MARIST

www.marist.edu/admission/graduate

Alumni Affairs
    Director of Alumni Affairs
Security/Automobiles
    Director of Safety and Security

Marist College does not discriminate in the admission process or in the awarding of financial aid on the basis of race, color, sex, religion or disability

Marist College reserves the right to make program, regulation, date, and fee changes at any time without prior notice. The College strives to ensure the accuracy of the information in this catalog at the time of publication. However, certain statements contained in this catalog may change or need correction. For additional information, please refer to the Marist College web pages at www.marist.edu.

Academic Calendar 2017-2018

(TRADITIONAL 15-WEEK SEMESTER)
(*All other Sessions — see Registrar for Dates and Deadlines*)

FALL 2017

AUGUST
28 Monda

DECEMBER

4	Monday	Graduate graduation applications due in Registrar's Office for 5/18 candidates by 5 P.M.
8	Friday	Last day of Fall 2017 classes.
11-15	Monday – Friday	Final Exam Period.
21	Thursday	Final Grades due at 5:00 P.M.

WINTER SESSION 2018

Dates to be determined. When determined, the dates will be published on the Marist website athttp://www.marist.edu/academics/calendars.html

SPRING 2018

JANUARY

16	Tuesday	Spring Semester begins, Day & Evening classes held.
16-22	Tuesday – Monday	Course change period.
19	Friday	Deadline for grade changes & resolving incompletes for Fall 2017 (5 P.M.)
22	Monday	Last day for course changes (5 P.M.). Half tuition refund after this date.
22	Monday	Last date for resolving incompletes & grade changes for Winter 2018.

FEBRUARY

5	Monday	No tuition refund after this date.

MARCH

10-18	Saturday – Sunday	SPRING RECESS.
13	Tuesday	Midterm grades due by 12:00 P.M. (noon).
19	Monday	Classes resume
26	Monday	Last date for dropping courses without penalty of WF grade by 5 P.M.
29	Thursday	No Evening Classes.
30	Friday –	Easter Holiday
April 1	Sunday	

APRIL

2	Monday	Classes resume at 6:30 P.M.
17	Tuesday	Assessment Day. No Classes.

MAY

4	Friday	Last Day of Spring 2018 classes.
7-11	Monday –	Final Exam period begins
17	Thursday	Final Grades due at 5:00 P.M.
18	Friday	SEVENTY-SECOND COMMENCEMENT CEREMONY – Graduate and Adult Students.

JUNE

15	Friday	Last date for grade changes & resolving incompletes for Spring 2018 by 5 P.M.

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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 governed by a lay board of trustees, Marist continues to embrace the three ideals as an integral part of the College mission.

Excellence in Education

Marist achieves its ideal of excellence in undergraduate, graduate, and professional education by actively engaging each student through exemplary teaching and distinctive learning opportunities.

At the undergraduate level, this begins with a firm foundation in the liberal arts and sciences. Through the core curriculum and major fields of study, students learn to think logically and creatively, to synthesize and integrate methods and insights from a variety of disciplines, and to express themselves effectively orally, in writing, and through media. Students consider the ethical dimensions of the subjects they study and become more aware of their own values, the values of others, and the implications of the choices they make in their public and private lives. They explore diverse cultures through coursework, extracurricular programs, international study, internships, and service opportunities. Students in all programs learn critical thinking and problem-solving skills requisite for effective leadership in a complex and diverse society.

The Marist ideal of excellence in education finds distinctive expression in programs tailored for the graduate and adult learners the College has long served. Study at the graduate level emphasizes breadth and depth of knowledge for career development. In a climate of collegiality, students refine the intellectual and personal qualities they need to contribute to their fields. Graduate, undergraduate degree completion, and professional programs are designed to accommodate the needs of adult students to balance education with work and family responsibilities. Maintaining the high standards that characterize all educational offerings, Marist presents programs for adult students in alternate locations, formats, and methods of delivery.

A distinguishing feature of the Marist education is the manner in which information technology is used to support teaching, learning, and scholarship. The College, a leader in educational applications of information technology, offers students access to advanced technologies to help them develop as lifelong learners and productive members of their communities. Technology resources are combined with flexible and innovative program formats to expand access to higher education for all students.

A Sense of Community

The Marist ideal of community is based on the belief that we become a better institution through the active involvement of faculty, staff, students, and alumni in the life of the College. Seeking to create relationships that will last a lifetime, we nurture the well-being and development of all our community members and cultivate their bonds with the College and each other. Marist encourages students to collaborate with faculty and staff on research, creative, and service projects, and to share the results of their work with a wider community of scholars. We take particular care to ensure that student activities build a sense of community while supporting educational goals. We are a diverse community united by a shared commitment to the free exchange of ideas, consideration of the opinions of others, and civility in all our interactions. As members of the global community, we are committed to the collective stewardship of our environment.

A Commitment to Service

The Marist ideal of service is predicated on our belief in the dignity and value of every human being. The College sponsors and supports programs to meet a wide variety of community needs, and to offer broadened access to education. We encourage students, faculty, staff, and alumni to make service an important part of their lives. Both individual students and student organizations engage in service activities, including programs that assist those in need, projects throughout the Hudson River Valley, and other humanitarian initiatives around the world. By sharing their time and talents, students help make Marist a better place to live and learn while developing a sense of personal responsibility and civic engagement.

Introduction to Marist

What started as a school for training future Marist Brothers has developed into one of the leading comprehensive liberal arts colleges in the country. Marist College's 210-acre main campus overlooks the Hudson River in the heart of the historic Hudson Valley, midway between New York City and the state capital of Albany, NY. In addition, the Raymond A. Rich Institute for Leadership Development is located

their work schedules. A variety of online programs offer opportunities to balance study with career and family responsibilities. Marist has seen tremendous growth in its graduate programs due in large part to its successful online MBA and MPA programs, the first to be accredited by New York State. Marist also offers other online programs at the graduate level as well as the opportunity to pursue a Master of Arts in Museum Studies at the branch campus in Florence, Italy.

Marist has received national attention and a number of awards for its advanced technology. The College is a member of Internet2, providing students and faculty direct access to digital education and research resources across all member institutions. All classrooms employ "smart technology," and wireless access is available throughout the campus, both indoors and out. A joint study agreement with the IBM Corporation has allowed both partners to develop innovative uses for technology in learning and teaching.

History

Marist can trace its roots to 1905, when the Marist Brothers first purchased property in Poughkeepsie, NY, as the site of a house of studies. In 1930, the state of New York certified the Marist Training School to offer college-level courses. In 1946, the state granted a charter to Marian College as a four-year institution of higher learning under the leadership of founding president Brother Paul Ambrose Fontaine, FMS. In 1956, the College broadened its scope to include the wider community and in 1957 admitted lay male students to pursue undergraduate studies.

Dr. Linus Richard Foy was named president in 1958 and became, at age 28, the youngest college president in the United States. In 1959, the College introduced an evening division to serve the educational needs of the surrounding communities. Marian College was renamed Marist College in 1960, and by 1969 the Brothers transferred ownership to the Marist College Educational Corporation with an independent board of trustees.

The College admitted women to its evening division in 1966. In 1968, women entered the day division, making the College fully coeducational.

With the naming of Dr. Dennis J. Murray in 1979 to the presidency of Marist College, another period of significant growth and development began. The campus now consists of 75 buildings and including 34 student housing facilities, with a total estimated value of $805 million. Over the past two decades, Marist has expanded its course offerings and tripled its applicant pool. The College now receives over 11,000 applications each year for admission to the freshman class. Its acceptance rate during that same period has gone from 75 percent to 41 percent in 2016. Also in 2016, Dr. Murray stepped down, becoming president emeritus and professor of public policy, and David Yellen became the fourth president of Marist College.

The Marist College Faculty

The Marist College faculty is comprised of highly experienced and credentialed educators who are dedicated to the intellectual and professional development of their students. Many of these faculty members are highly skilled professionals with practical hands-on experience in corporate, government, not-for-profit, and community

settings. Faculty regularly take part in research, publishing, and consulting, and are frequently called upon by various organizations and institutions for their expertise in their given academic areas. Furthermore, the Marist College faculty is known for their longstanding commitment to excellence in teaching. An average class size of fifteen students allows Marist's faculty to actively involve students in the learning experience. In-class exercises, case studies, computer simulations, group projects, and presentations all play an integral role in the learning process. Through the use of

Campus-wide connectivity means 24/7 access to the Internet, e-mail, voice-mail, the mainframe computer, and numerous database services. Marist and IBM have recently collaborated on two IBM Shared University Research grants that have helped to enhance Marist's e-learning initiatives.

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 Scholar Incentive Awards. The College holds membership in the New York State unit of the American Association of Colleges for Teacher Education.

The College holds memberships in the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the Association of American Colleges. Marist is a charter member of the Visiting Student Program sponsored by the Associated Colleges and Universities of the State of New York. Marist is also a member of the American Association of University Women, the Middle Atlantic Association of Colleges of Business Administration, the Middle States Association of Collegiate Registrars and Officers of Admission, the Council for the Advancement and Support of Education, and the American Assembly of Collegiate Schools of Business. The School of Management has achieved the prestigious program accreditation of its undergraduate and graduate degree programs in business by AACSB International – The Association to Advance Collegiate Schools of Business.

Marist is also affiliated with the National Catholic Educational Association of Governing Boards of Universities and Colleges, the National Association of Independent Colleges and Universities, the National Association of College and University Business Officers, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Attorneys, and the American Association of Fundraising Council.

Academic Facilities

NEW SCIENCE AND ALLIED HEALTH BUILDING

Classes began in 2016 in a new four-story science and allied health building on the east side of the campus. The building houses the master's in physician assistant studies program as well as undergraduate biology, biomedical science, medical technology, and athletic training programs. The project is designed by Robert A. M. Stern Architects, one of the world's leading architectural firms.

ACADEMIC BUILDING AND STUDENT CENTER RENOVATION

Construction of a 24,000-square-foot academic building and an accompanying expansion and renovation of the Student Center was completed in spring 2014. The esteemed firm of Robert A.M. Stern Architects led the $33 million project. The new building houses Marist's robust Music Department as well as multipurpose space for performances, readings, and lectures. The Student Center renovation features a dining hall with a three-story cathedral ceiling and an adjacent quiet dining area and a terrace, both offering Hudson River views. The project also enhanced the

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 the setting for LdM conferences and receptions. Students and professors from LdM's Restoration Department were fully involved in the restoration of the church interior.

The Master of Arts in Museum Studies is offered in partnership with the Istituto Lorenzo de Medici in Florence, Italy. This 34-credit program exposes students to the principal aspects of museum management and public engagement. Students benefit from the integration in the city and hands-on exposure to real world museum research and practices in one of the world's most important cultural centers. For more information please visithttp://www.marist.edu/admission/graduate/museumstudies.html.

Student Services & Facilities

INFORMATION TECHNOLOGY COMPUTER LABS

Marist maintains computer labs located at the main campus in Poughkeepsie, and the LdM branch campus in Florence, Italy. These include instructional computer labs, multimedia classrooms with podiums, collaborative study spaces, and open labs. In all, Marist provides more than 950 computers for academic use throughout these sites. All personal computers in these lab spaces are configured with a robust common base software configuration, which includes the ability to access the Internet and Marist network, office productivity tools, industry-leading media and content creation and manipulation tools, digital library access, statistical analysis packages, and access to our host systems. Labs used for specific academic schools contain specialized software applications and packages in addition to this common base.

All computers are less than three years old, and all software is updated yearly to the most recent software available. Details about each computer lab are available online athttp://www.marist.edu/it/desktop/labs.html.

SAFETY AND SECURITY

The Safety and Security Office provides 24-hour, seven-days-a-week service to the Marist College community. Among the many services provided through this office are student escort programs during evening hours; fire and emergency equipment; and a lost-and-found department.

The Safety and Security Office works as the liaison to local fire, police, and rescue agencies. The office administers the College's parking and vehicle registration

PARKING PERMITS

Admission to Graduate Programs

Marist offers master's degree programs designed to accommodate individuals from a variety of academic and professional backgrounds. A baccalaureate degree is required for admission to graduate study; however, some programs do not require that the degree be in a related field. Application requirements can be found by visiting http://www.marist.edu/admission/graduate/deadlines.html.

Start terms vary by program. Admissions decisions are made by the graduate directors in consultation with faculty committees. Applications for admission to graduate study remain on file for one year and may be reactivated by written request at any time during that period. Students wishing to be considered after the one year period may need to submit a new application and supporting documents.

Prospective graduate students should contact the Office of Graduate Admission at (845) 575-3800 or visit www.marist.edu/graduate for more information. The office is located in the Rotunda Admission Center.

Please address all applications and correspondence regarding graduate study to:

Office of Graduate Admission

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.

TITLE IV RECIPIENT POLICY FOR REFUNDS

The law specifies how we determine the amount of Title IV program assistance you earn if you withdraw from Marist College. The Title IV programs for graduate students that are covered by this law are: TEACH Grants, Federal Direct Loans, Federal Direct Graduate PLUS Loans, and Federal Perkins Loans.

When you withdraw during your payment period the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received less assistance than the amount you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period. The number of days in each payment period is determined based on the academic semester start, end, and breaks as provided by the Office of the Registrar.

If you do not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, we must obtain your permission before we can disburse them. You may choose to decline part or all of the loan funds so that you do not incur additional debt. We may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. We need your permission to use the post-withdrawal grant disbursement for all other charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt to Marist College.

Federal student aid may not cover all unpaid institutional charges due to Marist College.

UNOFFICIAL WITHDRAWAL

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

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: http://www.marist.edu/financialaid/graduate/grants.html.

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 and your loan

be used to determine financial aid eligibility at the time of course or program withdrawal.

We strongly recommend that you contact Student Financial Services when you wish to drop a course to see if or how your aid would be adjusted as financial aid is awarded on a per-credit basis.ial aid is

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.

RE-ADMISSION

Students withdrawn from a graduate program may apply for readmission; however, readmission is not guaranteed. Submission of updated application materials may be required by the director of the program.

Readmitted students must meet the program requirements listed in the Graduate Catalog in effect at the time of re-admission.

NOTE: a student's satisfactory academic progress is not adjusted as a result of re-admission. The status at the time of withdrawal/leave of absence remains the same upon readmission.

Re-admission does not reset the clock regarding the time limit for completion of all degree requirements. The time elapsed prior to the withdrawal continues to apply.

DEFINITION OF FULL-TIME AND PART-TIME STUDY

A matriculated student must register for a minimum of nine (9) credit hours to be considered full-time. Students registered for fewer than nine (9) credits are considered part-time. PLEASE NOTE: Marist College defines academic full-time study for graduate programs as a nine (9) or greater credit course load. However, this should not be confused with the federal and state financial aid definition of full-time study, which is a 12-credit course load or higher.

COURSE CANCELLATIONS

The College reserves the right to cancel any course if the enrollment is too small to warrant its offering.

ACADEMIC STANDING

The maintenance of a minimum cumulative grade-point average (GPA) of 3.0 is required for good academic standing. Students must have a cumulative 3.0 GPA after completion of one semester of full-time study or its equivalent. Any student whose index falls below that required for good standing, or who receives a letter grade of F, will be subject to academic review and may be placed on probation or dismissed from the program. Students placed on probation will receive a statement of the requirements necessary to achieve good standing and will be given a limited time period in which to meet these requirements. Failure to achieve the probationary requirements will result in dismissal. Please also review the Satisfactory Academic Progress Policy above for financial aid requirements.

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.

AUDITING

Individuals who have completed a bachelor's degree from an accredited institution are permitted to audit a graduate course provided that they have met all the course prerequisites, obtained permission from the course instructor and graduate Program Director, and submitted an application for graduate study.

Auditors are not permitted to take exams, submit papers, or participate in team exercises. Current Marist College graduate students are not permitted to audit a

required course in their graduate program. Tuition for auditing a course is $250.00 per course.

TRANSFER CREDITS

Credit for graduate work completed at other graduate schools will be determined by each graduate Program Director. Please refer to the appropriate program section for information regarding transfer policy.

TRANSFER TO OTHER MARIST GRADUATE PROGRAMS

Transfer to another Marist graduate program requires a formal application through the Office of Graduate Admission. Admissions policies of the new program apply and all admissions materials required for the new program must be provided. This includes the application, an up-to-date Marist transcript, the $50 non-refundable application fee, and any other documentation required by the individual program.

ACADEMIC GRANTS

The Office of Academic Grants provides assistance to full-time faculty interested in securing grant awards for research, curriculum development, and other creative activities relevant to the College's academic mission. Office staff assist faculty in

THE MBA MISSION STATEMENT

The Mission of the Marist MBA Program is to:

- provide a dynamic business curriculum that cultivates professional skills and values, while focusing on real-world applications and employing current and emerging technologies, and
- advance students' managerial knowledge, elevate their communication, analytical, technological, and decision-making skills, and stimulate their appreciation of the social and ethical implications of working in a diverse, global business environment.

AACSB INTERNATIONAL ACCREDITATION

In 2002, the Marist College MBA program was granted accreditation by one of higher education's most prestigious and rigorous international accrediting bodies, The Association to Advance Collegiate Schools of Business-International (AACSB). Accreditation by AACSB-International is the highest distinction offered to business schools both nationally and internationally and confirms Marist's commitment to the highest standards of excellence in its business curriculum, faculty, and student resources. Only 30 percent of business and management programs nationwide are accredited at both the bachelor's and master's degree level, achieving a standard widely accepted and adopted by the educational and business communities.

MBA PROGRAM FORMAT & SCHEDULING

The MBA Curriculum consists of nine core courses and three electives which can be selected to form a concentration. Due to student preference, all courses are offered online at present. With sufficient student demand, courses may also be offered in a face-to-face delivery format. Fall and spring courses are either 8 or 15 weeks; summer online courses are 8 weeks. The 8-week courses are accelerated. On-site courses me one night per week for 15 weeks.

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college or university in New York State to gain approval to offer its entire

achievement on either the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE) General Test, letters of recommendation, response to essay questions, and past professional achievement and growth. Marist reviews 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 $50 non-refundable application fee made payable to Marist College
- 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 or a written statement describing work history and present responsibilities
- An official score report of the Graduate Management Admission Test (GMAT) or the Graduate Record Exam General Test (GRE) taken within five years of application. Specify on the GMAT application that the GMAT score should be sent to Marist College. Marist's report code is K9K-FZ-91. For the GRE General Test, specify on the GRE application that the GRE General Test score should be sent to Marist College. Marist's report code is 2400.
- Completed recommendation forms from two references, preferably at least one from a former professor
- Written response to essay questions
- For on-site courses when offered, proof of MMR immunity (if born on or after January 1, 1957).

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 copies are acceptable for non-matriculation only, and certain other exceptions apply), and an application fee. Non-matriculated students are limited to two courses selected by the Director and must submit all application materials necessary for matriculation

Any student whose cumulative GPA falls below 3.0 or receives a letter grade of F will be placed on academic probation and will have nine credits' worth of MBA courses, taken within a 12-month period during which no grade may be less than a B in which to reestablish good academic standing. Any student who fails to achieve a GPA of at least 3.0 by the end of that 12-month period, or who receives a grade of less than B during that 12-month period without having first raised his or her GPA to 3.0 or above, faces academic dismissal. Failed courses must be retaken the next time the course is offered. Any student who earns a grade of F within their first 9 credits of coursework will not be permitted to continue in the program.

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 seven 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 seven-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.

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 ar :

Healthcare Administration
Choose three of the following:

1) MBA 654 Managing Organizational Change
2) MBA 681 US Health Care Policies and Systems
3)

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 others8 weeks, 3 credits.
Prerequisite: MBA 660, 665

MBA 668

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
3 Credits
This course explores common tools for data analysis and their application to decision-making situations. Topics include regression and correlation, forecasting, linear programming, project management, and other selected topics. All models will be taught with attention to managerial applications, including case analyses. Course will include heavy computer usage. 8 weeks, 3 credits.
Prerequisites: MBA 660 and 665

MBA 644
Financial Statement Analysis
3 Credits
Financial statements are relevant to the decisions of many individuals including investors, creditors, consultants, managers, auditors, directors, analysts, regulators, and employees. This course equips the student to use the information provided in financial statements to make reasoned decisions in a variety of contexts. Traditional analytical techniques such as ratio analysis, trend analysis, and vertical and horizontal analysis are used. Additionally, the course provides a framework in which the students can develop appropriate valuation techniques. 8 weeks, 3 credits.
Prerequisites: MBA 660 and 669. Suggested: MBA 671

MBA 645
Principles and Quantitative Methods in Operational Excellence
3 Credits
This course provides comprehensive coverage of principles and current issues in operations management, such as process strategies, lean and sustainable manufacturing, planning processes, and supply chain and quality management. Particular focus is placed on the perspective of operations management in global businesses, value creation, alignment with company strategy, and application of quantitative decision-making methods. This is accomplished by qualitatively and quantitatively analyzing common operations management scenarios as well as case studies and issues from the current press. 8 weeks, 3 credits.
Prerequisites: MBA 660 and 670

MBA 653
Management and Collective Bargaining
3 Credits
Labor as a critical part of the American industrial relations system is examined. The American labor movement and labor law are studied. Emphasis of the course is on the collective bargaining process as carried out between labor and management. 8 weeks, 3 credits.
Prerequisites: MBA 660

MBA 654
Managing Organizational Change
3 Credits
This course is designed to build skills that will help the student effectively manage change. Particular attention will be given to enhancing the student's capability to analyze situations of change, plan and implement appropriate actions for change, and learn from personal experience. 8 weeks, 3 credits.
Prerequisites: MBA 660 and 665

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

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

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Master of Business Administration Faculty

KAVOUS ARDALAN Professor of Finance, 1993 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 Affiliate Assistant Professor of Economics, 2006 Degrees: M.B.A., Fordham University; Ph.D., New School University

DAVID J. GAVIN Assistant of Professor of Management, 2007 Degrees: B.S., Liberty University; M.B.A. Marist College; Ph.D., University of Albany

JOANNE GAVIN Associate Professor of Management, 2002 Degrees: B.S., University of

LAWRENCE G. SINGLETON Dean, School of Management and Professor of Accounting and International Business, 2013 Degrees: B.S., Louisiana State University; M.S., Louisiana State University; Ph.D., Louisiana State University

KENNETH SLOAN

CHAIR, DEPARTMENT OF PUBLIC AND NONPROFIT ADMINISTRATION
SCHOOL OF MANAGEMENT
James Melitski, 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 three Concentration areas offered: public management, ethical leadership, or health care administration. Each Concentration area is defined by three specific MPA 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 690 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 standing (GPA of 3.0 or better). We do not require a thesis or comprehensive examination as part of the MPA program requirements.

Health Care Administration:

MPA 681	US Health Care Policies and Systems
MPA 682	Ethical/Legal Issues in Health Care
MPA 683	Critical Issues in Health Care

COURSE FORMAT & SCHEDULING

Students may pursue the MPA program in a hybrid (face-to-face and online sessions), fully online, or through a combination of both – whatever best suits their needs. The face-to-face component of the hybrid courses are at the Fishkill Executive Center, and at sites in Albany and NYC. Hybrid courses and online courses cover the same content, have identical learning goals, and are taught by the same faculty. The key difference is the delivery format.

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 conven eb0oCi4cA prookvateve

fall or the spring semester. Applications are accepted on a rolling basis. Admission decisions are made according to published deadlines.

Applicants to the MPA program must submit:

- A completed Marist Graduate Admissions Application
- A $50.00 non-refundable application fee made payable to Marist College
- Official transcripts from all undergraduate and graduate institutions attended
- A brief essay discussing why the applicant wishes to pursue the MPA and its relation to the applicant's career goals
- A current résumé or a written statement describing the applicant's work history and present responsibilities
- Two letters of recommendation, preferably at least one from a former professor.

Applicants whose undergraduate GPA is less than 3.0 may be required to submit their scores from the GRE 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 request a Leave of Absence (LOA). Interruption of study beyond one academic year (2 semesters) requires re-application. The admissions policy and program curriculum effective at the time of re-admission will apply. All academic requirements for the MPA program must be completed within seven years of admission. A minimum cumulative GPA of 3.0 is required to enroll in MPA699 and to graduate. Requests for an extension of the seven-year limit must be made in writing to the School of Management (gradmgmt@marist.edu).

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 School of Management (gradmgmt@marist.edu). Students must be in good academic standing (minimum cumulative GPA of 3.0) to participate in commencement.

techniques to decision making and problem-

MPA 681
US Health Care Policies and Systems
US Health Care Policies and Systems is

JAMES MELITSKI

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.

- The foundation for professionals who aspire to become a Chief Data Officer (CDO)

- 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 as identified by the graduate director. IS degree requirements must be completed within seven (7) years of acceptance into the program with a cumulative index of 3.0 or higher. Requests for an extension of the seven-year limitation must be made in writing to the graduate director.

Part-time students are normally limited to registering for one graduate course during their first semester, unless special arrangements are approved in advance by the graduate director. Full-time study is defined as a semester load of at least nine graduate credits.

ADVISEMENT

The Program Director serves as the primary advisor to all students in the program. The Program Director regularly makes specific recommendations on course sequences to

Specializations – choose one:

Information Systems Management Required Courses (6 credits)

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

Electives:

	9 credits from: Information Systems, Business, Software Development	9 cr

Prerequisite:

MATH 130	Introduction to Statistics

Business Analytics Required Courses (9 credits)

MSIS 545	Introduction to Data Analysis & Computational Statistics	3 cr
MSIS 637	Decision Support Systems	3 cr
MSIS 645	Data Mining & Predictive Analytics	3 cr

Electives:

	6 credits from: Information Systems, Business, Software Development	6 cr

Prerequisite:

MATH 130	Introduction to Statistics

Computer Networks and Security Required Courses (9 credits)

MSIS 601	Network Design & Implementation	3 cr
MSIS 602	Network Security	3 cr
MSIS 603	Network Virtualization	3 cr

Electives:

	6 credits from: Information Systems, Business, Software Development	6 cr

Prerequisites :

Advanced Certificate in Information Systems

PROGRAM DIRECTOR
Eitel J.M. Lauría, Ph.D.
(845) 575-3610
Eitel.Lauria@marist.edu

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. It is offered for students who already possess a Master of Business Administration, a Master of Public Administration, or some other Master's degree program that contains or has been supplemented by a significant management-related component. The certificate program allows individuals who generally have little or no formal education in IS to develop an expanded graduate-level background in IS as an adjunct to their prior degree. Candidates who have taken an IS concentration at the graduate level at Marist are ineligible for this certificate.

Because the courses required demand considerable time and effort, only one course is permitted in the first semester (this requirement may be waived by the graduate director based upon recent prior academic performance). Students generally carry two to four courses per calendar year and take two years to complete the certificate. The maximum time permitted for completion is four years from admission into the program.

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.

CERTIFICATE REQUIREMENTS

The Advanced Certificate in Information Systems is obtained upon satisfactory completion of six courses (18 credits) from the graduate Information Systems program as follows:

MSIS 527	Systems & Information Concepts in Organizations	3 credits
MSIS 537	Data Management I	3 credits
MSIS 567	Data Communications	3 credits
MSIS 647	Information Analysis	3 credits
MSIS 657	Systems Design	3 credits
MSIS 720	Information Systems Project	3 credits

ADMISSIONS REQUIREMENTS

Admission is based on prior academic performance and potential, a commitment

professionals, advertising and marketing professionals, health care administrators and finance professionals. The program is offered in traditional and online format.

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

Graduate Courses in Information Systems

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

and analytical skills, including data analytics,

business value that can be achieved rather than the details of the technology. This is an integrative course including issues of business strategy, technology and the study 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, simulation, modeling and prediction. A basic presentation of modern computational data analysis, graphics and inferential statistics is provided in a laboratory setting; students gain proficiency in using a statistical software platform such as R. The course will cover probability concepts, important distributions, descriptive statistics and graphical analysis, inferential statistics including confidence intervals, hypotheses testing and ANOVA, as well as correlation and linear regression in one and several covariates. Computational techniques such as the bootstrap and resampling as well as for simulations are stressed throughout. Principles and methods of statistical analysis are put into practice using a range of real-world data.

MSIS 637
Decision Support Systems
3 credits
This course covers concepts and tools that aid managerial decision making by applying analytic reasoning and computer-based tools to managerial problems. Managers are increasingly overwhelmed by the speed of decision making, the number of decisions, and the amount of data available to help make these decisions. Their success depends on their ability to extract business value from the raw data their organization collects. The course focuses on decision making techniques and tools including such topics as management science, model-driven decision support, data-driven DSS, expert systems, executive information systems and business intelligence.

MSIS 645
Data Mining and Predictive Analytics
3 credits
Data Mining & Predictive Analytics is the name given to a group of disciplines, technologies, applications and practices for analyzing data (usually based on past business performance) and building models to help enterprise users make better, faster business decisions. The course covers basic concepts, tasks, methods, and techniques in data mining, including data exploration, data preparation, classification, regression, clustering, association, and performance evaluation applied to predictive modeling.

Computer Networks and Security Concentration (9 credits)

MSIS 601
Network Design and Implementation
3 credits
Computer Networks continue to expand the technologies they must support. This

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 attacks. 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
Network Virtualization is an integral component in any network today. Network Virtualization is the key component to cloud computing whether it be a public cloud, private cloud or hybrid cloud environment. This course covers the origin, theory, enabling technology, design, and practical implementation of key components to build a network virtualization environment. The transformative architecture will be discussed in depth and utilized in case studies, while providing an implementation utilizing the technology studied.

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

ROBERT M. CANNISTRA Senior Professional Lecturer of Information Technology, 2002. Degrees: B.S., State University of New York at Brockport; M.S., Marist College. Specialties: Data Communications and Networks

RONALD COLEMAN Associate Professor of Computer Science and Information Technology, 2002. Degrees: B.S., City College of New York; Ph.D., Polytechnic University. Specialties: Algorithms, Software Development, Distributed computing

CASIMER DECUSATIS Assistant Professor, 2012. Degrees: B.S. Engineering Science & Mechanics, Pennsylvania State University; M.S. Electrical, Computer & Systems Engineering, Rensselaer Polytechnic Institute; Ph.D. Electrical, Computer & Systems Engineering, Rensselaer Polytechnic Institute. Specialties: Cloud Computing, Fiber Optical Networking and Wavelength Multiplexing, Data Communications, Software-Defined Networking, Network Function Virtualization, Cyber-Security

CENK ERDIL Assistant Professor of Computer Science, 2015. Degrees: B.S., Marmara University, Istanbul, Turkey; M.E., Pennsylvania State University; Ph.D., State University of New York at Binghamton. Specialties: Grid Resource Matching, Self-Organizing Clouds

JAMES HELMREICH Associate Professor of Mathematics, 1992. Degrees: B.A., Bowdoin College; M.A., University of Maryland; Ph.D., University of Maryland; M.S. SUNY Albany; Specialties: Statistics, R, Pedagogy

MATTHEW A. JOHNSON Professional Lecturer of Computer Science, Information Technology and Systems, 2007. Degrees: B.S., State University of New York at New Paltz; M.S., State University of New York at New Paltz. Specialties: Web Programming, Unix/Linux Operating Systems & Administration, Computer Graphics

ALAN G. LABOUSEUR Assistant Professor of Computer Science, 2003. Degrees: B.S., Marist College; M.S., Pace University; Ph.D, State University of New York at Albany. Specialties:

MSCS 550 Artificial Intelligence

MSCS 721 Software Verification & Maintenance

MSCS 688

Description of Courses

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
Object-Oriented Programming
4 Credits
This course is designed to quickly bring students up to speed with current programming practice including problem-solving methods, algorithm development, and the object-oriented paradigm. Students will practice program design, coding, debugging, testing, and documentation using accepted style conventions. This course establishes a foundation for further studies in computer science. Programming projects are assigned.
Prerequisites: None

MSCS 502
Advanced Data Structures
4 Credits
Linear and non-linear data structures will be discussed and implemented including dynamic lists, linked lists, stacks, queues, trees, heaps, and hashing. Complexity will be considered and efficient structures will be covered including balanced binary search trees and priority queues. Advanced Java topics will be covered including abstract classes, interfaces, and iterators. Students will be expected to construct and/or use generic data structure classes.
Prerequisites: MSCS 501 Object Oriented Programming, MATH 250 Discrete Math

MSCS 503

physical implementation of databases, and systems issues in the management of data.
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 Structures; MATH 221 Differential and Integral Calculus

MSCS 560
Networking
4 Credits
This course will focus on OSI and internet protocols that provide a reliable communication channel over the physical network linking a heterogeneous collection of computing resources. Topics covered include: Switching Techniques, Wireless Protocols, Media Access Control, TCP/IP and multicasting.
Prerequisites: MSCS 501 Object Oriented Programming; MSCS 502 Advanced Data Structures; MSCS 503 Computer Architecture and Organization.

MSCS 565
Game Design and Programming 1
4 Credits
The objectives of this course are to introduce a disciplined, practical approach to computer game design and programming. The

Computer Science/Software Development

PROGRAM DIRECTORS
Eitel J.M. Lauría, Ph.D.
School of Computer Science & Mathematics
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MISSION AND OBJECTIVES

The Master of Science in Technology Management (MSTM) is a joint program developed and delivered by the Schools of Computer Science & Mathematics and Management at Marist College. The program instructs professionals with technical education, experience, and expertise in the application of technology to organizational strategy that impacts firm effectiveness, efficiency, and competitiveness. Students in the program develop the ability to recognize technology as a key success factor for the enterprise. They are given an integrative and comprehensive approach to manage the implementation and application of technology to the organization's value chain. Graduates are expected to take up middle-management and executive positions in organizations with responsibility to effectively use technology for organizational competitiveness.

The program's advantages enhance students' career development that can lead to Senior Technology Executive roles. Alternatively these individuals may work in the role of consultants to traditional business managers in the application of technology to increase a firm's competitive advantage.

Candidates for the Master of Science in Technology Management are technology, science, and engineering professionals with five to ten years of experience in technical or managerial positions who want to expand their managerial and technical skills and organizational knowledge in technology management and implementation. These are individuals who bring technology to organizational functions and are readying themselves for leadership positions in technology to create value for their firms and their clients. They need to be forward-thinking professionals who can spot opportunities for their organization to take arm'ging technologies.
They will enroll in this program to enhance the organization's operations, decision-making processes, and engagements with their network partners through the ability to efficiently and effectively apply technology to innovate the business. The MSTM program ET EMCis a 12-course, ET EMC36-credit-hour, part-time program ET 5 (to

The Marist College Master of Science in Technology Management enhances managerial acumen in strategically directing the use and products of technology across an enterprismlue for the organization requires managers to be change agents, proactive in a dynamic world, and to understand the dynamic relationship between the organization's competitive and internal environments. Managers need to

use existing resources to create value and to understand the impact of their decisions and actions for all stakeholders across the full spectrum of the value chain. Focusing on the systems and interpersonal processes of managing, this program provides an integrative, applied perspective for facilitating operational and strategic decision making with technology resources (in the form of IT and other modern technologies). The goal is for managers to create value for the organization by leveraging human, knowledge, and technology assets. As such, this program offers unique capstone experiences to achieve this by building capabilities in managing technology workers and processes as well as planning for the future. A two-semester capstone experience focuses on building analytical and strategic thinking through case study and then applying what is learned in real-world team and individual projects that focus on building the business case for implementing change in their own firms.

DIFFERENTIATION

We have reviewed many programs and have found that the positioning of the MSTM is comparatively unique as it:

- Creates an integrated enterprise view of IT and other technologies by focusing on its beneficial role across the value chain.
- Instills Project Management as an integral skill in planning and managing operations.
- Focuses on the distinctive skills and role of the Senior Technology Executive in driving innovation across the organization, its suppliers, customers, and partners.
- Develops the ability to align business opportunities with emerging technologies.
- Offers an interdisciplinary program by drawing upon the strengths of the School of Management and the School of Computer Science and Mathematics through its department of Computer Science, Information Systems and Information Technology.
- Is offered fully online and follows a cohort format.
- Requires students to attend an international residency, dealing with technological changes across international markets and amidst global developments, virtual organizations, and management across cultures.
- Combines corporate site visits with presentations by professors from non-U.S. universities and presentations by relevant practitioners.

ON-SITE AND ONLINE FORMAT

This program is offered online in a cohort format. Courses in fall and spring run 15 weeks, courses in summer run 10 weeks. There are three residencies (one international).

as training in the online learning system, any other communication tools used, and Marist College's online library facilities.

FINAL RESIDENCY

This residency is connected to the Capstone courses and concludes the program. Students present their final projects to a forum of industry representatives and faculty. Junior cohort members (students in the next cohort) are encouraged to join the audience for the final project presentations.

INTERNATIONAL RESIDENCY

The course Global Aspects of Technology Management is an international experience. Students travel to Marist for a one-day introduction to the program (introductory reading material is distributed up to four weeks prior to the course). Following the introduction is a 10-day trip to a foreign country that explores global aspects of technology management through visits to companies, academic and other institutions, and direct interaction with the respective cultures. Details of the academic work are laid out in the respective syllabus. Destinations will vary based on the faculty leading the program and current technology hot-spots in the world.

ADMISSIONS REQUIREMENTS

In addition to the application materials addressed in the Admissions to Graduate Programs section of the General Information section of this catalog, the following are required for admission consideration to the MSTM Graduate Program:

- A minimum of a bachelor's degree, preferably in computer science, engineering, science, or business with an MIS concentration. Other undergraduate majors are considered if the concurrent experience base warrants admission to the program.
- An undergraduate GPA of 3.0 or higher.
- A completed Graduate Admission Application (available online).
- A $50 application fee.
- Two recommendation letters.
- Official transcripts from all prior undergraduate and graduate institutions attended.
- A current résumé.
- At least three years of post-baccalaureate leadership and managerial experience in a technology role or at least five years of post-baccalaureate professional experience in a technical position if little to no leadership or managerial experience.
- A GMAT (Report code is K9K-FZ-91) score or a GRE (Report code is 2400) score (on both tests) of 500 or better – tests may be waived if the applicant has five years of post-baccalaureate managerial or leadership experience or eight years of post-baccalaureate professional experience or a graduate degree. Admissions requirements for international students are outlined in the Application Requirements for International Students in the General Information section of this catalog.

STUDENT STATUS

Only admitted students are enrolled in the program. Only enrolled students may take classes in the program. Students enroll in the program as part-time students. They

management and strategic planning, including organizational development and organizational transformation.

MSTM 800
Global Aspects of
Technology Management
3 Credits
Students spend a week in an international residency. Dealing with technological changes across international markets and amidst global developments, virtual organizations, and management across cultures are the primary focus. Corporate site visits are combined with presentations by professors from non-U.S. universities and presentations by relevant practitioners.

MSTM 801
Capstone I: Strategic
Technology Management
3 Credits
This course is designed to enable students to

MSTM Program Faculty

KAVOUS ARDALAN Associate 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

LAURA EBERT Assistant Professor of Economics, 2002 Degrees: B.A., Bard College; M.A., University of Connecticut at Storrs; Ph.D., New School University

CRAIG FISHER Professor Emeritus of Information Systems, 1999 Degrees: B.S., State University of New York at Oswego; M.A., Ball State University, Indiana; Ph.D., State University of New York at Albany

MARGARET L. GAGNE Associate Professor of Accounting, 2000 Degrees: B.A., Huron College; M.B.A., University of South Dakota, Vermillion; Ph.D., Indiana University

JOANNE GAVIN Assistant Professor of Management, 2002 Degrees: B.S., University of New Orleans; M.B.A., University of New Orleans; Ph.D., University of Texas at Arlington

JAN HARRINGTON Associate Professor of Information Systems, 1999 Degrees: B.S., (ersity of University of Washington; M.A., University of Washington; Ph.D., Drexel University

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CAROLINE V. RIDER, ESQ. Associate Professor of Business, 1984 Degrees:B.A., Smith

DIRECTOR, MENTAL HEALTH COUNSELING PROGRAM

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MISSION AND OBJECTIVES

Clinical Mental Health Counseling is a distinct profession with national and state standards for education, training, and clinical practice. Mental Health Counselors provide a full range of services for individuals, couples and families, and groups. The Master of Arts in Mental Health Counseling Program at Marist College is approved by the New York State Education Department as providing the academic preparation necessary to become a Licensed Mental Health Counselor in New York State.

Marist is dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, productive lives in the global community of the 21st century. The Mission of the MA in Mental Health Counseling Program is to prepare counselors-in-training with the knowledge, skills, and training necessary to meet the NY State Education Department's education requirements to be eligible to become Licensed Mental Health Counselors, and to provide the opportunity to prepare for doctoral-level education.

At the successful completion of the program, students will demonstrate competency in the following areas:

1. Evaluation and assessment skills to understand and conceptualize clients' issues and psychopathology within their developmental, social, and cultural context.
2. Competence in the knowledge and application of counseling theory, skills, and evidenced-based treatment interventions with multiculturally diverse clients – individuals, groups, families, or couples.
3. Ethical and professional conduct within the standards of the profession, in their relationships with clients, colleagues, supervisors, supervisees, and faculty.
4. Personal and professional growth in sound interpersonal skills and self-awareness (intrapersonal) skills within their interactions with clients, colleagues, supervisors, and trainees.
5. Engagement in career and professional identity development through activities such as membership and participation in professional organizations, for example, the American Counseling Association, the New York Mental Health Counselor Association, etc.

COURSEWORK REQUIREMENTS

The 60-credit Mental Health Counseling Program emphasizes eight counselor education common core areas:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development

- maintain a minimum 3.0 cumulative GPA in graduate courses;
- achieve a grade of “P” (Pass) for all internship experiences.

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for the fall semester start in the MA Mental Health Counseling program are available through the Office of Graduate Admission or online at http://www.marist.edu/admission/graduate/mental-health-counseling/. All application materials must be received by the deadline of April 15th. Applicants to the MA in Mental Health Counseling Program must submit:

- The Graduate Admissions Application.
- A $50 application fee (non-refundable).
- Official undergraduate (and graduate) transcripts.
    - The undergraduate transcript should document an earned bachelor’s degree from an accredited college/university with a major in psychology or a closely related field. It must also indicate a minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A278 Tw 10 0 0s3MC /Sp

Marist courses. Requests for transfer of credits and copies of the original college/university catalog description for each course should accompany the application. Approval of transfer credits will be determined by the director of the program.

REVIEW OF STUDENT PERFORMANCE: PROBATION AND DISMISSAL

The progress of all students is consistently reviewed each semester. Both academic performance and professional behavior are considered. An understanding of professional behavior may be derived from the counseling literature in such articles as:

Duba, J.D., Paez, S.B., & Kindsvatter, A. (2010). Criteria of nonacademic characteristics used to evaluate and retain community counseling students. *Journal of Counseling & Development, 88*, 154-162.

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*, 135-141.

McAdams III, C.R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision, 46*, 212-229.

A minimum GPA of 3.0 in graduate courses is a requirement for graduation from all graduate programs. If at any time a student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student is allowed 12 credit hours of graduate work to raise his or her GPA to or above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the student will be dismissed from the program.

Probation/dismissal can also occur for non-academic reasons. The MA in Mental Health Counseling program educates and trains practitioners, and in this regard, has a responsibility to safeguard the welfare of the public and the profession. Many graduates of this program will take positions as counselors in the community, necessitating the highest level of ethical functioning, professional behavior, and personal adjustment. In order to help ensure the well-being of the community, the faculty and supervisors will regularly review students' performance related to professional ethics, behavior, and personal stability. Recommendations are made to the Program Director, who has the responsibility to place on probation, or dismiss, a student. While this may happen at any time during the program, faculty are responsible for alerting students about potentially problematic behavior as soon as it is observed.

SCHEDULE

Full-time students starting in the fall semester may complete the program in two years. Full-time students take four courses (12 credits total) during each of the fall and spring semesters, and two courses (6 credits total) during each of the two summer semesters. During the first year, courses are scheduled in both afternoon and evening time slots. During the second year, courses are scheduled in the evenings to prioritize the daytime hours for the NY State required supervised clinical experience work

that is scheduled for 20 hours/week. Thus, the second year of the program requires a significant time commitment.

ADVISEMENT

Each student is advised by the Program Director. Students must meet with the director prior to registration each semester.

GRADUATE STUDENT AND PROFESSIONAL ASSOCIATIONS

Students may choose to participate in the Mental Health Counseling Student Association (MHCSA). Academic and social functions are arranged throughout the academic year for graduate students. The MHCSA may sponsor talks, symposia, and workshops of interest to students, faculty, and the community. MHCSA officers have been successful in obtaining a diverse array of speakers to address students. Students are also encouraged to participate in regional, state, or national professional organizations, such as the New York Mental Health Counselors Association, the American Mental Health Counselors Association, and the American Counseling Association. The Mental Health Counseling Program also supports the student through professional development funding grants, whereby students, particularly those presenting work at conferences, receive financial support to attend workshops and conferences.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. In recent years, a number of graduate assistants have co-presented research work with faculty at regional and national conferences. Funds are available to support student research and presentations.

Applications for a graduate assistantship should accompany the application for the MA in MHC Program. See http://www.marist.edu/admission/graduate/pdfs/assistapp_sbs.pdf. For further details, contact the Assistant Dean of the School of Social & Behavioral Sciences.

MENTAL HEALTH COUNSELING CURRICULUM SEQUENCE

(Full Time – 60 Credits; the sequence is subject to change)

Fall I

COUN 600L	Foundations & Ethics of Professional Counseling
COUN 610L	Counseling Theory & Practice
COUN 611L	Multicultural Foundations in Counseling
COUN 612L	Counseling Techniques

Spring I

effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of several racial/ethnic and other minority populations, the course provides an overview of the sociopolitical nature of counseling approaches and the way counseling has historically failed the culturally different.

COUN 612L
Counseling Techniques
3 Credits
This course provides clinical instruction in the fundamental counseling skills necessary for initiating, maintaining, and terminating psychotherapy. These fundamental skills include: relationship-building, the counseling process, conceptualization, intervention skills; and multicultural considerations. The course facilitates students' development of the counselor characteristics and behaviors that positively influence the helping process. Experiential training, role-playing, and recording of mock counseling sessions will be required.

COUN 613L
Assessment in Counseling
3 Credits
This course provides students with an overview of the different types of assessment devices used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these evaluation tools. Topics include normative sampling and standardization, reliability and validity, test development, and overviews of commonly used tests in the counseling field. Students also learn DSM diagnostic clinical interviewing skills and performance of mental status exams. The course also addresses relevant ethical, legal, and sociocultural issues including cultural bias and fairness.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; and COUN 610L Counseling Theory & Practice

COUN 614
Group Counseling
3 credits
This course provides the theoretical and experiential understandings of group counseling. The course emphasizes the fundamentals of group purpose and dynamics; group development models; group counseling theory, method, and intervention skills; multicultural considerations with groups; research on the efficacy of group treatment approaches; and ethical and legal considerations. Experiential training using role playing and group sessions simulations will be required.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

COUN 615L
Family & Couples Counseling
3 Credits
This course will review family and couples counseling theories and approaches that provide systems-theory-based models to evaluate and conceptualize the family/couples unit, and develop appropriate counseling interventions. Attention is paid to research providing evidence for family/couples counseling theories and techniques. Multicultural professional, ethical, and legal issues in family/couples theory and practice are also considered.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; and COUN 612L Counseling Techniques

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.

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.

COUN 618L
Chemical Dependency Counseling
3 Credits
This course will review the various therapeutic modalities including both individual and group approaches with this population. A historical and current review of the various treatment modalities will be covered, including peer groups (AA, etc.) and behavioral strategies. The effects of substance abuse and addiction on individuals and their families will also be covered.

COUN 700L
Counseling Practicum
3 credits
Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of mental health counseling. At least 40 of the hours must be direct service. The practicum is designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings. Prerequisites:COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 508L Psychopathology; COUN 613L Assessment in Counseling; Training in Mandated Reporting of Child Abuse/Neglect
NOTE: Counseling Practicum is intended

in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 720L
Counselor Supervision
3 Credits
This course provides clinical instruction in the theory, practice, and research of counselor supervision. The course emphasizes the development of clinical supervisory knowledge and skills, intervention strategies, and evaluation skills necessary for the training and development of competent professional counselors. Multicultural supervisory issues, ethics, and legal issues are also reviewed.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1

Course Descriptions for Electives

NOTE: Certain courses with COUN, PSYG, or EPSY course numbers may be acceptable electives. See the Program Director.

COUN 520L
Community Psychology
3 Credits
This course focuses on the quality of the person/environment fit and hT EMC /S/MCID 5831 >>BDC 3TT 0.005 uc 0.354 Tw

COUN 622L
Counseling the Seriously Mentally Ill
3 Credits
This course provides the specialized counseling knowledge and skills for the treatment and rehabilitation of the seriously and persistently mentally ill. Students will learn the DSM diagnoses and evidenced-based practices and interventions to use for individuals with a serious mental illness (i.e., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention deficit hyperactivity disorder, and autism). In accordance with the NY Licensed Mental Health Counselor licensure law, students will also develop skills for consulting with a physician and other relevant medical personnel in these cases. Sociocultural, ethical, legal, and self-care issues relevant to counseling the seriously mentally ill are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 623L
Counseling Children & Adolescents
3 Credits
This course provides specialized counseling knowledge and skills in contemporary interventions for children and adolescents. The course will focus on specific childhood issues and treatment strategies. Students will develop basic skills necessary for effectively counseling and communicating with children and adolescents. Sociocultural, ethical, legal, and self-care issues relevant to counseling these populations are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 712N
Counseling Internship 3
3 Credits
Counseling Internship 3 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The internship is intended to encompass the comprehensive work activities of a professional counselor.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1; COUN 711N Counseling Internship 2; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

Mental Health Counseling Faculty

JOHN ASUNCION, LMHC Adjunct Instructor.Degrees:B.A., Zion Bible College; M.A., Ashland University

LARRY CERECEDES, LICENSED PSYCHOLOGIST Adjunct InstructorDegrees:B.A., Californo5 (B)29.8 (.A.,)]TJ ET EMC /Span <</Lang (LMHC)Tj ET EMC /Span <</Lang (en-US

DIRECTOR,

PSYH 705, PSYH 706, PSYH 625 or PSYH 630, PSYH 602, PSYH 601, EPSY 505, PSYH 640, PSYH 610, and 611. Candidates must also pass the Praxis II Exam in School Psychology before registering for internship. Candidates take PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring. Internships require 1,200 hours (600 hours minimum per semester, 5 days per week) within the school setting over the course of the school district's academic year. The internship must be completed in a state-approved public school 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 must be approved 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 baccalaureate degree from an accredited college or university;
- completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);
- achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;
- 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 on-campus 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;
- complete a total of 68 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- successfully complete the candidate portfolio no later than June 1 of the calendar year in which the candidate expects to graduate;
- complete NYS Child Abuse Identification, Project SAVE, and DASA seminars;
- complete NYS Fingerprinting process;
- pass the School Psychology Praxis II Examination using the NAS .16 Tm [(pass th

MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE

FIRST YEAR

Fall		Spring	
PSYH 600	Prof. Orient. & Ethics in School Psych.	PSYH 620	Research Design & Data Analysis in School Psych.
PSYH 612	Developmental Psychology	PSYG 607	Psychopathology
PSYG 511	Personality	PSYG 617	Academic Assessment
PSYH 616	Cognitive Assessment	PSYH 601	Learning Disabilities

Summer

EPSY 505	Advanced Educational Psychology
PSYG 631	Neuropsychology of Learning

SECOND YEAR

Fall		Spring	
PSYH 705	Individual Counseling	PSYH 706	Group Counseling
PSYH 618	Soc., Emotional, & Behav. Assessment	PSYH 640	Academic & Behavioral Interventions
PSYH 602	Consultation in the Schools	PSYG 550	Multicultural Counseling
PSYH 610	Practicum I	PSYH 611	Practicum II

Summer

EPSY 510	Learning Theories Applied to the Classroom
PSYH 630	Play Therapy OR
PSYH 625	Cognitive Behavioral Therapy with Children & Adolescents

THIRD YEAR

Fall	Spring
PSYH 701/703 Internship I/III	PSYH 702/704 Internship II/IV

Experiences are offered in a variety of settings and enable students to apply skills acquired through coursework. Students are required to complete 120 hours on site during each practicum. All field placements must be approved by the Field Placement Coordinator. Students register for the same instructor for Practicum I (fall) and Practicum II (spring).
Prerequisites: 24 graduate credits including PSYH 600, PSYH 616, PSYH 617, completion of the Child Abuse Identification, Violence Prevention, and DASA Seminars. Completion of the fingerprinting process through the NYS Education Department is also required.

PSYH 612
Developmental Psychology
3 Credits
This course focuses on the study of changes in human behavior with increased age through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations, which constitute contemporary developmental psychology. This course provides a lifespan perspective on development with particular emphasis on children and adolescents. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur.

PSYH 616
Cognitive Assessment
3 Credits
Presents aspects of assessment related to intelligence/cognitive skills including norm-referenced tests, interviews, observations, and informal assessment procedures, including the history and theory of these procedures and their particular relevance and utility to school settings. Reviews useful statistical and measurement concepts, particularly as they apply to interpreting assessment results to parents and school personnel. Practical skills are obtained through role-play administration and examination of standardized cognitive assessments. Students will prepare reports based on role-play administration which becomes part of student's ongoing portfolio.

PSYH 617
Academic Assessment
3 Credits
This course focuses on the assessment of academic problems in areas such as reading, mathematics, and written language. The norm-referenced academic/achievement assessments that school psychologists typically utilize will be covered in depth. Curriculum-based measurement is also covered. Students will learn about the administration, scoring, and interpretation of these assessments. The course will also explore why and how assessment techniques must consider the needs of culturally and linguistically diverse students.

PSYH 618
Social, Emotional,
& Behavioral Assessment
3 Credits
This course provides an introduction to various techniques currently utilized in the assessment of social, emotional, and behavioral functioning. A brief history of social, emotional, and behavioral assessment is also presented. Techniques covered include interviews, behavioral observations, projective assessment, and norm-referenced rating scales. Functional Behavioral 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.

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

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

School Psychology Program Faculty

STEPHANIE GRELLA Adjunct Professor of Psychology. Degrees: Ph.D., University at Buffalo, SUNY. Certifications New York State Certified School Psychologist

MARIE-EDITH LEMY Adjunct Professor of Psychology. Degree: Ph.D., Seton Hall University. Certifications NYS Certified School Psychologist, NYC Licensed Bilingual School Psychologist.

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NICHOLAS MONTANY

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MISSION AND OBJECTIVES

The Master of Arts in Educational Psychology meets the academic requirements for New York State Professional Teaching Certification and is designed to explore what is known about teaching and learning and to actively practice implementing that knowledge in educational settings. The Professional Education Unit at Marist College is accredited by the National Council for Accreditation of Teacher Education (NCATE, www.ncate.org) /Council for the Accreditation of Educator Preparation (CAEP, http://caepnet.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Marist College located in Poughkeepsie, New York. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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

Both tracks of the M.A. in Educational Psychology entail the successful

The graduate education programs at Marist College are designed to develop candidates who are reflective professionals. The program of study integrates a strong critical perspective and liberal arts foundation with research-validated pedagogical knowledge. As members of a community of learners, candidates are expected to master the personal and professional knowledge, skills, and dispositions needed to teach and assess K-12 students within the full range of abilities, to evaluate and improve teaching, to develop creative standards-based curricula, and to contribute as effective teachers and leaders in their schools and communities. The roles of research and technology and the importance of critical thinking, creative problem-solving, and multicultural and global perspectives are emphasized.

The M.A. in Educational Psychology program reflects the particular areas of

Marist Initial Teaching Standards

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

Standard 1 Teaching with Content Knowledge The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) he or she will teach, connecting concepts across disciplines and relating knowledge to real world contexts. Using this understanding, the candidate creates learning experiences that make subject matter accessible and meaningful for students, engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

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

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

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

Standard 6 Teaching Literacy. The candidate demonstrates knowledge of current research in different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners. Using this knowledge, the candidate provides developmentally appropriate and standards-driven literacy instruction that motivates and engages students in learning.

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

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

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

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

Standard 11 Professional Practice: The candidate is a re ective practitioner who uses evidence to continually evaluate his/her practice and to assess the effects of choices and actions on others, adapting o6 DC 1 of

occurs. Teachers and other educational professionals must, therefore, have a deep awareness of this context – ncluding its cultural, historical, linguistic, technological, and philosophical roots – in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry
Teachers, in order to be effective, must be adept researchers and they must be actively engaged in meaningful forms of inquiry. Moreover, teachers must have the capacity to critically examine various research claims and to assess the relative worth of such claims to understanding their own classroom practice and environment, which includes using technology to obtain and evaluate information from the Internet.

Teachers must also be able to foster research skills in their own students and create a learning environment that encourages inquiry and critical thinking. This domain gives teachers experience from which to sharpen their expertise in this key area.

ADMISSIONS REQUIREMENTS
Candidates from diversity groups are encouraged to apply.
Admissions requirements for the Master of Arts in Educational Psychology:

- Earned baccalaureate degree from an accredited university;
- Minimum grade-point average of 3.0;
- Copy of initial teacher certificate;
- A current résumé;
- Submission of a written personal essay describing the applicant's background, experiences working with diverse population, career goals, and how these factors relate to the person's work in education;
- Two letters of recommendation and, where applicable, letter of recommendation from school principal or from former professors;
- Interview with the Director of the Graduate Education programs, which includes a short written task.

NOTE: Cooperating teachers who take graduate education courses as an exchange of a teaching voucher need only to complete an application form, to provide a statement that the course they intend to take is a voucher exchange, submit the original voucher, and receive permission from the Program Director who will advise on the appropriate course. There is no limit to the number of graduate courses a cooperating teacher with a valid voucher may take; however, if the person later decides to become a degree candidate, he/she must then satisfy the requirements for matriculation. It is important to note that a maximum of nine (9) credits may be applied toward the degree using courses taken with a voucher.

TRANSFER CREDITS

- Acceptance of credits will be determined on an individual basis.
- No more than six (6) graduate credits will be accepted from another institution.
- A grade of B or better is required for acceptance of any transfer credits.

DEGREE REQUIREMENTS

To qualify for the Master's degree in Educational Psychology, a student must:

- Complete all program requirements not later than five years after matriculation;
- Maintain a 3.0 cumulative grade-point average in graduate courses; and maintain appropriate dispositions associated with responsibilities of a classroom teacher;
- Complete a total of 36 credits as prescribed in the curriculum requirements;
- Complete, present, defend, and pass an electronic portfolio to the satisfaction of the portfolio evaluation committee during the candidate's final semester.

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

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

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

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

ADVISEMENT

At the time of matriculation, each student will meet with the Director of Graduate Pportfolio reqMCID 6978 >>mue77 >>BDC B1J ET EMC /Span <</Lang (en-US)/MCID

PROBATIONARY STATUS

Candidates who fail to maintain a 3.0 or higher grade-point average, or do not demonstrate the dispositions necessary to assume the responsibilities of a classroom teacher, will be subject to review by the Teacher Education Candidate Review Board (TECRB) and may be placed on probation or dismissed from the program.

A minimum GPA of 3.0 and no more than one grade of C+ in graduate courses attempted are requirements for graduation. If at any time the student's GPA falls below 3.0, or has more than one grade in the range of C in graduate courses, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

A student on probation is expected to take immediate steps to raise his or her GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. NOTE:(ned and ace)14.9 (xpectedt0tain5l1dgo-USd3 (Thisd4.28sccss c

customized according to individual needs and availability of courses. Due to course availability and course planning, candidates in collaboration with the Director of Graduate Programs will design a study plan for each student upon their acceptance into the program. Candidates should follow the study plan and consult with the director for any changes.

Hybrid model: is a cohort-based program model. Students start the hybrid model only in summers This unique 36-credit program is designed to be completed in two years, with two courses completed each semester summer, fall, and spring. In recognition of the busy and tightly scheduled lives of professional educators today, the program takes advantage of the superior online resources of Marist to combine short, two-week summer sessions on the beautiful campus in Poughkeepsie with online work during the rest of summer session and the entire length of fall and spring semesters. There are two short summer sessions held at the Marist campus. The summer sessions will take place on campus for two weeks and continue online for another three weeks. All fall and spring semester courses are delivered online. Marist has a long history of collaborative research and development, including Marist/IBM collaboration, to build outstanding online learning environments. As a result Marist now has cutting-edge technology platforms and includes the traditional services of

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

in-service elementary and middle school teachers. (Offered on campus and online)

EPSY 583
Engaged in Science Education
3 Credits
In this course students will be actively engaged in exploring multiple approaches to teaching specific science topics in the elementary and middle school classroom. Prospective and in-service teachers will gain a thorough understanding of contemporary educational theories in science education and learn to foster scientific inquiry in their classrooms. Teachers will develop the knowledge and skills necessary to link theory and practice and prepare appropriate materials for classroom use. This course is appropriate for prospective and in-service upper elementary and middle school teachers.

EPSY 585
Early Adolescent Development
3 Credits
This course addresses the different facets of early adolescence. It will study issues related to middle school aged adolescents who are facing multiple biological, cognitive, social, and psychological challenges. There has been a shift toward an earlier onset of puberty and of risk-taking behaviors. These youths find themselves faced with making important decisions at a time when their cognitive capacities are still emerging. This course is designed for individuals seeking teacher certification at the middle school level and, as such, seek to understand how these unique developmental issues will impact the classroom. (Offered on campus and online)

EPSY 586
Instructional Strategies for
Middle School Education
3 Credits
This course explores the application of diverse instructional and curricular strategies in middle school education. Through a variety of activities, teachers consider the unique curricular and pedagogical needs of middle school students. In addition, the course investigates matters pertaining to classroom management and organization, interdisciplinary teaching, and the principles and practices of teaching specific subjects at the middle school level.

EPSY 605
Educational Assessment
and Evaluation
3 Credits
This course is designed to expand knowledge and skills regarding the role of assessment in the instructional process and the assessment of student learning. Preservice and in-service teachers develop competence in classroom assessment practices in order to improve student learning and quality of classroom instruction. The course will provide an in-2rwc 0.176 Tw 9 0 06T EMC /Spo

Graduate Education Faculty

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

DONNA BERGER Adjunct Instructor. Coordinator of Academic Grants. Degrees: B.A., Marist College; M.A., State University of New York at New Paltz; M.A., Marist College; Ph.D., State University of New York at Albany

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

LORI CRISPI Associate Professor of Psychology. Degrees: B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

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

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

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

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ZSUZSANNA SZABO Associate Professor of Educational Psychology, Director of Graduate Teacher Education Programs. Degrees: B.S., Babes-Bolyai University; M.Ed., State University of New York at Buffalo; Ph.D., University of Arizona

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

KATHLEEN VIGIL Assistant Professor of Education. Degrees: B.S., University of North Carolina at Chapel Hill; M.Ed., University of Massachusetts at Amherst

JACK ZANGERLE Adjunct Instructor. Degrees: B.A., Fordham University; M.Ed., Mercy College

DIRECTOR, GRADUATE PROGRAM

Subir Sengupta, Ph.D.
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ABOUT THE PROGRAM

The Master of Arts in Communication is a fully online 30-credit graduate degree designed to develop and refine communication skills for multiple audiences. With a strong emphasis on theory, research, analysis, and writing, students develop a sense of the varied communication needs of organizations. Our diverse student population brings experience of many organizational settings to our classes, which allows rich discussions of how differences in organizational structure and culture impact communication. As students move through our curriculum, they are introduced to leadership styles, take on leadership roles in project development, and develop strategies for dealing with conflict. Through a combination of group and individual projects, students are encouraged to develop expertise in their area of interest, connecting theory to real-world situations from day one.

The strong leadership content in this degree sets it apart from many other graduate degrees in Communication. It infuses the values and skill sets needed to build relationships and act as a catalyst for change, enabling graduates to transform their environments. The balance of theory and application coupled with Marist's thesis/non-thesis option provides the educational flexibility for students seeking professional advancement as well as those continuing on to doctoral work in Communication.

At the end of this program students should be able to:

- Address communication questions from a variety of theoretical perspectives.
- Write effectively for multiple audiences.
- Conduct research in communication.
- Demonstrate strong analytical skills.
- Understand leadership styles.
- Develop strategies for dealing with conflict.
- Evaluate communication questions from multiple ethical perspectives.

FORMAT

Part-Time Option – The part-time option is offered fully online. There are two rounds each in fall and spring, and one round in summer. Each round is 8 weeks long. Students take one course in each round, allowing them to complete their M.A. in two years. The application deadline for the part-time option is August 1.

Full-Time Option – The full-time option is offered fully online. There are two rounds each in fall and spring, and one round in summer. Each round is 8 weeks long. Students take two courses in each round, allowing them to complete their M.A. in one year. The application deadline for the full-time option is May 1.

THESIS/NON-THESIS OPTION

The Master's thesis represents a guided research effort by a graduate student seeking to demonstrate mastery of the theoretical and applied knowledge he or she has gained in the Master's program. The thesis option at Marist is highly competitive and requires a formal approval by the Graduate Committee. Students who wish to apply for this option must notify the graduate director of their intent to pursue a thesis by October 1 of their first year in the case of full-time students, and October 1 of their second year in the case of part-time students. Students will submit a formal proposal for a

NOTE: Marist graduate programs require a minimum of a baccalaureate degree or its equivalent from an accredited college or university. Also, if a student has taken graduate-level coursework at another college/university the student may apply for a transfer of credits. The application for transfer of credits will be evaluated on a case-by-case basis. Under no circumstances will more than 6 transfer credits be allowed.

DEGREE CONFERRAL REQUIREMENTS

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

- complete a total of 30 credits as described in the curriculum requirements with a passing grade on the comprehensive exams or a successful defense of the thesis;
- maintain at least a 3.0 cumulative grade-point average.

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 planning.

ACADEMIC STANDING

The maintenance of a minimum cumulative grade-point average (GPA) of 3.0 is required for good academic standing. Students must have a minimum cumulative GPA of 3.0 after completion of one semester of full-time study or its equivalent. Any student whose cumulative GPA in any semester falls below that required for good standing, or who receives a letter grade of F, will be subject to academic review and may be placed on probation or dismissed from the program. Students placed on probation will receive a statement of requirements necessary to achieve good standing and will be given a limited time period in which to meet these requirements. Failure to achieve probationary requirements will result in dismissal.

THE MASTER OF ARTS IN COMMUNICATION

Curriculum Summary

COMG 500	Communication Theory	3 credits
COMG 501	Research Strategies & Methods	3 credits
COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 600	Organizational Communication	3 credits
COMG 601	Interpersonal Communication	3 credits
COMG 620	The Role of Communication in Con ict and Negotiation	3 credits
COMG 621	Leadership Communication	3 credits
MPA 530	Managing Organizational Change	3 credits
		27 credits
Choose one from:		
COMG 602	Seminar in Communication OR	3 credits

COMG 700	Thesis*	3 credits
		3 credits

* The thesis option is very competitive. Students must submit a formal proposal and be accepted into the thesis track by the Graduate Director. All others will take COMG 602 and will be required to take comprehensive exams.

Program Options and Class Schedules

The Full-Time Option is a fully online program allowing students to complete their MA in one year. Full-time students enroll in four courses in the fall and spring semesters, with the final two courses scheduled during the summer session. All courses are offered in eight-week formats with students participating in two courses at a time. All coursework, comprehensive exams, or thesis writing and defense can generally be completed by summer.

Fall

COMG 500	Communication Theory	3 credits
COMG 501	Research Strategies & Methods	3 credits
COMG 600	Organizational Communication	3 credits
COMG 601	Interpersonal Communication	3 credits

Spring

COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 620	The Role of Communication in Con ict and Negotiation	3 credits
MPA 530	Managing Organizational Change	3 credits

Summer

COMG 621	Leadership Communication	3 credits
COMG 602	Seminar in Communication OR	
COMG 700	Thesis	3 credits

The Part-Time Option is fully online, enabling students to complete the degree in two years. Part-time students enroll in two eight-week courses in the fall and spring semesters, and one course during the summer session. Comprehensive exams are scheduled in August after the completion of the final seminar. Those writing a thesis can generally complete and defend their work during the second summer of their studies.

Fall I
- COMG 500 Communication Theory
- COMG 501 Research Strategies & Methods

Spring I
- COMG 502 Persuasion
- COMG 503 Media Relations

Summer I
- COMG 621 Leadership Communication

Fall II
- COMG 600 Organizational Communication
- COMG 620 The Role of Communication in Con ict & Negotiation

Spring II
- COMG 601 Interpersonal Communication
- MPA 530 Managing Organizational Change

Summer II
- COMG 602 Seminar in Communication & Comprehensive Exams OR
- COMG 700 Thesis

Graduate Courses in Communication

COMG 500
Communication Theory
3 Credits
This course examines a variety of communication theories, how they are constructed, tested, and revised. Several theories are examined and critiqued (e.g., systems, discourse analysis, critical) with reference to their theoretical traditions. Connections between theory and research methods are explored, as well as the need for consistencies across theoretical and methodological approaches.

COMG 501
Research Strategies and Methods
3 Credits
This course provides a solid foundation for students to understand the process of fact-finding as well as knowledge creation. Students are provided with an in-depth understanding of data analysis and data-collection methods (qualitative and quantitative) commonly used by communications researchers as well as ways of synthesizing and analyzing scholarly literature.

COMG 502
Persuasion
3 Credits
This course examines theories of persuasion and reviews persuasion's role in society. Students will gain increased familiarity with concepts, theories, methods, and research findings; increased ability to apply theories in persuasion; increased ability to compare and evaluate approaches; increased sensitivity to problems of ethics in persuasion; and increased sophistication as persuader and one who is being persuaded.

COMG 503
Media Relations
3 Credits
This course will provide students with an understanding of how organizational relationships with news media influence management of issues and public relations, and how these communication functions are essential to effective strategic management and leadership of organizations. The course will focus on analysis of advanced cases in media relations.

COMG 600
Organizational Communication
3 Credits
This course will provide students an historical and thematic overview of organizational communication theory and research. It will provide a systematic but critical basis on which to discuss communication in complex organizations and will analyze assumptions and pragmatic solutions associated with these theories. It will also enhance students' research, analysis, writing, and presentation skills.

COMG 601
Interpersonal Communication
3 Credits
This course will introduce students to basic patterns of human communication in order that they may develop a better understanding of the interpersonal-communication process. Through exploration of theories of communication, perception, self-perception, language, and nonverbal interaction, students will develop their theoretical and practical understanding of how interpersonal relationships are achieved through communication in a variety of settings, including family, friendship, romantic, workplace, and intercultural encounters.

COMG 602
Seminar in Communication
(Rotating topics)
3 Credits
This course is intended to provide students with an advanced understanding of a specific communication dynamic, context, or other aspect deemed worthy of focus by the faculty of the School of Communication and the Arts.

COMG 620
The Role of Communication
in Conflict and Negotiation
3 Credits
This course examines the role of communication in managing conflict in various relationships: interpersonal, inter-organizational, and international. Special emphasis is given to how the application of communication processes like negotiation can influence outcomes. Current cases are studied to reveal how organizational leaders incorporate ethical decisions and strategic communication in conflict and change management.

COMG 621
Leadership Communication
3 Credits
This course examines both the theoretical and applied dimensions of leadership, focusing on the communicative aspects of leaders and leadership. Course content covers: managing group members and tasks, models of leadership, situational dynamics of leadership, charismatic-versus-emergent leadership, team theory, trait-versus-situation orientations toward leadership, leadership ethics, and cultural differences in leadership style and identification.

COMG 700
Thesis
3 Credits
Students accepted for the thesis option will work very closely with his/her thesis director. The student will have to examine a theoretical model related to communication, supported by an in-depth review of the relevant literature; the student should come up with research hypotheses or research questions. These hypotheses or questions

Faculty

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

JENNIE DONOHUE Professional Lecturer Degrees: B.A., Syracuse University; M.B.A., Suffolk University

JEN EDEN Assistant 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

NADINE C. HOFFMANN Assistant Professor Degrees: Undergraduate Studies, Rheinische Friedrich Wilhelms-Universität Bonn, Germany. M.Sc., University of Kansas, Ph.D., University of Georgia

MICHAEL H. KOCH Professional Lecturer Degrees: B.A., Richmond American International University; M.A., Ohio University, Athens; Ph.D., Ohio University, Athens

SUE LAWRENCE Assistant Professor Degrees: B.S., University of Missouri-Columbia; M.A., University of Missouri-Columbia; Ph.D., University of Missouri-Columbia

CAROLYN LEPRE Associate Professor Degrees: M.A., Miami University; M.S., Ohio University; Ph.D., University of Florida

KEVIN M. LERNER Assistant Professor Degrees: B.A., University of Pennsylvania; M.A.,

DIRECTOR, GRADUATE PROGRAM

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ABOUT THE PROGRAM

The Master of Arts in Integrated Marketing Communication (IMC) is a fully online, 30-credit hour graduate degree program that provides students with a cross-disciplinary educational experience that mirrors workplace dynamics in the once “siloed” elds of advertising, brand management, corporate communication, marketing, public relations, strategic communication and sales. Taking courses offered through a unique collaboration between the School of Communication and the Arts and the School of Management, students will learn to thoughtfully approach and develop IMC plans aimed at engaging successfully diverse and global audiences. With strong emphases on quantitative, qualitative and analytical skills, students will learn to develop, implement and assess marketing communication (MARCOM) plans that engage diverse audiences. Starting with the fundamentals of IMC and marketing, students will be introduced to the different MARCOM tools, such as advertising, public relations and social media. Moving through the curriculum, students will learn about the different research tools and their practical uses in conducting strategic and evaluative research. Throughout the curriculum, an outside-in approach is emphasized, i.e., a data-driven customer-centric approach that will focus on understanding the processes underlying consumers’ and constituents’ thoughts, feelings, decisions, and behaviors. More speci cally, students will learn about consumer/constituent judgment and decision processes, attitude formation and change, consumer information processing and reactions to persuasive communications, consumer/constituent-brand relationships, affective, cognitive, and motivational determinants of consumer/constituent behavior, family and group decision processes, and cultural and individual differences in consumer behavior. In their capstone course experience, students will work in teams, applying knowledge gained and skills developed toward the development of an IMC campaign plan.

At the end of this program students should be able to:

- Understand the theory of consumer behavior and marketing segmentation strategies
- Demonstrate strong research, analytical and strategic decision-making skills
- Write effectively for diverse audiences
- Understand the concept of branding and the strategic importance of building brand equity
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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 exible, 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, 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 field. The Admissions Comm8 (00 0 10 46hiounds, e

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.

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 planning.

ACADEMIC STANDING

The maintenance of a minimum cumulative grade-point average (GPA) of 3.0 is required for good academic standing. Students must have a cumulative 3.0 GPA after completion of one semester of full-time study or its equivalent. Any student whose GPA falls below that required for good standing, or who receives a letter grade of F, will be subject to academic review and may be placed on probation or dismissed from the program. Students placed on probation will receive a statement of requirements necessary to achieve good standing and will be given a limited time period in which to meet these requirements. Failure to achieve probationary requirements will result in dismissal.

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	Global Media Strategies & Tactics	IMC Capstone
	Brand Management	Global Consumer Insights	

Graduate Courses in IMC

COMI 505
Public Relations Management
3 Credits
This course will give students a thorough understanding of public relations as a strategic management function. Students will explore various communication theories, trends/issues and practice areas with a special emphasis on the role of public relations in the integrated marketing communication process. In addition, they will gain real-life experience developing a comprehensive public relations plan that meets specific business and communication needs.

COMI 610
Social Media Strategies & Tactics
3 Credits
This course will provide students with the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts. Students will learn how to manage a successful social media presence for an organization and how to use necessary social media tools and services for gaining valuable insights on how consumers feel and respond to brands and product categories.

COMI 615
Global Consumer Insights
3 Credits
This course will introduce students to a wide range of behavioral concepts and explore the strategic implications of buyer behavior in a global context for marketers. The course will challenge students to explore the realities and implications of buyer behavior in traditional and e-commerce markets. Furthermore, the course will focus on the use of databases to obtain consumer insights for the purpose of micro-targeting prospects and for customer relationship management (CRM) in an IMC context.

COMI 700
IMC Capstone
3 Credits
This course is an opportunity for students to apply all that they have learned in the previous classes, particularly the tactical application of IMC skills and concepts, to practice message and touch-point integration with special attention to effectiveness and measurable results. The focus is on thinking about strategy framework and on how to apply this framework to guide strategic decisions. The ultimate goal of the course for students, working in groups, is to create an IMC plan. In this course the extent of a student's proactive participation will determine how much the student will benefit from the knowledge and practice that the course offers.

Faculty

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

JENNIE DONOHUE Professional Lecturer Degrees: B.A., Syracuse University; M.B.A., Suffolk University

JEN EDEN Assistant 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

NADINE C. HOFFMANN Assistant Professor Degrees Undergraduate Studies, Rheinische Friedrich Wilhelms-Universität Bonn, Germany. M.Sc., University of Kansas, Ph.D., University of Georgia

MICHAEL H. KOCH Professional Lecturer Degrees: B.A., Richmond American International University; M.A., Ohio University, Athens; Ph.D., Ohio University, Athens

SUE LAWRENCE Assistant Professor Degrees: B.S., University of Missouri-Columbia; M.A., University of Missouri-Columbia; Ph.D., University of Missouri-Columbia

CAROLYN LEPRE Associate Professor Degrees: M.A., Miami University; M.S., Ohio University; Ph.D., University of Florida

KEVIN M. LERNEREMC /Span <</Lang (en-US)/MCID 8473 >>BDC DC <<NBmn 0 versiE 9

DIRECTOR, PHYSICIAN ASSISTANT PROGRAM

Kathleen S. Lill, MS, PA-C
(845) 575-3308
kathleen.lill@marist.edu

MISSION AND OBJECTIVES

Marist's Physician Assistant Program is committed to graduating entry-level, competent healthcare providers trained to practice ethically and culturally sensitive medicine in a team environment, and who will be life-long learners with a commitment to community service and the overall success of the profession. The program goals are to:1) successfully graduate all matriculated students; 2) meet or exceed national pass rate for first-time Physician Assistant National Certification Examination (PANCE) takers; 3) graduate entry-level, competent healthcare providers; 4) produce ethically and culturally sensitive PAs; 5) develop providers capable of functioning successfully on interprofessional teams; 6) promote PAs who engage in lifelong learning; 7) encourage involvement in community service; and 8) foster commitment for the advancement of the profession.

At the successful completion of the program, students will demonstrate competency in the following areas:

1. Knowledge and application of medical terminology, human structure and systems, clinical elements, pharmacology, pathology, infectious diseases, epidemiology, and biostatistics;
2. Evaluation and assessment skills to understand and conceptualize patients' medical issues resulting in accurate diagnoses;
3. Personal and professional growth in sound interpersonal skills and self-awareness (intrapersonal) skills within their interactions with patients, colleagues, and supervisors, as well as conflict resolution;
4. A practitioner-scientist approach through the application of research methods and critical thinking skills relevant to the practice of medicine, such as in-needs assessment and human evaluation;
5. Ethical and professional conduct within the standards of the profession, in their relationships with patients, colleagues, supervisors, and faculty; and
6. Engagement in career advancement and professional identity development through activities such as membership and participation in professional organizations, for example: the American Academy of Physician Assistants, New York State Society of Physician Assistants, etc.

The Master of Science-Physician Assistant Studies program is a 24-month, 90-credit, full-time program designed to prepare students for the Physician Assistant National Certification Examination (PANCE) and for a successful career as a physician assistant.

global aspects of health are covered. The clinical phase offers seven required core rotations in the clinical year, and two electives which focus on students' specific interests. A notable strength of the program is the tremendous support the Program has received from the healthcare community, as our students will be hosted at a wide variety of clinical sites within a 50-60 mile radius of campus.

Furthermore, the physical space for the program in the new Science and Allied Health Building includes a traditional gross anatomy laboratory, standardized patient care rooms, trauma simulation room, skills laboratory and a dedicated classroom. In total, the program occupies over 18,000 square feet of dedicated space within the building. As potential future allied health programs will share use of the gross anatomy laboratory and standardized patient suite, this will provide an excellent opportunity to foster the development of inter-professional skills.

This program has been carefully designed to graduate highly skilled, ethical, and problem solving healthcare providers who will be capable not only of assessing and treating patients but also of assessing and improving their patients' outcomes.

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.

ADMISSIONS REQUIREMENTS

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

- completion of undergraduate courses in general biology I and II (with labs), microbiology (with lab), general chemistry I & II (with labs), organic chemistry I (with lab), biochemistry [preferably with lab; organic chemistry II (preferably with lab), may be substituted], anatomy & physiology I & II (with labs), and statistics;
- achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade, combined with a 3.0 GPA for science courses;
- an earned baccalaureate degree from an accredited college or university, prior to matriculation in the program;
- submission of official score report of the Graduate Record Exam (GRE) or Medical College Admission Test (MCAT);
- submission of TOEFL score (if high school graduate of non-English speaking country);
- minimum of 500 hours of hands-on healthcare experience;
- completed application through Central Application Service for Physician Assistants (CASPA);
- an on-campus interview; and
- completed background check prior to matriculation.

It is required that all pre-requisites be completed by the program's January 15th application close date In CASPA.

DEGREE REQUIREMENTS

To qualify for the master's degree in PA studies, a candidate must:

- complete all didactic courses (pre-requisite to enter the clinical phase of the program);
- complete all clinical competency examinations in the didactic phase;
- complete all clinical rotations;
- complete all summative clinical competency examinations (history taking/ physical examination and history taking/patient counseling or education) within the last four (4) months of the clinical phase;
- complete a written comprehensive examination within the last four (4) months of the clinical phase;
- complete a total of 90 credits as prescribed in the curriculum requirements;
- maintain a 3.0 cumulative grade-point average in graduate courses; and
- satisfy all checkout procedures verifying that all PA program, institutional, library, or educational supplies are returned, and that expenses and fees have been paid prior to awarding any degree, issuing letter(s) of recommendation, verification of attendance, or release of official transcripts.

ADVISEMENT

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

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

Spring

PA 610	Clinical Diagnostics
PA 611	Clinical Diagnostics Lab
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		Fall	
PA 620	Medical Literature/Seminar	PA 620	Medical Literature/Seminar
PA 701	Rotation-Family Medicine*	PA 704	Rotation-Pediatrics*
PA 702	Rotation-Internal Medicine*	PA 705	Rotation-Obstetrics
PA 703	Rotation-General Surgery*		& Gynecology*
PA 710	Capping/Exit Exam	PA 706	Rotation-Behavioral
PA 710	Capping/Exit Exam		& 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 comprehensive, clinically relevant, foundation in human gross anatomy in preparation for future clinical practice. The course incorporates lecture, anatomical models, and a human cadaver dissection laboratory. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease prevention.

PA 602
Human Physiology
3 Credits
An integrated study of normal physiologic function of the cell and organ systems from a clinical perspective. Using a systems-based approach, this course emphasizes normal physiologic function and control of various systems in preparation for Clinical Pathology.

PA 603
Clinical Medicine I
4 Credits
This course is the first in a sequence of three clinical medicine courses that are designed to prepare physician assistant students for their professional clinical role. Using a system-based module approach, human diseases and disorders are studied from the perspectives of epidemiology, etiology, clinical presentation, disease progression, management, and- prog nosis. Emphasis will be on diseases common to primary care practice and the development of a differential diagnosis and management plan based upon the patient's clinical -pre sentation. In addition to the study of spe cific disease processes this course teaches the student to incorporate techniques of- evi dence-based medicine, physical examination, laboratory and diagnostic techniques, and interprofessional collaboration relevant to the system being studied. Pharmacologic thera peutic princr/MCID 8786 >>BDC /Span <</Lang (,v)14.9 (elopment)-10 ( )]TJ ET EMC /Span <<

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, quality assurance, credentialing of continued competence, policies and regulations governing clinical responsibilities and scope of practice, and the development of professional organizations for physician assistants. Issues of professionalism and the status of physician assistants in the U.S. and around the world are explored.

PA 608
Clinical Pharmacology
4 Credits
This foundational course in pharmacology provides the student with the concepts of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Major concepts involve drug classification, mechanism of action, absorption, distribution, metabonononononoentered vand phard9 0 0 9 4 (vistrib)-4.8 (ution,

examine the fundamentals of pathogenicity, host response, epidemiological aspects of infectious diseases, as well as clinical diagnosis and treatment of infections. Emphasis will be placed on clinically relevant pathogens, isolation and aseptic techniques, identification and treatment.

PA 613
Clinical Pathology
3 Credits
This course describes the major pathophysiologic processes associated with diseases commonly observed in primary care medicine. Emphasis is placed on the etiology, pathogenesis and disease symptoms in an integrated morphological, biochemical, pathophysiological, molecular and functional perspective.

PA 614
Imaging & Diagnostic Testing
3 Credits
In this course students will learn diagnostic studies commonly used in primary care practice. Focusing on radiographic imaging, electrocardiography, and diagnostic laboratory studies students will learn about the variety of available studies, the indications for their use as it relates to the patients' complaint, and the basic techniques for interpretation required to implement a management plan for the patient.

PA 615
Behavioral Medicine
3 Credits
This course introduces students to basic psychiatric and mental health manifestations commonly observed in clinical practice. Topics include depression, anxiety, phobias, substance and eating disorders, somatoform, psychoses, neuroses and personality disorders. The student will learn how to conduct a psychiatric interview and classify disorders in accordance with the Diagnostic and Statistical Manual (DSM). Eva6 Tm [(substahsor)]TJ (a6 Tm [(suBT 0 Tw 9 0 0 9 204.0031 2

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

Physician Assistant Program Faculty

KATHLEEN LILL, Program Director of PA Studies. Degrees: M.S., Biomedical Science, Albany Medical College, Center for Physician Assistant Studies; A.A.S., Physician Assistant Studies, Albany Medical College, Hudson Valley Community College; B.S., Education, State University of New York at Oneonta; A.A.S., Forestry, Paul Smith's College. Certifications National Commission on Certification of Physician Assistants; Licensed in NY.

JENIFFER CAMPO, Clinical Assistant Professor of PA Studies. Degrees: M.D., Eastern Virginia Medical School; B.S., Natural Science, St. Thomas Aquinas College. Certifications Board Certified-American Board of Pediatrics; Licensed in NY, CT, and VA; Fellow of the American Academy of Pediatrics.

RAYMOND EIFEL, Clinical Assistant Professor of PA Studies. Degrees: Ed.D., George Washington University, M.S., George Williams College, B.S., George Williams College, A.A.S., Cuyahoga Community College. Certifications National Commission on Certification of Physician Assistants; Licensed in VA.

CHRISTINA FOJAS, Clinical Assistant Professor of PA Studies. Degrees: Ph.D., University of Tennessee, M.S., Mercyhurst University, B.S., New York University.

PATTI HEE, Clinical Assistant Professor of PA Studies. Degrees: M.P.H., San Jose State University, B.A., Touro College, A.S., Manchester Community College. Certifications National Commission on Certification of Physician Assistants; Licensed in NY and CA.

STEPHEN KATZ, Medical Director of PA Studies. Degrees: MB ChB, University of Birmingham; B.A., Biology, University of Pennsylvania. Certifications American Board of Internal Medicine, American College of Physicians; Licensed in NY.

GAIL MURPHY, Clinical Assistant Professor/Clinical Coordinator of PA Studies. Degrees: M.P.A.S., University of Nebraska; B.S. in PA Studies, SUNY at Stonybrook; A.S. in Biology, Queensborough Community College. Certifications National Commission on Certification of Physician Assistants; Licensed in NY.

ROCCHINA PUGLIESE, Clinical Assistant Professor of PA Studies. Degrees: M.S. in Physician Assistant Studies, NY Institute of Technology; B.S. in Biology, Manhattan College. Certifications National Commission on Certification of Physician Assistants; Licensed in NY.

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Tenisha Lane, B.S., Senior Assistant Director, Student Financial Services
Scott Knabb, B.A., Assistant Director, Student Financial Services
Tiffanie Karcher, B.A., Assistant Director of Compliance and Analyst for

Brandon James, B.A.,Business Manager
Vacant,Coordinator of Club Sports and Intramurals