DIRECTOR, GRADUATE EDUCATION PROGRAMS
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MISSION AND OBJECTIVES
The Master of Arts in Educational Psychology meets the academic requirements for New York State Professional Teaching Certification and is designed to explore what is known about teaching and learning and to actively practice implementing that knowledge in educational settings.

The M.A. in Educational Psychology program has two tracks. The first track meets the academic requirements for application to Professional Certification in Childhood Education (grades 1-6) for students with initial teacher certification in this area. The second track meets the academic requirements for application to Professional Certification in Adolescent Education (grades 7-12) and is designed for students who possess initial certification in one of the Adolescence Education areas: Social Studies, Science (Biology or Chemistry), Mathematics, Languages (French or Spanish), and English. Also, the second track meets the academic requirements for initial and professional certification in Middle Childhood Extension (grades 5-6). Upon completing the M.A. in Educational Psychology program, students applying for the Professional Teaching Certification in Adolescence Education will thus meet the master’s degree requirements for Middle Childhood Extension (grades 5-6).

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. 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 and defend their completed portfolio in the final semester of the program.

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.
PEDAGOGICAL CORE CURRICULUM
The course of study in the Master of Arts program supports the core values of Marist College identified in the institutional Mission Statement. The Master of Arts program is designed around courses and experiences that help teachers expand and build on their professional knowledge and skills. The goal is to prepare innovative, flexible teachers who are collaborative, reflective, and well grounded in current theories, contemporary professional practices, and innovative teaching strategies. The program is oriented around a fifteen credit hour pedagogical core curriculum that cuts 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.

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 enveloping 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 Arts in Educational Psychology:

- Earned baccalaureate degree from an accredited university;
- Minimum grade-point average of 3.0;
- Copy of initial teacher certificate;
- 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 work in education;
- Two letters of recommendation and where applicable, letter of recommendation from school principal;
- 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’s degree in Educational Psychology, a student must:

- Complete all program requirements not later than five years after matriculation;
- Maintain a 3.0 cumulative grade-point average in graduate courses;
- Complete a total of 36 credits as prescribed in the curriculum requirements, including completing and defending an electronic portfolio in front of an evaluation committee, all within five years from matriculation.

Candidates who fail to maintain a 3.0 or higher grade-point average 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 AND DELIVERY MODELS
The Master of Arts degree program is designed with two delivery models: fully on campus, and hybrid (on campus and online).
On campus model: takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. Students are accepted in the Fall, Spring, and Summer. A limited number of courses are offered in the summers. 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 for the on campus model. 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.

Hybrid model: is a cohort-based program model. Students start the hybrid model always in summers. This unique 36-credit program is designed to be completed in two years, with two courses completed each semester: Summer, Fall, and Spring. In recognition of the busy and tightly scheduled lives of professional educators today, the program takes advantage of superior online resources of Marist to combine short, two-week summer sessions on the beautiful campus in Poughkeepsie with online work during the entire length of Fall and Spring semesters. There are two short summer sessions held at Marist campus. The summer sessions will take place on-campus for two weeks and continue online for other three weeks. All Fall and Spring semester courses are delivered online. Marist has a long history of collaborative research and development, including Marist/IBM collaboration, to build outstanding online learning environments. As a result Marist now has cutting-edge technology platforms and includes the traditional services of email, chat, discussion groups, web servers, as well as iLearn, a dynamic and flexible system for offering online coursework. This graduate program takes full advantage of these resources. Because this is a cohort-based model courses are offered in a specified sequence and students follow the already set cohort program. Since this is a very intensive program in a hybrid model, students must have good self-management and organization skills.

THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY CURRICULUM SUMMARY
All students are required to develop, submit, and present an electronic portfolio for completion of the program.

Pedagogical Core:
Skill and Artistry of Teaching:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EPSY 505</td>
<td>Educational Psychology</td>
<td>3</td>
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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 three (3) courses of the following:
- EPSY 581: Developing Concrete / Visual Models as a Foundation/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 with initial certification in Middle School Extension, Grades 5-6
(For candidates possessing Initial Certification in one of the AdolescenceEducation subject areas)

Students complete one (1) of the following:
- EPSY 585: Early Adolescent Development 3 credits
- EPSY 586: Instructional Strategies for Middle School Education 3 credits

- EPSY 581: Developing Concrete / Visual Models as a Foundation/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
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 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 perspec-
tives on education. Construing education
broadly to include both school and non-
school enterprises, the course aims to deepen
students’ awareness of the social and multi-
cultural context of childhood and adolescent
development, as well as the social and multi-
cultural 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 exam-
ine, understand, and evaluate educational
policies and practices. In addition, the course
explores the relationship between educa-
tional 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 knowl-
edge and skills to create classroom environ-
ments 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; multi-
cultural and anti-racist education; inclusive
education and differentiated instruction; col-
laboration and consultation; and approaches
to teaching that build community and pro-
mote social justice.

**EPSY 660**
Interpretation and Evaluation
of Educational Research
*3 Credits*
Explores a diverse range of methodologi-
cal 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 understand-
ing 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 develop-
ment, or intensive study of a particular topic
in a content area.
Graudate 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

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

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

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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

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

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

ROBERT KOOKZ 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

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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

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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; M.A., Marist College

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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

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