

DIRECTOR, GRADUATE EDUCATION PROGRAMS

Rochelle Pyne, Ph.D.
 (845) 575-3000, ext. 2994
 rochelle.pyne@marist.edu

MISSION AND OBJECTIVES

The Master of Arts in Educational Psychology is designed to explore what is known about teaching and learning and to actively practice implementing that knowledge in culturally diverse educational settings.

Two tracks of the Master of Arts Degree in Educational Psychology are offered. The first track leads to Professional Certification in Childhood Education (1-6) for students with initial teacher certification in this area. The second track meets the needs of those students who possess initial certification in one of the Adolescence Education areas and leads to initial certification in Middle Childhood Extension (5-6). Students completing this Middle Childhood Extension (5-6) will thus meet the master's degree requirements for professional certification in Adolescence Education. Both tracks of the M.A. in Educational Psychology entail the successful completion of 36 credit hours of coursework. Both tracks are oriented around a pedagogical core curriculum described below. All students complete this Pedagogical Core curriculum and other required courses as listed in the Curriculum Summary section. All students complete, submit, and defend an electronic portfolio based on the National Board of Professional Teaching Standards.

The teacher education programs at Marist College are designed to develop students who are reflective professionals. The program of study integrates a strong critical perspective and liberal arts foundation with research-validated pedagogical knowledge. As members of a community of learners, students are expected to master the personal and professional knowledge, skills, and dispositions needed to teach and assess students within the full range of abilities, to evaluate and improve teaching, to develop creative standards-based curricula, and to contribute as effective teachers and leaders in their schools and communities. The roles of research and technology and the importance of critical thinking, creative problem-solving, and multicultural and global perspectives are emphasized.

The course of study in the Master of Arts in Educational Psychology program supports the core values of Marist College identified in the institutional Mission Statement. The program is oriented around a 15-credit-hour pedagogical core curriculum that reflects this mission by cutting across 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.

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 MA in Educational Psychology are:

- an earned baccalaureate degree from an accredited university;
- prerequisite courses: Introduction to Psychology and Introductory Statistics;

- strongly recommended: Research Methods in Psychology or the Social Sciences;
- copy of initial teacher certificate;
- submission of a written personal statement of at least 500 words describing your background, experiences, and goals, and how these factors relate to your work in education;
- two letters of recommendation;
- where applicable, letter of recommendation from school principal;
- an on-campus interview with the program coordinator.

DEGREE REQUIREMENTS

To qualify for the master's degree in educational psychology, a student must:

- complete all requirements no later than five years after matriculation;
- complete a total of 36 credits as prescribed in the curriculum requirements, including an electronic portfolio;
- maintain a 3.0 cumulative grade-point average in graduate courses.

GRADUATE ASSISTANTSHIPS

Up to \$4,500 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.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor, generally the Coordinator of the Graduate Program in Educational Psychology. Students are encouraged to have regular meetings with their faculty advisors 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.

THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

Curriculum Summary*

Pedagogical Core:

Skill and Artistry of Teaching:

EPSY 505 Educational Psychology 3 credits

The Learner:

EPSY 510 The Integration of Learning Theory 3 credits

Literacy:

EPSY 630 Teaching Content Area Literacy in a Diverse Society 3 credits

Foundations, Context, and Purpose:

EPSY 640 Social Foundations of Education 3 credits

Research and Inquiry:

EPSY 660 Interpretation & Evaluation of Research 3 credits

Other Required Courses:

EPSY 506 Content Area Assessment and Professional Portfolio Development 3 credits

EPSY 605 Psycho-Educational Assessment 3 credits

EPSY 620 Lifespan Development 3 credits

EPSY 650 Building a Community of Learners 3 credits

Track 1 – Professional Certification in Childhood Education, Grades 1-6

(For candidates possessing Initial Certification in Childhood Education)

Students complete 3 of the following:

EPSY 581 Developing Concrete / Visual Models as a Foundation for Understanding Mathematics 3 credits

EPSY 582 An Integrative Approach to Teaching the Humanities and Social Studies 3 credits

EPSY 583 Engaged in Science Education 3 credits

EPSY 700 Independent Project 3 credits

Track 2 – Professional Certification in Middle School Extension, Grades 5-6

(For candidates possessing Initial Certification in one of the Adolescence Education subject areas)

EPSY 585 Early Adolescent Development 3 credits

EPSY 586 Instructional Strategies for Middle School Education 3 credits

Students complete 1 of the following:

EPSY 581 Developing Concrete / Visual Models as a Foundation for Understanding Mathematics 3 credits

EPSY 582 An Integrative Approach to Teaching the Humanities and Social Studies 3 credits

EPSY 583	Engaged in Science Education	3 credits
EPSY 700	Independent Project	3 credits

TOTAL 36 Credits

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

PROGRAM AND CLASS SCHEDULE

The program is designed so that it can be completed by a full-time student in three to four semesters. Part-time students must complete the program within five years. A full-time student attends classes four evenings per week and takes 12 credits per semester. Each course is worth three credits and meets one evening per week.

SCHEDULE

The graduate program in Educational Psychology is designed with two delivery models. Coursework may be completed either through full-time or part-time study. In addition, there is the option of the cohort model (Greystone program).

**MARIST COLLEGE MA IN EDUCATIONAL PSYCHOLOGY
COHORT – GREYSTONE****Summer-Year I**

EPSY 506	Content Area Assessment and Professional Portfolio Development
EPSY 640	Social Foundations of Education
EPSY 650	Building a Community of Learners

Fall-Year I

EPSY 505	Educational Psychology: Classroom Practice (online)
EPSY 510	Integration of Learning Theory and Teaching Methodologies (online)

Spring-Year I

EPSY 605	Psycho-Educational Assessment (online)
EPSY 660	Interpretation and Evaluation of Educational Research (online)

Summer-Year II: Professional Certification in Childhood Education

EPSY 581	Developing Concrete / Visual Models as a Foundation for Understanding Mathematics
EPSY 582	An Integrative Approach to Teaching the Humanities
EPSY 583	Engaged in Science Education

Summer-Year II: Professional Certification in Adolescence Education with a Middle School Extension

- | | |
|----------|---|
| EPSY 581 | Developing Concrete / Visual Models as a Foundation for Understanding Mathematics |
| | OR |
| EPSY 582 | An Integrative Approach to Teaching the Humanities |
| | OR |
| EPSY 583 | Engaged in Science Education |
| | AND |
| EPSY 585 | Early Adolescent Development |
| EPSY 586 | Instructional Strategies for Middle School Education |

Fall-Year II

- | | |
|----------|-------------------------------|
| EPSY 620 | Lifespan Development (online) |
|----------|-------------------------------|

Spring-Year II

- | | |
|----------|--|
| EPSY 630 | Teaching Content Area Literacy in a Diverse Society (online) |
|----------|--|

Graduate Courses in Educational Psychology

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 510

The Integration of Learning Theory and Teaching Methodologies: Applications to the Classroom

3 Credits

The course focuses on the application of psychological principles and research to the learning-teaching process in the classroom. Students discuss concepts derived from the behaviorist, cognitive, and humanistic perspectives and develop specific applications to enhance academic learning and classroom management. Recent research evaluating the effectiveness of applying learning theories in the classroom is also discussed.

EPSY 581

Developing Concrete/Visual Models as a Foundation for Understanding Mathematics

3 Credits

This course develops teachers' ability to teach mathematics with understanding. Teachers will develop mathematics concepts through the use of concrete/visual representations as advocated by the National Council of Teachers of Mathematics (NCTM). The teaching and learning of mathematics will stress the NCTM Process Standards including the use of hands-on materials in a collaborative problem-solving environment. This course is appropriate for prospective and in-service elementary and middle school teachers.

EPSY 582

An Integrative Approach to Teaching the Humanities and Social Studies

3 Credits

This interdisciplinary course will investigate a variety of themes in literature, history, social science, and the arts in relation to the New York State Learning Standards. Emphasis is placed on developing conceptual understanding in these domains while encouraging an

integrative approach to teaching and learning. This course is appropriate for prospective and in-service elementary and middle school teachers.

EPSY 583
Engaged in Science Education

3 Credits

In this course students will be actively engaged in exploring multiple approaches to teaching specific science topics in the elementary and middle school classroom. Prospective and in-service teachers will gain a thorough understanding of contemporary educational theories in science education and learn to foster scientific inquiry in their classrooms. Teachers will develop the knowledge and skills necessary to link theory and practice and prepare appropriate materials for classroom use.

EPSY 585
Early Adolescent Development

3 Credits

This course addresses the special needs of early adolescents. Today's 5th and 6th graders are facing more biological, cognitive, social, and psychological challenges. There has been a shift toward an earlier onset of puberty and of risk-taking behaviors. These youths find themselves faced with making important decisions at a time when their cognitive capacities are still emerging. This course is designed for individuals seeking teacher certification at the middle school level and, as such, seeks to understand how these unique developmental issues will impact the classroom.

EPSY 586
Instructional Strategies for Middle School Education

3 Credits

This course explores the application of diverse instructional and curricular strategies in middle school education. Through a variety of activities, teachers consider the unique curricular and pedagogical needs of middle school students. In addition, the course investigates matters pertaining to classroom management and organization,

interdisciplinary teaching, and the principles and practices of teaching specific subjects at the middle school level.

EPSY 605
Psycho-Educational Assessment

3 Credits

This course is an overview of the assessment of both typically developing learners and those with exceptional needs. It will provide an in-depth look at the varied purposes of assessment, developing measures to fit specific needs, classroom assessments (including teacher-developed assessments), curriculum-based and criterion-referenced assessments, analysis of student work, portfolio assessment, authentic assessment tasks, and norm-referenced standardized tests. Psychometric and measurement topics such as reliability, validity, test construction, and standardized scores will be explored. In addition, social and ethical issues surrounding the uses of testing and current trends in assessment will be analyzed.

EPSY 620
Lifespan Development

3 Credits

The study of changes in human behavior with increased age is accomplished through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations, which constitute contemporary psychology. Included are discussions of the effects of cultural differences on human development. Dual listed as PSGY 620

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.

EPSY 650

Building a Community of Learners

3 Credits

This course helps teachers develop the knowledge and skills to create classroom environments that enable all children to learn, and to contribute to efforts to promote lifelong learning for all members of the community. Topics may include: a community systems approach to school improvement; multicultural and anti-racist education; inclusive education and differentiated instruction; collaboration and consultation; and approaches to teaching that build community and promote social justice.

EPSY 660

Interpretation and Evaluation of Educational Research

3 Credits

Explores a diverse range of methodological approaches to educational and social inquiry. Students are encouraged to develop a critical perspective on the interpretation of research and to evaluate the appropriateness of various research approaches to classroom practice and organization as well as to larger matters of educational policy. In addition, the course will consider the means by which teachers can be actively engaged in research that has bearing on their own classroom and teaching.

EPSY 700

Independent Project

3 Credits

The project is an independent study related to teaching in a content area or understanding a specific school, classroom, or learning dynamic. The focus of the project is to be determined by students in consultation with Marist education and other disciplinary area faculty. Projects may take the form of action research, curriculum design and development, or intensive study of a particular topic in a content area.

Education and Psychology Faculty

DOUGLAS BENEWAY Adjunct Instructor. *Degrees:* B.A., State University of New York at New Paltz; M.A., Marist College; A.B.D., Virginia Consortium for Professional Psychology

NORA BRAKAS Assistant Professor of Education. *Degrees:* B.S., SUNY at Plattsburgh; M.S., SUNY at Albany; Ph.D., SUNY at Albany

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

KELLY CACI Adjunct Instructor. *Degrees:* B.A., State University of New York at Oswego; M.A., Marist College

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

FAITH COUSENS Adjunct Instructor. *Degrees:* A.B., Vassar College; M.S., State University of New York at New Paltz

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

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

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

JAMES F. DODD, SR. Professional Lecturer in Education. *Degrees:* B.S., Siena College; M.A., SUNY at New Paltz

KERRY DUNN Assistant Professor, Teacher Education. *Degrees:* B.A., Kansas State University; M.A., City College of New York; Ph.D., Nova Southeastern

LINDA DUNLAP Associate Professor of Psychology. *Degrees:* B.A., Kansas State University; Ph.D., University of Iowa

PAUL J. EGAN Assistant Professor of Psychology. *Degrees:* B.A., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

NED ENGEL Adjunct Instructor. *Degrees:* B.A., Queens College; M.S., St. John's University; Ed.D., Columbia University; Ph.D., Hofstra University

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

KEVIN GAUGLER Assistant Professor of Modern Languages. *Degrees:* B.A., Assumption College; M.A., University of Connecticut; Ph.D., University of Connecticut

BART J. HANLON Adjunct Instructor. *Degrees:* B.A., Hamilton College; M.A., Marist College

THERESA HATFIELD Adjunct Instructor. *Degrees:* B.A., State University of New York at Binghamton; M.S., College of New Rochelle; Ph.D., City University of New York Graduate Center

ALLEN HERSHMAN Adjunct Instructor. *Degrees:* B.S., New York Institute of Technology; M.S., C.W. Post College; P.D., City University of New York, Staten Island; Ph.D., Walden University

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

PAMELA HOLLANDER Assistant Professor of Education. *Degrees:* B.A., SUNY at Binghamton; M.Ed., Rutgers University; Ed.D., University of Massachusetts at Amherst

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

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

JAMES MARRIN Adjunct Instructor. *Degrees:* B.A., New School of Social Research; M.A., Columbia University; A.B.D., Catholic University of America

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

TERRI MAXYMILLIAN Adjunct Instructor. *Degrees:* B.A., Smith College; M.A., California School of Professional Psychology; Psy.D., California School of Professional Psychology

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

KELLIANN MELAND Adjunct Instructor. *Degrees:* B.S., State University of New York at New Paltz; M.S., State University of New York at Albany; Ph.D., State University of New York at Albany

MARYJANE MONTALTO Adjunct Instructor. *Degrees:* B.A., Marymount College; M.Ed., Columbia University; Psy.D., State University of New York at Albany

SUSAN MORKEN Adjunct Instructor. *Degrees:* B.S., Worcester State College; M.A., Marist College; Advanced Certificate, School Psychology, Marist College

NANCY O'DONNELL Adjunct Instructor. *Degrees:* B.S., Carlow College; M.S., St. Xavier College; Ph.D., Yeshiva University

EDWARD O'KEEFE Professor Emeritus of Psychology. *Degrees:* B.S., Iona College; M.A., Fordham University; Ph.D., Fordham University

JOHN PISACANO Adjunct Instructor. *Degrees:* B.A., Manhattan College; M.S., Western Connecticut State University; M.A., Marist College

SALLY PITTMAN-SMITH Professional Lecturer of Teacher Education. *Degrees:* B.S., SUNY at New Paltz; M.S., SUNY at New Paltz; M.A., Marist College

DAVID POPPLE Adjunct Instructor. *Degrees:* B.A., Texas Lutheran College; M.A., Texas Woman's University; Ph.D., Texas Woman's University in Psychology and Philosophy

DAVID PURVIS Assistant Professor of Education. *Degrees:* B.S., SUNY at Syracuse; M.S., Rutgers University; Ph.D., Rutgers University

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 Assistant Professor of Psychology, M.A. School Psychology Director. *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; Ph.D., State University of New York at Albany

EDWARD SAGARESE Professional Lecturer of Education. *Degrees:* B.S., SUNY at Cortland; M.A., New York University

DOUGLAS SANDERS Adjunct Instructor. *Degrees:* B.A., Marist College; M.A., St. John's University

ALAN SCHNEIDER Adjunct Instructor. *Degrees:* B.A., Queens College; M.S., New York University; Ed.D., Teachers College Columbia University

ROBERT SCHWARTZ Adjunct Instructor. *Degrees:* M.A., University of British Columbia; Ph.D., University of British Columbia

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

PATRICIA SIMON-PHELAN Adjunct Instructor. *Degrees:* B.B.A., Baruch College, M.A., Marist College; Ph.D., Fordham 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

CHRISTOPHER TAVELLA Adjunct Instructor. *Degrees:* B.A., City University of New York, Queens College; M.A., Fordham University; Ph.D., Fordham University

ELIZABETH TEED Assistant Professor of Psychology. *Degrees:* B.A., Marist College; M.A., Marist College; Ph.D., Union Institute

KONSTANTINOS TSOUBRIS Adjunct Instructor. *Degrees:* M.A., Hofstra University; Ph.D., Hofstra University

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.D., Pace University; Ed.D., St. John's University