

ADOLESCENCE EDUCATION

Phone: (845) 257-2850

Location: Old Main Building, Room 323

Web address: www.newpaltz.edu/schoolofed/adolescence-education-tesol/

The Adolescence Education Department offers instruction leading to New York State initial and professional certification to teach the following subjects in Grades 7-12: English, Mathematics, the sciences (Biology, Chemistry, Earth Science, and Physics), and Social Studies. In addition to completing courses in the liberal-arts content area of their choice, Adolescence Education students complete core education courses and state-mandated requirements for teaching certification, as well as New Paltz's General Education and graduation requirements. Certificates for teaching in New York State are automatically accepted for teaching in many other states.

In addition to the content-area majors listed above, a minor in Adolescence Education is available. Though the minor does not lead to eligibility for a New York State teaching certificate, it may be of interest to students seeking an introduction to the field of secondary education. Furthermore, for students pursuing a BA in Biology, Chemistry, or Geology or a BS in Mathematics, the Adolescence Education minor is designed to facilitate completion of two degrees in five years: the undergraduate bachelor's degree and the graduate MAT (Master of Arts in Teaching) degree. For more information about these accelerated teacher-education programs, please speak with an Adolescence Education faculty advisor.

Adolescence Education: Program Requirements

To enter the Adolescence Education program, students must:

- Have an overall GPA of 3.0 or better.
- Have completed 3-4 credits in Writing and Rhetoric (1 composition course) with a grade of B or better.
- Submit a [program application](#), including an acceptable essay.
- For the Adolescence Education: Mathematics program, receive a grade of B- or better in Calculus 1 or Calculus 2.
 - Transfer students without a major in math, biology, chemistry, geology, or physics must spend at least one semester majoring in the content area in which they plan to seek certification before applying to an Adolescence Education: Math/Science program. Consult the program coordinator for guidance.

To continue in the program, students must meet the following requirements:

- Maintain a GPA of 3.0 or better¹.
- Earn a minimum grade of C- in all letter-graded Education courses, with the exception of Methods courses, and in all content-area courses.
- Earn a grade of B or better in Methods and receive approval of the program coordinator or department chair to advance to student teaching².

Additional requirements:

- Per School of Education policy, candidates must earn a rating of Acceptable on *at least 80% of the items* on the assessment required for their specific program (e.g., planning, dispositions, P-12 learning,

STIFA). During a culminating experience, however, 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.

- Fingerprints on a NYS TEACH account.
- Completion of state-mandated workshops (Child Abuse, SAVE, DASA, Health & Safety).

Transportation

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

- ¹ Registration for Methods requires a 3.0 GPA. Students unable to meet this GPA prerequisite will be advised to change their major so they can graduate in a timely manner.
- ² No more than one semester may separate students' completion of their Methods course and the start of student teaching.

Notice to Persons Who Have 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. 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, including the program in Adolescence Education.

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.

Adolescence Education (BA, BS) Program Learning Outcomes

English Language Arts (7-12)

Candidates who successfully complete all required components of the Adolescence Education (7-12) program in English will know and be able to demonstrate:

- **Content Knowledge:** Demonstrate content area mastery by completing a carefully structured program in English that requires at least 37 hours of coursework and includes in-depth study of: the English language/linguistics; critical practices and writing; British, American and Transnational literature; young adult literature; Shakespeare; and literary theory.
- **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:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching to support pedagogical decisions.
- **Information Literacy:** Use technology and basic research techniques to inform planning, instruction, and assessment of English language arts for adolescents, grades 7-12.

Sciences: Biology (7-12), Chemistry (7-12), Earth Science (7-12), Physics (7-12)

Candidates who successfully complete all required components of the Adolescence Education (7-12) programs in the sciences (Biology, Chemistry, Earth Science, Physics) will know and be able to demonstrate:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in content sciences plus cognates.
- **Planning:** #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, to consider assessment data when making instructional decisions, and to 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:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions, and transfer these skills to students through the development of higher order thinking lesson development.
- **Information Literacy:** Use technology and basic research techniques in order to locate, evaluate, and synthesize new findings in science with concepts in content knowledge, planning, assessment, and pedagogical practice.

Mathematics (7-12)

Candidates who successfully complete all required components of the Adolescence Education (7-12) program in Mathematics will know and be able to demonstrate:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in content math plus cognates.
- **Planning:** #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, to consider assessment data when making instructional decisions, and to 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:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions, and transfer these skills to students through the development of higher order thinking lesson development.
- **Information Literacy:** Use technology and basic research techniques in order to locate, evaluate, and synthesize new findings in mathematics with concepts in content knowledge, planning, assessment, and pedagogical practice.

Social Studies (7-12)

Candidates who successfully complete all required components of the Adolescence Education (7-12) program in Social Studies will know and be able to demonstrate:

- **Content Knowledge:** Demonstrate content area mastery by completing at least 30 hours of coursework in social studies.
- **Planning:** 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:** #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:** Identify, analyze, and evaluate different methods of planning, assessing, and teaching in order to develop well-reasoned arguments that support pedagogical decisions.
- **Information Literacy:** Use technology and basic research techniques in order to locate, evaluate, and synthesize best-practices concepts in content knowledge, planning, assessment, and pedagogical practice.
- Adolescence Education: Education Courses
- Biology (7-12)
- Chemistry (7-12)
- Earth Science (7-12)
- English (7-12)
- Mathematics (7-12)
- Physics (7-12)
- Social Studies (7-12)
- Additional Requirements
- Minor in Adolescence Education
- Accelerated Pathway (AP) Programs:
 - BA in Biology + MAT in Adolescence Ed: Biology
 - BA in Chemistry + MAT in Adolescence Ed: Chemistry
 - BA in Geology + MAT in Adolescence Ed: Earth Science
 - BS in Mathematics + MAT in Adolescence Ed: Mathematics

SED240. English Learners in Middle and Secondary Classrooms. 3 Credits.

Specialized instructional techniques/strategies are necessary to effectively teach English Learners (ELs) in integrated middle and secondary level classrooms. Here, students are encouraged to develop, implement, and reflect on lessons/activities that foster EL engagement in integrated, recursive, and generative ways for early and later adolescence (grades 5-9 and 10-12).

Restrictions:

- Must have the following level: Undergraduate

May not be repeated for credit

SED293. Secondary Education Selected Topic. 3-12 Credits.

May be repeated for credit

SED295. Independent Study Secondary Education. 1-5 Credits.

May be repeated for credit

SED340. Introduction to Foreign Language Teaching in the Secondary School. 3 Credits.

An introduction to first and second language acquisition theories and foreign language instructional approaches and assessments in light of the national and NY State standards for foreign language learning.

Restrictions:

- Must not be enrolled in the following class: Freshman

May not be repeated for credit

SED350. Fieldwork #2. 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: Discipline-specific methods course (SED370, SED371, SED373, SED374, SED375, SED381, SED391).

Attributes:

- Field Study

Restrictions:

- Must have the following level: Undergraduate
- Must not be enrolled in the following class: Freshman

May not be repeated for credit

SED353. Field Work #1. 1 Credit.

The field lab is a co-requisite with Introduction to Curriculum Assessment (SED453). Students will immerse themselves in secondary school settings and cultures by interviewing, observing, and interacting with key stakeholders including students, teachers, administrators and staff. COURSE FEE FOR WATERMARK.

Attributes:

- Field Study

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 AP (508A)
 - Chemistry AP (50CH)
 - Geology AP (51ES)

Prerequisites:

- SED Fieldwork Form Minimum Score of Y

Corequisites:

- SED453

May not be repeated for credit

SED354. Foundations of Secondary Education Seminar. 1 Credit.

In a series of classroom- and field-based exercises, students will begin to inquire into key curriculum issues in secondary education within the broader philosophical, psychological, and social contexts of schools and schooling.

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 AP (508A)
 - Chemistry AP (50CH)
 - Geology AP (51ES)

May not be repeated for credit

SED356. Teaching and Learning in the Digital Environment. 3 Credits.

Teacher candidates will learn how to integrate digital tools in the teaching and learning environment while promoting digital citizenship. They will examine relevant research and explore innovative teaching and learning practices involving the use of digital media.

Attributes:

- Information Literacy Intermed
- Information Mgmt Intrmd

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)

May not be repeated for credit

SED358. Education Across Borders. 3 Credits.

Exploration of educational policies, practices and philosophies across diverse countries primarily outside Europe and the U.S. within the context of regional histories and with concern for how social forces affect education and how education affects social development.

Attributes:

- Effective Expression/Written
- Liberal Arts
- Writing Intensive
- GE4: World Civilizations
- GE3: WRLD

Restrictions:

- Must not be enrolled in the following class: Freshman

May not be repeated for credit

SED370. Teaching English in the Secondary School. 3 Credits.

Purposes, materials, and techniques for effective teaching of English in the secondary school. Analysis of relevant research. The course will also include a series of structured instructional experiences intended to further students first-hand knowledge of secondary schools and schooling.

Attributes:

- Critical Thinking Intermediate
- Critical Think Reason Intern

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: English (443)

Prerequisites:

- SED350*

* May be taken at the same time

May not be repeated for credit

SED373. Teaching Social Studies in the Secondary School. 3 Credits.

Purposes, materials, and techniques for effective teaching of the social studies in the secondary school. The course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schools and schooling.

Attributes:

- Critical Thinking Intermediate
- Critical Think Reason Intern

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: Social Studies (445)

Prerequisites:

- SED350*

* May be taken at the same time

May not be repeated for credit

SED374. Teaching Science in the Secondary School. 3 Credits.

Constructivist views of science, science learning, and science teaching. Strategies for planning, managing, and assessing instruction especially for pupils demonstrating a wide range of backgrounds and abilities. The course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schools and schooling.

Attributes:

- Critical Thinking Intermediate
- Critical Think Reason Intern

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: Math (446)
 - Adolescence Ed: Physics (449)

Prerequisites:

- SED350*

* May be taken at the same time

May not be repeated for credit

SED375. Teaching Mathematics in the Secondary School. 3 Credits.

Purposes, materials, and techniques for effective teaching of secondary school mathematics. Analysis of relevant research. The course will also include a series of structured instructional experiences intended to further students' first-hand knowledge of secondary schools and schooling.

Attributes:

- Critical Thinking Intermediate
- Critical Think Reason Intern

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: Math (446)

Prerequisites:

- SED350*

* May be taken at the same time

May not be repeated for credit

SED393. Secondary Education Selected Topic. 1-12 Credits.

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)

May be repeated for credit

SED404. Student Teaching Secondary, 7-9. 6 Credits.

A full-time experience in the major areas of teacher responsibility in grades 7-9.

Attributes:

- Capstone or Creative Works

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)

Corequisites:

- SED405
- SED406
- SED407

May not be repeated for credit

SED405. Student Teaching Secondary 10-12. 6 Credits.

A full-time experience in the major areas of teacher responsibility in grades 10-12.

Attributes:

- Practicum - Non-Clinical
- Capstone or Creative Works

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)

Corequisites:

- SED404
- SED406
- SED407

May not be repeated for credit

SED406. Student Teaching Seminar. 1 Credit.

All secondary education students must take this seminar while student teaching. The principal purposes of the seminar are four: first, to provide an orientation for students about to begin to student teach; second, to offer practical support for students while student teaching; third, to help students develop individual professional portfolios; and fourth, to serve as a culminating educational experience for all pre-service secondary education students.

Attributes:

- Practicum - Non-Clinical
- Capstone or Creative Works
- Critical Thinking Advanced
- Critical Think Reasoning Adv
- Information Literacy Advanced
- Information Mgmt Advanced

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)

Corequisites:

- SED404
- SED405

May not be repeated for credit

SED407. Fieldwork #3. 1 Credit.

Students will immerse themselves in two 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. Co-requisite: Discipline-specific student teaching course (SED404, SED405, SED406).

Attributes:

- Field Study

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)

Corequisites:

- SED404
- SED405
- SED406

May not be repeated for credit

SED453. Curriculum and Assessment in the Secondary School. 3 Credits.

Students will read, discuss, debate and write about curriculum and assessment philosophy and practice. Students will experience first hand a variety of authentic learning assessments and observe and interview teachers in secondary schools.

Attributes:

- Critical Thinking Introductory
- Critical Think Reason Intro
- Information Literacy Intro
- Information Mgmt Intro

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)
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 - Adolescence Ed: Math (446)
 - Adolescence Ed: Physics (449)
 - Adolescence Ed: Social Studies (445)
 - Adolescence Ed: Spanish (447)
 - Adolescence Education (ADL)
 - Biology AP (508A)
 - Chemistry AP (50CH)
 - Geology AP (51ES)

Prerequisites:

- SED Fieldwork Form Minimum Score of Y

Corequisites:

- SED353

May not be repeated for credit

SED493. Secondary Education Selected Topic. 3-12 Credits.**Restrictions:**

- Must not be enrolled in the following class: Freshman

May be repeated for credit

SED495. Independent Study Secondary Education. 1-12 Credits.**Restrictions:**

- Must not be enrolled in the following class: Freshman

May be repeated for credit

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