



Educational Psychology Handbook

2022

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1. Program Overview

The program in Educational Psychology, which leads to a Master of Science in Education degree, is designed both for persons who have non-education backgrounds and for those seeking to further an existing background in education, including initially certified teachers seeking to obtain professional teacher certification. Students from diverse backgrounds and with diverse career plans enter this graduate program.

Our flexible program provides a solid foundation in the psychology of cognitive processes and human behavior as they affect individuals across the life span in a variety of contexts. Students also choose their own electives that provide an opportunity to develop a more in-depth understanding of their areas of interests.

Graduates leave our program with theory and skills that allow them to critique any instructional situation (e.g., teaching mathematical concepts in a typical classroom, leading adult workshops for the State Education Department, conducting parenting classes), and then to develop strategies, based on theory, that will help to create the optimal learning environment for the given learners. Students are challenged to become culturally aware and globally connected independent thinkers, to value their roles as professionals, and to become contributing members of the larger community.

Students choose from one of the three schemes that lead to the degree:

- **The General Scheme (I)** – the general scheme is designed for students who seek a broad understanding of educational psychology and its application to diverse contexts.
- **The Research Scheme (II)** – the research scheme is especially relevant for career options in which the ability to conduct empirical research is valued.
- **The School Psychology Scheme (III)** – this scheme is open **only** to students who have been admitted into the Certificate of Advanced Study in School Psychology.

2. Program Mission and Objectives

Consistent with the vision of our founders, the Sisters of Saint Joseph of Carondelet, the program in Educational Psychology is built upon preparing students for meaningful social engagement with our focus on research and assessment, diversity, human development, learning, and motivation. Our mission is to encourage our students to develop their cultural awareness and sensitivity to individual differences, to become life-long learners and critical thinkers, and to value their roles as professional educators and contributing members of the larger community.

Our program offers three schemes that students can choose from: General, Research, and School Psychology. A general set of program goals guides the experience of all students enrolled in the program. These general objectives are aligned with the Thelma P. Lally School of Education *Professional Education Candidate Learning Outcomes* (CSR 8) as follow:

Program Goals:

1. To instill knowledge of major theories of human development, learning, and motivation (CSR 2)
2. To further awareness and appreciation of individual and cultural differences as a diverse learner and professional (CSR 2 & 6)
3. To develop understanding of proper and ethical use of measurement and assessment to guide decision-making and practice (CSR 4)
4. To provide skills to access, critique, conduct, and report educational and psychological research in an ethical manner in order to enhance professional practices (CSR 5 & 7)
5. To develop critical thinking skills by providing opportunities to articulate, both orally and in writing, how Educational Psychology theories and principles can be applied to practice (CSR 5 & 7)

3. Students Seeking Professional Teacher Certification (either On-Campus or Online)

Upon successful completion of Schemes I or II for the Master's Degree in Educational Psychology (on-campus or online), students who hold an **initial teaching certification** in one of the areas listed below can become professionally certified:

- | | |
|--|---------------------------------|
| - Early Childhood Birth – 2 | - Biology 7 – 9 Extension |
| - Childhood 1 – 6 | - Chemistry 7 – 12 |
| - English 7 – 12 | - Chemistry 7 – 9 Extension |
| - English 7 – 9 Extension | - Earth Science 7 – 12 |
| - Social Studies 7 – 12 | - Earth Science 7 – 9 Extension |
| - Social Studies 7 – 9 Extension | - Mathematics 7 – 12 |
| - Spanish 7 -12 | - Mathematics 7 -9 Extension |
| - Spanish 7 – 9 Extension; - Bilingual Ext | - Business/Marketing |
| - Biology 7 – 12 | |

Students Who Are Seeking an **Extension** of Their Initial Certification:

- **Students holding initial certification in Childhood Education** and wishing to extend their certification through middle school must take EPY 523 (Adolescent Psychology and Development) as their development course and EDU 530 (Middle School Education: Theory and Practice) as one of their elective courses.
- **Students holding initial certification in Adolescence Education in English or Social Studies** and wishing to extend their certification to grade five must take EPY 522 (Child Psychology and Development) as their development course and ELE 585 (Methods of Teaching Language Arts and Social Studies 1-6) as one of their elective courses.
- **Students holding initial certification in Adolescence Education in Science or Math** and wishing to extend their certification to grade five must take EPY 522 (Child Psychology and Development) as their development course and ELE 586 (Methods of Teaching Science and Math 1-6) as one of their elective courses.

4. Program Requirements

SCHEME I – GENERAL (30 Credits)

(Online Option – see p. 9 for details)

The General Scheme is designed for students who seek a broad understanding of Educational Psychology and its application to diverse contexts. This Scheme can be completed on-campus or **online**.

1. Total Core Courses (15 or 18 Credits)

Prerequisites:

EPY 502 Survey of Educational Psychology 3
(Required for students admitted without an undergraduate EPY survey course)

a. Research:

EPY 500 Educational Research 3
(Must be completed within first 12 credits)

b. Development (choose ONE):

EPY 522 Child Psychology and Development 3
EPY 523 Adolescent Psychology and Development

c. Learning and Motivation:

EPY 524 Theories of Learning 3

d. Measurement:

EPY 529 Measurement and Statistics 3

e. Diversity:

EPY 535 Psychology of Diversity 3

2. Capstone Course (3 credits)

EPY 592 Integrative Seminar in Educational Psychology 3
(Must be taken after student has completed all core courses in areas a-e listed above)

3. Elective Courses (9 or 12 credits)

With advisor's approval, student may take any graduate courses within the College that facilitate student's professional development.

4. Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar, EPY 592. As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the seminar.

SCHEME II – RESEARCH (30-33 Credits)

The Research Scheme is especially relevant for career options in which the ability to conduct empirical research is valued. In this scheme, students culminate their graduate program by conducting independent research projects under the close supervision of an Educational Psychology faculty member.

1. Total Core Courses (15 or 18 Credits)

Prerequisites:

EPY 502 Survey of Educational Psychology 3
(Required for students admitted without an undergraduate EPY survey course)

a. Research:

EPY 500 Educational Research 3
(Must be completed within first 12 credits)

b. Development (choose ONE):

EPY 522 Child Psychology and Development 3
EPY 523 Adolescent Psychology and Development 3

c. Learning and Motivation:

EPY 524 Theories of Learning 3

d. Measurement:

EPY 529 Measurement and Statistics 3

e. Diversity:

EPY 535 Psychology of Diversity 3

2. Capstone Course (3 credits)

EPY 592 Integrative Seminar in Educational Psychology 3
(Must be taken after student has completed all core courses in areas a-e listed above)

3. Elective Courses (6 credits)

With advisor's approval, student may take any graduate course within the College that facilitates student's professional development.

4. Advanced Research (6 credits)

EPY 598	Independent Study	3
EPY 598	Independent Study	3

5. Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar, EPY 592. As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the seminar. Students must also satisfactorily complete the independent research project as part of their enrollment in six credits of Independent Study, EPY 598.

**** INTERSHIP AND FIELD EXPERIENCE:**

No internships or field experiences are required for students in either Scheme I or II. However, if students wish to have a field experience or internship, it can be done, for example through independent study as one of the elective courses. Please note that those students in Scheme III – School Psychology who continue who continue on for the Certificate of Advanced Study (CAS) in School Psychology will have these experiences. Please see the Program Requirements for the CAS in School Psychology:

<http://strose.smartcatalogiq.com/en/2014-2016/Graduate-Catalog/Academic-Programs/Thelma-P-Lally-School-of-Education/School-Psychology-CAS>

SCHEME III – SCHOOL PSYCHOLOGY (30 Credits)

The School Psychology Scheme is **ONLY** open to students who have been **admitted into the Certificate of Advanced Study (C.A.S) in School Psychology**. This scheme will provide School Psychology students with foundational courses. Upon completion of these courses, School Psychology students will receive a Master of Science Degree in Education, and then move forward toward the completion of their C.A.S. The following are the requirement for the Master's Degree.

1. Total Core Courses (15 Credits)

a. Research:

EPY 500	Educational Research	3
EPY 529	Measurement and Statistics	3

b. Development:

SPY 531	Advanced Developmental Psychology	3
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c. Learning:

EPY 524	Theories of Learning	3
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d. Diversity:

EPY 535	Psychology of Diversity	3
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2. Other Required Courses (12 credits)

SPY 500	Introduction to School Psychology	3
SPY 503	Personality Theory and Abnormal Psychology	3
SED 501	Introduction to Children w Disabilities	3
SED 512	Approaches to Classroom Management and Individualized Behavior Support	3

3. Capstone Course (3 credits)

EPY 592	Integrative Seminar in Educational Psychology	3
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(Must be taken after student has completed all core courses in areas a-d listed above)

4. Final Evaluation

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar, EPY 592. As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the seminar.

5. Online Program Option

Welcome to on-line learning in our Educational Psychology program! We have designed our on-line program option to meet the needs of diverse graduate students, such as teachers, administrators, and career changers near and far. To offer flexibility, students can mix their courses—online and on-campus—as best fits their schedules and their learning preferences. Our mission statement and program objectives are the same for all our program schemes, whether on-campus and online. Our students work with the same renowned College of Saint Rose professors, whether on-campus or online. Our goal is to bring the College of Saint Rose degree of distinction to a wider, more diverse student population.

Comparing On-Campus and **Online** Program Options:

ONLINE EPY MSED - The General Scheme (30 Credits)

Traditional Program (30cr)

Online Program (30cr)

1. Total Core Courses (15 or 18 Credits)	1. Total Core Courses (15 or 18 Credits)
EPY 502 Survey of Educational Psychology (3cr) F, S, Su NOTE: Required for students admitted without an undergraduate Educational Psychology Survey course. If not needed, then student takes an additional elective.	EPY 502 Survey of Educational Psychology (3) Summer NOTE: Required for students admitted without an undergraduate Educational Psychology Survey course. If not needed, then student takes an additional elective.
a. Research: (3) EPY 500 Educational Research F, S, Su	EPY 500 Educational Research (3) Fall
b. Development (Choose ONE): (3) EPY 522 Child Psychology and Development F, S EPY 523 Adolescent Psychology and Development S	EPY 522 Child Psychology and Development (3) or EPY 523 Adolescent Psychology and Development Spring
c. Learning and Motivation: (3) EPY 524 Theories of Learning F, S	EPY 524 Theories of Learning (3) Fall
d. Measurement (3) EPY 529 Measurement, Statistics, and Appraisal S, Su	EPY 529 Measurement, Stats, & Appraisal (3) Spring
e. Diversity (3) EPY 535 Psychology of Diversity S	EPY 535 Psychology of Diversity (3) Fall
2. Capstone Course (3 Credits)	2. Capstone Course (3 Credits)
EPY 592 Integrative Seminar F, S (3)	EPY 592 Integrative Seminar (3) Spring
3. Electives in Education (9 or 12 Credits)	3. Electives in Education (9 or 12 Credits)

NOTES:

1. Traditional program can be part-time or full-time.
2. **Online** program is designed as part-time; depending on course offerings, full-time is possible.
3. Students can mix their courses – online and traditional on-campus – as best fits their schedules and preferences.

Online Learning in Our Program:

Online instruction is generally divided into two areas: *asynchronous* and *synchronous*. **Asynchronous** learning is learning that is independent, at your convenience and schedule. **Synchronous** learning is online, live real-time instruction that is “face-to-face” with your professor and student colleagues across the internet. Many of our EPY courses are delivered asynchronously using the College’s electronic course management system, **Canvas**. It is possible that a course also includes synchronous learning by incorporating real-time live sessions using **Zoom** technology.

While online learning provides convenience of time and location, you must independently engage in active structured organized learning. You should schedule time dedicated towards studying the course materials. We want to make your online learning experience valuable and enjoyable so please let us know if there is anything you need or suggest in enhancing the experience.

Canvas

All our courses use Canvas for accessing course materials. Canvas incorporates a variety of features, such as web pages, email, discussion boards, small group areas, online quizzes, an online gradebook, and a calendar. It provides 24x7 access to your course materials and class discussions via threaded discussions and chat rooms features. Canvas also offers group collaboration tools and provides you with instant feedback with online Grade Center.

You will need to use your Saint Rose assigned e-mail and create a password. This allows you access to the courses you are registered for only. Courses are available typically through Canvas 1-2 weeks prior to the first scheduled class. You will typically be notified by the professor via e-mail prior to the class that access is now available through Canvas. Otherwise, you should check in periodically.

<http://www.strose.edu/login/>

Textbooks and other Course Materials

Materials and textbook purchase information will typically be provided in the Course Syllabus. These materials should be acquired as soon as possible after review of the syllabus. The syllabus will be provided in Canvas. Some professors will also provide the syllabus in advance via e-mail.

Advancing into the Course Modules

Each online course is divided into separate modules (typically 12-15 modules per course) that include due dates for your work and assignments. The courses are designed to be followed with the professor and according to the timeline. Although you may self-pace *within a module* within the timeline provided, you

should not proceed ahead of the other students or professor or proceed into additional modules. The rationale is that the course and learning experience are enriched with: planned interactions with other students and the teacher; the professor may need to explain or clarify expectations; or the assignments could be subject to change.

Equipment Required to Participate in Online Learning

You will need the following: 1) a computer – desktop or laptop with an internet connection (high speed recommended) using an updated common web browser; 2) Either an internal camera in the computer or a web cam external camera (recommended); and 3) Computer external microphone/speaker headset or ear buds (helps with sound quality and reduces echo effect). For more information on system requirements, go to:

<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-and-Mac>

Media Online Service

The College uses an online service called Zoom. It is intuitive, and there is help and support through the Zoom web pages. This service is at no charge to students. You will need to download the client software onto your computer(s) from where you will be accessing the internet and Zoom. The directions and how to use Zoom can be found at:

<https://support.zoom.us/hc/en-us>

If you are unable to resolve an issue with Zoom after reviewing all online help, you may contact Abi Johnson, Instructional Designer, Information Technology Services (ITS) at: johnsona@strose.edu

Connectivity

One of the keys to a successful online synchronous experience is your internet and computer connectivity. A high speed internet connection is essential. If you have trouble with the video/audio of any session:

- 1) Check your internet connection
- 2) Close any other programs running on your computer
- 3) Make sure that no other device in your location is using the internet
- 4) If you are planning on-line access through a school or other organization internet connection, be aware you may have issue with their internet security firewall. You should test access from this site before beginning class.
- 5) If all else fails, you can connect to the session by phone. Information on phone connection is listed below:

<https://support.zoom.us/hc/en-us/articles/201362663-How-Do-I-Join-by-Telephone->

Synchronized Sessions - Joining Class

In addition to asynchronous learning, some of your courses may use Zoom technology to provide live real-time instruction. If a course includes a synchronized session(s), the schedule is provided either in the course syllabus or sent in an e-mail.

For general information on joining a “meeting” or class:

<https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting->

Each course has a unique “meeting ID”. You receive a different meeting ID for each online course that includes synchronized learning sessions. By clicking on the address listed below, you will join the “meeting” (class) for this course. You will need to provide an e-mail address and selected password that you initially create through Zoom. You should remember your password, as well as save this unique meeting address and you may wish to place it into your favorites or bookmarks for ease of later access. Prior to your first scheduled online class, the professor will provide a class meeting web address to use.

Individual Online Meetings: Student to Student and Student to Professor

Students have several options to “meet” online to discuss work, projects or group presentations. Options include: using an online service provider like Skype, FaceTime, or Google Hangouts, or schedule a meeting through Zoom. Remember to contact the other participants and invite them to participate at a scheduled time.

Using and Accessing the College Technology:

The Instructional Technology Services (ITS) department is very helpful and provides a Help Desk to answer technology questions. On campus phone contact: 4357 (help); if off campus, 518-454-2190. The e-mail is: helpdesk@strose.edu

E-mail and Using Banner

To set up a student e-mail account and other functions, visit “New Student Tech Info” at

<https://www.strose.edu/campus-offices/its/students/first-year-student-tech-info/>

Your Initial Username & Email Address

To login to e-mail, Canvas, lab computers, or the wireless network, use your username:

Username: Last name + first initial of your first name + last three digits of your student ID #

Password: Your birthday (MMDDYY)

Your full email address is: username@strose.edu

Need help? Contact the Help Desk at x4357 or (518) 454-2190

Your Password

All passwords must include the following characteristics:

1. It cannot contain significant portions of the user's account name or full name
2. It must be at least eight characters in length
3. It must contain characters from three of the following four categories:
 - Uppercase characters (A through Z)
 - Lowercase characters (a through z)
 - Numbers (0 through 9)
 - Non-alphabetic characters (for example, !, \$, #, %)

Change it...three options:

- Log into a campus PC, press CTRL+ALT+DEL and select "Change Password,"
- Log into the password reset site at <https://pwdreset.strose.edu>
- Go to Help Desk with photo ID.

BannerWeb Login

To login to BannerWeb, the College's self-service administrative system:

User ID: Your Saint Rose ID number (9-digit)

PIN: Your birthday (MMDDYY)

Need Help? Call the Student Solution Center at (518) 458-5464.

6. General Information

A large majority of information within this section can be found in the Graduate Catalog. Please refer to the College's website www.strose.edu and the catalog for more specific information.

A. PROFESSIONAL ACCREDITATION

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the *National Council for Accreditation of Teacher Education*.

B. APPLICATION TO PROGRAM

The Educational Psychology program accepts both part-time and full-time candidates.

Admission Deadlines - TENTATIVE:

- Admission for fall, spring, and summer
- Summer admission: March 15th
- Fall admission: April 1st
- Spring admission: October 15th

Admission Requirements:

- A complete Saint Rose graduate school application (www.strose.edu/gradapply)
- A baccalaureate degree from an accredited institution
- Official transcripts from all colleges/universities that have awarded you credit
- Statement of purpose
- Two letters of recommendation
- Undergraduate grade point average of 3.0 or higher
- Resume

C. TRANSFERRING CREDIT

As indicated by the Graduate Catalog, candidates may request that previously earned graduate credits (whether earned at The College of Saint Rose or at another institution) be applied to up to one-third (typically, 3 courses) of the program. Transfer credit is allowed only for courses in which candidate have received a grade B or better. The course must have been completed within six years of transfer. For the necessary forms to complete transfer credits, please contact the Registrar's Office at 518-458-5464 or <http://www.strose.edu/academics/registrar/>

D. REGISTERING FOR COURSES

As you approach each new semester, students sometimes indicate to faculty that no registration information for the upcoming semester was ever received by the student. However, College policy is to only send registration information to the student's **Saint Rose e-mail address**. If a student checks this email address, they will usually find the registration information there.

Note: Newly enrolled students must receive their first PIN from the advisor. New students will receive their Saint Rose email from the Registrar's office AFTER the student has registered for classes.

For each subsequent semester, registration Alternate PIN works as follows:

Spring: Students receive PIN for Summer/Fall (*usually in mid-April*)

Fall: Students receive PIN for Spring courses only (*usually in in-November*)

On-Line Steps to Register For Courses

- 1) Go to: <http://www.strose.edu/officesandresources/registrar/courselistings/article1277>
- 2) Then, select: Educational Psychology
- 3) Then, select/verify your courses and course numbers/section numbers
- 4) Then, instructions to register are at: <http://www.strose.edu/officesandresources/registrar/registration>
- 5) You will register for courses in Banner: https://bannerweb.strose.edu/strose/zwgkhome.p_homepage

Holds on Registration

Students who have outstanding obligations regarding submitting college transcripts, health records, or college payments may have a HOLD placed their ability to register for any new courses. Contact information is as follows:

Health Services office	healthservices@strose.edu	518-454-5244
Registrar's office	http://www.strose.edu/academics/registrar/	518-458-5464
Bursar's office	bursar@strose.edu	518-458-5464

E. GRADES

Candidates are required to earn grades of B or better in all courses in order to remain in the program. Should a grade less than B be earned in any given course, the candidate will be placed on academic probation and must repeat as soon as it is offered. Upon the second instance of receiving a grade lower than B, the candidate will be dismissed from the Educational Psychology program.

The grade of Incomplete (I) is awarded only with special permission of the instructor. Candidates are expected to develop a contract with the instructor for course completion. The Incomplete becomes an F if it has not been completed within one month after the beginning of the following semester. Summers are not included.

When candidates repeat courses for the purpose of raising grades, the credits will be counted once in the total number of credits required for their degrees. The prior grades are replaced by R's.

All candidates will receive letter grades at the end of the course, which is consistent with academic policies and procedures for Graduate grades as described in Graduate Catalog.

**** For information about Academic Grievance Procedure, please consult Graduate Catalog.**

F. POLICY ON PLAGIARISM

Definition:

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student's own must be the product of her or his own efforts. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project.

Plagiarism includes but is not limited to:

Purchasing, copying, down-loading, printing, or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument, or any other work and presenting it as one's own, either in whole or in part.

Incorporating portions of another's work without proper acknowledgement and documentation.

Academic misconduct includes but is not limited to:

Using means other than academic achievement or merit to influence one's academic evaluation.

Knowingly providing assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations. A student who writes a paper or does an assignment for

another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from her or his own paper, examinations, or project should be held as accountable as the student who submits the copied material.

Receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.

Presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement or documentation.

Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructor(s) involved.

Obtaining and/or reporting research data in an unethical or intentionally misleading manner.

In sum, the work of others, regardless of origin, must be properly and accurately cited in an accepted style. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work when used. Students are advised to always indicate another writer's exact words and ideas with appropriate references. Whenever in doubt, cite the source.

Procedures:

It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to her or his best judgment in conjunction with institutional guidelines.

In cases where the instructor determines that a violation of academic integrity has been committed, she or he will attempt to inform the student and will inform the department chairperson* of the charge and the consequence. Within 2 weeks of notification, the student may request an opportunity to present her or his defense to the instructor.

The course instructor will file a report in the Registrar's office by either completing an Academic Dishonesty Report Form or by writing a letter.

The report will be retained in a central file in the Registrar's office.

If the student elects to appeal the sanction by following the steps outlined in the College's Academic Grievance procedure, the report will be kept by the Registrar in a "Pending File."

If the student's appeal is successful, then the Registrar will remove the report from the files.

If the student chooses not to appeal or if the appeal is not successful, then the report will be retained in a central file in the Registrar's office.

The Registrar will refer repeated violations of the standards of academic integrity to the Provost.

A student who has more than one report filed in the Registrar's office regarding a violation of the standards of academic integrity may receive sanctions up to, and including, dismissal from the College as determined by the Provost.

**Department chairs will confer with a tenured colleague.*

G. STUDENT SERVICES

The College of Saint Rose provides academic and student-centered services to support and enhance graduate students' experiences during their stay on the campus. Services are provided through the day and evening on weekdays to accommodate the busy schedules of all students. **For details and locations of the centers and offices listed below, please refer to www.strose.edu**

The Writing Center:

The Writing Center welcomes all student writers, from first-year students to those in graduate programs, from students who find writing challenging to strong writers looking to be even more effective. Every writer can benefit from feedback and individual attention. Tutors are trained to support both native speakers of English and English Language Learners in the development and enhancement of writing skills. During half-hour and hour-long tutoring sessions, trained tutors assist students with any stages of the writing process: selecting a topic, brainstorming, outlining, drafting, organization, research, documentation, and revision.

Services for Students with Disabilities:

If a student has a documented disability requiring academic accommodations, the student should register at the Academic Support Center (2nd floor of St. Joseph Hall) with the Director of Services for Students with Disabilities for disability verification and for determination of recommended reasonable academic accommodations. Please remember that timely notice will help avoid a delay in receipt of services and support. Stop by the Office or call (518) 337-2335.

Career Center:

The Career Center assists students and alumni throughout the career development process. The staff provides advisement, resources and programs on major and career exploration, part-time jobs and internships, resumes and cover letters, interviewing, networking and job search strategies, graduate/professional school and post-graduation employment.

Services include individual appointments and walk-ins, career assessments, career advisory network, as well as a variety of career-related programs and recruiting activities events. The Career Center also houses a career resource room that contains over 500 books and other resources related to majors, careers, internships, job search, networking and graduate/professional school. Students can stop by the Career Center, Saint Joseph Hall, 3rd Floor, call (518) 454-5141, or refer to the Career Center's website at www.strose.edu/careercenter.

Counseling Center:

The Counseling and Psychological Services Center is available for students who may, at one time or another, experience challenging or difficult periods in their lives. Counseling is a process of exploring life experiences and issues with professionals in a safe, private, and confidential manner. A wide range of personal, family, relationship, or academic issues can be explored with the assistance of counselors at the center.

Center services include: individual and couples counseling; support groups; consultations; educational workshops on a variety of wellness/prevention topics; and confidential referrals to other sources for help. Counseling services are free and open to all current full-time students of the College. Appointments are scheduled Monday through Friday during business hours. Appointments can be made by contacting Counseling and Psychological Services, 947 Madison Avenue, Albany, New York (518) 454-5200.

Emery Center:

The Emery Educational and Clinical Services Center offers a wide array of speech-language evaluations and treatment and audiological evaluations, literacy tutoring and psychoeducational consultation. Additional programs include the Council of Effective Communication for individuals who stutter, a voice modification program for individuals

in the transgender community, a traumatic brain injury program, accent modification and early intervention and preschool speech-language services. Individuals with speech and language goals are offered individual and group therapy services, designed to meet their individual needs. The Center also offers morning and afternoon nursery school programs for 3 & 4 year old children as well as social skills groups for children and adolescents with autism spectrum disorders.

Center for International Programs:

The Center for International Programs has three primary functions: (1) to promote and facilitate study abroad (international and domestic) at The College of Saint Rose, (2) to provide services and programs to undergraduate and graduate international students, and (3) to implement the College's English as a Second Language program.

One of the main roles for the Center is to facilitate the acculturation of international students to life at the College by helping students navigate cultural, educational, and personal adjustments. More specifically, the Center assists students with maintaining good governmental status, coordinates activities and programs for students, oversees orientation, and assists students with various student services.

More information about international student services and programs may be found here:

<https://www.strose.edu/academics/international-programs/international-student-services/>.

Office of Intercultural Leadership:

The Office of Intercultural Leadership is committed to enhancing the student experience for underrepresented populations while promoting a campus-wide understanding of cultural diversity. The staff, in collaboration with community partners, provides advocacy, academic and leadership development, as well as cross cultural engagement opportunities to sustain an inclusive environment that promotes student success in accordance with the mission of the College. The Office provides a home away from home, resources for development, and opportunities geared specifically towards underrepresented students [i.e. ALANA (African, Latino/a, Asian, & Native American) and LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex & Ally) students].

Office of Spiritual Life:

The Office of Spiritual Life promotes the Mission of the College and consists of the Offices of Campus Ministry, Community Service, and Mission Experience. *Campus Ministry* is located in the Hubbard Interfaith Sanctuary and promotes the personal and spiritual growth of the campus community. Rooted in the Roman Catholic tradition, Campus Ministry provides interfaith and ecumenical programs of prayer, liturgy and celebration to invite the spiritual growth of people of different faiths. Yearly retreats, volunteer opportunities, workshops and individual counseling and direction are offered to students who wish to develop their spiritual lives.

The Offices of Community Service and Mission Experience are located at 950 Madison Avenue. *The Office of Community Service* encourages and supports involvement in community outreach and service programs. A large network of local agencies provides students with ample opportunities for service. *The Office of Mission Experience* develops opportunities for student leadership and for international service.

Library Resources:

Neil Hellman Library:

The Neil Hellman Library holds over 228,000 volumes, 643 periodical subscriptions, 312,000 microforms, and subscriptions to 55 web-based journal packages, which provide access to over 30,000 magazines, journals, and newspapers. The Library also provides access to over 70,000 electronic books through the Library's online catalog.

The Library's electronic resources are available to users throughout the campus and from their homes. Membership in the Capital District Library Council and the OCLC network provides access to materials from libraries nationwide through interlibrary loan.

The Library's public workstations provide access to the online catalog and the World Wide Web. Laptop computers can be checked out at the main desk and used to connect throughout the building to a wireless network. All computers have browsers and Microsoft Office software installed.

Librarians are available whenever the Library is open to help with any Library or research needs. Personal, one-on-one reference help and research guidance is available by appointment.

Curriculum Library:

The Patricia Standish Curriculum Library houses over 12,000 resources and hands-on materials to support undergraduate and graduate studies within The School of Education. The Curriculum Library is located on the 2nd floor of the Thelma P. Lally School of Education building.

The collection includes a circulating reference collection of ideas for lesson plans and therapy sessions, picture books, juvenile fiction, young adult fiction, big books, information books, kits, textbooks, readers, magazines, New York State Standards and Curriculum Guides, the Touhey Collection of Multicultural materials, and standardized tests.

Technology Resources:

The College offers a variety of computer lab resources for student use. Some of the labs are dedicated as open labs, and several of them are open twenty-four hours a day, seven days a week. There are also several specialized computer labs including Education, Mathematics, Music, Graphic Design, Public Communications, and Physics.

Computer labs offer a variety of current software including Microsoft Office Pro, SPSS, Maple, and curriculum-specific programs. Most computer labs on campus have laser printers or multi-function devices for student use. Students get a quota of free prints each semester with additional prints costing a fee. Lab aides are assigned to the open computer labs to assist students with the use of computer hardware and software.

The College has implemented a wireless network that provides access throughout the campus. Students who need to access the wireless network with their own notebook computers, smart phones or other devices have to register their device on the network. Students who need assistance with this should bring their equipment to the Help Desk in Saint Joseph Hall for configuration.

All computers on campus are connected to the campus network and have full access to the Internet. The College also supports the Canvas learning management and portal system which allows students to have access to course-related materials accessible from any web browser on or off campus. All students are given an account that gives them access to computers, e-mail and the Canvas system. Students must abide by the College's Acceptable Use Policy and Copyright Policy when using any technology resources.

Computer lab locations, technology policies and additional information related to technology resources can be found at the Information Technology Services website, <http://its.strose.edu>.

All students are provided with a Saint Rose Google Apps account that includes e-mail, productivity tools and online file storage. Students can continue to use their Google Apps accounts after they graduate.

Parking:

The College has various parking lots located within and around the campus. Vehicles must be registered with the College, and a hang-tag permit must be displayed on the vehicle to park in College-owned and leased lots. Permits are issued each academic year from the Office of Safety and Security headquarters at 340 Western Avenue or online at: <http://www.strose.edu/parking>.

There is a one (1) permit limit per individual. Vehicles without hang tag permits or parked in unauthorized areas will be ticketed and may be immobilized or towed at the owner's expense.

H. FINANCIAL AID INFORMATION

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the candidates and their families, scholarships, loans, and/or assistantships can supplement resources. The amount of aid available through the College is limited and awarded on the basis of academic merit. Financial aid awards are contingent upon candidates' maintaining good academic standing and satisfactory academic progress.

I. PROFESSIONALISM – PROFESSIONAL QUALITIES ASSESSMENT (PQA)

As professionals in the field of education, it is always our responsibility to act professionally in a classroom situation. The Educational Psychology faculty therefore expect all students to conduct themselves in a highly professional manner. This means that students are expected to come to class on time, be prepared to participate in class discussions, be a responsible member of a classroom and listen respectfully to the opinion of others. Violation of these expectations will result in a conference with a faculty, and if not corrected, additional consequences such as a referral to the School of Education's Personal Qualities Assessment (PQA). For details of the PQA, see **Appendix B**.

J. APPLICATION TO DEGREE

The College of Saint Rose confers degrees and certificates of advanced study three times a year in May, August and December. All students must submit a degree application to the Registrar's Office through the Secure Site in order for their degrees and/or certificates to be conferred. May degree applications are due October 15; August degree applications are due February 15; and December degree applications are due April 15. Only students whose records have been reviewed and confirmed to meet all program requirements, as certified by the Registrar's Office, will be awarded degrees and/or certificates. Diplomas will be mailed to graduates approximately 4-6 weeks after degree conferral.

7. Appendices

Appendix A

Educational Psychology Program Faculty

<u>Last Name:</u>	<u>First Name:</u>	<u>Degree:</u>	<u>Field:</u>	<u>University:</u>	<u>Expertise/Interests:</u>
Dugan duganr@strose.edu	Ronald	PhD	Ed Psy	UAlbany	Research; Testing, Statistics, & Measurement
Miller millerh@strose.edu	Heta-Maria	PhD	Ed Psy	UAlbany	Diversity; Learning & Motivation
Lobdell Ryfa lobdellc@strose.edu	Carlee	MSEd	Ed Psy	Saint Rose	Child & Adolescent Development; Diversity; Learning & Motivation

Faculty Contact Information:

Dr. Heta-Maria Miller
Department Co-Chair/Educational Psychology
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Phone: (518) 454-5228
Email: millerh@strose.edu

Dr. Andrew Shanock
Department Co-Chair/School Psychology
Office: Thelma P. Lally School of Education, Room
Phone: (518) 337-5694
Email: shanocka@strose.edu

Appendix B

Frequently Asked Questions

1. When is the best time or semester to start?

Students can start any semester: fall, spring, or even summer.

2. How many courses (load) can I handle at one time?

- *It depends on the student's other demands regarding work, family, etc. It also depends upon the student's target completion of the program. Traditional on-campus program can be part-time (1-2 courses or 3-6 credits per semester) or full-time (3-4 courses or 9-12 credits per semester). Our [online program](#) option is designed as part-time, however, depending on course offerings, full-time is possible.*

3. I've taken several others graduate classes at other colleges, are they transferrable?

Graduate level courses must have been completed within the last 6 years, and need to carefully match to the content curriculum and outcomes of the College of Saint Rose courses to be considered for transfer. Chair and Program Coordinator can provide more information and an analysis of any proposed transfer.

4. Who will guide me through the program to make sure I take the correct classes?

All students in the Educational Psychology program will be assigned an Academic Program Adviser. The adviser will help each student in selecting classes and planning the program. This is especially helpful near the beginning of the program. The Program Handbook provides much of the information needed for program planning.

5. How long does the program take to complete?

This obviously depends upon the student's desired targeted completion of the core courses and whether the student is a part-time (1-2 courses or 3-6 credits per semester) or full-time student (3-4 courses per semester or 9-12 credits per semester). Students who are interested in accelerating through the program and take 4 courses per semester could potentially complete the program in 3 semesters, including summer. The typical completion is 18-24 months, but some students may also choose to take longer to finish.

6. Upon completion of the program, what are the common career paths?

Our flexible program can lead to a variety of career paths, depending on a student's background, career goals and interests. Our graduates are currently working in the following career fields: continuing in PhD programs; teaching in public and private schools in the United States and abroad; college campuses (registrars', athletics, technology services, student affairs, career centers); small business and corporate; state and government agencies; non-profit organizations.

7. What equipment will I need to start the program?

Ideally, student needs an up to date lap top, with word and PowerPoint capabilities, and a built-in or external camera, and a network card. For online learning, a set of headphones may also be helpful as well as a high speed internet connection.

8. What are the credit requirements and costs for the program?

Our MSED in Educational Psychology is a 30-credit program (General Scheme; Research Scheme is 33 credits). Compared to many other educational preparation programs, ours is a short program. As a private college, Saint Rose does not benefit from state subsidies to lower student tuition; however, the Saint Rose program cost is very competitive when comparing the total costs for program completion with other choices.

Appendix C

The College of Saint Rose

The Thelma P. Lally School of Education

Conceptual Framework and Unit Standards

Statement of Philosophy and Purpose:

The faculty of Thelma P. Lally School of Education at the College of Saint Rose is committed to providing high quality, relevant and distinctive educational programs. Our philosophy evolves from a strong belief in the profound influence and possibilities of education, educators and leaders to guide and promote the intellectual and human development of people in a diverse, global society.

The educational dynamic of our teaching and learning community fosters insight, meaning, skills, policy formation and strategies necessary to continuously improve the quality of the individual and collective lives affected by our practice. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Integrity, character and a commitment to modeling what we teach are imperatives of our educational endeavors. The development of theoretical frameworks, critical analysis and fidelity to the application of effective, research-based practices combine to characterize the scholarship and enlightenment to which we aspire. Instructional technologies support and shape our teaching and learning. Partnerships with practicing professionals in the field, service, clinical experiences, and a culture of assessment offer extensive opportunities for personal and professional growth, and rich sources for evaluating our effectiveness.

Valuing the knowledge and culturally rich experiences of individuals in the educational process, our faculty strives to be responsible to candidate needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds, thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our candidates become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Professional Education Candidate Learning Outcomes:

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates' projected educational or clinical roles.
2. Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students' analytical skills and promoting their dispositions to be lifelong learners.
4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.
5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.
6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.
7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool for communication and thought, and as such reflects the multiple literacies of local, national and global cultures.
8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates' acquisition of technological skills, and their dispositions to use them.

Appendix D

Professional Qualities Assessment

The Thelma P. Lally School of Education

The College of Saint Rose

Students at The College of Saint Rose who are students to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Education Unit's Conceptual Framework. As students progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all students prior to completion of professional education programs.

The department faculty will rate students on a 3-point scale in each of the three categories. The scale is as follows:

1. Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the student is suited for a professional role in education.
2. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.
3. Student's performance in this category is appropriate to the profession.

Each department will establish benchmark points in their programs at which time the faculty will review students in their programs for the performance in these areas. Students who are rated either 1 or 2 in *any* category at the first benchmark point will be notified by a faculty member (designated by the department), and at least two faculty members will meet together with the student to provide feedback and help the student to develop a plan to address the performance issues. Faculty will continue to monitor students whose professional qualities performance is limited and to provide feedback, make suggestions about career options, and ultimately assess the student's readiness for the final field experience in the program.

If a student considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the student is enrolled. If the Chair has referred the student for review, then the student may request a review from the Dean.

On the following pages are the Professional Qualities Assessment (PQA) Report, Conference Documentation form, and PQA Review Schedule. The PQA Review is completed and shared with students exhibiting marginal or less than acceptable behavior. The Conference Documentation form is used to summarize the meetings between faculty and the students.

Professional Qualities Assessment Report

Student's Name _____

Date _____

Faculty Member _____

1. Student demonstrates less than acceptable behavior in this category; given the current level of performance and unless the student can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the student is suited for a professional role in education.

2. Student's current performance is marginal; the student should be able to reach an acceptable level of performance with support and coaching.

3. Student's performance in this category is appropriate to the profession.

Communication Skills	Rating:	1	2	3
<input type="checkbox"/> effectively communicates orally in a constructive, direct, and appropriate manner				
<input type="checkbox"/> writes in a way that is clear, accurate, and professionally effective				
<input type="checkbox"/> is respectful in all communications				
<input type="checkbox"/> uses appropriate tone, tact, and pragmatics for a professional situation				
<input type="checkbox"/> demonstrates that s/he has heard what is being said and practices reciprocal listening skills				
<input type="checkbox"/> responds to people, work, and challenges in an emotionally mature manner				
<input type="checkbox"/> is respectful in communicating with others				
<input type="checkbox"/> solicits and gives feedback				
<input type="checkbox"/> engages in collaborative interactions with others				
<input type="checkbox"/> uses appropriate conflict resolution skills to handle differences of opinion				
<input type="checkbox"/> participates in an open exchange of ideas				

Professional Responsibility/Accountability	Rating:	1	2	3
<input type="checkbox"/> attends to and completes academic and professional duties in a timely fashion				
<input type="checkbox"/> reflects on his/her own performance				
<input type="checkbox"/> accepts, receives, and integrates feedback				
<input type="checkbox"/> collaborates with colleagues and works as a team member				
<input type="checkbox"/> displays an appearance that is consistent with professional expectations				
<input type="checkbox"/> shares in the workload of the group or organization				
<input type="checkbox"/> is accountable for his/her own work rather than deflecting responsibility elsewhere				
<input type="checkbox"/> works within the rules and expectations of the group or organization				
<input type="checkbox"/> demonstrates a commitment to continuing professional growth and development				

Ethics	Rating:	1	2	3
<input type="checkbox"/> values, models, and promotes respect for all individuals				
<input type="checkbox"/> demonstrates awareness and sensitivity to diverse populations				
<input type="checkbox"/> recognizes and works within role boundaries within the professional context				
<input type="checkbox"/> demonstrates honesty and integrity in all situations				
<input type="checkbox"/> gives credit where it is due				
<input type="checkbox"/> displays professional behavior in terms of language and dress				
<input type="checkbox"/> respects privacy and confidentiality where appropriate				
<input type="checkbox"/> models intellectual curiosity, open-mindedness, and critical analysis				
<input type="checkbox"/> demonstrates a commitment to providing educational services to diverse populations				

**Professional Qualities Concerns Form
Conference Documentation**

Student's Name _____ Date _____

Program _____

The student has been referred on the basis of a performance concerns check on the attached Professional Qualities Assessment Report. The category (ies) of concern is:

- Communication Skills
- Professional Responsibility/Accountability
- Ethics

The following strategies have been identified to improve performance in the area(s) of concern:

Plans for follow-up to this meeting include:

Faculty Signature _____

Faculty Signature _____

Student Signature _____

Received by Field Placement and Advisement Office _____
Date _____

Received by Advisor _____ Date _____

