

MASTER OF EDUCATION DEGREE (M.ED.)
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MISSION AND OBJECTIVES

The Teacher Education programs offered by Marist College are integrally linked to the College's Mission, emerging from a longstanding dedication to the preparation of teachers, and both shaped by and shaping the direction taken by the College as it has developed into an institution that is recognized as one of the leading private liberal arts colleges in the Northeast. Marist College introduces this new Master of Education Degree (M.Ed.) program to help address the continuing demand for well-prepared teachers in New York State. Graduates of the M.Ed. program will meet the academic requirements for initial New York teacher certification in Adolescence Education (Grades 7-12) in a specific content area (Biology, Chemistry, English, French, Mathematics, Social Studies, or Spanish). The program reflects the particular areas of focus for which Marist College teacher education is widely noted, including an emphasis on assessment, human development, technology as a tool of instruction, and students with disabilities, all of which are interwoven throughout the curriculum.

Students seeking the M.Ed. with initial teacher certification in Adolescence Education complete a minimum of 36 graduate credits as described below. In addition, students are required to demonstrate successful completion of the state's general education and specific content-area requirements, and pass the New York State Teacher Certification Examination (NYSTCE) – Content Specialty Test (CST) for their respective content areas and the NYSTCE – Liberal Arts and Sciences Test (LAST), in order to matriculate into the program. Consistent with state regulations, this graduate program concurrently meets the master's degree requirements for professional certification. Because each teaching field has course distribution requirements specified by the state, candidates who do not have an undergraduate major in the field in which they are seeking certification are advised by the chair in the various arts and science discipline departments in order to ascertain needed course requirements in the content area. In addition, an elective course requirement enables the academic advisor to specify particular requirements based on an individual candidate's interests, needs, and experience.

All students will complete the Pedagogical Core requirements and other required courses described below. In addition, all students are required to complete, submit, and defend an electronic portfolio based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards.

Admission to the program will occur on a rolling basis.

ADMISSIONS REQUIREMENTS

Admissions requirements for the Master of Education degree are as follows:

- the completion of a baccalaureate degree from an accredited institution with a cumulative grade point average of 3.0 or higher on a 4.0 scale;
- completion of an academic major or its equivalent in the area of certification sought;
- completion of the state's general education core requirements;
- passing score on both the LAST and the CST in the area of certification sought;
- submission of two letters of recommendation;
- an application essay describing prior educational experience and professional goals;
- an interview with faculty admissions committee.

DEGREE REQUIREMENTS

To qualify for the Master of Education Degree, a candidate must:

- complete all requirements not later than five years after matriculation;
- complete a minimum of 36 graduate credits as prescribed in the curriculum requirements, including the pedagogical core curriculum;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- submit and defend an electronic portfolio to the satisfaction of program faculty during the candidate's final semester.

Candidates who fail to maintain a 3.0 or higher grade-point average, or do not demonstrate the dispositions necessary to assume the responsibilities of a classroom teacher, are subject to dismissal from the program after review by the Department of Education.

PEDAGOGICAL CORE CURRICULUM:

The M.Ed. program is oriented around a fifteen-credit-hour pedagogical core curriculum that cuts across the five essential areas of knowledge and skill needed by teachers: 1) Art and Science of Teaching. 2) The Learner. 3) Literacy. 4) Foundations, Context, and Purpose. 5) Research and Inquiry. Students complete coursework in each domain as specified in the program curriculum.

The pedagogical core domains are described as follows:

1. Art and Science of Teaching

Teaching comprises an ever-changing, unique combination of scientific reasoning and artistry intended to promote the highest level of student achievement. Skills

that foster student motivation, communication, self-worth, and content mastery provide a foundation for developing artistry to further enhance the learning experience. This domain encourages students to explore the techniques of teaching while developing effective teaching styles consistent with their individual personalities.

2. The Learner

At the center of all education is the learner. In order to provide effective education to all learners, teachers need to understand the specific learning needs of each student, and how those learning needs are affected by differences in development, temperament, cognitive functioning, and social, economic, and cultural contexts. In this domain, contemporary psychological theory and research are applied to learners in the context of the study of development, assessment, and learning. Study in this domain allows educators to create classroom learning communities where everyone, including teachers, are unique and respected learners who participate actively in their own education.

3. Literacy

This domain is the cornerstone of all teaching and learning. Here teachers acquire the knowledge and skills necessary for teaching others to become critically literate in all six domains of literacy: reading, writing, listening, speaking, viewing, and visually representing. Furthermore, teachers learn to appreciate how the acquisition of critical literacy is a necessary requisite for a lifetime of growth and empowerment. A wide variety of theoretical and practical matters pertaining to literacy are explored in this domain.

4. Foundations, Context, and Purpose

The purpose and meaning of any educational activity is not a given, but must be constructed, articulated, and justified within the particular context in which it occurs. Teachers and other educational professionals must, therefore, have a deep awareness of this context – including its cultural, historical, linguistic, technological, and philosophical roots – in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry

Teachers, in order to be effective, must be adept researchers and they must be actively engaged in meaningful forms of inquiry. Moreover, teachers must have the capacity to critically examine various research claims and to assess the relative worth of such claims to understanding their own classroom practice and environment, which includes using technology to obtain and evaluate information from the Internet.

Teachers must also be able to foster research skills in their own students and create a learning environment that encourages inquiry and critical thinking. This domain gives teachers experience from which to sharpen their expertise in this key area.

TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis. No more than six graduate credits will be accepted from another institution. A grade of B or better is required for acceptance of any transfer credits.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor. A student thereafter may request a change in faculty advisor. Students are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning.

GRADUATE ASSISTANTSHIPS

Up to \$4500 per year for a graduate assistantship may be awarded to full-time students in the School of Social and Behavioral Sciences. Assistantships are available in research and student activities, as well as tutoring, and require ten hours of experience each week during the fall and spring semesters.

PROGRAM FORMAT

This degree program is available on-campus in Poughkeepsie, New York. Some courses are also available on-line.

APPLICATION DEADLINES

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| August 1 | Fall |
| December 1 | Spring |
| April 1 | Summer |

PROBATIONARY STATUS

A minimum GPA of 3.0 in graduate courses attempted is a requirement for graduation. If at any time the student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student on probation is expected to take immediate steps to raise his or her GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

A student is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the student will be dismissed from the program.

MASTER OF EDUCATION CURRICULUM SUMMARY**Marist Core Domain – Art and Science of Teaching:**

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| EPSY 505 Educational Psychology | 3 credits |
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Marist Core Domain – The Learner:

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| EDAC 510 Foundations of Inclusive Education: Perspectives, Policies, and Practices | 3 credits |
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Marist Core Domain – Literacy:

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| EPSY 630 Teaching Content Area Literacy in a Diverse Society | 3 credits |
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Marist Core Domain – Foundations, Context, & Purpose:

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| EPSY 640 Social Foundations of Education | 3 credits |
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Marist Core Domain – Research And Inquiry:

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| EDAC 565 Field Experience and Action Research | 3 credits |
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Other Required Courses:

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| EPSY 506 Content Area Assessment and Professional Portfolio Development | 3 credits |
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| EDAC 631 Literacy and Linguistically Diverse Learners | 3 credits |
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| Content Methods – Students complete one of the following: | 3 credits |
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| EDAC 520 (EDUC 420) Methods of Teaching Social Studies in Secondary Schools (3 credits). | |
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| EDAC 522 (EDUC 422) Methods of Teaching Science in Secondary Schools (3 credits). | |
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| EDAC 524 (EDUC 424) Methods of Teaching Mathematics in Secondary Schools (3 credits). | |
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| EDAC 526 (EDUC 426) Methods of Teaching Languages in Secondary Schools (3 credits) | |
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| EDAC 528 (EDUC 428) Methods of Teaching English in Secondary Schools (3 credits). | |
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| EDAC 664 Student Teaching Practicum in the Secondary School | 6 credits |
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| EDAC 665 Graduate Student Teaching Seminar: Classroom Management, Planning, & Assessment | 3 credits |
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| Graduate Elective (Determined in consultation with advisor) | 3 credits |
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| TOTAL | 36 Credits |
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Graduate Courses in Education

EPSY 505

Educational Psychology: Classroom Practice

3 Credits

This course introduces students to the complex tasks teachers must accomplish in order to help all children learn in today's heterogeneous classrooms. We investigate the developmental stages of childhood and adolescence as they impact teaching and learning, consider the cultural contexts of educational practice, examine in detail the major tasks of teaching, and explore ways to manage the classroom environment to help all students, including those with disabilities, master challenging content and develop critical thinking skills.

EPSY 506

Content Area Assessment and Professional Portfolio Development

3 Credits

In this course students learn to make content-rich artifacts of their professional practice into a professional teaching portfolio. This course explores the resources and standards necessary for developing a portfolio in the specific content, level, and area of a student's professional practice. Portfolios are constructed and assessed using the certification and learning standards for New York State, the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and the national teaching standards for the student's area of certification. For those who wish to pursue National Board for Professional Teaching Standards (NBPTS) certification in their level and area, this course will assist in the exploration of the portfolio requirements for that process. In addition to portfolio development skills, technical skills needed for an electronic web-based portfolio will be taught.

EPSY 630

Teaching Content Area Literacy in a Diverse Society

3 Credits

This course explores content area methods and materials for teaching comprehension, vocabulary, and study skills in diverse classrooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, attitudes, and perspectives. Students will create thematic units that integrate subject areas and utilize various learning approaches. Modifications that address reading problems encountered in the content areas will be an integral part of the unit approach. A field placement experience is required.

EPSY 640

Social Foundations of Education

3 Credits

This course highlights and explores the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social and multicultural context of childhood and adolescent development, as well as the social and multicultural implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices. In addition, the course explores the relationship between educational aims and objectives and the various instructional technologies and assessment methods utilized in contemporary schools.

EDAC 510**Foundations of Inclusive Education:
Perspectives, Policies, and Practices***3 Credits*

The course serves as an introduction to the philosophical and historical foundations of special education. Students will explore the fundamental elements of special education with emphasis on educational theories, philosophies, and legal issues. The current and emerging issues in special education will be discussed from historical, legislative, and policy perspectives. The impact on contemporary school practices on students with disabilities will be discussed within the context of the developmental processes of childhood and adolescence, general education, the laws that govern special services, and the status of special education within society. This foundation will set the stage for application in inclusive settings. Learning opportunities will include investigating best practices for inclusive education, the developmental spectrum of the individual, and analysis of a variety of assessment tools. Students will prepare learning activities that reflect research-based practices for individuals with special needs, including, but not limited to, multiple assessment opportunities and the integration of assistive technology. A field placement experience is required.

EDAC 520 (EDUC 420)**Methods of Teaching Social Studies
in Secondary Schools***3 Credits*

Seeks to identify and demonstrate appropriate teaching techniques for secondary social studies classes. Course topics include teaching controversial issues, social studies in the total curriculum, values and objectives in the social studies, the use of instructional technology in the social studies curriculum, and student assessment. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field placement experience is required. The graduate level course

requires independent accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 420)

EDAC 522 (EDUC 422)**Methods of Teaching Science in
Secondary Schools***3 Credits*

A course concerned with objectives, classroom strategies and procedures, preparation of unit and lesson plans, use of demonstration, student laboratory experiences, science curriculum and evaluation, choosing texts and reference materials, the appropriate use of instructional technology, programs for advanced students, testing, construction, and evaluation of classroom tests. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field placement experience is required. The graduate level course requires independent accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 422)

EDAC 524 (EDUC 424)**Methods of Teaching Mathematics
in Secondary Schools***3 Credits*

The course focuses on current trends in mathematics education, including studies of analytical reasoning and problem-solving strategies, the role of instructional technology, real-world applications of mathematics, and interdisciplinary approaches to teaching mathematics. A study of secondary-level mathematics syllabi will also include ways of restructuring instruction and evaluation in light of the curriculum and evaluation of standards of the National Council of Mathematics Teachers (NCTM). Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field placement experience is required.

The graduate level course requires independent accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 424)

EDAC 526 (EDUC 426)

Methods of Teaching Languages in Secondary Schools

3 Credits

An examination of lesson and unit planning, motivational techniques, instructional technology, classroom management, and evaluation techniques as they relate to the objectives of foreign-language study. Recent trends and developments in language teaching to secondary-school students are also explored. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field placement experience is required. The graduate level course requires independent accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 426)

EDAC 528 (EDUC 428)

Methods of Teaching English in Secondary Schools

3 Credits

Approaches to and methods of teaching the various aspects of the English curriculum in the secondary school, including unit and lesson planning, recent trends in language-arts instruction, the appropriate use of instructional technology, test construction, and student assessment. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field placement experience is required. The graduate level course requires independent accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 428)

EDAC 565

Field Experience and Action Research

3 Credits

Students engage in a critical investigation of the culture and organization of schooling and an examination of educational research. The purposes of the class include analysis of schooling through observation, interview, and qualitative and quantitative study. Particular emphasis will focus on how teachers organize classrooms, how they communicate and interact with students, how they plan curricula and lessons for student learning appropriate for the developmental level, how they make decisions, how they make use of educational technology, how they assess learning, how they adapt lessons to meet varied learning needs, including students with disabilities, and how they contribute to their own knowledge through professional development and action research. Students participate in at least fifty hours of supervised field experience in diverse settings.

EDAC 631

Literacy and Linguistically Diverse Learners

3 Credits

This course examines current research in the teaching of language arts to students from diverse linguistic backgrounds. Students learn to consider the wide variety of social, intellectual, and cultural backgrounds that children bring to school and how this knowledge can be used to enhance learning in all classrooms. Language issues such as the acquisition of a second language and how to treat dialect differences in students' writing and speaking will be studied. This will aid in the understanding of the relationship between oral proficiency and other aspects of literacy. A field placement experience is required.

EDAC 664**Student Teaching Practicum in
the Secondary School***6 Credits*

Students serve a full-time supervised internship five days weekly in a local middle/secondary school. Students complete two placements. Prerequisites: All other program requirements with the exception of the graduate elective. **Corequisite:** EDAC 665 Graduate Student Teaching Seminar.

EDAC 665**Graduate Student Teaching Seminar:
Classroom Management, Planning,
& Assessment***3 Credits*

Taken in conjunction with the student teaching experience (EDAC 664). Students study a range of problems encountered by teachers (e.g., classroom management, planning issues, professional ethics, etc.) in a seminar setting. The portfolio is submitted and evaluated during this course.