DIRECTOR, GRADUATE EDUCATION PROGRAMS
Zsuzsanna Szabo, Ph.D.
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zsuzsanna.szabo@marist.edu

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. The Master of Education Degree (M.Ed.) program addresses 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 State teacher certification in Adolescence Education (Grades 7-12) in a specific content area: Social Studies, Science (Biology or Chemistry), Mathematics, Languages (French or Spanish), and English. The program reflects the particular areas of focus for which Marist College teacher education is widely noted, including an emphasis on assessment, human development, students with disabilities, and technology as a tool of instruction, 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. Consistent with state regulations, this graduate program concurrently meets the master’s degree requirements for initial New York State teacher certification in Adolescence Education (Grades 7-12) in a specific content area: Social Studies, Science (Biology or Chemistry), Mathematics, Languages (French or Spanish), and English. The program reflects the particular areas of focus for which Marist College teacher education is widely noted, including an emphasis on assessment, human development, students with disabilities, and technology as a tool of instruction, 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. Consistent with state regulations, this graduate program concurrently meets the master’s degree requirements for initial 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 to ascertain needed course requirements in the content area (a minimum of 30 credit hours in the content area) before entering the program.

All students will complete the Pedagogical Core requirements and other required courses described below. In addition, all students complete, submit, and defend an electronic portfolio based on the National Board of Professional Teaching Standards. Across the program students create an electronic portfolio that demonstrates the professional knowledge and skills they have developed. This is a multimedia, standards-based document that is stored online. An early course prepares students to use the online Marist system for portfolio development and students present their completed portfolio in the final semester of the program.

PEDAGOGICAL CORE CURRICULUM
The M.Ed. program is oriented around a 15-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.

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

- Earned baccalaureate degree from an accredited institution with a cumulative grade-point average of 3.0;
- Completion of an academic major or its equivalent in the area of certification sought; a minimum of 30 credit hours in the content area completed before admission to the program;
- A current résumé
- Submission of a written personal essay describing the applicant’s background, experiences, and goals, and how these factors relate to the person’s future work in education;
- Two letters of recommendation;
- Interview with the Director of the Graduate Education programs.

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.

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

- Complete all program requirements not later than five years after matriculation;
- Maintain a 3.0 cumulative grade-point average;
- Present an electronic portfolio to the satisfaction of program faculty during the candidate’s final semester.

To qualify for New York state certification students must also pass a series of state-required exams including: the Liberal Arts and Science Test (LAST), a Content Specialty Test (CST) and the Assessment of Teaching Skills-Performance (ATS-P). Marist students have a very high passing rate on these exams and graduates are teaching in many districts in the region as well as across the country. 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, will be subject to review by the Teacher Education department and may be placed on probation or dismissed from the program.
ADVISEMENT
At the time of matriculation, each student will meet with the director of the graduate programs to design a study plan, which students are to follow. Students will have regular meetings with the director of graduate programs for purposes of discussing academic progress and planning.

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.

GRADUATE ASSISTANTSHIPS
A limited number of 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. Up to $4,500 per year for a graduate assistantship may be awarded, in the form of tuition waiver or stipend, to full-time students in the School of Social and Behavioral Sciences. Students may apply for assistantship at the time of application to be accepted in the program. Selection for assistantship is highly competitive and students must maintain a 3.0 GPA.

APPLICATION DEADLINES
Fall - April 15
Spring - December 1
Summer - April 1

PROGRAM FORMAT
The program is a combination of coursework on campus in Poughkeepsie, New York, and field experiences in nearby schools in the Hudson River Valley region. Coursework may be completed either through full-time or part-time study. Students are accepted in the Fall, Spring, and Summer. A very limited number of courses are offered in the summers; for this reason students are advised to start Fall or Spring semester. The program is designed so that it can be completed by a full-time student in three to four semesters, completing 9 or 12 credits each semester. A full-time student usually attends classes four evenings per week and takes 12 credits per semester. Each course is worth three credits and meets one evening per week. Part-time students
must complete the program within five years. Study plans can be customized for individual student needs. Some courses are offered both Fall and Spring, other courses are offered only Fall or only Spring. The study plans will reflect the order of course offerings. Since students are currently accepted three times per year (Fall, Spring, and Summer), and students can register as full-time and part-time, at this time there are no specifically coordinated cohorts. Study plans are customized on individual needs and availability of courses. Due to course availability and course planning, students in collaboration with the Director of Graduate Programs will design a study plan for each student at the acceptance in the program. Students should follow the study plan and consult with the director for any changes.

**MASTER OF EDUCATION CURRICULUM SUMMARY**

*All students are required to develop, submit, and present an electronic portfolio for completion of the program.*

<table>
<thead>
<tr>
<th>Marist Core Domain – Art and Science of Teaching:</th>
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<tr>
<td>EPSY 505 Educational Psychology</td>
<td>3 credits</td>
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<tr>
<th>Marist Core Domain – The Learner:</th>
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<tr>
<td>EDAC 510 Foundations of Inclusive Education: Perspectives, Policies, and Practices</td>
<td>3 credits</td>
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<th>Marist Core Domain – Literacy:</th>
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<tr>
<td>EPSY 630 Teaching Content Area Literacy in a Diverse Society</td>
<td>3 credits</td>
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<th>Marist Core Domain – Foundations, Context, &amp; Purpose:</th>
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<tr>
<td>EPSY 640 Social Foundations of Education</td>
<td>3 credits</td>
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<th>Marist Core Domain – Research And Inquiry:</th>
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<td>EDAC 565 Field Experience and Action Research</td>
<td>3 credits</td>
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<th>Other Required Courses:</th>
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<tr>
<td>EPSY 506 Content Area Assessment and Professional Portfolio Development</td>
<td>3 credits</td>
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<tr>
<td>EDAC 631 Literacy/Linguistically Diverse Learners</td>
<td>3 credits</td>
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<tr>
<td>EDAC 665 Graduate Student Teaching Seminar: Classroom Management, Planning, &amp; Assessment</td>
<td>3 credits</td>
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<tr>
<td>Graduate Elective (Determined in consultation with advisor)</td>
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<tr>
<th>Content Methods – Students complete one of the following:</th>
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<tr>
<td>EDAC 520 Methods of Teaching Social Studies in Secondary Schools</td>
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<tr>
<td>EDAC 522 Methods of Teaching Science in Secondary Schools</td>
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<td>Course Code</td>
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<tr>
<td>EDAC 524</td>
<td>Methods of Teaching Mathematics in Secondary Schools</td>
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<tr>
<td>EDAC 526</td>
<td>Methods of Teaching Languages in Secondary Schools</td>
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<td>EDAC 528</td>
<td>Methods of Teaching English in Secondary Schools</td>
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**Student Teaching**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDAC 664</td>
<td>Student Teaching Practicum in the Secondary School</td>
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**TOTAL** 36 credits
**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 may be required to complete some assignments in this course.

**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 of 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 may be required to complete some assignments in this course.

EDAC 520
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
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 424)

EDAC 524
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 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
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 demonstra-
tion 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
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 50 hours of 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 may be required to complete some assignments in this course.

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.
Note: Student teaching is completed in the last semester in the program; students can register only one (1) graduate 3-credit course in addition to student teaching, in the same semester.
Prerequisites: All other program course requirements completed

EDAC 665
Graduate Student Teaching Seminar: Classroom Management, Planning, & Assessment
3 Credits
Students study a range of problems encountered by teachers (e.g., classroom management, planning issues, professional ethics, etc.) in a seminar setting.
Graduate Education  
and Psychology Faculty

**CHRISTINE ACKERMAN**  Adjunct Instructor.  *Degrees*: B.A., Richard Stockton College of NJ; M.A. and Ph. D., Pennsylvania State University

**MARK BALABAN**  Adjunct Instructor.  *Degrees*: B.A., Rutgers University; M.A., George Mason University; Ph.D., George Mason University

**DONNA BERGER**  Adjunct Instructor.  Coordinator of Academic Grants.  *Degrees*: B.A., Marist College; M.A., State University of New York at New Paltz; M.A., Marist College; Ph.D., State University of New York at Albany

**LINDA BERTOLOZZI**  Adjunct Instructor.  *Degrees*: B.S., State University of New York at New Paltz; M.A., Marist College

**MARYANN BRITTINGHAM**  Adjunct Instructor.  *Degrees*: B.S., D’Youville College; M.A., Long Island University

**JANINE BUXTON**  Professional Lecturer in Psychology.  Psychology Fieldwork Coordinator.  *Degrees*: B.A. State University of New York at Albany; M.S., State University of New York at Albany

**JOSEPH CANALE**  Associate Professor of Psychology.  *Degrees*: B.A., Marist College; Ed.D., University of Tennessee

**LARRY CERECEDES**  Adjunct Instructor.  *Degrees*: B.A., California State Polytechnic University; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology

**ISAIAH CLARKE**  Adjunct Instructor.  *Degrees*: B.S., Iona College; M.S., Yeshiva University; Ed.D., Fordham University

**CHRISTOPHER COLLINS**  Adjunct Instructor.  *Degrees*: B.A., State University of New York at New Paltz; M.A., Columbia University

**ALISON COX**  Adjunct Instructor.  *Degrees*: B. A., Marist College; M. S., State University of New York at New Paltz

**LORI CRISPI**  Associate Professor of Psychology.  *Degrees*: B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

**AMITY CURRIE**  Professional Lecturer in Psychology and Education.  *Degrees*: B.A., Williams College; M.A., Marist College; Doctoral Candidate, Capella University

**PETER DEL ROSARIO**  Associate Professor of Psychology.  *Degrees*: B.S., Union College; Ph.D., University at Buffalo

**LINDA DUNLAP**  Professor of Psychology.  *Degrees*: B.A., Kansas State University; Ph.D., University of Iowa
PAUL J. EGAN Associate Professor of Psychology. Degrees: B.A., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

HEIDI ESPINOZA Adjunct Instructor. Degrees: B.S., State University of New York at Plattsburgh; M.S., State University of New York at New Paltz

DEBORAH GATINS Associate Professor of Psychology. Degrees: B.A., Vassar College; Ph.D., University of Miami

DAVID GIANNASCOLI Adjunct Instructor. Degrees: B.A., Marist College; M.A., New York University; Ph.D., New York University

MARTHA GIRARDI Visiting Professional Lecturer of Education and Psychology. Degrees: B.A., Pace University; M.S., College of New Rochelle

MARY GOZZA-COHEN Assistant Professor of Education. Degrees: B.A., M.A., and Ph. D., SUNY University at Albany.

TONDA HIGHLEY Adjunct Instructor. Degrees: B.A., Fort Hays Kansas State University; M.S., Kansas State University

THERESA HOOD Adjunct Instructor. Degrees: B.A., Russell Sage College; Ph.D., University of London

JOHN HUDAK Adjunct Instructor. Degrees: B.A., Don Bosco College; M.S., St. John’s University; Ph.D., Hofstra University

ELISE JOY Adjunct Instructor. Degrees: B.S., State University of New York at New Paltz; M.S., Western Connecticut State University

ROBERT KOONZ Adjunct Instructor. Degrees: B.S., SUNY Cortland; M.S., SUNY New Paltz

THOMAS KULAGA Adjunct Instructor. Degrees: B.A., City University of New York, Brooklyn College; M.S., City University of New York, Brooklyn College

JENNIFER LEE Adjunct Instructor. Degrees: B.S., Cornell University; M.A., Teacher’s College, Columbia University; Ph.D., Teacher’s College, Columbia University

WENDY MARAGH-TAYLOR Adjunct Instructor. Degrees: B.A., Brown University; MSW, New York University

SALVATORE MASSA Adjunct Instructor. Degrees: B.A., City University of New York, Queens College; M.S., St. John’s University; Ph.D., St. John’s University

JOHN MCADAM Associate Professor of Education. Degrees: B.S., State College at Salem; M.Ed., Boston University; Ph.D., Boston College

CHERYL-ANN MURPHY Adjunct Instructor. Degrees: B.A., State University of New York at Oswego; M.S., State University of New York at New Paltz
NANCY O’DONNELL Adjunct Instructor. Degrees: B.S., Carlow College; M.S., St. Xavier College; Ph.D., Yeshiva University

PATRICK O’DONNELL Assistant Professor of School Psychology, Director of School Psychology Graduate Program. Degrees: B.A., Siena College; M.S., Loyola College; Psy.D., State University of New York at Albany

CANDICE PENNELLA Adjunct Instructor. Degrees: B.A., Seton Hall University of Texas; M.A. & Psy.D., Spalding University

JOHN PINNA Adjunct Instructor. Degrees: B.A., Marist College; M.S., SUNY at New Paltz;

SALLY PITMAN-SMITH Adjunct Instructor. Degrees: B.A., and M.S., SUNY at New Paltz; M.A., Marist College

JODY POPPLE Adjunct Instructor. Degrees: B.A., The University of Texas; M.A., Texas Women’s University; Ph.D., Texas Women’s University

DAVID PURVIS Associate Professor of Education. Degrees: B.S., State University of New York at Syracuse; M.S., Rutgers University; Ph.D., Rutgers University

ROCHELLE PYNE Adjunct Professor of Education. Degrees: B.A, Marymount Manhattan College; M.A. Columbia University; M.Ed., Teacher’s College, Columbia University; Ed.D, Teacher’s College, Columbia University

ELIZABETH QUINN Associate Professor of Psychology. Degrees: B.A., Marist College; M.A., Marist College; Ph.D., Union Institute

JAMES REGAN Associate Professor of Psychology, M.A. Psychology Director. Degrees: B.A., Loyola University; M.A., St. John’s University; Ph.D., St. John’s University

KATE RIORDAN Assistant Professor of Education. Degrees: B.A., Boston College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

WILLIAM ROBELEE Adjunct Professor of School Psychology. Degrees: B.A., State University of New York at Albany; M.A., State University of New York at Albany in Social Studies; M.A., State University of New York at Albany in Science; Psy.D., State University of New York at Albany

ED SAGARESE Coordinator for Adolescence Education. Degrees: B.S., SUNY Cortland; M.A., New York University

JOHN SCILEPPI Professor of Psychology. Degrees: B.A., Marist College; M.A., Loyola University; Ph.D., Loyola University

CHRISTOPHER ST. GERMAIN Adjunct Instructor. Degrees: B.A., George Mason University; M.A. & Ph.D., Alliant International University

JANET STIVERS Associate Professor of Special Education. Degrees: B.A., Mount Saint Mary College; M.A., Assumption College; Ph.D., State University of New York at Albany
ORIN STRAUCHLER Adjunct Instructor. Degrees: B.A., State University of New York at Albany; Psy.D., Wright State University

TERESA SUTTON Adjunct Instructor. Degrees: B.A., State University of New York at Albany; M.S., State University of New York at New Paltz

ZSUZSANNA SZABO Associate Professor of Educational Psychology, Director of Graduate Teacher Education Programs. Degrees: B.S., Babes-Bolyai University; M. Ed., SUNY University at Buffalo; Ph.D., University of Arizona

WILLIAM VANORNUM Professor of Psychology. Degrees: B.S., DePaul University; Ph.D., Loyola University

MARIANNE WOOD Adjunct Instructor. Degrees: B.A., Dominican College; M.A., Columbia University; M.S., Pace University; Ed.D., St. John’s University