

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 candidates 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 candidates 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 School Extension (grades 5-6). Upon completing the M.A. in Educational Psychology program, candidates applying for the Professional Teaching Certification in Adolescence Education will thus meet the master's degree requirements for Middle School 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 candidates complete this Pedagogical Core curriculum and other required courses as listed in the Curriculum Summary section.

In addition, all teacher education candidates, in order to graduate with a Masters degree, are required to complete, submit, and defend an electronic portfolio based on the National Board of Professional Teaching Standards as their capstone project for completing the Masters program. The electronic portfolio demonstrates the professional knowledge and skills candidates have developed across the program. This is a multimedia, standards-based document that is stored online. An early course – Content Area Assessment and Portfolio Development (EPSY 506) – prepares candidates to use the online Marist system for portfolio development. Candidates are required, in their last semester in the program, to participate in meetings across the semester in order to receive guidance and help to complete their electronic portfolio. Candidates will complete, submit, and defend their electronic portfolio in front of an evaluation committee, no later than five years from matriculation. Completion is recorded when the portfolio is passed. Passing the electronic portfolio is a requirement for the Masters degree.

The teacher education programs at Marist College are designed to develop candidates 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, candidates are expected to master the personal and professional knowledge, skills, and dispositions needed to teach and assess K-12 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 M.A. in Educational Psychology program reflects the particular areas of focus for which Marist College teacher education is widely noted, and is defined by our Conceptual Framework.

The Conceptual Framework of the Teacher Education programs identifies its purpose as *preparing reflective professionals who think critically and work collaboratively to help all students learn*, and is also consistent with Marist's three ideals: excellence in education; sense of community; and commitment to service. This purpose is further defined in the seven core values/beliefs listed below:

Excellence in Education

In keeping with Marist's commitment to excellence in education, the program strives to prepare school professionals who:

- Use critical thinking and creative problem-solving in their professional practice.
- Are reflective professionals who examine their practice and seek to improve it in a process of continual professional development.
- Use evidence-based practices, adapted to the demands of the specific professional contexts.

Sense of Community

In keeping with Marist's commitment to a sense of community, the program strives to prepare school professionals who:

- Are active members of collaborative teams, and work across disciplines.
- Build relationships that support student learning and well-being.

Commitment to Service

In keeping with Marist's commitment to service and promoting the dignity and value of every human being, the program strives to prepare school professionals who:

- Promote justice, equity, and access for all students while working to improve schools.
- Base their practice on an understanding of the diversity in human development and cognitive functioning as it impacts learning.

Marist Initial Teaching Standards

Marist Initial Teaching Standards are based on the INTASC standards and NY State requirements and closely represent our Conceptual Framework in the 12 standards listed below:

Standard 1: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: The candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Standard 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: The candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Standard 5: The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6: The candidate has awareness of the different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners.

Standard 7: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting, and bringing normative and critical perspectives to bear on, the meanings of education and schooling in diverse cultural contexts.

Standard 8: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 9: The candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 10: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 11: The candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Standard 12: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Advanced Teaching Standards

(National Board for Professional Teaching Standards®)

The five major core standards represent what teachers should know and be able to do, and represent the National Board for Professional Teaching Standards® Policy Position:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

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 enviroing 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 or from former professors;
- Interview with the Director of the Graduate Education programs, which includes a short written task.

NOTE: Cooperating teachers who take graduate education courses as an exchange of a teaching voucher need only to complete an application form, to provide a statement that the course they intend to take is a voucher exchange, submit the original voucher, and receive permission from the Program Director who will advise on the appropriate

course. There is no limit to the number of graduate courses a cooperating teacher with a valid voucher may take; however, if the person later decides to become a degree candidate, he/she must then satisfy the requirements for matriculation. It is important to note that a maximum of nine (9) credits may be applied toward the degree using courses taken with a voucher.

TRANSFER CREDITS

- Acceptance of credits will be determined on an individual basis.
- No more than six (6) 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; and maintain appropriate dispositions associated with responsibilities of a classroom teacher;
- Complete a total of 36 credits as prescribed in the curriculum requirements;
- Complete, present, defend, and pass an electronic portfolio to the satisfaction of the portfolio evaluation committee during the candidate's final semester.

ADVISEMENT

At the time of matriculation, each student will meet with the Director of Graduate Programs to design a Study Plan which candidates are to follow. Candidates will have regular meetings with the Director of Graduate Programs for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

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 Candidate Review Board (TECRB) and may be placed on probation or dismissed from the program.

A minimum GPA of 3.0 and no more than one grade of C+ in graduate courses attempted are requirements for graduation. If at any time the student's GPA falls below 3.0, or has more than one grade in the range of C in graduate courses, 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. Any dispositions that are in obvious deviation from the teacher candidate dispositions stated in accordance with our Conceptual Framework and teaching standards may result in assignment of probationary status or dismissal. The candidate will be informed of any decision or recommendation by the TECRB. Teacher candidates will be presented with a list of expected dispositions at matriculation to 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 graduate students in the School of Social and Behavioral Sciences. Candidates may apply for assistantships at the time of application to be accepted in the program. Selection for assistantships is highly competitive and candidates must maintain full time status and a 3.0 GPA.

APPLICATION DEADLINES

Fall –April 15

Spring – December 1

Summer – April 1 (for the Hybrid program)

PROGRAM FORMAT AND DELIVERY MODELS

The Master of Arts in Educational Psychology degree program is designed with three delivery models: fully on campus, hybrid (on campus and online), and 5-year BA/MA.

On campus model: takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. Candidates 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 evening classes and takes 9 credits per semester. Each course is worth three credits and meets one evening per week, with some online course opportunities. Part-time students must complete the program within five years from first matriculation in the program. 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 graduate education 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 according to individual needs and availability of courses. Due to course availability and course planning, candidates in collaboration with the Director of Graduate Programs will design a study plan for each student upon their acceptance into the program. Candidates 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 **only 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 the superior online resources of Marist to combine short, two-week summer sessions on the beautiful campus in Poughkeepsie with online work during the rest of summer session and the entire

length of fall and spring semesters. There are two short summer sessions held at the Marist campus. The summer sessions will take place on campus for two weeks and continue online for another 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 candidates 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.

5 year BA/MA in Educational Psychology model: This model is an extension of the Marist undergraduate Dual Certificate Program in Childhood grades 1-6/Students with Disabilities grades 1-6. Outstanding, academically successful (minimum of 3.2 GPA), and highly motivated Marist undergraduate students in Psychology and the Dual-Certificate education program may consider applying to the five-year program which combines the Psychology in Childhood 1-6/Students with Disabilities 1-6 undergraduate program with the M.A. in Educational Psychology program. Marist students in the five-year program will receive a B.A. in Psychology, earn a New York State Initial Teaching Certificate in Childhood Education 1-6/Students with Disabilities grades 1-6, as well as an M.A. in Educational Psychology. The five-year program is a 36-credit graduate program. In this program candidates complete 12 credits of graduate courses starting in the spring semester of their junior year, prior to the completion of the B.A. degree program. Student teaching will be completed in the spring semester of their senior year as part of the B.A. degree requirement. The remaining 24 credits are completed in the fifth year, with graduate student status. Admission to this program is granted to qualified applicants in the fall semester of their junior year. The program is a cohort-based program and fits only for undergraduate students who graduate with their Bachelor in spring. Application should be submitted in junior year in fall semester and application deadline is September 15.

THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY CURRICULUM SUMMARY

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

Pedagogical Core:

Skill and Artistry of Teaching:

EPSY 505	Advanced Educational Psychology	3 credits
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The Learner:

EPSY 510	Learning Theories Applied to the Classroom	3 credits
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Literacy:

EPSY 630	Teaching Content Area Literacy	3 credits
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Foundations, Context, and Purpose:

EPSY 640	Social Foundations of Education	3 credits
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Research and Inquiry:

EPSY 660	Educational Research	3 credits
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Other Required Courses:

EPSY 506	Content Area Assessment and Portfolio Development	3 credits
EPSY 605	Educational Assessment and Evaluation	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)

Candidates complete the following three (3) courses:

EPSY 581	Visual Models for Understanding Mathematics	3 credits
EPSY 582	Teaching the Humanities and Social Studies Through the Arts	3 credits
EPSY 583	Engaged in Science Education	3 credits

Track 2 – Professional Certification in Adolescence Education; Grades 7-12 and 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

Candidates complete one (1) of the following:

EPSY 581	Visual Models for Understanding Mathematics	3 credits
EPSY 582	Teaching the Humanities and Social Studies Through the Arts	3 credits
EPSY 583	Engaged in Science Education	3 credits
EPSY 700	Project in Education	3 credits

TOTAL 36 Credits

Graduate Courses in Educational Psychology

EPSY 505

Advanced Educational Psychology

3 Credits

This course introduces teacher education and school psychology candidates to classroom practice designed to ensure that all students learn to high standards. Candidates will examine theories and research related to teaching and learning to develop an understanding of principles of effective classroom instruction and organization as they are implemented across diverse contexts. Topics may include instructional models, applied learning theories, individual differences, group processes, culturally responsive pedagogy, brain based education, and teaching to promote critical thinking and holistic development. *(Offered on campus and online)*

EPSY 506

Content Area Assessment and Portfolio Development

3 Credits

In this course students learn to apply techniques of authentic assessment to their content area and professional practice. Students apply learning standards, teaching standards, and principles of authentic assessment to creation of portfolios, both for students and for teachers, in the specific content, level, and area of a student's professional practice. For those who wish to pursue National Board for Professional Teaching Standards (NBPTS) certification in their level and area, this course will assist in learning some of the skills necessary for that process. In addition to portfolio development skills, technical skills needed for an electronic web-based portfolio will be taught.

EPSY 510

Learning Theories Applied to the Classroom

3 Credits

The course focuses on the application of psychological principles and research to the process of learning and teaching in the classroom. Students discuss concepts

derived from the different learning theories (behaviorist, cognitive, and humanistic perspectives) and develop specific applications to enhance academic learning and classroom teaching practice. Recent research evaluating the effectiveness of applying learning theories in the classroom is also discussed. *(Offered on campus and online)*

EPSY 581

Visual Models 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 upper elementary and middle school teachers.

EPSY 582

Teaching the Humanities and Social Studies through the Arts

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. An exploration of how to incorporate the arts (dance, music, theatre, and visual arts) into the curriculum as part of an interdisciplinary project will be an integral part of the coursework. Students will design an interdisciplinary unit of study for their subject area and/or grade level. This course is appropriate for prospective and in-service elementary and middle school teachers. *(Offered on campus and online)*

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. This course is appropriate for prospective and in-service upper elementary and middle school teachers.

EPSY 585**Early Adolescent Development***3 Credits*

This course addresses the different facets of early adolescence. It will study issues related to middle school aged adolescents who are facing multiple 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. (*Offered on campus and online*)

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**Educational Assessment and Evaluation***3 Credits*

This course is designed to expand knowledge and skills regarding the role of assessment in the instructional process and the assessment of student learning. Preservice and in-service teachers develop competence in classroom assessment practices in order to improve student learning and quality of classroom instruction. The course will provide an in-depth look at the various purposes of assessment, development of measures to fit specific needs, classroom assessments (including teacher-developed assessments), curriculum-based and criterion-referenced assessments, portfolio assessment, authentic assessment tasks, analysis of student work and grading, 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. Students will receive training in the development of classroom assessment that is aligned with the New York State Education Department requirements. (*Offered on campus and online*)

EPSY 620**Lifespan Development***3 Credits*

This course provides a broad understanding of individual needs which encompass the lifespan, and incorporates all significant aspects of growth that make up the human experience. Students will relate the developmental theory and research to professional practice in educational settings. Course work focuses on the principles of human development, presenting issues such as gender, cultural influences, nature vs. nurture, sexuality, as well as the effects of major life events on a person's psychological development and how these issues factor into educational settings. (*Offered on campus and online*)

EPSY 630**Teaching Content Area Literacy***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. *(Offered on campus and online)*

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. *(Offered on campus and online)*

EPSY 650**Building a Community of Learners***3 Credits*

This course helps teachers to apply knowledge and skills in the creation of classroom environments that encourage positive social interaction, active engagement in learning, and self-motivation. It provides teachers skills to develop a community of learners in their classroom when working with a diverse body of students that enable all children to

learn, and to contribute to efforts to promote justice, equity, and lifelong learning within the context of a global society. Topics may include: a community systems approach to school improvement; multicultural and anti-racist education; inclusive education and differentiated instruction; collaboration and consultation; the role of gender, ethnicity, race, socioeconomic status, religion, sexual orientation, language, and approaches to teaching that build community and promote social justice.

EPSY 660**Educational Research***3 Credits*

This course is designed to familiarize students with the full range of methodological approaches to educational research and social inquiry. Students are encouraged to develop a critical perspective on the interpretation of research and to evaluate the validity of studies and appropriateness of various research approaches. Both quantitative and qualitative research methodologies will be explored. The course will also cover action research, a means by which teachers can be actively engaged in research in their own classrooms, and how research has a bearing on their classrooms and teaching. A field experience of minimum 25 hours is required. *(Offered on campus and online)*

EPSY 700**Project in Education***3 Credits*

The course requires students to develop an independent project related to teaching in a content area or understanding a specific school, classroom, or learning situation. 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. If the project is focused on specific topics in a content area, students should also consult a discipline-specific faculty member who can provide an informed evaluation of the content presented in the project. *(Offered usually online)*

Graduate Education Faculty

BRIAN ALNWICK Adjunct Instructor. *Degrees:* B.S., State University of New York at New Paltz; M.S., State University of New York at New Paltz

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

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

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

JOHN MARALLO Adjunct Instructor. *Degrees:* B.S., State University of New York at New Paltz; M.S., State University of New York at New Paltz

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

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

JENNIFER POWERS Director of Clinical Teacher Preparation and Certification. *Degrees:* B.S., Kent State University; M.A.T., Kent State University; Ph. D., Kent State University

KEVIN RIZZO Adjunct Instructor. *Degrees:* B.S., Marist College; M.A., Marist College

DOREEN SACCOMANO Assistant Professor of Education. *Degrees:* B.A., Lehman College; M.S., College of New Rochelle; Ed.D., Central Connecticut State University

DAVID SHAENFIELD Adjunct Instructor. *Degrees:* B.S., University of Texas; Ph.D, Teachers College, Columbia University

MICHELE SIMONETTY Adjunct Instructor. *Degrees:* B.S., College of New Rochelle; M.S., Dominican College

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

ED SULLIVAN Associate Dean for Teacher Education. *Degrees:* B.A., Southern Connecticut State University; M.A., New York University; Ed.D., New York 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., State University of New York at Buffalo; Ph.D., University of Arizona

ANDREA TEJEDOR Adjunct Instructor. *Degrees:* B.S., Binghamton University; M.S., Mount Saint Mary College; Ed.D., Seton Hall University

LORNA THOMPSON Adjunct Instructor. *Degrees:* B.A., Macalester College; M.A., Trinity College

KATHY TRELA Assistant Professor of Special Education. *Degrees:* B.S., State University of New York at Geneseo; M.S., State University of New York at Geneseo; Ph.D., University of North Carolina at Charlotte