

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 Professional Education Unit at Marist College is accredited by the National Council for Accreditation of Teacher Education (NCATE, www.ncate.org) / Council for the Accreditation of Educator Preparation (CAEP, <http://caepnet.org>). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Marist College located in Poughkeepsie, New York. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

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: History, 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 graduate 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 two semesters 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, and submit the portfolio in their last semester in the program, and defend their electronic portfolio in front of an evaluation committee. Completion is recorded when the portfolio is passed. Passing the electronic portfolio is a requirement for the Masters degree.

The graduate 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 Teaching with Content Knowledge: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she will teach, connecting concepts across disciplines and relating knowledge to real world contexts. Using this understanding, the candidate creates learning experiences that make subject matter accessible and meaningful for students, engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 2 Teaching to Promote Development: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary among individuals and across cognitive, linguistic, intellectual, social, emotional, and physical areas. Using this understanding, the candidate provides appropriately challenging learning opportunities that support the intellectual, social, and personal development of all students.

Standard 3 Teaching Diverse Students: The candidate understands how students differ in their approaches to learning, learning needs, strengths, interests, and experiences and also in the diverse social, economic, cultural, linguistic, family, and community factors that influence learning. Using this understanding, the candidate works collaboratively with other professionals, to create inclusive learning environments and instructional opportunities that enable each learner to meet high expectations appropriate to him or her.

Standard 4 Curriculum Planning: The candidate engages in long-range planning and establishes appropriately challenging goals and expectations for all students that are aligned with learning standards. In carrying out that planning, the candidate researches and draws upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as personal, cultural, and community assets. Instruction connects students' prior understanding and experiences to new knowledge to motivate and engage students in learning.

Standard 5 Instructional Strategies: The candidate uses a variety of instructional strategies, including strategies with technology, to engage learners in critical thinking, creativity, collaborative problem solving, communication, technology use, and other performance skills. In using these strategies, the candidate encourages learners to connect concepts within and across disciplines and helps them build skills to apply knowledge in meaningful ways.

Standard 6 Teaching Literacy: The candidate demonstrates knowledge of current research in different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners.

Using this knowledge, the candidate provides developmentally appropriate and standards-driven literacy instruction that motivates and engages students in learning.

Standard 7 Social Foundations: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to examine, understand, and explain education within different contexts. In doing so the candidate examines and explains education in light of value orientations, and employs democratic values to assess educational beliefs, policies, and practices in light of their origins, influences, and consequences. The candidate makes decisions that are informed by a thoughtful and articulated educational philosophy.

Standard 8 Classroom Environment and Motivation: The candidate uses an understanding of individual and group motivation and behavior to create a mutually respectful, safe, supportive, inclusive, intellectually challenging and productive learning environment that encourages positive social interaction, active engagement in learning, and self-regulation.

Standard 9 Communication: The candidate demonstrates knowledge and understanding of effective verbal, nonverbal, representational, and media communication techniques as well as technological and information literacy. This understanding is used to foster active inquiry, collaboration, self-regulation, and supportive interaction in the classroom and to communicate clearly and accurately with students to maximize their understanding and learning.

Standard 10 Assessment: The candidate understands how to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. The candidate employs this understanding to design, adapt, select, and use a range of assessment tools and to analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Standard 11 Professional Practice: The candidate is a reflective practitioner who uses evidence to continually evaluate his/her practice and to assess the effects of choices and actions on others, adapting practice to meet the needs of each learner. This reflective practitioner upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities, and engages in ongoing professional development to continuously improve teaching competencies.

Standard 12 Relationships in School, Community, and Profession: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to enhance student learning, support high expectations, improve practice, and advance the profession.

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

Candidates from diversity groups are encouraged to apply.

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 working with diverse population, career 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 two short written tasks.

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 across multiple semesters; 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.

All students in graduate Education programs are required to complete the electronic portfolio (which is a program requirement) in their last semester in the program. Work on the portfolio will be supervised by assigned professors, graduate students will be required to complete, submit, defend and pass their portfolio in order to be granted the Masters degree. The following regulations are set forth in order to insure program completion:

All students in the MA Educational Psychology program (Campus, Hybrid, and 5 year BA/MA):

- Students who graduate in the Spring semester and take EPSY660 Educational Research will have posted their grade for this course only after submission of their electronic portfolio
- Students who graduate in Spring or Summer or Fall semester but according to their study plan do not take the EPSY660-Educational Research in their last semester, will have their portfolio requirement attached to another course which they take in that last semester in the program. The grade for that respective course will be posted only after the student has submitted the electronic portfolio.

NOTE: The quality of the electronic portfolio does not have a bearing on the actual course grade. The portfolio is a program requirement and will be evaluated according to the specific rubrics created for that project. The portfolio is a Pass/Fail and the award of the degree depends on the passing of the portfolio.

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. Graduate students are held accountable for the following professional dispositions stated in accordance with our Conceptual Framework and teaching standards:

1. The candidate values learning.
2. The candidate thinks critically and solves problems using evidence.
3. The candidate conducts himself/herself as a reflective professional.
4. The candidate collaborates and communicates respectfully.
5. The candidate deals with others fairly and equitably.
6. The candidate commits to individual development and learning for all.

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. Any graduate student who does 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.

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.

APPLICATION DEADLINES

Fall – April 15

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.

MA in Educational Psychology on campus model: takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. Candidates are admitted for a fall semester start. 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 or 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.

MA in Educational Psychology 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, one-week summer sessions in each summer 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 one extended week (Monday to Sunday), and continue online for another four weeks. All fall and spring semester courses are delivered asynchronously 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, time and task 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 (four courses in the Fall semester of the fifth year, and the last four courses and defense of electronic portfolio in Spring semester of the fifth year). 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 B.A. degree in spring. Students can be granted permission, in special cases, to take an online course in the semester of their fifth year, when they have graduate level status (tuition is paid based on the campus based program they are registered in, not by the way the course is offered). Students may not transfer to the MA Hybrid program (as it is a cohort-based program with a set sequence of courses and starts in summer only). If undergraduates would rather be in the MA Hybrid cohort, they should first complete the B.A. degree, and then apply for the MA Educational Psychology program (which may start the summer after they graduate). Applications for the 5-year BA/MA in Educational Psychology program should be submitted in the fall semester of the junior year by September 15. If students are abroad in the fall semester of their junior year they must submit their application by April 15 in the Spring semester of their Sophomore year.

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, seek 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 in special cases only; usually online as Independent Study)*

Graduate Education Faculty

JANE BEAN-FOLKES Assistant Professor of Literacy. *Degrees:* B.S., Syracuse University; M.A., Seton Hall University; M.Ed. & Ed.E., Columbia University Teachers College

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

GEORGE CASTIGLIONE Adjunct Instructor. *Degrees:* B.A., Marist College; M.A., State University of New York at New Paltz; Ed.D., Nova Southeastern University

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

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

KIMBERLY M. KNISELL Adjunct Instructor. *Degrees:* B.A., College of Saint Rose; M.A., State University of New York at Albany; M.S., Saint John's University

MARVIN KREPS Adjunct Instructor. *Degrees:* B.A., State University of New York at Albany; M.S., State University of New York at New Paltz; ABD, Sage College.

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

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

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