MARIST

Graduate Studies
2021-2022

www.marist.edu/admission/graduate

NOVEMBER

1	Monday	Last date for dropping courses without penalty of WF grades by 5 P.M.
23	Tuesday	****MODIFIED CLASS SCHEDULE** **NO EVENING CLASSES** **All Tuesday DAY classes meet during their normal time except:** **Tuesday 11 A.M. classes do NOT meet** **Tuesday 3:30 P.M. classes do NOT meet** **These Wednesday classes WILL meet on Tuesday, 11/23:** **Slot 5, Wed. 8 A.M. classes meet at 11 A.M.** **Slot 12, Wed. 2 P.M. classes meet at 3:30 P.M.**
23	Tuesday	Residence Halls close at 7:00 P.M.
24-28	Wednesday – Sunday	Thanksgiving holiday. No classes held.
27	Sunday	Residence Halls open at 10 A.M.
29	Monday	Classes resume.
29	Monday	Undergraduate & Graduate graduation applications due in Registrar's Office for 5/2022 candidates by 5 P.M.

DECEMBER

10	Friday	Last day of Fall 2021 classes.
13-17	Monday –	Final Exam Period.

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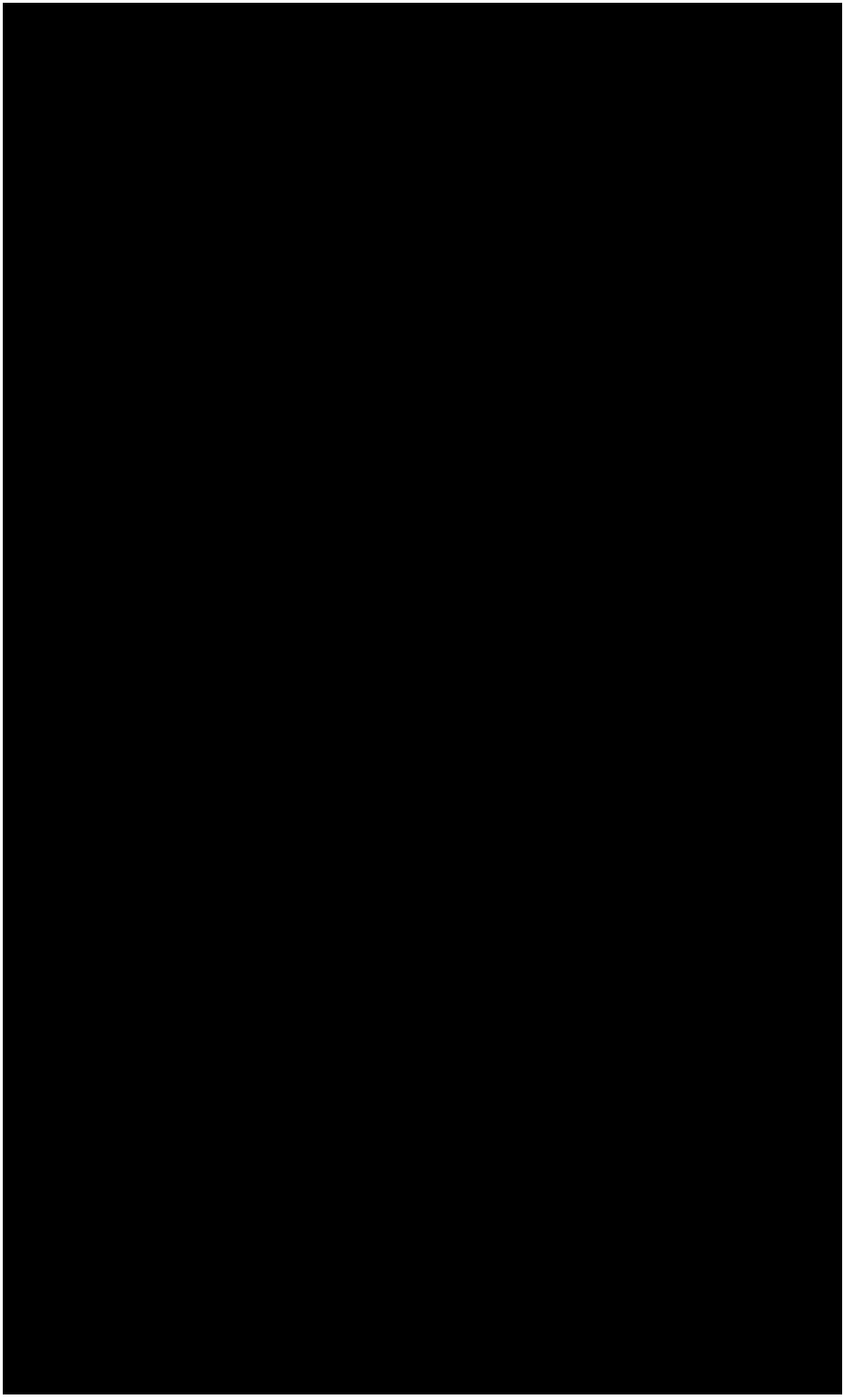
Mission Statement

Marist is dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century.

Values Statement

The College fulfills its mission by pursuing three ideals: excellence in education, a sense of community, and a commitment to service. These ideals were handed down to us by the Marist Brothers who founded the College. Now an independent institution



on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Marist College has designated the National Student Clearinghouse as a college official.

Under FERPA disclosure exceptions, Marist may release information from a student's education record without prior consent to appropriate parties including:

- Federal officials in connection with federal program requirements;
- State and local officials legally entitled to the information;
- Appropriate authorities in connection with financial aid;
- Accrediting agencies, in connection with their accrediting functions;
- Courts or law enforcement in compliance with a lawfully issued judicial order, subpoena, or search warrant;
- Appropriate parties in a health or safety emergency, if necessary to protect the health or safety of the student or other individuals;
- Testing agencies for the purpose of developing, validating, researching, and administering tests.

Directory Information: Under FERPA, Marist may release the following information at various times unless requested in writing not to do so by the student: student name, campus-wide identification number, address, college email address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, grade level (including number of credits earned), and enrollment status (e.g., undergraduate, graduate, full-time, part-time). Students must notify the Registrar in writing should they not want information made available by filling out a form at the Office of the Registrar.

Additional information about FERPA is available on the Marist website: *www.marist.edu/registrar.*

Membership and Accreditation

Marist College is registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, (518) 474-5851. The Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606, accredits Marist College. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the U.S. Department of Justice for the training of foreign students. It is approved by the New York State Education Department for the training of veterans. The College is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and

THE HANCOCK CENTER

The $35 million Hancock Center, which opened in 2011, is home to the School of Computer Science and Mathematics, International Programs, the Marist Institute for Public Opinion, and the Investment Center, a state-of-the-art trading room that provides students in all business fields with access to the same tools and real-time data screens found in professional trading rooms. The Hancock Center also houses the Enterprise Computing Research Lab, Security Operations Center, eSports Training and Competition rooms, and the New York State Cloud Computing and Analytics Center—established with a $3 million state grant—which provides IT services to new and growing businesses. The Hancock Center dedicates space to classrooms, seminar rooms, computer labs, and academic administration offices as well as to Marist's joint study with the IBM Corporation. The building also features a café, student lounge, and patio overlooking the Hudson River. The center was designed by Robert A.M. Stern Architects and is named in honor of the chair of Marist's Board of Trustees, Ellen Hancock, and her husband, Jason.

JAMES A. CANNAVINO LIBRARY

The James A. Cannavino Library, through its digital and physical collections, services both residential and on-line students, supports the College's teaching, learning, and scholarship missions. The first floor houses the Library's circulating collection, print periodicals, and Archives and Special Collections. Significant special collections include: the Lowell Thomas Papers, a nationally-recognized historic collection of materials documenting the Modern Environmental Movement, Hudson River Valley history dating back to pre-Colonial times, and Marist College history. The second level features a large reading room overlooking the Hudson River, the library's largest computer cluster, current periodicals, the reference collection, and both research and circulation desks. Academic student support services—the Academic Learning Center, the Writing Center, the Center for Multicultural Affairs, and the Center for Career Services—are located on the third floor, along with three classrooms, a number of collaborative student study rooms, and additional study space. Librarians are available to provide research support via classroom presentations, the creation of course-specific pathfinders, email, and face-to-face consultation.

THE LOWELL THOMAS COMMUNICATIONS CENTER

The Lowell Thomas Communications Center houses classrooms, TV studios, video editing labs, computer labs, faculty offices, and collaborative work space for the School of Communication and the Arts. It is also home to the School of Professional Programs. The center is named in memory of the legendary broadcast pioneer who received an honorary degree from Marist in 1981. Lowell Thomas lived in Pawling, NY, 20 miles from Marist's main campus, for more than 50 years. Lowell Thomas and his ideals are commemorated through the Marist College Lowell Thomas Award, instituted in 1983 and awarded to the top broadcast journalists in the country. The building also holds the Center for Sports Communication, which promotes study and practice in sports communication, and the Media Center, which supports the use of audio and video instructional technologies to enrich the learning experiences of Marist students across all disciplines.

THE MARGARET M. AND CHARLES H. DYSON CENTER

The Margaret M. and Charles H. Dyson Center houses the School of Management and the School of Social and Behavioral Sciences. Used for undergraduate and graduate instruction in all academic disciplines, the center is named in honor of business leader Charles H. Dyson, who received an honorary degree from Marist in 1986, and his wife, Margaret, who together improved the quality of life throughout the Hudson Valley through their philanthropy.

DONNELLY HALL AND THE STEEL PLANT STUDIOS AND GALLERY

Donnelly Hall houses several School of Science programs, including state-of-the-art chemistry labs and a two-story greenhouse; a computer center; classrooms; lecture halls; and a variety of student services and administrative offices. The facility is named for Brother Nilus Donnelly, FMS, who supervised construction of a number of buildings on the campus by Marist Brothers during the institution's early years. In proximity to Donnelly Hall is the Steel Plant Studios Building, an expansive and newly constructed space for the Fashion Program, studio art courses, and several digital media laboratories. Steel Plant Studios has two gallery spaces that regularly host exhibits of fashion and works by contemporary regional artists.

FONTAINE HALL

Fontaine Hall, the home of the School of Liberal Arts, contains classrooms, seminar rooms, and a black box theatre for instruction and performances. The building also serves as headquarters for the Hudson River Valley Institute, a national center for interdisciplinary study of the Hudson River Valley. The building is named for Brother Paul Ambrose Fontaine, FMS, president emeritus, who played an integral role in the development of the College.

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Located in the heart of Tuscany, Florence is the ideal destination for those interested in museum studies. Extraordinarily rich in history and ancient traditions, the city, with its world-famous artistic heritage, offers the student a wide spectrum of cultural events throughout the year. The city is also known for its exceptional cuisine, characteristic restaurants, ice-cream parlors, wine bars, elegant shops, artistic workshops, and traditional markets. As a thriving economic center with particular strengths in the fashion, luxury goods, and tourist sectors, the city of Florence also offers its inhabitants the chance to investigate myriad aspects of the contemporary Italian world. In addition, Florence is an excellent location for access to other sites and cities in Tuscany, Italy, and Europe.

The Florence branch campus is located in ten campus buildings (totaling 4,800 square meters), mainly in the lively San Lorenzo district of the historic city center. The main building, situated in Via Faenza, dates back to the 13th century and originated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first hundred years belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has recently been restored to its original splendor and serves as

registration, and college identification. Commuter student parking is restricted during the day although after 6:00 P.M. students may park in the Dyson lot.

Permits are issued for individual parking lots and are valid only for that specific lot. Vehicles without permits, or those parked in a lot other than designated, are subject to towing at the owners' expense. All fines must be paid at the Business Office within 10 days of issuance. Any violations of this parking policy may result in revocation of parking privileges.

THE COLLEGE BOOKSTORE

The Marist College bookstore is located on the lower level of the Student Center. The bookstore is open six days per week during the academic year. Please call (845) 575-3260 for store hours.

ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities that support an extensive intramural program as well as intercollegiate athletics competition. The James J. McCann Recreation Center features a pool with a diving well, basketball courts, three handball/racquetball courts, a fitness center, and a dance studio. The main field house for NCAA Division I play features a handsome wooden floor and seating capacity for 3,000 spectators. The McCann Center was renovated in 1996, and a new 20,000-square-foot addition containing a gymnasium, state-of-the-art fitness center, and locker rooms opened in 1997. For more information, please contact the Athletics Department at (845) 575-3553.

CENTER FOR CAREER SERVICES

The Center for Career Services, located in the James A. Cannavino Library, offers a variety of resources to assist graduate students with developing and reaching their career goals. Among the many career-related services available to students and alumni are:

- career coaching
- career assessment on FOCUS2
- résumé reviews
- job search assistance
- annual career fairs with employers
- employer information sessions
- an alumni career network

The Center also sponsors workshops on career decision making, résumé writing, interviewing skills, and networking. For information regarding these programs, please contact the Center for Career Services at career.services@marist.edu.

TUITION REIMBURSEMENT

Students eligible for tuition reimbursement from their employers may, with the appropriate documentation, defer payment until after the conclusion of the semester. Students must supply the Office of Student Financial Services with documentation from their employers every semester verifying deferment eligibility. Upon completion of a valid Employer Tuition Deferment Application, students are required to pay the balance of tuition not covered by the employer. Returning students have the option

INSTITUTIONAL POLICY FOR REFUNDS

Since engagements with instructors and other provisions for education are made in advance by the College for the entire year, the withdrawal and refund policies are as follows:

You must contact your graduate director to officially withdraw or take a leave of absence from Marist College. Simply notifying the classroom instructor is insufficient. In computing the refund, the Office of Student Financial Services accepts the date on the completed transaction form that has been received in the Office of the Registrar.

Full tuition refund and half tuition refund eligibility are specific to each graduate program. Please contact your Program Director for the dates for your program.

Federal Regulations require that a student receiving Title IV funding (Federal aid) must notify the school when dropping a course. Written notification of your enrollment intentions for the remainder of the semester must be specified to your respective School and Program Director at the time you request to drop a course(s). This written notification will be used to determine financial aid eligibility at the time of course or program withdrawal.

INSTITUTIONAL POLICY FOR OVERPAYMENTS

Marist College does not accept overpayments. If a student sends an overpayment Marist will refund the payment to the account that it originated from or refuse the payment entirely.

TITLE IV RECIPIENT POLICY FOR REFUNDS

If you would like more information, please contact the office of Graduate Admission. Information about additional scholarships, loans, and tuition-assistance programs can be found on the Student Financial Services website.

Graduate Assistantships

Graduate assistantships are awarded on a competitive basis to full-time students. Graduate assistants work with faculty and staff to perform administrative and research tasks as well as other duties such as monitoring labs, tutoring, and assisting with student activities. Assistantships are comprised of a partial tuition waiver and stipend. The assistantship value and nature of work involved varies by program. The range is $2,000–$6,200 per year. For more detailed information, contact the director of the respective graduate program.

International Scholarships

Scholarships are awarded on a competitive basis to international students enrolled in the Computer Science graduate programs. These awards are based upon actual enrollment and may range from $1,000 to $3,000 per academic year.

Need-Based Financial Assistance

Marist also awards assistance based on demonstrated financial need. To apply for need-based financial assistance, full-time and part-time graduate students must complete the Free Application for Federal Student Aid (FAFSA). The application deadline is May 15 for new fall students, June 15 for returning students, and November 15 for new spring students. Early application is recommended and the necessary forms are available by calling the Office of Student Financial Services at (845) 575-3230 or by visiting their website at *www.marist.edu/sfs*.

In addition to the above, students selected for verification must provide the

Marist Part-Time Graduate Grant

There are a limited number of grants for part-time graduate study awarded each year to students who receive no other form of tuition assistance. The size of the award varies in accordance with need and academic merit as well as the number of credit hours being taken. Based upon actual enrollment, this award may range from **$600 to $1,400 per academic year. Students must re-apply each year as the grant is not automatically renewed. To qualify, recipients must be meeting Satisfactory Academic Progress and a six (6) credit or less per semester course load. Please see the grant eligibility chart listed at:** *https://www.marist.edu/admission/graduate/types-of-aid/grants.*

Marist Five-Year Graduate Grant

There are a limited number of grants for full-time graduate study awarded each year to students enrolled in a Marist College combined undergraduate/graduate degree program who receive no other form of tuition assistance. The award amount varies in accordance with need and academic merit. Based upon actual enrollment, this award may range from **$2,000 to $4,000 per academic year. To qualify, recipients must be meeting Satisfactory Academic Progress and a nine (9) or twelve (12) credit per semester course load.**

Federal Work Study, Grant & Loan Programs

MARIST GRADUATE EMPLOYMENT PROGRAM

Marist Student Employment provides job opportunities to enrolled students who demonstrate financial need in meeting their college expenses. There are opportunities for employment with various academic and administrative offices within the College. Students are not allowed to work more than 20 hours per week during the regular academic terms and 40 hours per week during vacation periods.

FEDERAL TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT (TEACH)

The Federal TEACH Grant provides up to $4,000.00 per year for students who have completed the FASFA and meet the eligibility requirements for federal student aid. Students must have a 3.25 GPA or higher or score in the 75th percentile on at least one admissions test. Students must be completing the coursework required to become a teacher. Students must also intend to teach in a full-time, high-need subject area for at least four years at schools that serve students from low-income families and complete those four years within eight years of completing the program.

FEDERAL DIRECT UNSUBSIDIZED LOAN

Marist College participates in the William D. Ford Direct Lending Program. The lender is the U.S. Department of Education. The FAFSA must be completed before a Direct Loan can be awarded.

For the Direct Unsubsidized Loans, the student must be at least half time status and is responsible for interest payments while in school. (You have the option to defer payments of interest and principal until after you graduate.) Information on interest rates and fees can be found at *www.studentaid.ed.gov.* Repayment begins six months after graduation, or after you cease to be enrolled at least half-time.

Important Direct Loan Information:

- A student must be at least half-time status (6 credits) at all times to be eligible for this loan
- If you complete a Direct Loan Master Promissory Note (MPN) during your first semester at Marist you may not have to complete another application for 10 years, or until you enter another College.
- The Direct Loan Master Promissory Note (MPN) is a promissory note under which you may receive multiple subsidized and unsubsidized loans over a maximum ten-year period.
- All Direct Loans are subject to fees. The fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Marist College, two per loan period.
- Direct Loan funds will be transferred electronically to your college account. These funds must be credited to your account in the Office of Student Financial Services within 3 days of disbursement to the college or your loan will be canceled and your funds returned to the Department of Education.
- First-time borrowers of a Direct Loan must complete an entrance counseling session before you receive your loan. This ensures that you have received loan counseling and understand your responsibilities.
- All borrowers of a Direct Loan must complete an exit counseling session prior to withdrawal, transfer, leave of absence, or graduation from the college. This ensures that you have received loan counseling and understand your rights and responsibilities.
- If you choose to withdraw or take a leave of absence from Marist College, you must notify the appropriate offices. Please contact the your Program Director to complete an official withdrawal/leave of absence form and then contact the Office of Student Financial Services to cancel your financial aid or complete a Title IV calculation, if eligible.
- Please remember that a Federal Direct Loan is a loan, not a grant. You must repay the funds you borrow, plus interest and fees. If you have any questions, do not hesitate to contact the Office of Student Financial Services.
- The U.S. Department of Education's National Student Loan Data System (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to *https://www.nslds.ed.gov/nslds/nslds_SA/.* All Title IV loans are reported to the National Student Loan Data System (NSLDS) and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

- Your Federal Direct loan is automatically processed for the amount shown as part of your financial aid package, unless you notify the Office of Student Financial Services otherwise.

Your maximum eligibility period is based on the published length of your current program. This means that your maximum eligibility period can change if you change programs. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will generally count against your new maximum eligibility period.

FEDERAL DIRECT PLUS LOANS FOR GRADUATE OR PROFESSIONAL STUDENTS

Marist College participates in the William D. Ford Direct Lending Program. The lender is the U.S. Department of Education (the Department) rather than a bank or other financial institution. Marist College policy states that the FAFSA must be completed before a Direct GradPLUS Loan can be awarded. Students will be required to complete their Application & Master Promissory Note with the Department of Education.

Please Note: There are 2 parts to the PLUS Loan Process.

1. Complete the PLUS Loan Application: Runs the student's credit and gives the school information they need to create your Direct PLUS Loan. Students do need to be credit-approved to take this loan.
2. Complete the Master Promissory Note: On the *www.studentloans.gov* website, click "Complete MPN (Master Promissory Note)" then choose the option for "Graduate PLUS." This MPN is your legal loan agreement, which explains the terms and conditions of your loan.

Marist College policy states that the FAFSA (Free Application for Federal Student Aid) must be filed for that school year.

- Borrowing limit is the Cost of Attendance minus any other aid. **The student is required to take the Unsubsidized Loan before the GradPLUS Loan will be certified.**
- **Current Interest rates can be found at** *www.studentaid.ed.gov*. Interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. You can opt to have all payments deferred until after graduation.
- All Direct Loans are subject to fees. The fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Marist College, two per loan period.
- **PLUS Loan Increase Policy: If the credit check has not expired on an existing loan application, the student can request an increase of their loan via email to** studentfinancialservices@marist.edu. The email must come from the student's Marist email account. If the credit has expired (over 90 days), the student should initiate a new application for the increased loan funds at

TEACHER CERTIFICATION COURSEWORK

A student may receive Federal Work-Study (FWS), as well as Direct Subsidized/ Unsubsidized Loans, and Perkins Loans if he or she is enrolled at least half time in required teacher certification coursework, even if it does not lead to a degree or certificate awarded by the school. To qualify, the coursework must be required for elementary or secondary teacher certification or recertification in the state where the student plans to teach and must be offered in credit or clock hours (courses using direct assessment in lieu of credit or clock hours are not eligible). An otherwise eligible student may also receive a TEACH Grant. Optional courses that the student elects to take for professional recognition or advancement, and courses recommended by your school but not required for certification, do not qualify. You should document

indicates that the Program Director has determined that the admissions decision should be deferred until all admissions requirements have been fulfilled.

CONTINUOUS REGISTRATION AND MAINTENANCE OF MATRICULATION REQUIREMENT

Graduate students must maintain continuous registration for every semester until they have completed all program requirements. This would include the summer semester session(s) for those programs whose curriculum is registered with the NY State Department of Education as requiring summer sessions. Minimum registration consists of 3 credits of coursework approved by the respective graduate program director. Each graduate program may stipulate a time limit for completion of all program requirements. See the specific graduate program's section of the Graduate Catalog for information regarding such a statute of limitations.

If continuous registration is not possible at any time, the student is responsible for initiating written communication with the Program Director and taking one of the actions, outlined below, no later than the last day of the Course Change Period (typically the first week of classes). Otherwise the student may be withdrawn from the graduate program by the Director.

LEAVE OF ABSENCE

Request for a Leave of Absence.

Leave of Absence is permission to be away from Marist College temporarily for up to one semester (with a maximum duration of 180 days in one calendar year) with the intent to return, whether the leave is for medical, financial, or personal reasons.

- Students must complete the Leave of Absence/Withdrawal form and obtain the graduate Program Director's approval.
- The effective date of the Leave of Absence is determined by the last date of attendance.
- Students may take a Leave of Absence a maximum of two, nonconsecutive times.
- **NOTE:** taking a Leave of Absence does not stop the clock with regards to the graduate program's time limit for completion of all degree requirements.
- Students on Leave of Absence may not attend any other college/university while on leave. To return from a Leave of Absence, students are responsible for initiating written communication with the Program Director in a timely fashion to request readmission and to develop an approved Program Plan of Study. The director may then clear students to register for coursework during the Registration Period or the Add/Drop period.
- Students who are on a medical or psychological leave may be required to submit appropriate documentation to the College before being readmitted.
- Students who fail to return to Marist College at the end of a Leave of Absence will automatically be withdrawn from the graduate program by the director.

WITHDRAWAL FROM THE GRADUATE PROGRAM

Withdrawal is the termination of the student's matriculation in the graduate program.

Students must file a completed Graduate Leave of Absence/Withdrawal with the graduate program director.

See the Readmission section below if you decide you wish to return to Marist and continue your program of study.

Students who fail to engage these options by the last day of the Course Change (Add/Drop) Period will be withdrawn from the graduate program by the director.

GRADING

At the end of each semester, letter grades will be awarded to indicate performance as follows:

A 4.0 quality points for each semester hour of credit.
A– 3.7 quality points for each semester hour of credit.
B+ 3.3 quality points for each semester hour of credit.
B 3.0 quality points for each semester hour of credit.
B– 2.7 quality points for each semester hour of credit.
C+ 2.3 quality points for each semester hour of credit.
C 2.0 quality points for each semester hour of credit.
F Indicates failing work. For the grade of F, the student receives no quality points.
W This grade is assigned to a student who officially withdraws in writing from a course during the first eight weeks of a 15-week semester or four weeks of an 8-week round.
WF This grade is assigned to a student who withdraws in writing from a course after the first eight weeks of a 15-week semester or four weeks of an 8-week round. Exceptions may be made by the Program Director should circumstances warrant. A grade of "WF" earns no quality points and is factored into a student's GPA.
I This temporary grade of I (incomplete) may be given at the end of the semester if a student has not completed the requirements of the course for serious reasons beyond his/her control. The student is responsible for resolving this grade within three weeks of publication of final grades by completing the course requirements as determined by the professor. Failure to conform to this time limit results in a final grade of F. The grade of I is not assigned in a case where failure to complete course requirements on time is due to student delinquency.
S This grade may be given only for Psychology internships and indicates satisfactory performance.
P This grade is awarded in Psychology, Educational Psychology, and School Psychology project and thesis courses when the project or thesis has been completed and accepted by the department. This grade is awarded for Public Administration internships and indicates satisfactory performance.
X This grade is awarded in Information Systems, Psychology, Educational Psychology, and School Psychology project and thesis courses when the project or thesis is still in progress at the end of the semester.
AU This grade indicates completion of an audited course. It is assigned only when a course is being taken on a non-credit basis. Courses so graded may not be applied to fulfill degree requirements.
NC This grade is given at the end of the semester if a student has not completed the requirements of an elective internship.

The student's cumulative grade-point average is achieved by dividing the number of total quality points received by the total number of semester credit hours attempted.

applications of qualified applicants regardless of their undergraduate major. All applicants must hold a baccalaureate degree from an accredited college or university.

Students with an undergraduate GPA of 3.0 or higher may take up to two courses selected by the Director in one semester as a non-matriculated candidate. The student must satisfy all requirements for matriculation upon completion of the non-matriculated semester. Admission as a non-matriculated student does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate.

We expect MBA students to have adequate competencies in basic math skills through college algebra and basic computer skills including the use of Microsoft Office and the Internet. We encourage students who consider themselves deficient in these basic areas to take basic skills courses at Marist or another college or university before starting the MBA program.

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application
- A $70 non-refundable application fee made
- Official transcripts from all undergraduate and graduate institutions from which the applicant received a degree; under certain circumstances, transfer transcripts may also be required
- A current résumé
- GMAT or GRE score report taken within the last 5 years (exams will be waived for qualified candidtates)
- Written response to essay questions

NOTE: Applicants holding a graduate degree from an accredited college or university are not required to take the GMAT or GRE test. Applicants with an undergraduate GPA of 3.0 or higher may be permitted to enroll for one semester as a non-matriculated student pending submission of a completed Graduate Admissions Application, transcripts from all undergraduate and graduate institutions attended (unofficial

The College's policies with respect to maintaining matriculation, leaves of absence, and withdrawal from the Program apply to the School of Management graduate programs.

All academic requirements for the MBA degree must be completed within five years of admission. A minimum cumulative GPA of 3.0 is required to enroll in MBA 801 and to graduate. Requests for an extension of the five-year limit must be made in writing to the Program Director. MBA students may request permission to participate in May commencement exercises when they have completed all but 6 credits of their program, provided that the remaining courses will be completed by the end of the fall semester following commencement. Such requests should be made in writing to the Program Director. Students must be in good academic standing (minimum cumulative GPA of 3.0) to participate in commencement.

REGISTRATION PROCEDURES

Registration and payment is done online. Every student has access to an online transcript which clearly indicates the courses they need to complete their degree.

MBA PROGRAM OVERVIEW

The Marist MBA program is comprised of 2 components:

- The MBA Required Core (27 credits)
- Concentrations and/or Electives (9 credits)

Upon admission to the program, each candidate receives an individually designed Curriculum Sheet that indicates which courses the candidate must successfully complete to qualify for his/her degree.

Core Courses

MBA Core courses develop managerial skill and expose students to current trends and concepts at the forefront of management thought. These courses are required; they attempt to assist students to think broadly and to look at the company as a whole in a global and changing environment. The Strategic Management seminar is the program's capstone course. This course seeks to develop an executive-level, strategic management perspective and to integrate previous knowledge. The candidate must complete all MBA Core courses and at least 3 credits of electives to register for the Capstone.

Core Courses (27 credits required)

Each Core course is 3 credits.

MBA 660	The 21st Century Manager
MBA 663	Global Environment of Business Prerequisite or corequisite: MBA 660
MBA 664	Economics Prerequisite: MBA 660
MBA 665	Analytics Bootcamp Prerequisite or corequisite: MBA 660
MBA 667	Accounting Prerequisites: MBA 660, 665

MBA Elective Courses

(Please visit www.marist.edu/mba for a complete list of current electives.)
Each is 3 credits.

MBA 613	International Economics
MBA 621	Strategic Marketing Planning
MBA 622	International Marketing
MBA 623	Consumer Behavior
MBA 644	Financial Statement Analysis
MBA 645	Principles and Quantitative Methods in Operational Excellence
MBA 653	Management and Collective Bargaining
MBA 654	Managing Organizational Change
MBA 661	Operational Excellence
MBA 671	Corporate Financial Theory & Practice
MBA 672	Financial Markets and Institutions
MBA 673	Investment Analysis and Theory
MBA 681	

emphasis on how accounting information impacts decision makers and less emphasis on information production. This course will provide students with an accounting toolkit and analytical skills, including data analytics, that guide them in making the complicated decisions they will face as future business leaders. This course is organized into two modules. The first module focuses on the interpretation of financial accounting reports and evaluation of a firm's performance. This helps to analyze the financial reports filed by companies and understand the relevance of the information provided in evaluating company performance. The focus of the second module is on information used for internal decision making purposes. Topics include cost behavior and decision making, budgets and performance analysis, activity and differential analysis, balanced scorecard, and others. *8 weeks, 3 credits.*
Prerequisite: MBA 660, 665

MBA 668
Marketing Management
3 Credits
Marketing is at the core of a successful market oriented operating business. It is an organizational philosophy and a set of guiding principles for interfacing with customers, competitors, collaborators, and the environmet0.6 (balanced)1.1 (scorecard,)TJETEMC /Spand,

MBA 801
Strategic Management
3 Credits
In this course the case method and current events are employed to engender an understanding of the theory, process and contemporary conduct of strategic management. Students will master environment, industry, and competitor analytical models and their application in designing organizational forms and charting firm strategy. The benefits and pitfalls of modern analytic techniques in formulation of strategy are considered. Personal competencies essential for success in the contemporary work environment, such as investigative, team dynamic, communication and analytical skills are stressed. *15 weeks, 3 credits.*
Prerequisites: Good Academic Standing (GPA of 3.0 or higher); MBA 660, 663, 664, 665, 667, 668, 669, 670; and at least one Elective course as pre-req or co-req.

ELECTIVE/CONCENTRATION COURSES

MBA 613
International Economics
3 Credits
This course provides students with an opportunity to study the international economic context for business strategy and provides an overview of the determinants of trade between nations, comparative advantage, national trade and competitiveness policies, and exchange rates. Students will also become familiar with key international institutions such as the International Monetary Fund and the World Trade Organization, and regional economic institutions such as the European Union and North American Free Trade Association. Information sources regarding the balance of payments, global capital flows, and financial reserves help prepare the student to understand international financial issues and institutions. Students will apply the knowledge gained through case analyses of particular industries in international competitive context.
8 weeks, 3 credits.
Prerequisites: MBA 660 and 664

MBA 621
Strategic Marketing Planning
3 Credits
This course develops an understanding of the concepts and techniques of contemporary strategic marketing planning. Major subject areas include: evolution of strategic corporate and marketing planning; the logic of the planning process; product and market analysis; definition of opportunities and threats; strategic selection based on product life cycle; evaluation of marketing plans by discounted cash flows, net present value method, and internal rate of return method. The use of models to develop marketing strategies will also be examined. The course makes extensive use of the case study method and employs a "learning by doing" approach. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 668

MBA 622
International Marketing
3 Credits
This course addresses global issues and environmental and cultural aspects of doing business internationally with special emphasis on strategic implication of marketing in different country cultures. Decision areas include (but are not limited to) product adaptation, modes of entry, and business ethics. Students will learn to plan and organize for global marketing and develop market entry strategies, market targeting and positioning strategies as well as product, pricing, distribution, and promotion strategies. Issues of gray marketing, dumping, and transfer pricing will also be addressed. Lecture and case discussion will be used along with learning activities involving case preparation and presentation and an international marketing planning project. Class sessions will consist of varying percentages of lecture, discussion of specific assignments, student presentations, and analysis of appropriate cases.
Prerequisites: MBA 660 and 667

MBA 623
Consumer Behavior
3 Credits
This course studies the mental and physical processes in which consumers engage. It integrates social and cognitive psychology with marketing and economic theory to better understand consumers with the ultimate goal of developing marketing strategy. How do consumers make choices? How will their backgrounds affect those choices? This course studies why consumers do what they do with an eye toward improving marketing strategy development. Psychological and marketing theory, as well as market trends, societal changes, and yes, even aberrant consumer behavior, will be discussed. ***8 weeks, 3 credits.***
Prerequisites: MBA 660 and 668

MBA 635
Business Analysis for Effective Decision-Making

MBA 661
Operational Excellence
3 Credits
This course is designed to provide the student with the concepts and tools necessary to design, manage, and control the transformation process in manufacturing and service settings and to develop systems thinking. The manufacturing philosophies of MRP/ERP, JIT/TQM, TOC/Synchronous Manufacturing, and Supply Chain Management will be explored in depth. Additionally, project management skills will be developed and practiced. These concepts will be applied to case studies and/or business projects. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 670

MBA 671
Corporate Financial Theory & Practice
3 Credits
A study of the theory and practice of corporate finance with attention to financial theory as it refers to the decision-making process. The following topics are covered in detail: the modern approach to risk, the investment decision, and the theory of capital structure, dividend policy, short term financial management, and financial forecasting. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 669

MBA 672
Financial Markets and Institutions
3 Credits
This course examines the nature and the role of financial markets and institutions in the domestic and international framework. The following topics are covered: the effects of monetary policy; the role of the Federal Reserve; the continuing flux in financial institutions, especially in banking; domestic and international commercial markets, and international exchange. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 669.

implementation of health care policy and the ongoing challenges of balancing margin v. mission decisions while working to ensure the long-term viability of an organization. It actively integrates historical information on health care issues with current topics under discussion in that week's news outlets. Once it helps you develop an understanding of contemporary health care debate, it also provides you with tools and tactics for influencing the debate on a personal and system level. *8 weeks, 3 credits.*
Prerequisite: MBA 660

MBA 684
Leadership, Power and Influence
3 Credits
This course will examine the theory and practice of leadership in organizations. Traditional and modern theories of leadership will be explored, as well as the practical application of these theories in the work place. In addition to covering the traditional concepts of leadership in organizations, this course will take an in-depth look at the power and influence a leader has over the organization and its members. *8 weeks, 3 credits.*
Prerequisites: MBA 660

MBA 685
Negotiations and Conflict Management
3 Credits
This course is an introduction to the theory and practice of interpersonal bargaining. The course will examine types of bargaining strategies, planning for negotiations, how to handle negotiation breakdowns, communications, power, persuasion, and ethics in negotiations, as well as international dimensions of bargaining. The pedagogical approach will largely be through experiential learning exercises based on weekly readings. Evaluations of student efforts will be based upon self reflections, self-assessment, and personal portfolio construction, as well as in-class performance in negotiating sessions and debriefing discussions. *8 weeks, 3 credits.*
Prerequisites: MBA 660

MBA 686
Strategic Cost Analysis
3 Credits
Strategic Cost Analysis views cost management as an important management tool enabling organizations to realize their strategic objectives. This course examines the concepts involved in using cost management as a strategic weapon. It also presents essential cost management techniques used to implement strategic cost management. These techniques include: activity based costing, target costing, and a variety of performance measurement techniques. Actual corporate experiences with these techniques will be examined. *8 weeks, 3 credits.*
Prerequisites: MBA 660, 667, and 669

MBA 687
Electronic Marketing
3 Credits
This course examines the impact of the Internet on traditional methods of marketing and its potential use for the marketing of goods and services across a range of product categories. This course investigates the utility of the Internet as a tool for businesses to increase effectiveness, efficiency, and competitiveness. Students will also study the business models currently existing on the Web and develop a framework that can be used to evaluate the Internet's potential for firm customer relationship-building across a range of business types. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 668

MBA 688
Ethical Management of Organizations
3 Credits
This course will introduce students to the basic concepts of ethics. Students will examine ethical frameworks as they relate to business, the environment, the consumer, and the individual with an organization. Students will also learn to apply these frameworks using moral decision-making techniques to real-world case studies. The class will offer students practical tools to help them recognize and address challenging ethical decisions. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 663

MPA 500
Introduction to Public Administration
3 Credits
Introduction to Public Administration provides a general overview of the field of public administration. The course includes theoretical and practical aspects of key governmental processes, historical development of the field, contributions of social science to understanding organizations, and ethical issues in contemporary government activities. *8 weeks, 3 credits.*
Prerequisites: All Foundation courses, MBA 660

MPA 521
Management in Nonprofit Organizations
3 Credits
As more programs are operated by nonprofit organizations, public managers must understand the "third sector." This course provides an overview of the history, structure, and role of the nonprofit sector, including how nonprofit agencies differ from public and for-profit entities in mission, governance, funding, and staffing, and will consider current issues facing the nonprofit sector. *8 weeks, 3 credits.*
Prerequisites: MBA 660

Master of Business Administration Faculty

KAVOUS ARDALAN Professor of Finance, 1998. *Degrees*: B.A., National University of Iran; M.A., Ph.D., University of California, Santa Barbara; Ph.D., York University, Toronto, Canada

WILLIAM S. BROWN Assistant Professor of Management, 1999. *Degrees*: B.A., Fairleigh Dickinson University; M.A., Montclair State University; M.B.A., Fairleigh Dickinson University; Ph.D., University of Pittsburgh

CHRISTY HUEBNER CARIDI

CHAIR, DEPARTMENT OF PUBLIC AND NONPROFIT ADMINISTRATION SCHOOL OF MANAGEMENT

Tony Carrizales, Ph.D.
Gradmgt@Marist.edu

MISSION AND OBJECTIVES

The School of Management has offered the Master of Public Administration degree program since 1980. It rapidly became one of the most popular MPA programs for working adults in New York State.

The MPA program's mission is to provide students with the knowledge, skills, and values to be professionally competent and ethical leaders of a diverse work force in public and nonprofit organizations within the context of a global society. The curriculum links theory and practice by emphasizing contemporary issues grounded in the historical foundation of public administration. Designed to meet these objectives, and based on standards from the National Association of Schools of Public Affairs and Administration (NASPAA), the curriculum stresses the following program goals:

- Integrate knowledge of the key theories across the disciplines of public administration
- Develop the skills necessary for managing public and nonprofit organizations effectively, and
- Embrace sound values in the ethical management of public organizations.

PROGRAM OVERVIEW

MPA students are required to complete a total of 42 credits. Specifically, the program is comprised of three Foundation courses (9 credits), eight required Core courses (24 credits), and three Elective courses (9 credits). Students may be waived from up to three Foundation courses if the following conditions are met: (1) comparable undergraduate courses were completed within the two years prior to acceptance into the MPA program, (2) a grade of "B" or better was earned in the designated course(s), and, (3) with approval of the Department Chair at the time of admission. In addition, students may be waived from the internship if they have two or more years of full-time professional work experience. This decision is made by the Program Director at the time of admission only. For the remaining 9 Elective credits, students may choose to group their Electives in one of the five Concentration areas offered: public management, ethical leadership, health care administration, nonprofit management, or analytics. Each Concentration area is defined by specific graduate courses which must be completed to have the Concentration listed on the student's transcript.

Students typically start the program with MPA 500—*Introduction to Public Administration*, although exceptions may be made upon approval of the Department Chair. The capstone course, MPA 699—*Innovation in Public Administration*, requires students to conduct independent, self-driven research that integrates concepts from across the MPA curriculum. To qualify for admittance into the capstone seminar, the candidate must have completed all prerequisite courses and be in good academic

MPA CONCENTRATION AREAS

Students may choose to group their elective credits in one of the following concentrations:

Public Management: (9 Credits)

MPA 502 Economic Issues in the Public Sector

MPA 616

Courses are offered in 8-week segments or "rounds." Round 1 courses run the first 8 weeks of each semester. Round 2 courses run the second 8 weeks of each semester. The face-to-face component of the hybrid courses are offered over the same 8-week segments with meetings one night per week.

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college in New York State to gain approval to offer its entire MPA program online. Students juggling work responsibilities, military duty, travel requirements, and family obligations can pursue their MPA from the convenience of their own keyboards, whenever and wherever they may be. iLearn instructional technology enables students to interact extensively with their instructors and classmates. Online students log on according to their own schedules, when it is most convenient for them. Communication is continuous via e-mail, discussion forums, virtual group conference rooms, and private chat rooms. There is no on-campus requirement for students completing the program fully online, nor are all students expected to be online at the same time.

Applicants whose undergraduate GPA is less than 3.0 may be required to submit their scores from the GRE, letter of reference, or show evidence of strong quantitative skills. The Marist College report code for the GRE application is 2400.

TRANSFER CREDITS

Applicants with previous graduate work earned in a similar program within 10 years of starting the MPA program may request to transfer up to 6 credits toward their MPA degree. A grade of B or better is required. Courses presented for transfer must be substantially equivalent to the Marist course requirement and must be presented at the time of admission. Transfer credits require the approval of the Department Chair and are accepted at the Chair's discretion.

REGISTRATION PROCEDURES

Registration and payment is done online. Students are encouraged to register early and are responsible for meeting registration deadlines.

MPA PROGRAM ACADEMIC POLICIES

In the Marist College Master of Public Administration Program, the maintenance of a minimum cumulative GPA of 3.0 is required for good academic standing and to graduate. Students must achieve a cumulative GPA of 3.0 after completing one semester of full-time study or its equivalent. Any student whose cumulative GPA falls below 3.0 will be placed on academic probation and they will have 9 credits in which to reestablish good academic standing. Students who receive an F in any class will be placed on academic probation and must retake the class the next time the class is offered. Up to two of the courses in which a grade of C or lower was earned may be repeated once. Graduate students on academic probation who receive a C or lower in any course at Marist may be dismissed from the program. Any student who has two semesters (consecutive or otherwise) of academic probation faces academic dismissal. The School of Management reviews student academic progress following completion of the fall, spring and summer semesters.

Students in the MPA Program are expected to maintain matriculation by completing at least one course per semester throughout the academic year (excluding summer classes). Any student who is compelled to leave school for even one semester must notify the School of Management (gradmgmt@marist.edu) in writing to

Graduate Courses in Public Administration

MPA 500
Introduction to Public Administration
Introduction to Public Administration provides a general overview of the field of public administration. The course includes theoretical and practical aspects of key governmental processes, historical development of the field, contributions of social science to understanding organizations, and ethical issues in contemporary government activities.

MPA 501
Politics and Policy
Politics and Policy considers the public policy-making process with particular emphasis on the political environment. This course covers strategic and operational planning theories and practices, as well as ethical dilemmas.

MPA 502
Economic Issues in the Public Sector
Economic Issues in the Public Sector extends students' understanding of theory and research in key areas of the public sector and the role of government. Students will analyze theories applied to a variety of policy areas

that goes on in the classroom. In addition, an internship experience enables students to give more careful consideration and thought to an issue, and practice using theoretical knowledge to solve practical administrative problems. Internships are three credits and graded pass/no pass.
Prerequisite: MPA 660

MPA 662
Internship III
The internship provides students with a third on-site practical experience. It aims to provide students with a better appreciation of the relevance and value of the learning that goes on in the classroom. In addition, an internship experience enables students to give more careful consideration and thought to an issue, and practice using theoretical knowledge to solve practical administrative problems. Internships are three credits and graded pass/no pass.
Prerequisites: MPA 660 and MPA 661

MPA 681
US Health Care Policies and Systems
US Health Care Policies and Systems is an introduction to health care delivery systems and the policy environment they operate in, with emphasis on the American system of health care and its major issues and challenges. The course explores the dynamics of administration in health care institutions such as hospitals, nursing homes, and ambulatory care facilities, and the policy issues and controversies that shape the delivery of health care.

MPA 682
Ethical/Legal Issues in Health Care
Ethical/Legal Issues in Health Care provides the student with a fundamental knowledge of the legal system as it relates to health care institutions. The course then builds on the student's understanding of the legal system to integrate it with administrative theory as ethical situations and decisions unique to health care administration and to the health care industry are examined.

MPA 683
Critical Issues in Health Care Leadership
Critical Issues in Health care covers topics of contemporary and controversial nature, focusing on topics such as the implementation of health care policy and the ongoing challenges of balancing margin v. mission decisions while working to ensure the long-term viability of an organization. It actively integrates historical information on health care issues with current topics under discussion in that week's news outlets. Once it helps the student develop an understanding of contemporary health care debate, it also provides tools and tactics for influencing the debate on a personal and system level.

MPA 684
Leadership, Power and Influence
This course will examine the theory and practice of leadership in organizations. Traditional and modern theories of leadership will be explored, as well as the practical application of these theories in the workplace. In addition to covering the traditional concepts of leadership in organizations, the course will take an in-depth look at the power and influence a leader has over the organization and its members.

MPA 685
Negotiations and Conflict Management
This course is an introduction to the theory and practice of interpersonal bargaining. The course will examines types of bargaining strategies, planning for negotiations, how to handle negotiation breakdowns, communications, power, persuasion, and ethics in negotiations, as well as international dimensions of bargaining. The pedagogical approach will largely be through experiential learning exercises based on weekly readings. Evaluations of student efforts will be based upon self-reflections, self-assessment, and personal portfolio construction, as well as in-class performance in negotiation sessions and debriefing discussions.

MPA 688
Ethical Management of Organizations
This course will introduce students to the basic concepts of ethics. Students will examine ethical frameworks as they relate to business, the environment, the consumer,

Master of Public Administration Faculty

NORA AHMED Adjunct Instructor of Public Administration, 2018. *Degrees:* B.S., John Jay College; M.P.A., Marist College

ROBERT APPLETON Adjunct Instructor of Public Administration, 2008. *Degrees:* B.S., Norwich University; M.P.A., Marist College

JOHN K. BAINBRIDGE Associate Professor of Public Administration, 2009. *Degrees*: B.A., Cornell University; M.P.A., Columbia University; Ph.D., Columbia University

Adjunct M.P2245A

DONALD A. CALISTA Emeritus Professor of Public Administration, 1977. *Degrees*: B.A., Brooklyn College; M.A., Washington University; Ed.D., University of Sarasota; M.P.A., SUNY Albany

ROY H. MEROLI Professor of Public Administration, 1996. *Degrees*: B.A., M.A., Ph.D., University of Connecticut

DENNIS J. MURRAY President Emeritus, Marist College. Professor of Public Administration, 1979. *Degrees*: B.A., California State University, Long Beach; M.P.A., University of Southern California; Ph.D., University of Southern California

CHRISTOPHER SANDOR Adjunct Instructor of Public Administration, 2001. *Degrees*: B.A., State University of New York at Albany; M.P.A., Nelson A. Rockefeller College

PROGRAM DIRECTOR
Eitel J.M. Lauría, Ph.D.
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Eitel.Lauria@marist.edu

MISSION AND OBJECTIVES

The Master of Science in Information Systems (MSIS) offers excitement and challenges for the information age. The program helps students become knowledgeable professionals with a balanced combination of technical and managerial skills. Students acquire expertise and experience in information systems, technology, and business management. Specific areas of emphasis include eliciting client requirements, analyzing, planning, designing, developing, and implementing information systems applications, performing data analysis and business analytics, and managing information technology infrastructure and security. Students participate in team situations to enhance both their systems thinking and interpersonal skills. Behavioral, organizational, and financial knowledge and skill development support the technological central theme.

One Degree, Three Concentrations

The Master of Science in Information Systems at Marist College offers three concentrations to choose from while earning your MSIS degree. Graduate students interested in the program are encouraged to explore the concentration that best suits their interest, background and/or career goals.

Information Systems Management (ISM) Concentration

- Business application focus
- Practical applications of information systems in the workplace
- Specific career paths for the graduating ISM professional include systems analyst and/or designer, business analyst, project manager, IS auditor, and information systems manager.
- The foundation for professionals who aspire to become a Chief Information Officer (CIO)

Business Analytics (BA) Concentration

- Helps professionals gain expertise in accessing and manipulating data, and applying analytical techniques to extract information from data and use it to predict future trends and behavior patterns
- Students acquire hands-on experience with cutting-edge analytical methods and software tools, leveraging the use of information technology to help improve decision making.
- Provides exposure to practical applications using real-world data.
- Specific career paths for the graduating BA professional include data analyst/architect, database administrator, business analyst, data science specialist, and business analytics manager.

- a written statement which outlines the applicant's career objective(s), the reason(s) for selecting Marist's IS program, desired specialization, and the applicant's personal and professional expectations from the program;
- optionally, at the graduate director's discretion, two letters of recommendation may be required.

Admissions requirements for international students are outlined in the Application Requirements for International Students in the General Information section of this catalog.

TRANSFER CREDIT

A student may transfer up to six graduate credits from a regionally accredited graduate program. Only courses with grades of B or better will be accepted. Courses should be equivalent in content and credit value to courses offered in the Marist program. The graduate director of the IS program will determine the status of all transfer requests at the time of the application that includes previous graduate study.

MATRICULATION STATUS

Applicants who satisfy all admissions requirements are admitted as matriculated students. Applicants who are required to complete undergraduate prerequisite courses are admitted as either matriculated or non-matriculated students at the discretion of the Program Director. Occasionally, conditional admission is granted; students must meet the specified conditions to continue in the program.

DEGREE REQUIREMENTS

To qualify for the Master of Science degree in Information Systems, a student must normally complete 36 hours of work at the graduate level (excluding any pre-requisites). Course waivers may reduce this to as few as 30 credit hours.

As a rule, each student is expected to complete the IS degree as outlined at the time of admission to Marist College. Therefore, under normal circumstances transfer credit or waiver requests for graduate work taken elsewhere after admission to this program will not be granted. Such substitutions will only be considered for a substantive reason, such as relocation.

Upon acceptance into the program, graduate students receive a list of prescribed courses to be successfully completed. Specific undergraduate or graduate course work may be recommended to satisfy prerequisite requirements or remedy deficiencies

MSIS 720	Information Systems Project (capstone)	3 cr
MSIS 730	Information Systems Policy	3 cr

Specializations—choose one:

Information Systems Management Required Courses (6 credits)

MSIS 620	Emerging Technologies	3 cr
MSIS 621	Enterprise Architecture	3 cr

Electives:

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PROGRAM DIRECTOR
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The 18-credit Advanced Certificate in Information Systems is designed to satisfy the professional needs of students who wish to acquire graduate-level knowledge in Information Systems (IS), but who do not wish to pursue a full graduate degree.

All courses taken in the certificate program are graduate IS courses and may be later applied to the IS graduate degree program provided the grades earned are B or better. However, because of the more comprehensive nature of the IS master's program, admissions requirements are more rigorous and additional technical competency may be gained through taking some prerequisite courses. Specific requirements would be identified when admission to the IS master's program is requested.

Students generally carry two courses per semester, and take a calendar year to complete the certificate.

CERTIFICATE REQUIREMENTS

The Advanced Certificate in Business Analytics is obtained upon satisfactory

CORE COURSES (21 CREDITS)

MSIS 527
Systems and Information Concepts in Organizations (SICO)
3 credits
The focus of this course is information, the design and application of systems used to manage it, and the benefits that can be derived from it in an organizational context. The reciprocal effects of organization and information technology are stressed to develop fundamental understanding of the impacts and demands of new technologies on organizations. Systems theory is used to develop the systems approach to problem solving in large global organizations. Several case studies covering such topics as value chain management, enterprise resource planning and competitive advantage are analyzed to further develop the skills and knowledge of the systems approach. MIS literacy is developed to build an adequate foundation for subsequent coursework in other areas.

MSIS 537
Data Management
3 credits
A study of the critical issues related to managing data in organizations. The concept of data as a resource, the data environment, the database approach, and the need for data modeling are examined in detail. The growing use of database management systems in managing data is discussed. The data administration function, its relevance in evolving organizations, and emerging issues are also addressed.

MSIS 567
Data Communication
3 credits
This course examines the concepts and mechanisms of data-transport systems including information in the form of data, voice, and image. Network architecture, terminology, control, and general topologies are discussed. Current equipment and physical interconnection are explored in an applied model incorporating a range of network services to support application development, distributed processing, information centers, and distance learning. Emphasis is placed on the impact of data-communications technology on organizations and on the design of future information systems.

MSIS 570
Systems Analysis and Design
3 credits
The primary objectives of this course are to introduce participants to concepts and techniques for analyzing problems and tment learning. Emign(and on the)8.1 ( )TJETEMC /S

students with an accounting toolkit and analytical skills, including data analytics, that guide them in making the complicated decisions they will face as future business leaders. This course is organized into two modules. The first module focuses on the

of organizations and people. The creation of business value requires the successful integration of these issues with the potential of IT.

Business Analytics Concentration (9 credits)

MSIS 545
Intro to Data Analysis and Computational Statistics
3 credits
This is an introductory course in data analysis with emphasis on statistical computation, analysis, 80-10.2 ( )]TJETEMC /Span <</Lang (en-US)/Lang , modeli -0EMC S)/Mcang .-US

MSIS 602
Network Security
3 credits
This course covers network security issues and solutions using a background of theoretical knowledge reinforced with practical implementation. This course will begin with learning what makes up the components of computer network security from the basics such as security services, access controls, vulnerabilities, threats and risk to network architectures and devices. Once the basic components have been mastered, the focus and emphasis will transition to network security capabilities and the mechanics such as IPsec, Firewalls, Deep Packet Inspection, IDS and IPS.

MSIS 603
Network Virtualization
3 credits

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CATHY MARTENSEN Teaching Associate. M.S. in Computer Science, Software Engineering Concentration, Marist College. B.S. in Computer Science, Marist College. Advanced Teaching Certi f cate in Secondary Mathematics Education, Pace University

CAROLYN MATHEUS Assistant Professor of Information Systems, 2009. *Degrees:* B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College. *Specialties:* Organizational Studies, Management Information Systems

ROGER NORTON Dean of Computer Science, 1980. *Degrees:* B.S., University of Massachusetts; M.A., Brandeis University; Ph.D., Syracuse University. *Specialties:* Semantics of Programming Languages; Object-Oriented Programming; Distributed Computing; Grid Computing

Electives (4 credits)

Choose 1 from:

MSCS 665	Game Development II
MSCS 555	Computer Graphics
MSCS 550	Artificial Intelligence
MSCS 721	Software Verification & Maintenance
MSCS 688	Independent Study

Recommended Sequence:

Semester One – Fall

MSCS 560	Networking
MSCS 542	Database Management Systems
	Track Course #1

Semester Two – Spring

MSCS 630	Security Algorithms & Protocols
MSCS 510	Software Design & Development
	Track Course #2

Semester Three – Fall

MSCS 710	Project
MSCS/SD	Grad Elective

Internship Courses

MSCS 680, 681, 682 Graduate Internship in Software Development

MATH 250
Discrete Mathematics
4 Credits
This course introduces the algebraic concepts, methods, and techniques that form the theoretical basis of computer science, including the relevant areas of logic; set theory and the theory of relations; functions; and permutations.
Prerequisite: Three years of high school mathematics

MSCS 501

Prerequisite: MSCS 501 Object-Oriented Programming

MSCS 555
Computer Graphics I
4 Credits
This course introduces students to all aspects of computer graphics: hardware, software, and applications. In the course, students will learn the basic concepts underlying computer graphics and gain experience with at least one graphical application programming interface.
Prerequisites: MSCS 502 Advanced Data

MSCS 665
Game Design and Programming 2
4 Credits
This course continues the study of video game design and programming, building on the techniques and methods developed in Game Design & Programming I. In particular, students learn to apply game engines and application program interfaces, strategic and behavioral artificial intelligence, and game optimization techniques for both space and time considerations. Design and programming issues for multiplayer on-line games are also covered, including event-based and turn-based games. The course is project-oriented, and students design and implement their own video games from a list of options.
Prerequisite: MSCS 565 Game Design and Programming I

MSCS 679
Parallel Computing
4 Credits
Parallel computing has historically played a vital role in addressing the performance demands of high-end engineering and scientific applications. However, it has now moved to center stage in light of current hardware trends and device power efficiency limits. All computer systems—embedded, game consoles, laptop, desktop, high-end supercomputers, and large-scale data center clusters—are being built using chips with an increasing number of processor cores, with little or no increase in clock speed per core. This course will introduce the concept of multicore and multiprocessor parallel programming. Topics such as Amdhal's law, speedup, efficiency, hyper-threading, task-level vs. data-level parallelism, shared memory vs. shared-nothing algorithms, concurrent vs. parallel collections, database sharding, and debugging and testing will be discussed. Small student teams analyze, design, and build a parallel computing application using software-development best practices.
Prerequisites: MSCS 501 Object-Oriented Programming, MSCS 503 Computer Architecture and Organization

MSCS 710
Project
4 Credits
This is a project-based course. Students will work in teams to analyze, design, and implement a large system chosen from a list of selected projects. Students will utilize the skills gained in previous courses, especially Software Design and Development, in working as a team going through the various phases of the software-development process. Student teams will have milestone presentations, including a final presentation, throughout the course. This course meets on a weekly basis.
Prerequisites: Completion of at least 18 credits and MSCS 510 Software Design and Development.

MSCS 721
Software Verification & Maintenance
4 Credits
Whether a simple standalone tool or complex networked systems, an essential part of the development cycle involves testing whether the software satisfies established requirements and produces the expected results. In this course, students study the methodology behind the testing and debugging of software systems, including: extracting test cases from requirements, assembling a test suite, validation, problem diagnosis, and developing fixes. Issues related to ongoing maintenance, porting software to new platforms, and handling feature requests are also considered.
Prerequisite: MSCS 510 Software Design & Development

MSCS 722
Enterprise Mobile Dev
4 Credits
Modern software solutions increasingly require deploying applications and system components to mobile devices. Programming for the mobile environment presents a unique combination of challenges as we attempt to satisfy competing constraints of embedded platforms, mobile networking, and security. Students taking this course learn about the challenges and best practices

involved in developing robust applications in a mobile environment. Students reinforce and integrate these concepts by designing and coding software to run on devices such as smartphones or tablets.

Prerequisites: MSCS 510 Software Design & Development, MSCS 542 Data Management, MSCS 560 Networking

Computer Science/Software Development and Information Systems Faculty

CHRIS ALGOZZINE Professional Lecturer of Computer Science, 2015. *Degrees*: B.S., Computer Science, Marist, 1989. M.S., Information Systems, Marist, 1995. *Specialties*: Management Information Systems. Project Management

JUAN ARIAS Assistant Professor of Computing Technology. *Degrees*: Ph.D. in Computer

CATHY MARTENSEN Teaching Associate. *Degrees*: M.S. in Computer Science, Software Engineering Concentration, Marist College. B.S. in Computer Science, Marist College. Advanced Teaching Certificate in Secondary Mathematics Education, Pace University

CAROLYN MATHEUS Assistant Professor of Information Systems, 2009. *Degrees*: B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College. *Specialties*: Organizational Studies, Management Information Systems

ROGER NORTON Dean of Computer Science, 1980. *Degrees*: B.S., University of Massachusetts; M.A., Brandeis University; Ph.D., Syracuse University. *Specialties*: Semantics of Programming Languages, Object-Oriented Programming, Distributed Computing, Grid Computing

DONALD R. SCHWARTZ Associate Professor of Computer Science, 2013. *Degrees*: B.S., University of Louisiana at Lafayette, M.S., University of Louisiana at Lafayette, Ph.D., University of Louisiana at Lafayette. *Specialties:* Software Engineering, Database, Service Learning

ANDREW P. TOKASH Professional Lecturer of Computer Science. *Degrees*: M.S. in Information Systems, Marist College. B.A., Empire State College, Saratoga Springs. *Specialties*: Networking

MARILYN ZEPPETELLI Professional Lecturer and Director of Enterprise Computing Education. *Degrees*: M.S. in Computer Science/Information Systems, Marist College. M.S. in Biotechnology/Bioinformatics, Johns Hopkins University. B.S. in Mathematics, Marymount College. *Specialties*: Enterprise / mainframe computing

BOWU ZHANG Assistant Professor of Computer Science, 2015. *Degrees*: B.S. in Electrical Engineering, University of Science and Technology of China, Ph.D. in Computer Science, The George Washington University. *Specialties*: Distributed Systems, Machine Learning, Data Science

Assessment and Appraisal	Assessment and Testing	Assessment in Counseling
Research and Program Evaluation	Research and Program Evaluation	Research in Counseling
Psychopathology		Diagnosis and Treatment Planning in CMHC
Clinical Instruction		Counseling Practicum
		Counseling Internship 1 & 2

In addition, the Program exceeds these areas by requiring coursework in essential clinical areas that most other masterôs programs do not require, namely:

- Crisis & Trauma Intervention
- Psychopharmacology for Counselors
- Substance Abuse Counseling
- Family & Couples Counseling
- Counselor Supervision

Further, the Marist Program exceeds the NY State field experience requirements by requiring a minimum of 700 supervised clinical training hours rather than the State's required minimum of 600 hours. In short, counselors-in-training gain the knowledge and skills necessary to provide quality behavioral health care to help their clients function effectively in all aspects of their lives.

COUNSELING CLINICAL EXPERIENCE REQUIREMENTS

The Program's required professional practice clinical experiences, called practicum and internship, are designed to meet NYSED and CACREP requirements. These experiences challenge students to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings. The Counseling Practicum course is taken in a summer 12-week semester. Students engage in supervised professional counseling work about 10 hours per week and must complete a minimum total of 100 practicum experience hours, of which at least 40 hours must be direct client service hours. The Counseling Internship courses immediately follow during the fall and spring 15-week semesters. Students engage in supervised professional counseling work approximately 20 hours per week and must complete a minimum total of 600 internship experience hours, of which at least 240 hours must be direct client service hours.

To prepare for practicum and internship, the CMHC Program's Clinical Experience Coordinator provides an orientation meeting for students and reviews the requirements and expectations that are contained in the Clinical Experience Handbook that is distributed to all students and site supervisors. The Clinical Experience Coordinator also maintains a list of placements providing professional mental health counseling services to a variety of client populations and providing supervision by licensed mental health professionals. This site list is also distributed to

students. A training agreement between the student, the field placement's supervisor, and the Clinical Experience Coordinator is signed, thus ensuring collaboration towards a solid educational and training experience. A Marist faculty member is assigned to monitor each student's field experience and provide group supervision during the practicum and internship courses. Students are required to obtain student liability Insurance prior to engaging in clinical experiences. Students may also be required to undergo health and criminal background checks and/or drug screenings to be eligible to engage in clinical training.

DEGREE REQUIREMENTS

To qualify for the MA in Clinical Mental Health Counseling a student must:

- complete all requirements not later than five years after matriculation;
- complete a total of 60 credit hours in courses and field experiences;
- maintain a minimum 3.0 cumulative GPA in graduate courses;
-

Dugger, S.M. & Francis, P.C. (2014). Surviving a lawsuit against a counseling program: Lessons learned from *Ward v. Wilbanks. Journal of Counseling and Development*, *92*

may apply for research/travel grants that provide funds to support student research and presentations.

Students awarded a graduate assistantship must meet the following requirements to maintain their position.

- Students must maintain enrollment in the advanced, two-year program schedule.
- Students must maintain the status of Good Standing in the program; that is, to not be placed on academic or non-academic probation.
- Students must provide satisfactory service to the faculty for whom they work.

COUN 616L
Career Development Counseling
3 Credits
This course surveys career development across the lifespan. The course emphasizes career and vocational theories and decision-making models; occupational and educational information sources and systems; career and lifestyle development program planning, counseling, and evaluation; and multicultural issues in career development.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 617L
Crisis & Trauma Intervention
3 Credits
This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of various ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or homicide, sexual assault, loss and bereavement, violent incidents, and natural disasters. This course addresses counselors' roles and responsibilities as members of an interdisciplinary emergency management response team. Students are also taught skills in self-care to prevent counselor burnout and vicarious trauma.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice;

treatment of mental health issues that are prevalent at colleges and universities that may include, but are not limited to: eating disorders, developDoQ/SDo0, familyat

Core Counselor Educators

PETER M. DEL ROSARIO Licensed Psychologist, Director of the MA in Clinical Mental Health Counseling Program, Associate Professor of Psychology. *Degrees:* B.S., Union College; Ph.D., University at Buffalo

THOMAS KILLIAN LMHC, Assistant Professor of Psychology. *Degrees:* B.A. & M.Ed., ų ˳ Ά Ɛ f Ů i d̯ i ɯ ű ķ ʿ ų ˳ Ά Ɛ f ů Ɛ "

MICHELE RIVAS

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM
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MISSION AND OBJECTIVES

The mission of Marist's School Psychology Graduate Program is to prepare school psychologists as scientist-practitioners who provide effective and ethical services to a diverse range of students, families, and school professionals. The program follows the scientist-practitioner philosophy and trains candidates to understand, evaluate, utilize, and disseminate research that can be utilized as part of effective evidence-based services provided in the schools. Today's school psychologists must function as effective educational consultants, intervention strategists, and counselors in addition to their historical role as psychometricians. As a result, course content is continuously reviewed and adjusted to meet the changing dynamics in the field, New York State requirements, and NASP professional standards.

Marist College offers the MA degree in School Psychology. The MA in School Psychology is a 62-credit program that includes coursework, a practicum, and an internship. Following the New York State Education Department's (Lrequirements,aED)

district. In addition to other conditions, the practicum and internship may not be completed in a school district where the candidate is employed. All field placements are assigned by the program and meet the conditions and requirements established by the program. Candidates in the School Psychology Program complete the internship in June and receive their degrees in August after successfully completing all program requirements.

ADMISSIONS REQUIREMENTS

Admissions requirements for the MA in School Psychology are:

- an earned bachelor's degree from an accredited college/university with a major in psychology or a closely related field;
- a minimum overall undergraduate GPA of 3.0 is preferred (based on a system where a 4.0 equals and A grade);
- undergraduate coursework in general psychology, statistics, and research methods in psychology. Coursework in undergraduate psychological testing is also preferred. A minimum grade of 3.0 in each of these courses is preferred;
- submission of a written personal statement of at least 500 words describing your background, experiences and goals, and how these factors relate to your desire to become a school psychologist;
- submission of three letters of recommendation from former faculty members or employment supervisors;
- an interview with School Psychology Faculty.

DEGREE REQUIREMENTS

To qualify for the master's degree in school psychology, a candidate must:

- complete all requirements not later than seven years after matriculation, F0 vfBDC BTuTm(•)Tj/Span/A
- complete a total of 62 credits as prescribed in the curriculum requirements, inc655.2 (s degtion;)]TJETEMC /Span /La65 22 cred0 theu(oAo01l Tm[qsrsuhhip 0 0 10

transcripts evaluated. Acceptance of credits will be determined using the transfer course advisement sheet. In addition to content and other requirements detailed on the sheet, a course grade of B or better is required for acceptance of any transfer credits. A maximum of 6 graduate credits can be transferred into the program from another accredited institution. Only courses completed within the past five years will be considered for transfer credit. No credit for field placements (practicum and/or internship) can be transferred into the program.

ADVISEMENT

The program director serves as the advisor for all master's candidates. Candidates are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

A minimum grade-point average (GPA) of 3.0 in graduate courses attempted is a requirement for graduation. If at any time the candidate's GPA falls below 3.0, the candidate will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

If placed on probation, the candidate is expected to take immediate steps to raise the 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 candidate is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on academic probation. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the candidate will be dismissed from the program.

Candidates may earn one grade of B- in a school psychology course without needing to repeat the course. Any subsequent courses with a grade of B- will need to be repeated before proceeding in the program. Due to the schedule of school psychology courses, repeating a course will result in the candidate's progress through the program being delayed by one year.

Probation or dismissal can also occur for non-academic reasons. The MA in School Psychology program educates and trains practitioners, and in this regard has a responsibility to safeguard the w (6 187.69)7s1amTpw9 ƀBDC BT0664sto sC /Span ⁄Lang (en

SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

Master of Arts in School Psychology

PSYH 600	Professional Orientation & Ethics in School Psychology	3 credits
PSYH 612	Developmental Psychology	3 credits
PSYH 616	Cognitive Assessment	3 credits
PSYH 511	Application of Personality Theory to School Psychology	3 credits
PSYH 620	Research Design & Data Analysis in School Psychology	3 credits
PSYH 617	Academic Assessment	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 607	Psychopathology for School Psychologists	3 credits
PSYH 505	Educational Psychology for School Psychologists	3 credits
PSYH 631	Neuropsychology of Learning	3 credits
PSYH 705	Individual Counseling	3 credits
PSYH 618	Social, Emotional, & Behavioral Assessment	3 credits
PSYH 602	Consultation in the Schools	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit
PSYH 706	Group Counseling	3 credits
PSYH 640	Academic & Behavioral Interventions	3 credits
PSYH 608	Multicultural Counseling	3 credits
PSYH 625	Cog. Behav. Therapy w/Children & Adolescents	3 credits
PSYH 645	School Crisis Prevention and Intervention	3 credits
PSYH 710	School Psychology Internship I	3 credits
PSYH 711	School Psychology Internship II	3 credits

TOTAL: 62

SCHEDULE

The graduate program in School Psychology is designed to be completed in six semesters of full-time study and two summer sessions. Fall and Spring courses typically meet in the evening from 5:00 PM to 9:00 PM. The College follows a traditional semester calendar. Graduate classes are also offered during the summer sessions.

MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE

FIRST YEAR

Fall

PSYH 600 Prof. Orient. & Ethics in School Psych.

PSYH 612 Developmental Psychology

PSYH 607 Psychopathology for School Psychologists

PSYH 511 Application of Personality Theory to School Psychology

PSYH 616 Cognitive Assessment

Spring

PSYH 620 Research Design & Data Analysis in School Psych.

PSYG 617 Academic Assessment

PSYH 601 Learning Disabilities

Summer

PSYH 505 Educational Psychology for School Psychologists

PSYG 631 Neuropsychology of Learning

SECOND YEAR

Fall

PSYH 705 Individual Counseling

PSYH 618 Soc., Emotional, & Behav. Assessment

PSYH 602 Consultation in the Schools

PSYH 610 Practicum I

Spring

PSYH 706 Group Counseling

PSYH 640 Academic & Behavioral Interventions

PSYH 645 School Crisis Prevention and Intervention

PSYH 611 Practicum II

Summer

PSYH 625 Cognitive Behavioral Therapy with Children & Adolescents

PSYH 608 Multicultural Counseling

THIRD YEAR

Fall

PSYH 710 Internship I

Spring

PSYH 711 Internship II

PSYH 511
Application of Personality Theory to School Psychology
3 Credits
This course provides an examination of human personality from three broad perspectives: psychoanalytic, learning-theory, and humanistic-existential. Primary and secondary sources are used. Implications for psychotherapy are explored.

PSYH 600
Professional Orientation & Ethics in School Psychology
3 Credits
This course serves as an introduction to the field of school psychology. It presents a history of the profession and an introduction to the legal, professional, PSYH 51dmembves.EMC /Span /Lang (en-US)/MCID

Assessment is also covered. The course details how these techniques can be utilized to assess students who may have symptoms related to Attention-Deficit/Hyperactivity Disorder, depression, anxiety, and Autism spectrum disorders.
Prerequisite: PSYH 616 & PSYH 617

PSYH 620
Research Design & Data Analysis in School Psychology
3 Credits
This course explores the most common research designs and analysis techniques utilized by school psychologists. It provides an introduction to research in the schools through the single-subject and group designs that are used as part of the Response to Intervention (RTI) and program evaluation models, respectively. The purposes and processes of Response to Intervention and program evaluation in the schools will also be covered. Students will be introduced to and utilize the statistical tools commonly available to school psychologists.

PSYH 625
Cognitive-Behavioral Therapy with Children & Adolescents
3 Credits
This course serves as an introduction to cognitive-behavioral therapy. The foundations, history, and techniques of cognitive-behavioral therapy will be covered. Students will explore the relationships between theory, therapy techniques, and evidence-based practice. Cognitive-behavioral therapy techniques that can be used when working with children and adolescents will be emphasized.
Prerequisite: PSYH 705 & PSYH 706

PSYH 631
Neuropsychology of Learning
3 Credits
This course is designed to provide students with an overview of neuropsychology as it applies to children within a school setting. It will include an understanding of functional neuroanatomy and major theoretical approaches to neuropsychological assessment. The underlying neural processes of attention, memory, and executive function will be presented along with suggested measures of assessment and intervention, within the framework of Response to Treatment Intervention. The students will also understand the neurological bases of common disorders such as speech and language, nonverbal learning disabilities, acute lymphocytic leukemia, Attention Deficit Hyperactivity Disorder, Tourette's syndrome, lead poisoning, Asperger's syndrome/Autism, as well as the neuropsychology of emotions. Reading, math, spelling, handwriting, and written language disorders will be understood and assessed from a neuropsychological perspective. Evidence-based interventions for reading will also be discussed.
Prerequisite: PSYH 601, PSYH 607, & PSYH 612

PSYH 640
Academic & Behavioral Interventions
3 Credits /Sors98 Tm(p)terventions apply to stud
This course explores the types of academic and behavioral interventions that school psychologists utilize within the schools. These types of interventions apply to students in both general education and special education programs. From the academic realm, it includes interventions related to reading, mathematics, and written language. Behavioral interventions include those

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GUY DELISFORT Adjunct Professor of Psychology. *Degree*: Ph.D., Capella Unif4 563.5 Tm[rsitET

DIRECTOR, GRADUATE EDUCATION PROGRAMS

Kathleen Vigil, Ed.D.
Director, Graduate Education Programs
(845) 575-3000, ext. 2633
Kathleen.Vigil@marist.edu

There are four graduate programs for teaching at Marist College. They are:

1. Master of Arts in Educational Psychology (on ground); builds upon initial
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2. Master of Arts in Educational Psychology (hybrid); builds upon initial
   FHUWL¿FDWLRQ DQG OHDGV WR SURIHVVLRQDO
3. Five Year Bachelor of Science in Childhood Education 1-6, with Special
   (GXFDWLRQ FHUWL¿FDWLRQ and Master of Arts in Educational Psychology; builds
   XSRQ LQLWLDO FHUWL¿FDWLRQ DQG OHDGV WR
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   in content area and Master of Arts in Adolescence Education with additional
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MISSION AND OBJECTIVES

The graduate education programs offered by Marist College are integrally linked to the College's Mission, emerging from a longstanding dedication to the preparation of teachers, and both shaped by and shaping the direction taken by the College as it has developed into an institution that is recognized as one of the leading private
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Conceptual Framework.

Other Required Courses:

EPSY 506	Content Area Assessment and Portfolio Development	3 credits
EPSY 605	Educational Assessment and Evaluation	3 credits
EPSY 620	Lifespan Development	3 credits
EPSY 650	Building a Community of Learners	3 credits

Track 1ïProfessional Certiýcation in Childhood Education; Grades 1-6

(For candidates possessing Initial Certiýcation in Childhood Education)
Candidates complete the following three (3) courses:

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

Track 2ïProfessional Certiýcation in Adolescence Education; Grades 7-12 and Middle School extension (Grades 5-6)

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

EPSY 585	Early Adolescent Development	3 credits
EPSY 586	Instructional Strategies for Middle School Education	3 credits

Candidates complete one (1) of the following:

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

2. Master of Arts in Educational Psychology (hybrid)

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. Since this is a very intensive program in a hybrid model, students must have good self-management, time and task management, and organization skills.

Courses in this hybrid program are identical to those detailed above for the Master of Arts in Educational Psychology (on ground).

- Complete an application form.
- Submit a résumé.
- Submit two letters of recommendation from faculty who are familiar with the academic performance and personality of applicant.
- Write an essay outlining their reasons for applying to the program.
- Conduct an interview with the Director of Graduate Education Programs upon submission of all application documents. The interview process may include written tasks.

ADVISEMENT

At the time of matriculation, each student will meet with the Director of Graduate Education Programs to design a Study Plan, which candidates are to follow. Candidates also sign an entrance contract to acknowledge the academic and dispositions requirements for good standing in the master's program. Candidates will have regular meetings with the Director of Graduate Education Programs for purposes of discussing academic progress and planning. The M.A.T. program is a cohort based program that can be completed in four semesters with start in the Fall semester; there is a summer session with hybrid/online course work. In exceptional cases M.A.T. applicants may complete the program as a part time student with a fall semester start only due to the sequencing of the course offering, however, that will extend the program. Course offerings are by semester (fall, spring, or summer); a special study plan will be created which must be strictly followed. Any changes will jeopardize timely graduation. All students must complete the program within five years of admission.

COOPERATING TEACHERS USING WAIVER TO TAKE COURSES

Cooperating teachers who have supervised student teachers and wish to 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

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.

PREREQUISITES FOR THE FIVE YEAR BACHELOR OF ARTS/BACHELOR OF SCIENCE AND MASTER OF ARTS IN ADOLESCENCE EDUCATION

GRADUATE PROGRAMS

To be eligible for dual certification (content area and Students with Disabilities, both grades 7-12), a *Transcript Analysis* will be completed on the applicant's transcript to ascertain their preparation in the following areas required for the dual certifications:

- At least 30 credits in the content area they intend to teach (Chemistry, Biology, English, French, History, Mathematics, or Spanish)
- Six credit requirement for coursework related to the grade 7-12 curriculum in **each** of the following areas (maximum 30 credits): English; Mathematics; Science; Social Studies; and Foreign Language requirements. This coursework must be in content related to the New York Learning Standards as these represent topics normally taught in grades 7-12.
- Coursework comparable to the following courses required of undergraduate candidates in the Marist BA/MAT program:

EDUC 101 Foundations of Education

EDUC 102 Introduction to Teaching

EDUC 150 Learning through Technology

EDUC 373 Principles of Instruction for Students with Disabilities

EDUC 379 Culturally Responsive Education

PSYC 207 The Exceptional Child

PSYC 318 Psychology of the Adolescent

PSYC 372 Psychoeducational Assessment of Educational Disabilities

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 Educator Preparation Provider Candidate Review Board (EPPCRB) 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

Graduate Courses for Master of Arts 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

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and area of a student's professional practice. For those who wish to pursue National Board for Professional Teaching Standards

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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 WR WHDFKLQJ VSHFL¿F VFLHQFH FRQWHQW LQ WKH elementary and middle school classroom. Prospective and in-service teachers will gain a thorough understanding of contemporary educational theories in science education DQG OHDUQ WR IRVWHU VFLHQWL¿F LQTXLU\ LQ 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 \RXWKV ¿QG WKHPVHOYHV IDFHG ZLWK PDNLQJ important decisions at a time when their cognitive capacities are still emerging. This course is designed for individuals seeking WHDFKHU FHUWL¿FDWLRQ DW WKH PLGGOH VFKRRO 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 DQG SUDFWLFHV RI WHDFKLQJ 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 use 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

EPSY 620
Lifespan Development
3 Credits
This course provides a broad understanding of individual needs which encompass the OLIHVSDQ DQG LQFRUSRUDWHV DOO VLJQL¿FDQW DVSHFWV 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 LQÀXHQFHV QDWXUH YV QXUWXUH VH[XDOLW\ DV ZHOO 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. 0RGL¿FDWLRQV WKDW DGGUHVV UHDGLQJ SUREOHPV 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 c(eds0037Tf9 0 0 /8(en-USon)0.5 (educati/LjDC BT0.543 Tw s9pgC /Span /Lang (

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 consult a disciplinary 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 COURSES FOR MASTER OF ARTS IN TEACHING (M.A.T.)

NOTE: MATA 508, 606, and 680 are N

into each of its eight Teaching Standards. Now

within which adolescence occurs, transition assessment and planning strategies, transition-related content and instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process. 25 KRXUV RI ¿HOGZRUN LQ D VHFRQGDU\ VHWWLQ that includes adolescents with disabilities is required. *Course format: lecture.*

MATA 630

Literacy for Inclusive Secondary Education

3 Credits

This graduate course examines the current research in the teaching of language arts to students from diverse backgrounds (social, cultural, intellectual, gender, with focus on stereotypes and exceptionalities). Emphasis is placed on the way diversity of all types shapes the purposes and practices of education, and how this knowledge can be used to enhance culturally responsive teaching and learning in all classrooms. The content will present strategies for teaching literacy to diverse learners, with particular attention to inequities among multicultural groups. Language issues, such as the acquisition of a second language, language differences in writing and speaking, and the impact of new literacies in the classroom will also be considered. This course will aid in the understanding of the relationship EHWZHHQ RUDO SUR¿FLHQFL DQG RWKHU DVSHFWV RI literacy. *Course format: lecture. There will*

MATA 631

Literacy in the Content Areas

3 Credits

This course explores content-area methods and materials for teaching early literacy to the comprehension of narrative/expository text 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 such as developing phonological awareness, word recognition techniques, through various instructional settings. Students acquire understanding for assessing pupil abilities, selecting suitable materials and fostering language, comprehension and study skills needed for mastery of academic subjects. The importance of literature-enrichment activities and making curricular connections is highlighted. The candidates will create thematic units that integrate subject areas and utilize various learning DSSURDFKHV 0RGL¿FDWLRQV reading problems encountered in the content areas will be an integral part of the Literacy Unit plan. *Course format: lecture. There will*

MATA 640

Learning Environments to Support Students' Social and Emotional Needs

3 Credits

This course focuses on a range of classroom management issues encountered by teachers as related to classroom instruction: classroom management, planning issues, professional ethics, etc. Students will analyze how classroom management techniques can be used to create a positive learning environment to help all students learn. This course also includes strategies and suggestions for managing the behavior of students with varied learning needs. Students ZLOO FRPSOHWH D ¿HOG H[SH 75 hours, where they will observe Middle School and High School classroom teaching DQG UHÀHFW RQ KRZ D WHDF the probability that students will participate actively in learning and engage in positive classroom and social behaviors. Knowledge derived from research on teaching will be emphasized, targeting development of critical thinking to provide useful skills for describing, analyzing, and modifying the teaching practice. Students will draw upon their knowledge and experience to develop a teaching statement. *Course format: lecture.*

ÀXHQF\ YRFDEXODU\ DQG FRPSUHKHQVLRQ

MATA 660
Research: Theory and Application
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

Educational Psychology Program Faculty

DAWN-MARIE BAIRD Adjunct Instructor. *Degrees*

KATHLEEN VIGIL Graduate Education Program Director. *Degrees*: B.A., University of North Carolina at Chapel Hill; M.Ed., University of Massachusetts at Amherst; Ed.D., Boston University

JOHN WRIGHT Assistant Professor of Special Education. *Degrees*: B.S., Mathematics, University of Illinois at Urbana; B.A., Modern Languages, University of Illinois at Urbana; M.A., Modern Languages, University of Arizona, M.B.A., University of Illinois at Chicago, Ph.D., Special Education, Vanderbilt University

DIRECTOR, GRADUATE PROGRAM
Subir Sengupta, Ph.D.
(845) 575-3000 x 2678
subir.sengupta@marist.edu

ABOUT THE PROGRAM

FORMAT

Full-Time Option—Students can complete the degree in as little as three semesters, including summer.

Part-Time Option—Students may take between two and three years, depending on the number of courses they take each semester.

Start dates are þexible, as students can choose to start in either a fall or spring semester. Fall and spring semesters have two rounds, each of eight-week duration. Courses are also offered in summer.

The application deadline for the full-time option is May 1. The application deadline for the part-time option is August 1.

THESIS/COMPREHENSIVE EXAM

There is no thesis or comprehensive exam for the MA in IMC.

ADMISSION

Admission to the M.A. in IMC is competitive and based on undergraduate performance, (on demand) a satisfactory score on the Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT), and a candidate's professional credentials or demonstrated interest in the IMC ýeld. The Admiss M] C to

DEGREE CONFERRAL REQUIREMENTS

To qualify for the Master of Arts in IMC, a student must:

- complete a total of 30 credits as described in the curriculum.
- maintain at least 3.0 cumulative grade-point average with no course grade less than a C.

STUDENT ADVISEMENT

The Director of the Graduate Program in Communication will assign an advisor to students in the M.A. program. Students are encouraged to contact their advisor to discuss academic progress and planl5/ng

Program Options and Class Schedules

Sequences
Part-Time

Part-Time Fall Start	**Fall** *Two Rounds 8 weeks each*	**Spring** *Two Rounds 8 weeks each*	**Summer** *Two Rounds 8 weeks each*
First Year	Principles of Integrated Marketing Communication	Public Relations Management	Marketing Research
	Marketing Foundations	Analytical Tools for Decision Making	
Second Year	Advertising Management	Social Media Strategies & Tactics	IMC Capstone
	Brand Management	Global Consumer Insights	

Part-Time Spring Start	**Fall** *Two Rounds 8 weeks each*	**Spring** *Two Rounds 8 weeks each*	**Summer** *Two Rounds 8 weeks each*
First Year		Principles of Integrated Marketing Communication	Marketing Research
		Analytical Tools for Decision Making	
Second Year	Public Relations Management	Social Media Strategies & Tactics	
	Marketing Foundations	Global Consumer Insights	
Third Year	Advertising Management		
	Brand Management	IMC Capstone	

Full-Time

Graduate Courses in IMC

MBA 525
Marketing Foundations
3 credits
This course addresses the management challenge of designing and implementing the best combination of marketing variables

explore various communication theories, trends/issues and practice areas with a special emphasis on the role of public relations in the integrated marketing communication

Integrated Marketing Communication Faculty

WERANUJ ARIYASRIWATANA Assistant Professor. *Degrees*: B.S., Chulalongkorn University; M.A., Emerson College; Ph.D., University of Hawaii

KATHLEEN BOYLE Senior Professional Lecturer. *Degrees*: B.A., Iona College; M.B.A., Iona College

AMANDA D. DAMIANO Assistant Professor. *Degrees*: B.S., Utica College; M.A., Syracuse University; Ph.D., SUNY at Buffalo

JEN EDEN Associate Professor. *Degrees*: B.A. & M.A., Northern Illinois University; Ph.D., Arizona State University

LORI BETH GREENAN Professional Lecturer. *Degrees*: B.A., Bryant University; M.S., New York University

QIHAO JI Assistant Professor. *Degrees*: B.A., Nanchang University; M.A., Bowling Green State University; Ph.D., Florida State University

KEVIN M. LERNER Assistant Professor. *Degrees*: B.A., University of Pennsylvania; M.A., Columbia University; Ph.D., Rutgers University

JENNIFER L. ROBINETTE Assistant Professor. *Degrees*: B.A., Marshall University; M.A., Marshall University; Ph.D., University of Kentucky

SHANNON ROPER Associate Professor. *Degrees:* B.A., Marist College; M.A., William Paterson University; Ph.D., Rutgers University

SUBIR SENGUPTA Associate Professor. *Degrees:* B.A., Jadavpur University; M.A., University of Georgia; Ph.D., University of Georgia

KAREN SCHRIER SHAENFIELD Associate Professor. *Degrees*: B.A., Amherst College; M.S., Massachusetts Institute of Technology; Ed.D., Columbia University

WENJING XIE Associate Professor. *Degrees*: B.A., Shandong University; M.A., Renmin University; M.Phil, Hong Kong Baptist University; Ph.D., University of Maryland

how to care for patients in a variety of settings such as in-patient, out-patient, and in the operating room and emergency room. Students learn to treat patients across the lifespan, from newborn to the elderly. Students learn technical skills such as suturing and counseling skills. Global health is also emphasized. The program offers seven required core rotations in the clinical year, as well as one elective.

The program is located in the Marist College Allied Health Building which has a state-of-the-art gross anatomy laboratory, standardized patient care suites, a trauma simulation room, and a skills laboratory. In total, the program occupies over 18,000 square feet of dedicated space within the 58,000 square feet building. The program shares resources with other programs In the School of Science on campus, especially the Doctor of Physical Therapy Program. The opportunity to develop interprofessional skills will increase as new clinical programs are added to the School of Science.

The ARC-PA has granted Accreditation-Provisional status to the Marist College Physician Assistant Program sponsored by Marist College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The final provisional visit will occur October 2019, with a decision regarding full accreditation to be made in March 2020.

ADMISSIONS REQUIREMENTS

Admissions requirements for the M.S. in Physician Assistant Studies are:

- completion of undergraduate courses
- general biology I and II (with labs)
- microbiology (with lab)
- general chemistry I & II (with labs)
- organic chemistry I (with labs)
- biochemistry [preferably with lab Organic chemistry II (preferably with lab), may be substituted;
- anatomy & physiology I & II (with labs)
- statistics;
-

The following courses must be completed within seven (7) years of matriculation:

- Organic chemistry I (with lab), biochemistry [preferably with lab; organic chemistry II (preferably with lab), may be substituted], anatomy & physiology I & II (with labs).
- an earned baccalaureate degree from an accredited college or university, prior to matriculation in the program;
- submission of TOEFL score (if high school graduate of non-English speaking country);
- minimum of 500 hours of hands-on healthcare experience;

PHYSICIAN ASSISTANT PROGRAM CURRICULUM SUMMARY

Master of Science in Physician Assistant Studies

PA 601	Human Anatomy		4 credits
PA 602	Human Physiology		3 credits
PA 603	Clinical Medicine I		4 credits
PA 604	Physical Diagnostics		3 credits
PA 605	Physical Diagnostics Lab		2 credits
PA 606	Ethics in Healthcare Delivery		2 credits
PA 607	PA History, Policy & Regulation		1 credit
PA 608	Clinical Pharmacology		4 credits
PA 609	Clinical Medicine II		4 credits
PA 610	Clinical Diagnostics		3 credits
PA 611	Clinical Diagnostics Lab		2 credits
PA 612	Medical Microbiology & Infectious Diseases		3 credits
PA 613	Clinical Pathology		3 credits
PA 614	Imaging & Diagnostics	3 credits	3 credits
PA 615	Behavioral Medicine		3 credits
PA 616	Clinical Medicine III	3 credits	4 credits
PA 617	Epidemiology & Biostatistics		3 credits
PA 618	Emergency Medicine	3 credits	3 credits
PA 620	Medical Literature/Seminar (online)		3 credits
PA 621	Comprehensive Diagnosis		3 credits
PA 701	Clinical Rotation – Family Medicine		3 credits
PA 702	PA 702		3 credits

MARIST COLLEGE MS PHYSICIAN ASSISTANT STUDIES SEQUENCE

FIRST YEAR – Didactic (*sequence of courses may be subject to change.)

Summer

PA 601	Human Anatomy
PA 602	Human Physiology
PA 603	Clinical Medicine I
PA 604	Physical Diagnostics
PA 605	Physical Diagnostics Lab
PA 607	PA History, Policy & Regulation
PA 613	Clinical Pathology

Fall

PA 608	Clinical Pharmacology
PA 609	Clinical Medicine II
PA 610	Clinical Diagnostics
PA 611	Clinical Diagnostics Lab
PA 612	Medical Microbiology & Infectious Diseases
PA 614	Imaging & Diagnostics

Spring

PA 606	Ethics in Healthcare Delivery
PA 615	Behavioral Medicine
PA 616	Clinical Medicine III
PA 617	Epidemiology & Biostatistics
PA 618	Emergency Medicine
PA 621	Comprehensive Diagnostics

SECOND YEAR – Clinical (*sequence of rotations may be subject to change.)

Summer

PA 620	Medical Literature/Seminar
PA 701	Rotation-Family Medicine*
PA 702	Rotation-Internal Medicine*
PA 703	Rotation-General Surgery*
PA 710	Capping/Exit Exam
PA 710	Capping/Exit Exam

Fall

PA 620	Medical Literature/Seminar
PA 704	Rotation-Pediatrics*
PA 705	Rotation-Obstetrics & Gynecology*
PA 706	Rotation-Behavioral & Mental Health*

Spring

PA 620	Medical Literature/Seminar
PA 707	Rotation-Emergency Medicine*
PA 708	Rotation-Geriatrics/Approved Elective*
PA 709	Rotation-Elective*
PA 710	Capping/Exit Exam

Graduate Courses in Physician Assistant Studies

PA 601
Human Anatomy
4 Credits
This course is designed to provide the physician assistant student with a

issues, assisted suicide, human research, and health care provider issues.

PA 607
PA History, Policy & Regulation
1 Credit
This course explores the origins of the physician assistant profession and the factors affecting the development of the profession in preparing the student to provide patient-centered care as part of the physician/PA team. Emphasis is placed on role socialization,

dynamic behavior of disease, usage of rates, ratios and proportions, methods of direct and indirect adjustment, and clinical life table which measures and describes the extent of disease problems.

PA 618
Emergency Medicine
3 Credits
This course is designed to prepare students to evaluate and treat patients in an emergency room setting. Students will learn the pathophysiology, clinical presentation, diagnosis, evaluation and management of urgent and emergent medical problems commonly encountered in hospital emergency departments. Emphasis is on providing the student with practical clinical experience (via the simulation lab) in the management of acute medical and surgical emergencies. Skills common to the emergency room are also covered in this course including aseptic technique, basic surgical procedures, suturing, various catheter placements, casting, splinting, and phlebotomy.

PA 620
Medical Literature/Seminar (online)
3 Credits
Throughout the clinical year, students participate in intensive online group discussions focused on the critical analysis of medical research papers from a wide range of fields. Papers are discussed in terms of their background, significance, hypothesis, experimental methods, data quality, and interpretation of results.

PA 621
Comprehensive Diagnosis
3 Credits
This course develops the student's ability to complete an expanded assessment for patients with multiple disorders commonly seen in primary care medicine. Students will integrate a patient's medical history, physical examination findings, and diagnostic studies to formulate an initial differential diagnosis, final diagnosis and treatment plan. Students will accurately document the encounter and provide an oral presentation to a supervising physician while accurately coding the encounter for billing and reimbursement. This course incorporates the use of problem-based learning, small group sessions, and simulated or standardized patient encounters.

PA 701
Clinical Rotation—Family Medicine
3 Credits
The Family Medicine rotation familiarizes the student with the role of the physician assistant in general practice. Time will be spent with a physician, physician assistant, and/or nurse practitioner preceptor in a primary care setting. Through supervised exposure to ambulatory medical patients in this environment, students will be exposed to patient populations across the lifespan. In preparation for a supportive role in the patients' therapeutic management, students will obtain medical histories, perform physical examinations, and order/interpret diagnostic testing. Emphasis is placed on the evaluation and management of primary care medical problems. Patient education and counseling are emphasized, as is the importance of continuity of care & preventative care.

PA 702
Clinical Rotation—Internal Medicine
3 Credits
During the Internal Medicine rotation, students will be assigned to the inpatient medical/hospitalist service at one of many local hospitals. The purpose of the Internal Medicine rotation is to provide the student with practical clinical experience in working with the hospitalized patients with acute or chronic diseases that are routinely seen by internists. Under the supervision of a licensed provider, students will participate in a wide variety of inpatient care activities. Medical history review, physical examination, diagnostic testing, and management are emphasized, as is the importance of functioning on a multidisciplinary team. Students may be required to attend conferences, lectures, and take call.

PA 703
Clinical Rotation—General Surgery
3 Credits
During the General Surgery rotation, students are assigned to either the Department of Surgery at one of many local hospitals or to a private surgical service. With supervision, the student is given the opportunity to apply the basic principles of surgery while participating in a variety of patient care activities. The student is provided with practical experience in data collection, in addition to the evaluation and management of major and minor surgical problems. An opportunity is afforded for development of manual skills and for exposure to basic operating room procedures and techniques. Longitudinal care is encouraged in order to provide the student with the opportunity to follow patients from the preoperative confirmation of clinical impressions, through the post-surgical care period. Students may be required to attend conferences, lectures, and take call.

PA 704
Clinical Rotation—Pediatrics
3 Credits
During the Pediatrics rotation, students are assigned to private practice offices or to community health centers where they will participate in the care of pediatric patients. Through supervised exposure to patients in a pediatric practice setting, the student is given the opportunity to become familiar with the parameters of normal growth and development, newborn assessment, immunizations schedules, and the evaluation and management of common problems in the pediatric population. Students will be involved in well child care as well as in the evaluation of acute and chronic pediatric illnesses.

PA 705
Clinical Rotation—Obstetrics/ Gynecology
3 Credits
The Ob/Gyn rotation takes place in a hospital, clinic, and/or private practice setting. The purpose of the Ob/Gyn rotation is to provide the student with practical clinical experience in the differential diagnosis, evaluation, and management of normal and abnormal conditions within obstetrics and gynecology. With supervision, students will participate in annual well woman exams, evaluate and treat gynecologic complaints, and work with patients presenting with normal or complicated pregnancies. Students may be assigned patients in preparation for a supportive role during labor, delivery, and/ or gynecological surgery. Students may be required to attend conferences, lectures, or take call.

PA 706
Clinical Rotation—Behavioral & Mental Health
3 Credits
The Behavioral Health rotation takes place within an inpatient, or outpatient, behavioral health setting. The student will gain practical clinical experience in identifying, evaluating, and referring patients presenting with common and/or emergent psychiatric problems. With supervision, students will perform psychological interviews and evaluate acute and chronic psychological problems. In some instances, students may interview patients' families to better understand the nature of a patient's problem.

PA 707
Clinical Rotation—Emergency Medicine
3 Credits
The Emergency Medicine clinical rotation takes place within the emergency department setting of one of many local hospitals. Under the supervision of a licensed provider who is experienced in this area of instruction, the student will gain practical clinical experience in the management of medical and surgical emergencies on an acute outpatient basis. Through supervised patient contact, the student will gain experience in performing directed history and physical examinations, managing episodic illness,

performing lifesaving techniques, and handling emergency equipment.

PA 708
Clinical Rotation—Geriatrics/ Approved Elective
3 Credits
The focus of this rotation is an in-depth evaluation and ongoing treatment of geriatric patients with complex problems and/or chronic illness. Students learn the skills necessary to evaluate and manage the effects of chronic disease on various body systems and to perform or assist in procedures commonly used in providing care to the geriatric population. This rotation may take place in an office which focuses on geriatric medicine, an internal medicine rotation, or an approved specialty where a majority of the patient population falls within the geriatric age group. Students may request non-geriatric rotation in approved medical sub-specialty after consultation by their academic adviser and approval of the program director.

PA 709
Clinical Rotation—Elective
3 Credits
With consultation by their academic adviser and approval of the program director, students will select a 5-week elective rotation in any area of medicine or surgery. Students are encouraged to select specialties which provide clinical experiences applicable to the primary medical care setting. A list of suggestions is provided to the student, based on availability within the community.

PA 710
Capping
3 Credits
The Capping course is designed to prepare the student for the transition from classroom to practice. Through a year-long seminar series, students are presented with professional development topics ranging from billing and coding to medical malpractice and state licensing requirements. The course will also address job search skills, to include CV preparation, interviewing techniques, and contract negotiations. Another key element of this course is the structured practice and preparation for the various summative assessments that will occur at the end of the clinical year, as well as the Physician Assistant National Certifying Examination (PANCE) which will be taken after graduation from the program.

DIRECTOR, DOCTOR OF PHYSICAL THERAPY PROGRAM
Claudia B. Fenderson, PT, EdD, PCS
(845) 575-3175
Claudia.fenderson@marist.edu

ABOUT THE PROGRAM

The Doctor of Physical Therapy (DPT) is a 36 month full-time program designed to prepare students for the Federation of State Boards of Physical Therapy (FSBPT) administered National Physical Therapy Examination (NPTE) and for successful careers as a physical therapists. The program consists of three phases: didactic, clinical, and capping. Students will learn about and experience healthcare in a variety of settings and across the lifespan. In addition, ethical responsibilities, service to the community, behavioral aspects of health, and the roles and responsibilities of the physical therapist are covered. The program is designed to graduate highly trained, ethical, and problem-solving physical therapy practitioners.

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3. As a hands-on profession, students must be proficient in the cognitive, psychomotor and affective skills inherent in physical therapy practice.
4. Physical therapist must practice the highest standards of ethical and legal practice and ascribe to the American Physical Therapy Association's Core Values and Code of Ethics.
5. The provision of optimal physical therapy education and practice is the result of a dynamic interaction of shared responsibility among the academic faculty, clinical faculty, students and interdisciplinary professionals. This process provides a model in which graduates commit to a lifelong learning journey of using advanced education and critical inquiry to broaden their knowledge base of contemporary physical therapy practice.

The DPT Program is housed in the state-of-the-art Allied Health Building that includes a gross anatomy laboratory, standardized patient care rooms, trauma simulation room, skills laboratory, movement analysis lab, and dedicated classrooms. The program has working relationships with other programs on campus, including physician assistant studies, medical technology and athletic training. This provides excellent opportunities to foster the development of inter-professional skills.

As of the time of this printing, the Doctor of Physical Therapy Program/Marist College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE). Candidate for Accreditation is a pre-accreditation status of affliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation and may matriculate students in professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation. Graduation from a physical therapist education program accredited by CAPTE, 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; *accreditation@apta.org* is necessary for eligibility to sit for the licensure examination, which is required in all states.

Students accepted to the DPT class of 2020 will be accepted conditionally and graduation will be contingent upon full accreditation status as granted by CAPTE, who will make this decision in Fall 2020. Pending receipt of accreditation status, students will be eligible to take the licensure examination in January 2023.

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at *accreditation@apta.org*.

ADMISSIONS REQUIREMENTES

Admission to the Marist College Doctor of Physical Therapy (DPT) Program is competitive. Each applicant will be evaluated on their individual merits. Decisions will

DEGREE PREREQUISITES

A baccalaureate degree from an accredited institution or an equivalent institution must be awarded prior to matriculation into the program. A baccalaureate degree is a minimum requirement; therefore, a masters or doctorate level degree awarded in lieu of a baccalaureate degree will meet this requirement.

REQUIRED COURSE PREREQUISITES

- Anatomy & Physiology I and II: 8 credits
- General Biology I and II: 8 credits
- General Chemistry I and II: 8 credits
- Physics I and II: 8 credits
- Psychology: 6 credits
- Statistics: 3 credits

The academic standard for admission is a 3.0 GPA overall, combined with a 3.0 GPA for science prerequisite courses. All of the above courses must be completed with grades of "C+" or above. Please note that a "C" will not be accepted. All prerequisite courses must be completed before an application in PTCAS is submitted for verification. Submission of the following documentation is also required:

- Official report of GRE scores
-

ADVISEMENT

The core faculty serve as the advisors for all matriculated students. Students will have regular meetings with their faculty advisor for purposes of discussing academic, clinical, and professional progress and planning. The advisement process is overseen by the Program Director.

DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM SUMMARaPTJE8e ac

SCHEDULE

The Doctor of Physical Therapy Program consists of 36 months of didactic and clinical work. The clinical phase offers four 8 to 10 week full-time rotations. Courses typically meet daily from 8:00 AM to 5:00 PM but course work may extend into the evening. Occasionally, students may need to be available on weekends.

MARIST COLLEGE DOCTOR OF PHYSICAL THERAPY PROGRAM SEQUENCE

FIRST YEAR

Winter/Spring

PHTH 600	Human Gross Anatomy
PHTH 601	Introduction to Physical Therapy
PHTH 602	Human Physiology
PHTH 603	Critical Inquiry I

Summer

PHTH 605	Movement Science I
PHTH 606	Exercise Physiology
PHTH 607	Clinical Neuroscience
PHTH 608	Clinical Skills I
PHTH 613	Pathology
PHTH 614	Movement Science II
PHTH 615	Therapeutic Exercise

Fall

PHTH 610	Critical Inquiry II
PHTH 611	Introduction to Clinical Decision Making
PHTH 612	Clinical Skills II

SECOND YEAR

Winter/Spring

PHTH 616	Musculoskeletal Management I
PHTH 617	Neurological Management I
PHTH 618	Diagnostic Imaging
PHTH 620	

Fall

PHTH 627

Graduate Courses for Doctor of Physical Therapy Program

PHTH 600
Human Gross Anatomy
6 Credits
This course provides detailed knowledge of structures of the human body with emphasis on the musculoskeletal, peripheral nervous, and circulatory systems. Also covered are the thoracic, abdominal and pelvic cavities. In the course, students examine the surface anatomy of the intact human body and the palpation skills necessary to locate important bony landmarks, joint spaces, muscles, ligaments, bursae, nerves, and vessels. Through cadaver dissection and other resources, the lab portion of the course focuses on the relationship of the skeleton, muscles, and neurological and vascular systems. Internal organs are also explored through dissection.
Prerequisite: 8 credits Bio I and II.

PHTH 601
Introduction to Physical Therapy
2 Credits
This course introduces students to physical therapy, its history, accomplishments, and future directions as a doctoring, autonomous profession. APTA's core values, Code of Ethics and Guide for Professional Conduct are discussed. Students are educated about the application of generic skills. Topics of application include communication (verbal, nonverbal, and written), professional behaviors and abilities, and responsibility for professional development. The course also covers basic medical terminology, issues of confidentiality, and an introduction to the patient/client interview and documentation used in health records, including electronic health records.

PHTH 602
Human Physiology
3 Credits
This course provides students with an understanding of the fundamentals of physiology and pathophysiology of the nervous, pulmonary, cardiovascular, musculoskeletal, metabolic, gastrointestinal, genitourinary system, integumentary system and endocrine systems. Regional autonomic neuronal system components, and regional lymphatic system components are also to be reviewed. Embryological aspects associated with system development are covered where appropriate. The interrelationships of function and dysfunction at the molecular, cellular, tissue, organ and systemic levels and to the total human body is applied in each of the body systems.

PHTH 603
Critical Inquiry I
2 Credits
In this course, students are introduced to the science of clinical reasoning in health care and physical therapy. The integration of clinical reasoning and evidence-based practice is developed. Students learn to access knowledge for clinical practice and research, and learn the methods of scientific inquiry, including research theory, design, methods, and measurement. Students read research literature weekly and participate in a critical appraisal of the selected research methods and the meaningfulness of the findings for clinical decisions. The student develops the ability to formulate answerable clinical questions, to search for and select relevant research literature, and to analyze the clinical applicability and the validity of the results and conclusions of the selected studies.

PHTH 605
Movement Science I
4 Credits
This course involves the study of human movement. Kinesiological and biomechanical principles, and muscle and joint function are applied to normal and pathological movement. Concepts of kinetics, kinematics, and functional movement are applied to patient situations.

The study of normal and pathological gait using arthrokinematic and osteokinematic analysis is emphasized.

PHTH 606
Exercise Physiology
2 Credits
The course provides an in-depth analysis of the body's physiological responses to

PHTH 617
Neurological Management I
3 Credits
This course presents the foundations of evaluation and assessment of individuals with neurologic conditions and disorders. Testing of peripheral, central, and autonomic nervous system function is presented with an emphasis on specificity and sensitivity of the tests. The course prepares students to develop a diagnosis and prognosis for patients of all ages with central nervous system and peripheral nerve dysfunction. Lab activities emphasize neurological screening, balance assessment tools, common outcome measures, and a comprehensive neurologic examination.

PHTH 618
Diagnostic Imaging
2 Credits
This course covers diagnostic imaging techniques used for musculoskeletal, neurological, pulmonary, and cardiovascular systems. An overview of principles, techniques, purpose, process, and interpretation of diagnostic imaging will be

interventions and prognoses. The role of the PT in prevention of neurologic conditions is also covered.

PHTH 625
Lifespan Physical Therapy–Pediatrics
2 Credits
This course is designed to provide an in-depth understanding, critical evaluation, and integration of current best practice towards pediatric physical therapy clinical practice. The readings, class discussions, and lab related activities will focus on increasing students' understanding of typical and atypical development, and how factors affect a child's motor performance across all environments. Theoretical principles of motor control and neurological development are applied to enhance understanding of typical motor development, as well as motor development in children with various diagnoses.
Co-requisite: Neuro management II.

PHTH 626
Rounds I
1 Credit
Based on information from weekly reflection papers collected during their clinical education experience, this course will provide students with an opportunity to discuss patient scenarios, assessments, and interventions. Actual and simulated patients may provide scenarios for some cases. Students will improve clinical reasoning and decision-making abilities and strengthen the understanding of interdisciplinary roles encountered in a variety of PT settings.

PHTH 627
Cardiopulmonary Patient Management
3 Credits
This course involves the examination, evaluation, diagnosis, prognosis, expected outcomes and criteria for examination of individuals with cardiovascular and pulmonary disorders. Students will gained competence in the interpretation of electrocardiograms, auscultation, pulmonary function tests and administration of exercise testing protocols. Cardiac rehabilitation will be covered as will bronchial drainage, and breathing and chest clearance methods.

PHTH 628
Integumentary Patient Management
2 Credits
The course focuses on the examination, evaluation, diagnosis, prognosis, and intervention of individuals with integumentary dysfunction. Students learn about the process of normal wound healing and the causes of integumentary disorders including pressure ulcers, ulcers due to venous and arterial insufficiency,

and learning styles in the clinical setting and how they are utilized in improving client treatment adherence, patient and family education will be addressed. Students will explore the role of the clinical instructor as a teacher/supervisor in preparation for future participation in clinical education activities.

PHTH 631
Health Promotion and Wellness I
1 Credit
This course is the first of a two-course series emphasizing the physical therapist's role in the promotion of health and wellness and prevention of injuries and illness. Students learn the significance of fitness, ergonomics, nutrition and exercise prescription in maintaining health and wellness. The course covers risk factors that can lead to poor health and neuromusculoskeletal injuries. Lifespan issues related to health and wellness in the life stages from prenatal, childhood, adolescence, adulthood, and old age will be addressed with an emphasis on issues relevant to the practice of physical therapy.

PHTH 632
Clinical Education II
6 Credits
This course is a full time, 8-week, clinical internship in which the student is supervised

prevention of injury and disability, and health promotion. Domestic violence, elder abuse, and issues involved with death and dying are also covered.

PHTH 703
Prosthetics and Orthotics
2 Credits
This course covers the use of prosthetic and orthotic devices for individuals with congenital, traumatic, and circulatory conditions. An in-depth coverage of the components of prosthetics and orthotics will include assessing the need and function of these devices. Students will analyze the mechanics of gait in users of lower extremity prosthetics or orthotics. The role of the physical therapist in the management of patients/clients requiring these devices is covered with emphasis on the importance of education and wound prevention.

PHTH 704
Health Promotion and Wellness II
1 Credit
This course is the second of a two-course series emphasizing the physical therapist's role in the promotion of health and wellness, including nutrition, and prevention of injuries and illness. In the course, students integrate information from all previous courses and clinical experiences to identify and assess the health needs of individuals, groups and communities. Students design and execute programs that promote optimal health through the lifespan by providing information or consultation on many aspects of health risks and disability. They will understand the roles of the multidisciplinary team in regards to health promotion and injury prevention.

PHTH 705
Administration and Leadership
3 Credits
This course introduces concepts that support the business, administration, supervision and financial management principles used in physical therapy practice. Students are introduced to current trends in legislation and regulation, marketing and public relations, and billing and reimbursement strategies used in clinical practice. The use of telemedicine is discussed. The importance of ethical decision-making and legislative advocacy is stressed. Students develop, plan, and market a physical therapy practice and take an active role in advocating for legislative changes related to the provision of health care services.

PHTH 707
Clinical Education III
7 Credits
This course is a full time, 10-week, clinical internship in which the student is supervised by a licensed physical therapist. Students are matched to appropriate clinical sites including, but not limited to acute care, outpatient physical therapy, or inpatient rehab. Clinical sites will provide adequate opportunities for students to practice the skills included in the Clinical Performance Instrument. The culmination of all four

final written report and presentation given in PHTH 714 Capstone.

PHTH 709
Doctoral Project–Service
3 Credits
The DPT degree offered by Marist College

Doctor of Physical Therapy Program Faculty

CLAUDIA B. FENDERSON Program Director, Professor. *Degrees*: Ed.D., Child and Youth Studies; Concentration: Management of Programs, Nova University; M.S., Physical Therapy; Specialization: Developmental Disabilities, Long Island University; B.S., Physical Therapy, Columbia University, College of Physician and Surgeons. *Specialties*: Pediatric Clinical Specialist; American Board of Physical Therapy Specialties.

JULIE FINEMAN Director of Clinical Education/Clinical Assistant Professor. *Degrees*: Ed.D., Motor Learning, Teachers College, Columbia University; M.A., Motor Learning, Teachers College, Columbia University; B.S., Physical Therapy, University of Delaware.

YVONNE EGITTO Clinical Assistant Professor. *Degrees*: D.P.T., Utica College; B.S. Physical Therapy, Stony Brook University; B.S. Biochemistry, Binghamton University.

CARL W. EMBOLA Clinical Assistant Professor. *Degrees*: Ph.D., Pathology, New York Medical College; M.B.A., Management, Mercy College; M.P.A., Health Services Management, Mercy College; M.S., Environmental Health, New York Medical College.

CHRISTINA L. FOJAS Clinical Assistant Professor. *Degrees*: Ph.D., Anthropology, University of Tennessee; M.S., Anthropology, Mercyhurst University; B.A., Anthropology, New York University.

KRISTIN MENDE Clinical Assistant Professor. *Degrees*: D.P.T., Musculoskeletal Physical Therapy, Drexel University; B.S., Biology; B.A. Psychology, Villanova University. *Specialties*: Orthopedic Clinical Specialist; American Board of Physical Therapy Specialties Certi f ed Athletic Train m ɾ m ɲ ʊ

DIRECTOR, PROFESSIONAL ACCOUNTANCY
SCHOOL OF MANAGEMENT

J. Donald Warren, Jr., Ph.D.
Don.Warren@marist.edu

In June 2017, the School of Management at Marist College established a Dual Degree in Accounting (Bachelor of Science in Accounting and a Master of Science in Professional Accountancy) and a Master of Science in Professional Accountancy (MS/PAccy).

The Dual Degree in Accounting is designed for entering freshman students at Marist College who wish to major in accounting. The Dual Degree in Accounting provides Marist students majoring in accounting the opportunity to receive both an undergraduate and graduate degree in as little as four years and four months. Accounting majors may elect to be accepted into the Dual Degree in Accounting at the end of their sophomore year. The program is designed for students to complete substantially all of the undergraduate portion of their bachelor degree during the first semester of their senior year and admitted into the graduate portion during the second semester of their senior year with an internship and distant learning courses. Students will be required to take at least one graduate course during their fall semester of their senior year along with undergraduate courses and at least one undergraduate course during the spring semester of their senior year along with graduate courses. The graduate portion is completed during the summer with two five-week sessions and one two-week accelerated tax research course. Information on the Dual Degree in Accounting may be found in the Undergraduate Catalog under the School of

Students completing the program will be able to (1) effectively communicate through written and oral presentations; (2) identify research, analyze and solve problems in a changing global environment; (3) identify, analyze and respond to ethical dilemmas; and (4) will be prepared to operate effectively in an accounting career.

AACSB INTERNATIONAL ACCREDITATION

The School of Management is accredited by the Association to Advance Collegiate Schools of Business, the foremost international accrediting organization; less than five percent of business programs worldwide earn AACSB accreditation.

MS/PACCY PROGRAM FORMAT & SCHEDULING

The MS/PAccy Curriculum is designed to meet the requirements of the New York State Department of Education for a Master of Science in Accounting and consists of three core courses; three courses in related fields and 12 electives. The program is designed to provide students the opportunity to complete 18 semester hours in the summer and the remaining 12 semester hours online. The program is flexible in that students can complete the remaining 12 hours in more than one semester (e.g., six hours in fall and six hours in the spring). The online courses except for the course in analytics (a fifteen-week course) are eight-week courses.

ADMISSIONS REQUIREMENTS

Dual Degree in Accounting

Marist accounting majors may elect to be accepted into the program in the second semester of their sophomore year. Upon completing all undergraduate requirements, students are awarded their Bachelor of Science in Accounting. There is no GMAT requirement for Marist accounting majors in the Dual Degree in Accounting program.

Master of Science in Professional Accountancy

All applicants must hold a baccalaureate degree in accounting. The MS/PAccy program looks at the interests, aptitude, and capacity of a prospective student as indicated by the applicant's previous academic record and resume and should the

- GMAT only upon request

Applicants are required to have a 3.0 in their accounting undergraduate major and a minimum cumulative undergraduate GPA of 3.0 to apply to the MS/PAccy program.

For on-site courses, proof of MMR immunity (if born on or after January 1, 1957).

Application deadlines are April 1 (Summer Admission), August 1 (Fall Admission) and December 1 (Spring Admission).

MS/PAccy PROGRAM ACADEMIC POLICIES

For the MS/PAccy, a minimum cumulative GPA of 3.0 is required to be maintained for good academic standing and to graduate. Students must achieve a cumulative GPA of 3.0 after completing one semester of full-time study or its equivalent.

Any student whose cumulative GPA falls below 3.0 or receives a letter grade of F will be placed on academic probation. Students will be required to re-take any course in which they receive a letter grade of F.

The College's policies with respect to maintaining matriculation, leaves of absence, and withdrawal from the Program apply to the School of Management graduate programs.

Students must be in good academic standing (minimum cumulative GPA of 3.0)

Electives (12 credits required)

Electives address additional accounting topics as well as ethics.

Each elective course is 3 credits

On-line Courses:

- MSPA 602 Internship in Accounting
- MBA 688 Ethical Management of Organization

In-Class Courses:

- MSPA 621 Accounting Information Systems
- MSPA 603 International Financial Accounting Standards

Additionally should a student wish to take a MBA on-line course other than those presented, he/she are required to obtain the approval of the Director of the Program.

Graduate Courses in Master of Science in Professional Accountancy

CORE COURSES

MSPA 601
Accounting Research
3 Credits 10 weeks Summer (Hybrid Class)
The goal of this course is to give the student the opportunity to use various aspects of their analytical accounting skills to analyze real-world problems. It is an independent study in which teams address accounting issues and research authoritative literature to prepare suggested solutions to the issue. It is an excellent course for professionals who enter public accounting in that it helps a student develop a methodology in researching the authoritative literature.

MSPA 610
Tax Research
3 Credits 2 weeks Summer (Hybrid Class)
This course covers the tax research environment including rules and ethics in tax practice. Emphasis is on learning how to research tax problems by locating, understanding and analyzing source materials such as the Internal Revenue Code, IRS Regulations, and Court Cases.

MSPA 620
Advanced Auditing
3 Credits 5 weeks Summer (In-Class)
Advanced Auditing examines the control and security of accounting information systems from an auditing perspective. Objectives include understanding the basics of how computing systems operate and the risk associated with those systems, types of physical and logical security controls, an auditor's objective of performing an audit of a computerized information system, and other areas of technological importance.

Graduate Related Fields Courses

MBA 664
Economics
3 Credits 8 weeks Spring or Fall (On-Line)
Economics provides an understanding of the context of all business decisions and operations, including micro and macro. Economics can be usefully applied at many levels, but this course focuses on economics for the MBA. Students will be introduced to key concepts in microeconomics, such as productivity, costs, returns to scale, and market structures. These concepts will be applied in more depth vi

and parity conditions in international finance. The course also discusses business ethics and applies big data analytics using the tools the students have been exposed to in the program.

MBA 665
Analytics Bootcamp

Master of Science in Professional Accountancy Faculty

KAVOUS ARDALAN Professor of Finance, 1998. *Degrees*: B.A., National University of Iran; M.A., Ph.D., University of California, Santa Barbara; Ph.D., York University, Toronto, Canada

MEGAN M. BURKE Assistant Professor of Accounting, 2010. *Degrees*: B.S. in Accounting, Virginia Tech; Master of Accountancy, The College of William & Mary; Ph.D., Virginia Tech

JIANING (JADE) FANG Associate Professor of Accounting, 2006. *Degrees*: B.A. in Economics, and Accounting and Information Systems, Queens College; M.S. in Taxation, Washington School of Law; Doctor of Professional Studies in Information Systems, and International Business, Pace University

BYUNGHOON JIN Assistant Professor of Accounting, 2015. *Degrees*: B.S., Indiana University; Master in Professional Accounting, The University of Texas; Ph.D., Temple University

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