SED551 Minimum Grade of C-

May not be repeated for credit

SED553. Field Experience III. 1 Credit.

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, teachers, administrators and staff in a broad range of "normal" school-related activities.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - BA/MAT Biology (101C)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - BS/MAT Mathematics (107C)
 - Cellular/Molecular (508C)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

Prerequisites:

- SED552

May not be repeated for credit

SED554. HVWP Invitational Institute I: Teachers as Writers. 3 Credits.

Engage in personal and professional writing while developing skills as a writing teacher. Learn how to model writing and other research-proven teaching strategies. Work with a Hudson Valley Writing Project coach to design a professional development workshop based on what works in your classroom. For application, go to <http://www.newpaltz.edu/hvwp/>

Restrictions:

- Must be enrolled in the following class: Graduate

May be repeated for credit

SED555. HVWP Invitational Institute II: Teachers as Learners. 3 Credits.

Deepens understanding of writing instruction, writing assessment, digital learning environments, and professional development leadership. Work with Hudson Valley Writing Project colleagues to plan and lead a writing workshop for teachers, student writers, and their families.

Prerequisites:

- SED554 Minimum Grade of D-

May be repeated for credit

SED556. Storytelling, Folklore and the English Language Arts Curriculum. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED557. Computers in Secondary School Mathematics Education. 3 Credits.

Study the various ways of analyzing mathematics software, teaching programming and developing applications of the computer as it relates to the NYS Mathematics curriculum.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed:Social Studies (040B)
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (034B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)

May not be repeated for credit

SED558. Dealing with Diversity in the Foreign Language Classroom. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)

May not be repeated for credit

SED559. Problem Solving for Mathematics Teachers. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)

May not be repeated for credit

SED560. Technology in the Classroom. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (110B)
 - Literacy Education: 5 - 12 (030B)
 - Second Language Education (065)

May not be repeated for credit

SED564. Reconstructing Social Studies Using Diverse Perspectives. 3 Credits.

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?.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (040B)
 - Adolescence Ed: Social Studies (040)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Social Studies (109B)

May not be repeated for credit

SED565. World History Institute. 3 Credits.

Students will develop a conceptual understanding of the field of World History in order to make effective choices concerning content to be taught in a high school course.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

SED566. Education Across Borders: International Ideas and Experience. 3 Credits.

Through interdisciplinary study of the policies, practices, histories, and guiding ideals of educational systems internationally, we will gain some understanding of other systems and also a broader perspective on our own.

Attributes:

- Liberal Arts

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

SED567. HVWP Invitational Institute III: Teachers as Leaders. 3 Credits.

Participants deepen their understanding of leadership and professional development, considering purposeful and practical opportunities in an ever-shifting context of school reform. Work includes strategic planning, engagement, and evaluation of leadership in the teaching of writing. This class will be taught at an off-campus site.

Prerequisites:

- SED554 Minimum Grade of D-
- SED555 Minimum Grade of D-

May be repeated for credit

SED573. Teaching English as a New Language I. 3 Credits.

Examination of methods, materials, and assessment for teaching English as a new language at the elementary (P-6) level. Includes differentiation of instruction for learners of English as a new language at different proficiency levels. Focus on teaching language modalities (listening, speaking, reading, and writing), second language acquisition, and multicultural perspectives.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

May not be repeated for credit

SED575. Teaching Literacy in English as a New Language. 3 Credits.

Examination of literacy skills, methods, and assessments, including reading enrichment and remediation, for teaching English to speakers of a new language and to English learners with disabilities at elementary and secondary levels. Includes study of phonetic and phonological awareness through reading instruction.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

Prerequisites:

- SED573 Minimum Grade of D-

May not be repeated for credit

SED576. Teaching English as a New Language II. 3 Credits.

Examination of methodologies, materials, and assessments used in teaching language and content (e.g., mathematics, social studies, and science) to learners of English as a new language, including those with disabilities. Focus on incorporating language modalities into 7-12 content instruction, as well as second language acquisition and multicultural perspectives.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

Prerequisites:

- SED573 Minimum Grade of D-

May be repeated for credit

SED577. Applied Linguistics for Teachers of English as a New Language (ENL). 3 Credits.

Examination of the structure of the English language, including discussion and evaluation of techniques for teaching the phonological, morphological, and syntactical components of English to learners of English as a new language.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

May not be repeated for credit

SED578. Second Language Learning. 3 Credits.

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. Co-requisite: SED575, SED576.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

May not be repeated for credit

SED579. Practicum in Teaching English as a Second Language. 6 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

May not be repeated for credit

SED580. English Grammar for Teachers of English as a New Language (ENL). 3 Credits.

Provides candidates with a systematic understanding of English grammar and its implications for writing, reading, and oral communication. This course focuses on the role of grammar and syntax in classroom instruction, including a review of techniques and materials for teaching English grammar to learners of English as a new language.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

Prerequisites:

- SED577 Minimum Grade of D-

May not be repeated for credit

SED585. Materials Development for the Foreign Language Classroom. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED591. Inquiry Learning in Science Education. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED593. Secondary Ed Selected Topic. 12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed:Social Studies (040B)
 - Adolescence Ed:Biology (031B)
 - Adolescence Ed:Biology (101B)
 - Adolescence Ed:Chemistry (032B)
 - Adolescence Ed:Chemistry (104B)
 - Adolescence Ed:Earth Science (033B)
 - Adolescence Ed:Earth Science (102B)
 - Adolescence Ed:English (034B)
 - Adolescence Ed:English (103B)
 - Adolescence Ed:French (035B)
 - Adolescence Ed:French (105B)
 - Adolescence Ed:Mathematics (037B)
 - Adolescence Ed:Mathematics (107B)
 - Adolescence Ed:Social Studies (109B)
 - Adolescence Ed:Spanish (039B)
 - Adolescence Ed:Spanish (110B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

May be repeated for credit

SED594. Fieldwork in Second Language Education. 1-12 Credits.

Designed to give the graduate student the opportunity to observe the methods and materials used by educators in a variety of fieldwork settings including an internship experience.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

May not be repeated for credit

SED595. Indep Study Secondary Ed. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed:Social Studies (040B)
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed:Biology (031B)
 - Adolescence Ed:Biology (101B)
 - Adolescence Ed:Chemistry (032B)
 - Adolescence Ed:Chemistry (104B)
 - Adolescence Ed:Earth Science (033B)
 - Adolescence Ed:Earth Science (102B)
 - Adolescence Ed:English (034B)
 - Adolescence Ed:English (103B)
 - Adolescence Ed:French (035B)
 - Adolescence Ed:French (105B)
 - Adolescence Ed:Mathematics (037B)
 - Adolescence Ed:Mathematics (107B)
 - Adolescence Ed:Social Studies (109B)
 - Adolescence Ed:Spanish (039B)
 - Adolescence Ed:Spanish (110B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

May be repeated for credit

SED604. Practicum in Secondary Ed 7-9. 6 Credits.

Practicum experience in Secondary Ed 7-9.

Attributes:

- Practicum - Non-Clinical

Corequisites:

- SED553
- SED605
- SED606

May not be repeated for credit

SED605. Practicum in Secondary Ed 10-12. 6 Credits.

A full-time experience in teaching the subject in grades 10-12.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate

Corequisites:

- SED553
- SED604
- SED606

May not be repeated for credit

SED606. Practicum Seminar. 1 Credit.

All secondary education students must take this seminar while student teaching. The goals of the seminar are to provide practical support for candidates and time to reflect on their experiences so as to enhance teaching and learning in schools.

Restrictions:

- Must have the following level: Graduate

Corequisites:

- SED553
- SED604
- SED605

May not be repeated for credit

SED607. Practicum Seminar: Second Language Education. 1 Credit.

Sec Lang Ed Students must take this seminar while student teaching. The goals are to provide practical support for candidates and time to reflect on their experiences so as to enhance teaching and learning in schools.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Second Language Education (065)

Corequisites:

- SED579

May not be repeated for credit

SED701. Inquiry into Teaching, Learning, and School: Part I. 3 Credits.

First course in a two-semester sequence in which candidates read, discuss, debate, and write about educational research and its intersection with teaching and learning. An "action research" investigation will be designed and carried out during the second semester.

Attributes:

- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Social Studies (040B)
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (034B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)
 - Childhood Education 1-6 (013C)
 - Early Childhood Education (011A)
 - Early Childhood: B-2 (13EC)
 - Economics (040E)
 - Geography (040G)
 - History (040H)
 - Political Science (040P)
 - Reading/Literacy (13RL)
 - Sci
 - Tech
 - Engr & Math (STEM) (13ST)
 - Second Language Education (065)

May not be repeated for credit

SED702. Inquiry into Teaching, Learning, and School: Part II Every Semester. 3 Credits.

Second course in a two-semester sequence in which candidates, under the guidance of the professor, carry out an empirical study designed in Inquiry into Teaching, Learning, and School:Part 1 (SED701).

Attributes:

- Research

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed:Social Studies (040B)
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (034B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)
 - Childhood Education 1-6 (013C)
 - Early Childhood Education (011A)
 - Early Childhood: B-2 (13EC)
 - Economics (040E)
 - Geography (040G)
 - History (040H)
 - Political Science (040P)
 - Reading/Literacy (13RL)
 - Sci
 - Tech
 - Engr & Math (STEM) (13ST)
 - Second Language Education (065)

Prerequisites:

- SED701 Minimum Grade of D-

SED703. Curriculum: Designs for Literacy, Learning, and Assessment in Adolescence Education. 3 Credits.

Teacher candidates will read, discuss, debate, and write and philosophies and practices related to curriculum assessment, and adolescent literacy.

The co-requisite, Field Experience 1, permits candidates to observe and analyze curriculum, assessment, and literacy as it is enacted by local teachers and students.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - BA/MAT Biology (101C)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - BS/MAT Mathematics (107C)
 - Cellular/Molecular (508C)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)
 - Mathematics 4+1 (512M)

Prerequisites:

- SED Fieldwork Form Minimum Score of Y

May not be repeated for credit

SED705. Technology & Inquiry Learning in Secondary Mathematics Classrooms. 3 Credits.

Designed to explore principals and practices for teaching Mathematics through the inquiry-based approach, participants will engage in a series of structured models that will provide approaches for future classroom instruction supported by various content-specific technologies.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Mathematics 4+1 (512M)

May be repeated for credit

SED712. Recent Research in Education. 3 Credits.

Current research methods and findings and their significance for education in the United States. Each student explores an intensive research program.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED741. Teaching English in the Secondary School. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: English (103A)
 - Adolescence Ed:English (103B)

Prerequisites:

- SED703 Minimum Grade of D-

May not be repeated for credit

SED742. Teaching Dramatic Literature in the Secondary School. 3 Credits.

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).

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED743. Teaching Writing and Thinking in the Secondary School. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED745. Teaching Literature in the Middle School Every Semester. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED747. Teaching Geometry and Algebra in the Secondary School. 3 Credits.

From the study of geometry, criteria for identifying objectives for various subsets of the student body. Methods and materials to accomplish these goals.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed:Mathematics (037B)
 - Adolescence Ed:Mathematics (107B)

May not be repeated for credit

SED748. Teaching Literature in the High School Spring. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SED761. Instruction and Curriculum in Secondary Mathematics. 3 Credits.

Current trends in secondary mathematics instruction and curriculum. Emphasis on evaluating and implementing modern mathematics programs.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed:Earth Science (033B)
 - Adolescence Ed:Mathematics (037B)
 - Adolescence Ed:Mathematics (107B)

May not be repeated for credit

SED793. Secondary Ed Selected Topic. 3-12 Credits.**Restrictions:**

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed:Social Studies (040B)
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
 - Adolescence Ed: Chemistry (104B)
 - Adolescence Ed: Earth Science (033B)
 - Adolescence Ed: Earth Science (102B)
 - Adolescence Ed: English (034B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

May be repeated for credit

SED795. Indep Study Secondary Ed. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adolescence Ed: Biology (031A)
 - Adolescence Ed: Biology (101A)
 - Adolescence Ed: Chemistry (032A)
 - Adolescence Ed: Chemistry (104A)
 - Adolescence Ed: Earth Science (033A)
 - Adolescence Ed: Earth Science (102A)
 - Adolescence Ed: English (034A)
 - Adolescence Ed: English (103A)
 - Adolescence Ed: French (035A)
 - Adolescence Ed: French (105A)
 - Adolescence Ed: Mathematics (037A)
 - Adolescence Ed: Mathematics (107A)
 - Adolescence Ed: Social Studies (109A)
 - Adolescence Ed: Spanish (039A)
 - Adolescence Ed: Spanish (110A)
 - Adolescence Ed: Biology (031B)
 - Adolescence Ed: Biology (101B)
 - Adolescence Ed: Chemistry (032B)
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 - Adolescence Ed: English (034B)
 - Adolescence Ed: English (103B)
 - Adolescence Ed: French (035B)
 - Adolescence Ed: French (105B)
 - Adolescence Ed: Mathematics (037B)
 - Adolescence Ed: Mathematics (107B)
 - Adolescence Ed: Social Studies (109B)
 - Adolescence Ed: Spanish (039B)
 - Adolescence Ed: Spanish (110B)
 - BA/MAT Chemistry (104C)
 - BA/MAT Earth Science (102E)
 - Chemistry (50CH)
 - Geology/Earth Science (51ES)

May be repeated for credit

Sociology (SOC)

SOC500. Social Structure and Change. 3 Credits.

An examination of the social structural forces that shape and alter contemporary society.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC501. Foundations in Sociological Theory. 3 Credits.

Inquiry into the major themes of sociological thought. Classical and contemporary theories will be examined in depth.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC502. The Family in American Culture. 3 Credits.

Theoretical and structural aspects of American family life.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC503. Research Methods. 3 Credits.

Training in the methods and techniques of data collection, interpretation and analysis, utilizing both quantitative and qualitative orientations.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC504. Sociology of Education. 3 Credits.

Socio-cultural context of education. Social system analysis of school and community. Interpersonal relations between teachers and students. Community power structure and the education process.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC505. Autism and Human Services. 3 Credits.

Autism and Human Services explores family systems theory, social networks, social policies, advocacy, and human rights as these relate to autism. The course also focuses on international approaches in the work with people with autism.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SOC511. Urban Sociology. 3 Credits.

Historical, spatial patterns, and social organizations of cities. Public affairs, social problems, amenities of cities and suburbs systematically observed and analyzed.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC514. Cancer and Society. 3 Credits.

Analysis of popular ideologies and attitudes; problems in the evaluation of statistical and clinical data; cancer prevention versus cancer treatment; and ideological and economic forces shaping this debate.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC515. Alienation and Mental Illness. 3 Credits.

Critical examination of major schools of thought about alienation and mental illness in contemporary society. The effects of social structure and ideology in contemporary society form a sociological and socio-psychological perspective with an eye toward a synthesis of various schools of thought.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC523. Social Gerontology. 3 Credits.

Problems in the field of aging.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC525. Race and Ethnicity. 3 Credits.

Sociological perspectives on racial-ethnic inequality in the United States. An investigation into particular socio-historical events and their impact on individuals.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC532. Social Policy. 3 Credits.

Analysis of social policy and social welfare; policy shifts regarding disability rights and environmental justice. The changing relationship between the state, social movements, and economic forces in historical perspective.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC533. Gender Inequality. 3 Credits.

Theoretical and historical perspectives on gender in society. Topics may include: family and work, the impact of technology and culture in shaping work and domestic life, women's rights as human rights.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC535. Applied Sociology. 3 Credits.

Training in research designed for specific applications. Emphasis on evaluation research, focus groups, statistical analysis and needs-assessment studies.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC551. Social Statistics. 3 Credits.

Training in the use of statistical techniques in the analysis of sociological data. Measures of central tendency and dispersion, correlation, and regression analysis will be employed.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC552. Seminar in Sociological Issues. 3 Credits.

Critical concerns within the field of sociology. Emphasis upon current sociological debates. Specific issues reflect the work and interest of the instructor.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC553. Seminar in Delinquent Behavior. 3 Credits.

Sociological study of the causes and characteristics of delinquent behavior; recent trends in the prevention and control of delinquency.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SOC590. Thesis in Sociology (3-6). 1-12 Credits.

Research under the guidance of a faculty advisor, resulting in a thesis. Required form available in the Records and Registration Office.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SOC593. Soc Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

SOC594. Fieldwork In Sociology. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

SOC595. Indep Study Sociology. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

SOC599. Comprehensive Exam Workshop. 0 Credits.

Non-credit workshop for students who wish to devote the semester immediately following the completion of their coursework to prepare for the comprehensive exam.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Sociology (209)

May not be repeated for credit

SOC795. Indep Study Sociology. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

SOC799. Continued Registration. 1 Credit.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Spanish (SPA)

SPA561. Intensive Practice in Spanish. 3 Credits.

Offers advanced study and practice in spoken and written Spanish. Variants of old style, and selected problems in vocabulary and syntax. Conducted in Spanish. SPA561 and SPA562 may be taken separately and in either sequence.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA565. Latin American and Caribbean Poetry. 3 Credits.

Poetry of Latin American and the Caribbean, from various periods. Conducted in Spanish.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA567. Approaches to Latin American Culture. 3 Credits.

The cultural contents of language, arts, and the ways of life in Latin-American countries.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA568. History Spanish Language. 3 Credits.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA572. Latina and Latin American Women Dramatists. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA573. Seminar in Spanish Literature I. 3 Credits.

Intensive study of a topic to be announced. Conducted in Spanish.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SPA575. Seminar in Latin American & Caribbean Literature. 3 Credits.

Intensive study of Latin American and Caribbean literatures. Conducted in Spanish.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SPA578. Cervantes. 3 Credits.

Critical analysis of the "Don Quixote," and of other works by Cervantes. Conducted in Spanish.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA593. Spanish Selected Topic. 3-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SPA594. Fieldwork In Spanish. 0 Credits.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPA595. Indep Study Spanish. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

Special Education (SPE)

SPE510. Educating Students with Autism. 3 Credits.

Provides an overview of the educational strengths and challenges of students with Autism Spectrum Disorders. Topics include: historical overview, major theories and trends, effective practices, and collaboration strategies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE511. Working and Collaborating with Families and Service Providers. 3 Credits.

Covers topics related to working with families of individuals with disabilities and teacher's best practices for providing supervision to staff working with individuals with disabilities. Issues of cultural and ethnic diversity will be discussed.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE512. Concepts and Principles of Behavior. 3 Credits.

Teaches concepts and principles that are the foundations of the science of behavior and learning. Topics include: defining and measuring behavior, behavior contingencies, behavior change, and the generalization and maintenance of new behavior.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE513. Single Subject Research Methodology. 3 Credits.

Provides an overview of single subject research methodology. Topics include behavior measurement, research design, data display, data interpretation, and threats to validity.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE514. Philosophical Underpinnings of the Science of Behavior. 3 Credits.

Teaches the goals, assumptions, and dimensions of ABA. The content will cover different philosophies of behavioral science in a historical context, including: empiricism, pragmatism, respondent behavior, operant behavior, methodological behaviorism, and radical behaviorism.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

Prerequisites:

- SPE512 Minimum Grade of B-

May not be repeated for credit

SPE515. Ethics and Professional Conduct in Applied Behavior Analysis. 3 Credits.

An overview of ethical considerations in the field of behavior analysis. Topics include: history of ethics, qualifications and responsibilities of being a behavior analyst, selecting, implementing and evaluating of behavior change procedures.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE516. Methods of Instruction in Behavior Analysis. 3 Credits.

Provides an overview of scientific pedagogy across academic, behavioral, and self-management programs. Content includes program selection, procedures for behavior-change, and methods environmental modification. The topics of maintenance and generalization of learning are discussed.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE517. Methods of Assessment in Behavior Analysis. 3 Credits.

Covers functional behavioral assessment, functional analyses, preference assessment, descriptive assessment, and other forms of behavior analytic assessment. Teaches methods of direct measurement, and best practices for behavior prevention.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

May not be repeated for credit

SPE518. Practicum in Applied Behavior Analysis. 3 Credits.

Provides candidates with the opportunity for practical experience with assessing behaviors, creating behavior modification programs, and making decisions on current cases with individuals with autism under the supervision of a licensed behavior analyst.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & Itd Autism Stud (075)

Corequisites:

- SPE519

May not be repeated for credit

SPE519. Implementation of Assessment and Measurement Tools. 3 Credits.

Covers topics related to the understanding of assessment and measurement tools. Tools will be implemented in practical work settings and instruction will focus on using these techniques to guide professional practice.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & ltd Autism Stud (075)

Corequisites:

- SPE518

May not be repeated for credit

SPE520. Maintenance of Client Records. 2 Credits.

Provides comprehensive review of ethical and legal management of client records. Topics covered consist of: maintenance and implications of records, as well as federal and New York state laws and regulations related to records.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Bx Anlys & ltd Autism Stud (075)

May not be repeated for credit

SPE559. Instructional and Behavioral Environments. 3 Credits.

Evidence-based methods for planning and implementing safe, positive, supportive learning environments for students with disabilities are discussed. Interventions and supportive management strategies for managing inappropriate classroom behaviors and strategies for social skill development, are emphasized.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B*

* May be taken at the same time

May not be repeated for credit

SPE563. Multiple Intelligences in Inclusive Classrooms. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE565. Teaching in Inclusive Classrooms. 3 Credits.

Examines a variety of issues and strategies related to educating learners with disabilities in general education classrooms. It also is designed to provide students with an understanding of the nature and needs of exceptional children and youth from culturally and linguistically diverse backgrounds.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE566. Introduction to Special Education. 3 Credits.

Examines issues related to the education of students with disabilities, including the philosophical, historical, social, and legal foundations of special education; characteristics of students with disabilities; employments and independence for individuals with disabilities; and professional and ethical practices.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE583* or SPE584* or SPE585* or SPE586* or SPE567*

* May be taken at the same time

May not be repeated for credit

SPE567. Educational Assessment of Students with Disabilities. 3 Credits.

Methods and critical issues in the educational assessment process for students with disabilities are explored, including the use of (in)formal behavior and instructional assessment strategies to identify and assess students with disabilities.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B*

* May be taken at the same time

May not be repeated for credit

SPE571. Teaching Communication Skills to Learners with Disabilities. 3 Credits.

Methods, materials, and procedures for increasing the communication skills of students with disabilities.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE572. Tchg. Learners of Culturally/Linguistically Diverse Backgrounds. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE573. Collaboration Strategies. 3 Credits.

Examines current issues and best practices to support successful collaboration of educators with families, related service providers, paraeducators, and other professionals to maximize student success.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed: Adolescence Ed. (060G)

May not be repeated for credit

SPE575. Technology in Special Education. 3 Credits.

This course is designed for educators who are interested in learning how to use educational technology with individuals with disabilities. Technology content dealing with ways technology can be employed to teach exceptional students will be discussed as well as other practical applications of educational technology.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE581. Fieldwork I: Birth-Pre-K. 0 Credits.

Students will immerse themselves in an early intervention or preschool special education setting. This includes interviewing, observing, and interacting with children and service providers. This course requires a minimum of 25 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Corequisites:

- SPE797

May not be repeated for credit

SPE582. Fieldwork II: Kindergarten. 0 Credits.

Students will immerse themselves in a kindergarten special education setting. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 25 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Corequisites:

- SPE798

May not be repeated for credit

SPE583. Fieldwork III: Primary (Grades 1-3). 0 Credits.

Students will immerse themselves in primary (grades 1-3) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE736*)

* May be taken at the same time

May be repeated for credit

SPE584. Fieldwork IV: Intermediate (Grades 4-6). 0 Credits.

Students will immerse themselves in intermediate (grades 4-6) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE736*)

* May be taken at the same time

May be repeated for credit

SPE585. Fieldwork V: Middle School 7-8. 0 Credits.

Students will immerse themselves in middle school (grades 7 - 8) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE736*)

* May be taken at the same time

May be repeated for credit

SPE586. Fieldwork VI: High School 9-12. 0 Credits.

Students will immerse themselves in high school (grades 9 - 12) special education settings. This includes interviewing, observing, and interacting with students, faculty and staff. This course requires a minimum of 50 hours in the field.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- (SPE566* and SPE567*) or (SPE559* and SPE746*)

* May be taken at the same time

May be repeated for credit

SPE593. Special Ed Selected Topic. 3-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

SPE594. Fieldwork in Autism Studies. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

SPE595. Indep Study Special Ed. 1-12 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SPE702. Teaching Math, Science and Technology in Inclusive Classrooms. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE 700 Minimum Grade of B-

May not be repeated for credit

SPE706. Working with Learners with Emotional/Behavioral Problems. 3 Credits.

Students with emotional/behavioral problems will be studied through analysis of case studies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE711. Educating Learners with Autism Spectrum Disorders. 3 Credits.

Provides an overview of the educational strengths and challenges of students with Autism Spectrum Disorders. Topics include: historical overview, major theories and trends, effective practices, and collaboration strategies.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE712. Learning Environments for Students with Autism Spectrum Disorders. 3 Credits.

This course will focus on planning and implementing safe, positive, supportive and universally designed learning environments. Teaching pro-social skills, and employing evidence-based best practices for including students with Autism Spectrum Disorders in general education settings will be included.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE713. Classroom Management in Special Education. 3 Credits.

Focuses on planning and implementing safe, positive and supportive learning environments. Teaching prosocial skills, and employing best practices for including childhood learners with disabilities in general education settings will be included.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE715. Issues and Research in Sp Ed. 3 Credits.

Designed to introduce students to foundational and contemporary issues related to the ever-evolving discipline of Special Education. Students will explore theoretical frameworks, research and policy perspectives that influence pedagogical practice.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed: Adolescence Ed. (060G)

May not be repeated for credit

SPE722. Practicum in Special Education. 6 Credits.

Provides candidates with student-teaching experiences with students with disabilities in the grade range aligned with their certification title (e.g., B-2, 1-6, 7-12) in school setting under the direction of a cooperation teacher and a university supervisor.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)

May not be repeated for credit

SPE723. Teaching Students with Learning Disabilities. 3 Credits.

A study of students with learning disabilities including an emphasis on diagnosis and prescription. Different theories of learning disability are examined.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE728. Seminar in Special Education. 3 Credits.

Explores selected problems in the education of learners with disabilities.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE731. Literacy and Social Studies Inst. for Childhood Learners w/Disabilities. 5 Credits.

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.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Special Ed and Lit Ed (059C)
 - Special Ed: Childhood Ed (060C)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE 700 Minimum Grade of B-*
- SPE 701 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE732. Learning Environments for Childhood Learners with Disabilities. 3 Credits.

This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching prosocial skills, and employing best practices for including childhood learners with disabilities in general education settings will be included.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Child Special Ed and Lit Ed (059C)
 - Literacy Ed and Child Spec Ed (029A)
 - Special Ed: Childhood Ed (060C)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE 700 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE733. Practicum in Childhood Special Education. 4 Credits.

Teacher candidates are provided with the opportunity to teach childhood students with disabilities in a school setting under the direction of a cooperating teacher and a university supervisor .

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 or SPE 700
- SPE567 or SPE 701
- SPE745
- SPE746
- SPE747
- SPE559
- SPE715 or SPE 703
- SPE573 or SPE 750

Corequisites:

- SPE763

May not be repeated for credit

SPE735. Foundations of Literacy for Childhood Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluating literacy instruction for early childhood and childhood students with disabilities are covered in this course. Emphasis will be placed on language development and the foundations of reading (e.g., phonological awareness, phonics, fluency).

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566*
- SPE567*

* May be taken at the same time

May not be repeated for credit

SPE736. Literacy Instruction for Childhood Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluating literacy instruction for childhood students with disabilities are covered in this course.

Emphasis will be placed on strategies for understanding text and written expression.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE583* or SPE584* or SPE585* or SPE586*

* May be taken at the same time

May not be repeated for credit

SPE737. Instructional Practices in the Content Areas for Childhood Students with Disabilities. 3 Credits.

Teacher candidates will examine methods for planning, implementing, and evaluating instructional practices for childhood students with disabilities, including teacher- and student-directed strategies, across the content areas.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566* or SPE 700
- SPE567* or SPE 701

* May be taken at the same time

May not be repeated for credit

SPE742. Learning Environments for Adolescent Learners with Disabilities. 3 Credits.

This course will focus on planning and implementing safe, positive and supportive learning environments. Teaching prosocial skills, and employing best practices for adolescent learners with disabilities in general education settings will be included.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adol Special Ed and Lit Ed (059A)
 - Adol Special Ed and Lit Ed (059G)
 - Literacy Ed and Adol Spec Ed (029B)
 - Special Ed: Adolescence Ed (060A)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE 700 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE743. Practicum in Adolescent Special Education. 4 Credits.

Teacher candidates are provided with the opportunity to teach adolescent student with disabilities in a school setting under the direction of a cooperating teacher and university supervisor.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Adol Special Ed and Lit Ed (059A)
 - Adol Special Ed and Lit Ed (059G)
 - Literacy Ed and Adol Spec Ed (029B)
 - Special Ed: Adolescence Ed (060A)
 - Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 or SPE 700
- SPE567 or SPE 701
- SPE745 or SPE 741
- SPE746
- SPE747 or SPE702
- SPE559
- SPE715 or SPE 703
- SPE573 or SPE 750

Corequisites:

- SPE763

May not be repeated for credit

SPE745. Foundations of Literacy for Adolescent Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluation literacy instruction for adolescent students with disabilities are covered in this course.

Emphasis will be placed on the foundations of reading (e.g., word study, fluency).

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B-* or SPE 700 Minimum Grade of B-
- SPE567 Minimum Grade of B-* or SPE 701 Minimum Grade of B-

* May be taken at the same time

May not be repeated for credit

SPE746. Literacy Instruction for Adolescent Students with Disabilities. 3 Credits.

Methods for planning, implementing, and evaluating literacy instruction for adolescent students with disabilities are covered in this course.

Emphasis will be placed on the understanding and construction of written text (e.g., vocabulary, comprehension, written expression).

Prerequisites:

- SPE585* or SPE586* or SPE583* or SPE584*

* May be taken at the same time

May not be repeated for credit

SPE747. Instructional Practices in the Content Areas for Adolescent Students with Disabilities. 3 Credits.

Teacher candidates will examine methods for planning, implementing, and evaluating instructional practices for adolescent students with disabilities, including teacher- and student-directed, across the content areas.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration): Special Ed:Adolescence Ed. (060G)

Prerequisites:

- SPE566 Minimum Grade of B-*
- SPE567 Minimum Grade of B-*

* May be taken at the same time

May not be repeated for credit

SPE753. Practicum in Early Childhood Special Education. 4 Credits.

Teacher candidates are provided with the opportunity to teach young children with disabilities in an early childhood setting under the direction of a cooperating teacher and a university supervisor.

Attributes:

- Practicum - Non-Clinical

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following class: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 or SPE 700
- SPE567 or SPE 701
- SPE745
- SPE746
- SPE747
- SPE559
- SPE715 or SPE 703
- SPE573 or SPE 750

Corequisites:

- SPE763

May not be repeated for credit

SPE761. Working with Families of Students with Disabilities. 3 Credits.

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.

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

SPE763. Practicum Seminar in Special Education. 1 Credit.

Provides teacher candidates with the opportunity to engage in a professional learning community and reflect on their teaching of students with disabilities in a school setting.

Restrictions:

- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Childhood Ed (060C)
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)
 - Special Ed: Adolescence Ed. (060G)

Prerequisites:

- SPE733* or SPE743* or SPE753*

* May be taken at the same time

May not be repeated for credit

SPE793. Special Ed Selected Topic. 3-12 Credits.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

SPE794. Field Experience Spec Ed. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)

May not be repeated for credit

SPE795. Indep Study Special Ed. 1-12 Credits.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: Adolescence Ed (060A)
 - Special Ed: Childhood Ed (060C)

May be repeated for credit

SPE797. Early Intervention in Special Education. 3 Credits.

Addresses specialized content and procedural strategies related to family-centered early intervention for infants and toddlers who are at risk or have developmental delays or disabilities. Students examine policy issues, curriculum, service coordination strategies, and assessment and intervention techniques.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 Minimum Grade of B-
- SPE567 Minimum Grade of B-

Corequisites:

- SPE581

May not be repeated for credit

SPE798. Early Childhood Special Education. 3 Credits.

Examines current issues, research, and best practices to support successful programming for preschool and kindergarten children with disabilities and their families.

Restrictions:

- Must have the following level: Graduate
- Must be enrolled in the following field(s) of study (major, minor or concentration):
 - Special Ed: EC & Childhood Ed (060B)
 - Special Ed: Early Childhood Ed (060E)

Prerequisites:

- SPE566 Minimum Grade of B-
- SPE567 Minimum Grade of B-

Corequisites:

- SPE582

May not be repeated for credit

Theater Arts (THE)

THE593. Theatre Art Select Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

THE594. Fieldwork In Theatre Art. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May not be repeated for credit

THE595. Indep Study Theatre Arts. 1-12 Credits.**Attributes:**

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

THE795. Indep Study Theatre Arts. 0 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

Women's, Gender, & Sexuality Studies (WOM)

WOM515. Women and Health. 3 Credits.

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.

Attributes:

- Liberal Arts

Restrictions:

- Must have the following level: Graduate

May not be repeated for credit

WOM593. Women Study Select Topic. 3-12 Credits.

Selected topics courses are regularly scheduled courses that focus on a particular topic of interest. Descriptions are printed in the Schedule of Classes each semester. Selected topics courses may be used as elective credit and may be repeated for credit, provided that the topic of the course changes.

Restrictions:

- Must have the following level: Graduate

May be repeated for credit

WOM594. Women's Studies Fieldwork. 3-12 Credits.

Women's Studies Fieldwork.

Restrictions:

- Must be enrolled in the following class: Graduate

May not be repeated for credit

WOM595. Independent Study WGSS. 1-12 Credits.**Restrictions:**

- Must have the following level: Graduate

May be repeated for credit

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