MARIST

Graduate Studies
2022-2023

www.marist.edu/admission/graduate

Communication With the College

MAILING ADDRESS:

MARIST COLLEGE
3399 North Road, Poughkeepsie, New York 12601-1387

TELEPHONE NUMBER:

(845) 575-3000

Individual inquiries should be addressed to the following:

PROSPECTIVE STUDENTS

Graduate Programs
Dean of Graduate Admission

CURRENT STUDENTS

Financial Assistance for Current Students
Office of Student Financial Services
Graduation Requirements
Office of the Registrar
Leave of Absence
Director of the Graduate Program
Withdrawal from College
Director of the Graduate Program
Withdrawal from a Course
Office of the Registrar
Readmission to College
Director of the Graduate Program

ADMINISTRATIVE SERVICES

Transcripts
Office of the Registrar
Payment of Bills
Office of Student Financial Services
Career Counseling/Placement
Center for Career Services
Veterans
Office of the Registrar
Public Relations
Director of Public Information
Gifts or Bequests
Vice President for Advancement

Academic Calendar 2022-2023

(TRADITIONAL 15-WEEK SEMESTER)

(*All other Sessions — see Registrar for Dates and Deadlines*)

FALL 2022

AUGUST

26 Friday

NOVEMBER

1	Tuesday	Last date for dropping courses without penalty of WF grades by 5 P.M.
22	Tuesday	**MODIFIED CLASS SCHEDULE NO EVENING CLASSES All Tuesday DAY classes meet during their normal time except: Tuesday 11 A.M. classes do NOT meet

FEBRUARY

6	Monday	No tuition or housing refund after this date.
20	Monday	P/NC Option due by 5 P.M.

MARCH

10	Friday	Residence Halls close at 5:00 P.M.
11-19	Saturday – Sunday	SPRING RECESS.
13	Monday	Midterm grades due by 12:00 P.M. (noon).
19	Sunday	Residence Halls open at 10:00 A.M.
20	Monday	Classes resume.
22	Wednesday	Last date for dropping courses without penalty of WF grade by 5 P.M.

APRIL

6	Thursday	No Evening Classes. This includes classes that meet at 6:30 pm and beyond. 5:00 pm classes will meet.
7-9	Friday – Sunday	Easter Holiday
10	Monday	Classes resume at 6:30 P.M.
18	Tuesday	Assessment Day. No classes

MAY

5	Friday	Last Day of Spring 2023 classes.
8-12	Monday – Friday	Final Exam period begins. Residence Halls close Friday at 5:00 P.M.for underclassmen.
18	Thursday	Final Grades due at 5:00 P.M.
19	Friday	SEVENTY-SEVENTH COMMENCEMENT CEREMONY—Graduate and Adult Students.
20	Saturday	SEVENTY-SEVENTH COMMENCEMENT CEREMONY—Traditional undergraduate students.
20	Saturday	Residence Halls close at 5:00 P.M. for seniors.

JUNE

19	Monday	Last date for grade change

accommodate 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.

In 1979, Dr. Dennis J. Murray was named to the presidency of Marist College, ushering in a period of unprecedented growth in its student body, academic programs, applications for admission, and campus. The College now educates approximately 5,000 traditional-age undergraduate students and 1,200 adult and graduate students from 44 different states and 58 different countries. It offers 53 undergraduate majors and 14 graduate programs, and it has tripled its applicant pool over the past 20 years. Marist's main campus has expanded to 225 acres and 75 buildings, with more than $600 million having been invested in recent decades. Dr. Murray retired in 2016 but returned three years later to lead the institution once again after the tenure of his successor, David N. Yellen. In October 2021, Dr. Kevin C. Weinman was appointed as the fifth President of Marist. President Weinman previously served as Chief Financial & Administrative Officer at Amherst College.

major upgrades of its mainframe computer. In 2012, the College installed a new Z Systems mainframe in the Hancock Center for use in academics and research that provided a level of computing power ordinarily associated with large research universities and Fortune 500 companies. Since that time, Marist and IBM have collaborated on many projects, such as with two IBM Shared University Research grants that have helped to enhance Marist's learning initiatives, building a test bed for software defined networks (SDN) which was used to demonstrate use cases such as disaster recovery within a software defined environment

officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

Additional information about FERPA is available on the Marist website:

center. The main building, situated in Via Faenza, dates back to the 13th century and originated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first hundred years belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has recently been restored to its original splendor and serves as 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 1,100 computers for academic use throughout these sites. All 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 various utility software. Labs used for specific academic schools contain specialized software applications and packages in addition to this common base.

All software is updated yearly to the most recent versions available.

SAFETY AND SECURITY on expRble. C 1.8 -1.2t;:3w 10 0 caation,.8 SafeCID 618>B

TUITION REIMBURSEMENT

Students eligible for tuition reimbursement from their employers may, with the appropriate documentation, defer payment until after the conclusion of the semester. Students must supply the Office of Student Financial Services with documentation from their employers every semester verifying deferment eligibility. Upon completion of a valid Employer Tuition Deferment Application, students are required to pay the balance of tuition not covered by the employer. Returning students have the option of full tuition deferment only if the employer is covering the total balance. Any charge not covered by the employer must be paid by the student on or before the due date listed on your initial billing statement. Students who are receiving more than 50% tuition coverage from their employer are not entitled to the institutional grant. The Graduate and Adult Student Tuition Deferment Form can be found at https://my.marist.edu/student-financial-services.

FINANCIAL AID

The Office of Student Financial Services recognizes that financing your graduate education is an essential factor in your decision to attend graduate school, and we are dedicated to providing the information and support you need to make this investment of a lifetime. In addition to traditional sources, including personal income, savings, and family/employer assistance, several programs are available to assist both full-time and part-time students in meeting the cost of their graduate education. For eligibility, students must be matriculated in a graduate program at Marist and maintain satisfactory academic progress each semester. The Satisfactory academic progress policy can be viewed at https://www.marist.edu/documents/810944/815835/importantacknowledgementsandtermsandconditionsfinaid.pdf/9ac2135b-9cd7-4245-aeb2-fea0258f6444.

Only electives listed for the individual graduate program requirements will be considered when determining financial aid eligibility.

NOTE: Information subject to change. Refer to our web site for updated information regarding institutional, state and federal student aid programs.

EXCESS FINANCIAL AID

The Office of Student Financial Services will process a credit advance up to a certain allocation every semester before the financial aid posts. Please contact the office for your specific allocation regarding your program of study. In order to receive a credit advance, students must have the valid credit on the account and all of the required documentation must be complete.

Students may begin to request credit advances two weeks prior to the start of the semester. All remaining credit requests may be completed after the financial aid posts for the semester.

Please be advised that the school must follow the “Title IV Recipient Policy for Refunds,” as stated below, if a student’s enrollment changes after the semester has begun and a credit refund has already been given. This could result in a balance owed to the school. Please contact the Office of Student Financial Services immediately if you choose to withdraw or add/drop a course after the semester has begun.

INSTITUTIONAL POLICY FOR REFUNDS

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

Graduate Assistantships

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

International Scholarships

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

Need-Based Financial Assistance

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

In addition to the above, students selected for verification must provide the Office of Student Financial Services with the following:

- Marist Application for Financial Aid.
- IRS Data Retrieval or Federal Tax Return Transcripts for the student and spouse (if applicable).

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.

Marist Full-Time Graduate Grant

There are a limited number of grants for full-time graduate study awarded each year to students who receive no other form of tuition assistance. The award amount varies in accordance with need and academic merit and students must apply each year as it is not automatically renewed. 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) credit or twelve (12) credit per semester course load. Please see the grant eligibility chart listed at https://www.marist.edu/admission/graduate/types-of-aid/grants.

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

Important Direct Loan Information:

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

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- Repayment begins 60 days after the 2nd disbursement with up to 10 years to repay depending on the amount borrowed. Parents who are interested in deferment for payments should contact their lender directly.
- Loan Forgiveness for the death or permanent disability of the student.
- (This is not available with Private Loan Financing.)
- The U.S. Department of Education's National Student Loan Data System (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to www.nslds.ed.gov. All Title IV loans are reported to the National Student Loan Data System (NSLDS) and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

APPLYING FOR A PLUS LOAN AND THE MASTER PROMISSORY NOTE (MPN)

To take out a Direct Loan for the first time, you must complete the FAFSA, a PLUS Application, and master promissory note (MPN). The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the Department. It also explains the terms and conditions of your loan(s).

PRIVATE LOAN PROGRAMS

The College chooses to participate in a preferred lender arrangement to better assist our students and families. The College chooses these lenders based on their commitment to the industry, competitive interest rates, quality customer service and additional competitive borrower benefits for the student. The choice of a lender is not in any way limited to the College's suggested list. If students and their parents choose another lender, they will not be penalized in any way for selecting the lender of their choice.

FIFTH-YEAR UNDERGRADUATE LOAN PROGRAM—FOR PREREQUISITE UNDERGRADUATE CLASSES

A student may apply for a Direct Unsubsidized Loan for coursework the school has documented is necessary for the student to enroll in an eligible program. The courses must be part of an eligible program otherwise offered by the school, though the student does not have to be in that program. If enrolled at least half time in these prerequisite courses, the student is eligible for loans for one consecutive 12-month period (not per program) beginning on the first day of the loan period. If the period of preparatory courses spans more than one academic year, the student may receive multiple loans. To be eligible for loans under this exception, the student must be taking classes that are a prerequisite for admission. A student who is only taking courses to raise his or her GPA in order to be admitted would not qualify.

This category of students may borrow at the fifth-year undergraduate loan level, and the loan limit is not prorated if the program is less than an academic year. Electives taken which are not required for the specific graduate program are not eligible for financial aid.

TEACHER CERTIFICATION COURSEWORK

A student may receive Federal Work-Study (FWS), as well as Direct Subsidized/Unsubsidized Loans, and Perkins Loans if he or she is enrolled at least half time in required teacher certification coursework, even if it does not lead to a degree or certificate awarded by the school. To qualify, the coursework must be required for elementary or secondary teacher certification or recertification in the state where the

when dropping a course. Written notification of your enrollment intentions for the remainder of the semester must be specified to your respective graduate school at the time you request to drop a course. This written notification will 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.

MATRICULATED STATUS

A matriculated student has officially met all admissions requirements and has been accepted and enrolled in a specific program of study. The catalog in effect at the time of enrollment governs the degree requirements for matriculated students. Only matriculated students are eligible for financial aid.

NON-MATRICULATED OR VISITING-STUDENT STATUS

Individuals who have not been admitted to a Marist College degree or certificate program may enroll for graduate courses on a non-matriculated basis if they have completed an application, received permission from the graduate Program Director, and paid appropriate tuition and fees. A maximum of six credits may be taken as a non-matriculated student. If the student later decides to become a degree candidate, he/she must then satisfy the requirements for matriculation.

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

CONTINUOUS REGISTRATION AND MAINTENANCE
OF MATRICULATION REQUIREMENT

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

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

LEAVE OF ABSENCE

Request for a Leave of Absence.

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

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

MBA PROGRAM DIRECTOR
SCHOOL OF MANAGEMENT
David J. Gavin, Ph.D.
Gradmgt@Marist.edu

Since 1972, the School of Management at Marist College has offered a Master of Business Administration (MBA) degree designed to meet the unique needs of working adults. The Marist MBA program provides a high-quality, broad-based business management education that emphasizes the application of theory to management practice and the enhancement of managerial skills, from communication and team management to data analytics.

Marist's MBA program attracts students with diverse backgrounds: accountants, bankers, brokers, engineers, systems analysts, health-care and human-resource professionals, individuals involved in manufacturing and marketing, and those interested in changing careers. The result is a dynamic, highly interactive educational environment that cultivates managers capable of effective decision making in today's complex business world.

MBA courses are taught predominantly by full-time faculty with doctorates in their fields, many of whom have significant management experience. The management faculty view instructor-student interaction as an important component of all MBA courses and are dedicated to working with their students to achieve their educational goals.

Students in the MBA program complete their studies in a "capstone" course that integrates the various functions of an organization into a strategic, total management perspective. This integration better prepares graduates to meet the demands of an increasingly complex, competitive, and rapidly changing business environment.

SCHOOL OF MANAGEMENT MISSION

We develop people of integrity with the managerial expertise, vision, pragmatism and ethical sensibility to succeed professionally and personally on their own and with others. We prepare leaders to face the challenges of a dynamic and diverse world grounded in our ideals of excellence in education, the importance of community, and commitment to service.

Excellence in Education:

We challenge and develop students by creating a nurturing integrative experiential education within a strong liberal arts tradition.

Importance of Community:

We collaborate as a community of faculty, staff, students, alumni and other stakeholders to expand and continuously improve knowledge of the practice, study, and teaching of management through program innovation, research, and professional activities.

The Commitment to Service:

We use our knowledge and experience with our stakeholders to improve the operation of public and private organizations and the quality of life for individuals and communities in both the region and the world.

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. All courses are offered online over 8 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 MBA program online. Students juggling work responsibilities, travel requirements, and family obligations can pursue their MBA from the convenience of their own keyboards, whenever and wherever they may be. The Marist online platform, iLearn, enables students to interact extensively with their instructors and classmates. Within the parameters set by the professor, online students log on according to their own schedules, when it is most convenient for them. Communication is ongoing via Forums, e-mail, group conference rooms, video conferences, and private chat rooms. There is no on-campus requirement nor are all students expected to be online at the same time.

ADMISSIONS REQUIREMENTS

The MBA program looks at the interests, aptitude, and capacity of a prospective management student as indicated by the applicant's previous academic record, 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 $70 non-refundable application fee made
- Official transcripts from all undergraduate and graduate institutions from which the applicant received a degree; under certain circumstances, transfer transcripts may also be required
- A current résumé
- GMAT or GRE score report taken within the last 5 years (exams will be waived for qualified candidates)
- Written response to essay questions

The GRE® revised General Test is available at about 700 test centers in more than 160 countries. It is offered as a computer-based test year round at most locations around the world and as a paper-based test up to three times a year in areas where computer-based testing is not available. To obtain additional information regarding the GRE exam including registration for upcoming test dates, please visit www.ets.org/gre.

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

Electives

Electives are intended to be a dynamic part of the MBA program. A wide selection of Electives is offered to assist students to select the courses that best prepare them to move ahead on their career path.

MBA Elective Courses

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

MBA 613	International Economics
MBA 621	Strategic Marketing Planning
MBA 622	International Marketing
MBA 623	Consumer Behavior
MBA 644	Financial Statement Analysis
MBA 645	Principles and Quantitative Methods in Operational Excellence
MBA 653	Management and Collective Bargaining
MBA 654	Managing Organizational Change
MBA 661	Operational Excellence
MBA 671	Corporate Financial Theory & Practice
MBA 672	Financial Markets and Institutions
MBA 673	Investment Analysis and Theory
MBA 681	US Healthcare Policies & Systems
MBA 682	Ethical/Legal Issues in Healthcare
MBA 683	Critical Issues in Healthcare
MBA 684	Leadership Power and Influence
MBA 685	Negotiations and Conflict Management
MBA 686	Strategic Cost Analysis
MBA 687	Electronic Marketing
MBA 688	Ethical Management of Organizations
MPA 500	Introduction to Public Administration
MPA 521	Management in Nonprofit Organizations
MSIS 527	Systems and Information Concepts in Organizations
MSIS 537	Data Management
MSIS 567	Data Communications

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

MBA 668
Marketing Management
3 Credits
Marketing is at the core of a successful market oriented operating business. It is an organizational philosophy and a set of guiding principles for interfacing with customers, competitors, collaborators, and the environment. Marketing's core concept is exchange. The practice of marketing entails planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services. This course is of great value for majors in all functional areas of business. While marketing managers develop and implement marketing strategy, managers in other functional areas (finance, management, accounting, human resources and operations) must understand how marketing strategies underpin overall operations. Students will develop a clear understanding of the basic concepts of marketing, understand and make strategic marketing decisions by learning

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. Cores cs13ns,All models will be taught 635

concepts will be applied to case studies and/or business projects. 8 weeks, 3 credits.
Prerequisites: MBA 660 and 670

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

MBA 672
Financial Markets and Institutions
3 Credits
This course examines the nature and the role of financial markets and institutions in the domestic and international framework. The following topics are covered: the effects of monetary policy; the role of the Federal Reserve; the continuing flux in financial institutions, especially in banking; domestic and international commercial markets, and international exchange. 8 weeks, 3 credits.
Prerequisites: MBA 660 and 669.
Suggested: MBA 671

MBA 673
Investment Analysis and Theory
3 Credits
This course offers a study of investment, primarily in stocks and bonds, and of portfolio theory. Significant theoretical and empirical studies are discussed. The following topics are covered: the development of portfolio theory,
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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

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

Master of Business Administration Faculty

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

WILLIAM S. BROWN Assistant Professor of Management, 1998. Degrees: B.A., Fairleigh Dickinson University; M.A., Montclair State University; M.B.A., Fairleigh Dickinson University; Ph.D., University of Pittsburgh

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

JOANNE GAVIN 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

PAMELA HARPER Assistant Professor of Management, 2012. Degrees: B.S., Purdue University; Ph.D., RPI

BRIAN HAUGHEY Assistant Professor of Finance/Director of the Investment Center. Degrees: B.Sc., University College of Dublin, Ireland; M.B.A., University College of Dublin, Ireland

ZU-HSU (JASON) LEE Associate Professor of Management, 2008. Degrees: B.S., National Taiwan University; M.B.A., National Chiao Tung University; M.S., University of Pittsburgh; Ph.D., University of California at Berkeley

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CAROLINE V. RIDER, J.D. Associate Professor of Management, 1982. Degrees: B.A., Smith College; J.D., New York University School of Law

STEVEN W. ROSSI Adjunct Instructor of Accounting, 2002. Degrees: B.B.A., Iona College; M.B.A., Fordham University

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 Associate Professor of Business, 2008. Degrees: B.A., M.P.A., M.B.A., Cleveland State University; Ed.D., George Washington University

DELLA LEE SUE Assistant Professor of Economics, 2000. Degrees: A.B., Mount Holyoke College; M.A., Boston University; M.Phil., Columbia University; Ph.D., Columbia University

ANNE ZAHRADNIK Associate Professor of Health Care, 2010. Degrees: B.A., University of Pittsburgh; M.A., Western Michigan University; Ph.D., Western Michigan University

MPA FOUNDATION COURSES (9 CREDITS REQUIRED, WAIVABLE)

A student may be waived from one, two or all three MPA foundation courses at the time of admission to the program based on criteria described above.

MPA 501	Politics and Policy
MPA 505	Human Resource Management in Public Organizations
MPA 508	Statistics for Public Managers

MPA CORE COURSES (24 CREDITS REQUIRED, 3 CREDITS WAIVABLE)

A student may be waived from the internship, MPA 660, at the time of admission to the program based on criteria described above.

MPA 500	Introduction to Public Administration
MPA 503	Public Budgeting
MPA 506	Administrative Law
MPA 507	Technology Management for Public Managers
MPA 513	Program Planning and Evaluation
MPA 530	Organizational Theory and Change
MPA 660	Internship in Public Administration*
MPA 699	Innovation in Public Administration

* Required of pre-service students only.

MPA ELECTIVE COURSES (9 CREDITS REQUIRED)

MPA 502	Economic Issues in the Public Sector
MPA 521	Management in Nonprofit Organizations
MPA 616	Cultural Competence in a Global Society
MPA 622	Nonprofit Fundraising and Development
MPA 681	US Health Care Policies and Systems
MPA 682	Ethical/Legal Issues in Health Care
MPA 683	Critical Issues in Health Care
MBA 684	Leadership, Power and Influence
MBA 685	Negotiations and Conflict Management
MBA 688	Ethical Management of Organizations
MSIS 537	Data Management
MSIS 545	Introduction to Data Analysis and Computational Statistics
MSIS 645	Data Mining & Predictive Analytics
COMI 505	Public Relations Management

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

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 presenttar(TRANSFER C1tter Cac Co5 (toward their)]TJ EMC /P <</Lan9 (en-US)/MC1241 cm 0 0 fonts with . Stud

Graduate Courses in Public Administration

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

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

MPA 502
Economic Issues in the Public Sector
Economic Issues in the Public Sector extends students' understanding of theory and research in key areas of the public sector and the role of government. Students will analyze theories applied to a variety of policy areas such as pollution, crime prevention, poverty, education, unemployment, Social Security and Medicare.

MPA 503
Public Budgeting
Public Budgeting covers the theory and practice of public budget preparation, approval, execution, review, and auditing as well as political issues in the budget process. The course includes consideration of capital budgeting, revenue estimation, debt administration and the history of budget reform efforts.

MPA 505
Human Resource Management in Public Organizations
Human Resource Management in Public Organizations investigates aspects of human resources and personnel management in the public and nonprofit sector. This course introduces major issues, techniques, and trends in contemporary public personnel management, including ethical concerns, career planning, and professional development.

MPA 506
Administrative Law
Administrative Law explores the study of the legal framework of public administration. Basic principles of constitutional law and the institutions of American government are reviewed. The development of the administrative agency as a contemporary legal and social phenomenon and its relationship to other branches of government are considered. The structure of an administrative agency, its jurisdiction, powers, processes, and accountability are analyzed.

MPA 507
Technology Management for Public Managers
Technology Management for Public Managers focuses on what an individual in a managerial position should know about information technology. Social, political, and organizational effects of the technology on individuals, groups, and society are covered. Students gain understanding of how to use information management for strategic and operational purposes, learn to identify useful computer applications, and develop an appreciation for emerging managerial concerns in the information age.

MPA 508
Statistics for Public Managers
Statistics for Public Managers provides an overview of the scientific framework and empirical approaches to conducting and evaluating research studies. The course emphasizes the application of quantitative techniques to decision making and problem-solving. Topics include descriptive statistics, probability, sampling plans, research design,

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

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

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

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

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

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

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

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

MPA 699
Innovation in Public Administration
This course provides an integrating experience for students. Emphasis is placed upon specific problems. Extensive research and analysis of public policy are conducted. Prerequisites: MPA 500, 501, 503, 505, 506, 507, 508, 513 and 530, but the expectation is that this course be taken in the student's last semester of the program. Students must have a GPA of 3.0 to enroll.

PROGRAM DIRECTOR

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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

- a written summary of technical or professional non-credit course training;
- 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

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 be followed by individual students, and approves all program planning requests made by students. Students should feel free to discuss any questions or concerns that they may have regarding their planned studies with the graduate director.

CAPSTONE ACTIVITY

The Information Systems Project course (MSIS 720) is the capstone course. It is expected that most courses will have been completed before the student enters this course. This will maximize the student's experience in the course while minimizing peer knowledge differences.

ACADEMIC STANDING

All students must maintain a 3.0 or higher cumulative average. Those below this average must repeat courses, starting with the courses in which the lowest grades were received, until a 3.0 or higher GPA is achieved. If a failing grade is received in a course, that course must be repeated at the next scheduled offering. All students requesting enrollment in the capping course must have a 3.0 or higher cumulative average. If, upon completion of the capstone course, the cumulative average falls below 3.0, then the capstone course affecting the average must be taken again.

Students who fall below a 3.0 cumulative average during a particular semester will be warned and placed on academic probation. The student will be given up to two semesters (at the Program Director's discretion) to recover an average of 3.0 or higher. Should the student fail to do so, the student will be automatically dismissed from the program.

COURSE SCHEDULING CONSIDERATIONS

The IS program offers a mixture of graduate courses both online and in the classroom on a regular basis. Specific schedules will be addressed by the Program Director as needs mandate.

SUBSTITUTE COURSES

In certain cases, the Program Director may include one or more substitute courses in a student's program. When this occurs, these substitute courses will become part of the degree requirements in place of the standard courses.

MASTER OF SCIENCE IN INFORMATION SYSTEMS COURSE REQUIREMENTS:

MSIS Core Required Courses (21 Credits)

MSIS 527	Systems & Information Concepts in Organizations	3 cr
MSIS 537	Data Management I	3 cr
MSIS 567	Data Communications	3 cr
MSIS 570	Systems Analysis & Design	3 cr
MBA 674	Financial & Managerial Accounting	3 cr
MSIS 720	Information Systems Project (capstone)	3 cr
MSIS 730	Information Systems Policy	3 cr

Specializations—choose one:

Information Systems Management Required Courses (6 credits)

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

Electives:

	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

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 570	Systems Analysis & Design	3 credits
MSIS 720	Information Systems Project	3 credits
MSIS 730	Information Systems Policy	3 credits

ADMISSIONS REQUIREMENTS

Admission is based on prior academic performance and potential, a commitment to professional development, and demonstrated professional/leadership growth, as determined from the various documents submitted.

In addition to the application materials addressed in the Admissions to Graduate Programs section of the General Information section of this catalog, applicants to the graduate program in Information Systems must submit the following:

- a current résumé;
- a written summary of technical or professional non-credit course training;
- a written statement which outlines the applicant's career objective(s), the reason(s) for selecting Marist's Advanced Certificate in Information Systems, 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.

Students admitted on a non-matriculated basis are permitted to take three credits of course work. Upon completion of three credits, they will receive matriculated status if they have achieved at least a 3.0 GPA. All other prerequisites for matriculation must be met prior to receiving matriculated status. A cumulative 3.0 GPA is required to obtain the certificate.

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PROGRAM DIRECTOR
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The 12-credit Advanced Certificate in Business Analytics is aimed at helping 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 who complete the Advanced Certificate in Business Analytics develop expertise and skills in the areas of Data Management, Decision Making, Statistical Data Analysis, Management Science, Business Performance Management, Data Mining and Predictive Analytics. The field of business analytics has grown significantly over the last few years, providing business

SUGGESTED COURSE SEQUENCE

Assuming two courses per semester:

MSIS 537	Data Management
MSIS 545	Introduction to Data Analysis and Computational Statistics
MSIS 637	Decision Support Systems
MSIS 591	Data Mining and Predictive Analytics

ADMISSIONS REQUIREMENTS

Admission is based on prior academic performance and potential, a commitment to professional development, and demonstrated professional/leadership growth, as determined from the various documents submitted.

In addition to the application materials addressed in the Admissions to Graduate Programs section of the General Information section of this catalog, applicants to the graduate program in Information Systems must submit the following:

- a current résumé;
- a written summary of technical or professional non-credit course training;
- a written statement which outlines the applicant's career objective(s), the

CORE COURSES (21 CREDITS)

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

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

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

MSIS 570
Systems Analysis and Design
3 credits
The primary objectives of this course are to introduce participants to concepts and techniques for analyzing problems and designing information systems that address those problems. Through team projects, students will develop an understanding of the systems development life cycle, the systems analyst's roles and responsibilities, and the interpersonal skills necessary to analyze business problems. Both managerial and technological aspects of systems design and implementation are considered, including the process of planning for change and post-implementation reviews. Emphasis is on a total systems solution rather than software alone. Students will study systems from the analysis through the implementation phase. Upon completion of the course, participants will understand how to identify and refine requirements, as well as how to complete process, data, and logic modeling within an object-oriented analysis framework.

MBA 674
Financial & Managerial Accounting
3 credits
Accounting: Accounting is an information system that lays the foundation for enlightened decision making. MBA accounting is to teach future business leaders rather than to educate accountants, therefore this course puts more emphasis on how accounting information impacts decision makers and less emphasis on information

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

MSIS 730
IS Policy
3 credits
Information Systems Policy is a leadership focused course. Policy makers are the leaders in any organization. Through the use of case studies, book study, in-class debates and self-exploration, students explore their roles as future leaders in their IS careers focusing on policy identification, setting, and managing; leadership issues of our time and how best to address them; thoughtful debate to develop critical thinking and an open-minded approach to problem solving. The course explores the ethical use of data and how policy matters affect an organization's ability to gain insights from data while still adhering to a moral compass.

MSIS 720
IS Project (capstone)
3 credits
Through the use of projects, this course fits together all of the concepts from previous courses regarding information systems development. The student gains experience in analyzing, designing, implementing, and evaluating information systems. Assignments consist of at least one systems development project involving all or part of the systems-development cycle. Students will work independently or in teams to acquire practical experience through such projects, including the behavioral considerations in systems development. The instructor(s) will act as evaluator(s) instead of teacher(s) since the course pragmatically tests the student's knowledge and skills gained previously in the program. The student's ability to apply the systems approach to the project as a whole and to individual components will be very closely evaluated.

CONCENTRATION COURSES

Information Systems Management Concentration (6 credits)

MSIS 620
Emerging Technologies
3 credits
This course will enhance and develop the students' knowledge in the management of emerging technologies, how they evolve, how to identify them and the effects of international, political, social, economic, and cultural factors on them. We will address why the management of emerging technologies are a "different game" from more mature technologies. This course will be a critical element in the students' ability to better manage the "process of technology-based innovation." We will discuss the management challenges posed by emerging technologies at the point where scientific research reveals a technological possibility and goes all the way to the commercialization of the technology into lead markets.

MSIS 621
Enterprise Architectures
3 credits
This course covers what every senior IT manager needs to know about using IT to enable strategy and get more value from IT. In this course we take the strategic perspective and study how leading firms get more value from their IT investments. The course focuses on the strategic impact and 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

CATHY MARTENSEN Teaching Associate. Degrees: M.S. in Computer Science, Software Engineering Concentration, Marist College. B.S. in Computer Science, Marist College. $GYDQFHG 7HDFKLQJ &HUWL¿FDWH LQ 6HFRQGDU\ 0DWKH

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

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

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

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

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

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

PROGRAM DIRECTOR

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MISSION AND OBJECTIVES

The Masters of Science Computer Science/Software Development program was founded in the 1990s. The program has served its primary mission, that is, of exposing students to graduate-level studies in software development.

PREREQUISITES

All applicants are expected to be proficient in computer programming, computer

Electives (4 credits)

Choose 1 from:

MSCS 665	Game Development II	4
MSCS 555	Computer Graphics	
MSCS 550	Artificial Intelligence	
MSCS 721	Software Verification & Maintenance	
MSCS 688	Independent Study	

Recommended Sequence:

Semester One – Fall

MSCS 560	Networking	
MSCS 542	Database Management Systems	

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
Computer Organization and Architecture
4 Credits
The purpose of this course is to acquire an understanding and appreciation of a computer system's functional components and their characteristics. Students will learn instruction set architecture, the internal implementation of a computer at the register and functional level, and understand how main activities are performed at machine level as well as gain an appreciation for hardware design at micro level. This course will not meet any graduation requirements and will generally be taken as a foundation course.
Prerequisite: CMPT 220 or MSCS 501

MSCS 510
Software Design and Development
4 Credits
This course introduces a formal approach to the design and development of software systems. The various phases of the software development process are covered and students are introduced to an object-oriented design methodology using Unified Modeling Language. The course is project-driven and student teams design and implement a complex software system that utilizes a well-designed user interface. Java is the language of development and Java Swing will be covered. (Offered: spring semester)
Prerequisite: CMSC 335 Advanced Data Structures

MSCS 542
Database Management Systems
4 Credits
A study of the issues related to the design and administration of modern database systems, with special emphasis on relational database systems. This course will study data modeling, query languages, schema refinement and tuning of existing databases,

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 game design aspect focuses on interactive and interface design, world design, play mechanics and rules, and integration of visual and audio components. The game programming aspect focuses on game-specific 2D graphics, animation, physics simulations, algorithms, data structures, and libraries. The course is project-oriented and students working in small teams design and implement their own video games from a list of options.
Prerequisite: MSCS 501 Object Oriented Programming

MSCS 621
Cloud Computing (formerly Distributed Systems)
4 Credits
This course studies cloud computing based on open standards including Internet addresses, sockets, streams, universal character codes, threads, and Internet protocols like REST, XML, JSON client-server database management systems, and content management systems. The course pursues a practical approach to security issues such as the application and use of digital certificates, encryption, and transactional security. Small student teams analyze, design, and build a cloud-based system using software-development best practices.
Prerequisites: MSCS 501 Object-Oriented Programming, MSCS 560 Networking

MSCS 630
Security Algorithms and Protocols
4 Credits
Internet Security is the study of mechanisms through which remote parties can authenticate each other's identity and then communicate securely with each other. Topics covered will include basic cryptographic mechanisms, Public Key Infrastructure (PKI) for distributed security, grammatical mechanisms used to specify security protocols, current government initiatives impacting Internet security. Also covered will be security artifacts that occur in large networks to support and enhance the PKI—these are things like virtual private networks, the secure sockets layer mechanism embedded in all browsers, and directory services such as LDAP which are used as distributed repositories for hold certificates. Included, as well, will be the study of methods that have been used by hackers to break into computer systems.
Prerequisites: MSCS 501 Object Oriented Programming, MSCS 503 Computer

Architecture and Organization, MATH 250 Discrete Math

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

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

MSCS 722
Enterprise Mobile Dev
4 Credits
Modern software solutions increasingly require deploying applications and system components to mobile devices. Programming for the mobile environment presents a unique combination of challenges as we attempt to satisfy competing constraints of embedded platforms, mobile networking, and security. Students taking this course learn about the challenges and best practices involved in developing robust applications in a mobile environment. Students reinforce and integrate these concepts by designing and coding software to run on devices such as smartphones or tablets.
Prerequisites: MSCS 510 Software Design & Development, MSCS 542 Data Management, MSCS 560 Networking

Computer Science/Software Development and Information Systems Faculty

CHRIS ALGOZZINE Professional Lecturer of Computer Science, 2016. Degrees B.S., Computer Science, Marist, 1989. M.S., Information Systems, Marist, 1995. Specialties Management Information Systems. Project Management

JUAN ARIAS Assistant Professor of Computing Technology. Degrees: Ph.D. in Computer Engineering, Penn State University. M.B.A. in Finance/Management, Stern School of Business, New York University. M.Sc. in Computer Engineering, Universidad Simón Bolívar. B.S. In Computer Engineering, Universidad Simón Bolívar

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, 2014. 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

BRIAN GORMANLY Professional Lecturer of Computer Science. Degrees M.S. in Computer Science, Marist College; B.S. in Computer Science, Mount Saint Mary College. Specialties Robotics, Mobile Computing, Software Development

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, 2002. Degrees: B.S., Marist College; M.S., Pace University; Ph.D., State University of New York at Albany. Specialties Software Development, Database Systems, Internet-enabled Applications

EITEL J.M. LAURÍA Professor of Data Science & Information Systems, and Director of Graduate Programs, 2002. Degrees: Electrical Engineering, Universidad de Buenos Aires (Argentina); M.B.A., Universidad del Salvador (Argentina) / Universidad de Deusto (Spain); Ph.D., State University of New York at Albany. Specialties: Data Science, Data Management; Decision Support Systems, Data Mining & Predictive Analytics, Machine Learning, Learning Analytics

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

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

ROGER NORTON Dean of Computer Science, 1980. Degrees B.S., University of Massachusetts; M.A., Brandeis University; Ph.D., Syracuse University. Specialties: Semantics

DIRECTOR, CLINICAL MENTAL HEALTH COUNSELING PROGRAM

Peter M. del Rosario, Ph.D.
(845) 575-3000, ext. 2544
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MISSION AND OBJECTIVES

- Engagement in professional identity and dispositions development and career advancement through activities such as membership and participation in professional counseling organizations;
- Knowledge and skills with research methods in counseling that emphasize a practitioner-scientist approach and engagement in opportunities for impactful research.

The Director and Core Counseling Faculty have primary responsibility for the CMHC program, counseling curriculum, and preparation of students in the program. The CMHC Program is housed within the psychology department in the School of Social & Behavioral Sciences.

ACCREDITATIONS

Marist College is regionally accredited by the Middle States Commission on Higher Education, which is recognized by the Council on Higher Education Accreditation (CHEA). With regards to state recognition, the Master of Arts in Clinical Mental Health Counseling Program was one of the first programs approved by the NY State Education Department (NYSED) as meeting the education requirements for its graduates to become Licensed Mental Health Counselors. The CMHC Program aspires to high standards of preparation in the training of behavioral health care professionals and has applied for accreditation from the premier accreditor of counseling programs, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

COURSEWORK REQUIREMENTS

The 60-credit Clinical Mental Health Counseling Program is classroom-based and emphasizes courses that align with the standards of both the NYSED-required, eleven core curriculum content areas and the CACREP-required, eight common core curriculum areas.

NYSED CORE CONTENT AREAS	CACREP COMMON CORE AREAS	MARIST CMHC CORE COURSES
Professional Orientation & Ethics	Professional Counseling Orientation & Ethical Practice	Foundations & Ethics of Professional Counseling
Foundations of Mental Health Counseling		
Social & Cultural Foundations of Counseling	Social and Cultural Diversity	Multicultural Foundations of Counseling
Human Growth and Development	Human Growth and Development	Lifespan Development
Lifestyle and Career Development	Career Development	Career Development Counseling
Counseling Theory and Practice	Counseling and Helping Relationships	Counseling Theory & Practice
		Counseling Techniques

Handbook that is distributed to all students and site supervisors. The Clinical Experience Coordinator also maintains a list of placements providing professional mental health counseling services to a variety of client populations and providing supervision by licensed mental health professionals. This site list is also distributed to students. A training agreement between the student, the field placement's supervisor, and the Clinical Experience Coordinator is signed, thus ensuring collaboration towards a solid educational and training experience. A Marist faculty member is assigned to monitor each student's field experience and provide group supervision during the practicum and internship courses. Students are required to obtain student liability insurance prior to engaging in clinical experiences. Students may also be required to undergo health and criminal background checks and/or drug screenings to be eligible to engage in clinical training.

DEGREE REQUIREMENTS

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

- complete all requirements not later than five years after matriculation;
- complete a total of 60 credit hours in courses and field experiences;
- maintain a minimum 3.0 cumulative GPA in graduate courses;
- achieve a grade of "P" (Pass) for all internship experiences.
- achieve a passing grade on the Counselor Preparation Comprehensive Exam (CPCE).

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for the fall semester start in the MA Clinical Mental Health Counseling program are available through the Office of Graduate Admission or online, see https://www.marist.edu/social-behavioral-sciences/graduate/mental-health/admission. All application materials must be received by the deadline of May 1st. Applicants to the MA in Clinical 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. A minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A grade) is preferred.
    - Non-psychology major applicants must demonstrate that they have taken undergraduate coursework in general psychology, statistics, and research methods in psychology. Coursework in undergraduate abnormal psychology is also preferred. A minimum grade of 3.0 is preferred in each of these courses.
- A current résumé.
- Three letters of reference from former faculty members or employment

supervisors that attest to the applicant's ability to be successful in graduate school and the field of clinical mental health counseling.
- A personal statement of a least 500 words, describing the applicant's background, experiences, personal qualities, and academic and career goals related to clinical mental health counseling.
- To an interview.

NOTES:
- Submission of Graduate Record Examination (GRE) scores for verbal, quantitative, and writing areas is optional.
- All applicants admitted to the program are expected to utilize the American Psychological Association (APA) writing style in their written assignments. Applicants are strongly advised to acquire a copy of the latest edition of the Publication Manual of the APA.
- Also, students may be required to undergo health and criminal background checks and/or drug screenings to be eligible to engage in clinical training.

MATRICULATED STATUS

A matriculated student has officially met all admissions requirements and has been accepted and enrolled in a specific program of study. The catalog in effect at the time of enrollment governs the degree requirements for matriculated students. Only matriculated students are eligible for financial aid.

TRANSFER CREDIT

Applicants may request the transfer of up to six transfer credits (two graduate courses). Credits/courses must be from a CACREP accredited graduate program. A minimum grade of 3.0 is required in transferred courses which must also be sufficiently comparable to 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 program director.

REVIEW OF STUDENT PERFORMANCE:
RETENTION, REMEDIATION, DISMISSAL

Students must maintain "Good Standing" in the Program with regard to both academic performance and professional behavior/dispositions. Thus, the progress of all students is consistently reviewed each semester. An understanding of professional behavior may be derived from the counseling lEPadmThe.6 (ar6 (A(two g(searticl6uvna

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

that appropriate procedures have not been followed. Further details and procedures concerning probation and dismissal can be found in the latest version of the Clinical Mental Health Counseling Program Handbook.

SCHEDULE

The MA Clinical Mental Health Counseling program is offered in two schedule tracks. Courses are provided through a classroom-based format. These program schedules are not designed for individuals who wish to maintain full-time employment.

- The Two-Year Accelerated, Full-time Program. The accelerated two-year, full-time program schedules students to 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.
- The Three-Year Program. Students desiring the flexibility of a less-intense schedule may choose the three-year program which includes two summer semesters. Students take a full-time courseload of three courses (9 credits total) during each of the fall and spring semesters of the first two years, and a part-time courseload of two courses (6 credits total) during each of the two summer semesters and during the fall and spring semesters of the third and final year.

NOTE: The practicum and internship courses are very time-intensive: practicum requires students to train in the practice of professional counseling under the supervision of a licensed professional for 10 hours per week, and internship requires students to train for 20 hours per week.

THE CURRICULUM SEQUENCES

(Subject to change; all courses are 3 credit-hours)

2-Year Accelerated CMHC Program Plan

Fall 1

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

Spring 1

COUN 613L	Assessment in Counseling
COUN 507L	Diagnosis & Treatment Planning in CMHC
COUN 614L	Group Counseling
COUN 617L	Crisis & Trauma Intervention

Summer 1

COUN 700L	Counseling Practicum (10 supervised clinical experience hours/week)
COUN 508L	Psychopharmacology for Counselors

Fall 2

COUN 510L	Lifespan Development
COUN 615L	Family & Couples Counseling
COUN 505L	Research in Counseling
COUN 710N	Counseling Internship 1 (20 supervised clinical experience hours/week)

Spring 2

COUN 720L	Counselor Supervision
COUN 616L	Career Development in Counseling
COUN 618L	Substance Abuse Counseling
COUN 711N	Counseling Internship 2 (20 supervised clinical experience hours/week)
CPCE	Exam Administered

Summer 2

COUN	Elective
COUN	Elective
CPCE	One exam re-take may be scheduled

Total: 60 credits; MA CMHC Degree Conferral August 31

3-Year CMHC Program Plan

Fall 1

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

Spring 1

COUN 613L	Assessment in Counseling
COUN 507L	Diagnosis & Treatment Planning in CMHC
COUN 614L	Group Counseling

Summer 1

COUN 508L	Psychopharmacology for Counselors
COUN	Elective

Fall 2

COUN 510L	Lifespan Development
COUN 611L	Multicultural Foundations in Counseling
COUN 615L	Family & Couples Counseling

Spring 2

COUN 618L	Substance Abuse Counseling
COUN 616L	Career Development in Counseling
COUN 617L	Crisis & Trauma Intervention

models to conceptualize client presentation and develop appropriate counseling interventions. Attention is paid to research providing evidence for counseling theories and techniques. Multicultural, professional, ethical, and legal issues in counseling theory and practice are also considered.

COUN 611L
Multicultural Foundations in Counseling
3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, skills, and social justice advocacy interventions necessary to provide effective and appropriate services to clients who come from diverse and intersectional cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of diverse populations, the course provides strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

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.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 617L
Crisis & Trauma Intervention
3 Credits
This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of various ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or homicide, sexual assault, loss and bereavement, violent incidents, and natural disasters. This course addresses counselors' roles and responsibilities as members of an interdisciplinary emergency management response team. Students are also taught skills in self-care to prevent counselor burnout and vicarious trauma.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 618L
Substance Abuse 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.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 700L
Counseling Practicum
3 credits
Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of clinical 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 507L Diagnosis & Treatment Planning in CMHC; COUN 613L Assessment in Counseling; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).
NOTE: Counseling Practicum is intended to be taken prior to Counseling Internship 1

COUN 710N
Counseling Internship 1
3 Credits
Counseling Internship 1 requires the completion of a minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. 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 Diagnosis & Treatment Planning in CMHC; COUN 613L Assessment in Counseling; COUN 617 Crisis & Trauma Intervention;

The course may focus on prevention and treatment of mental health issues that are prevalent at colleges and universities that may include, but are not limited to: eating disorders, developmental issues, family problems, interpersonal relationship skills, stress, suicide, depression, anxiety, substance abuse, and violence. Sociocultural, ethical, legal, administrative policy issues, and self-care issues relevant to college mental health counseling are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 622L
Clinical Rehabilitation Counseling
3 Credits
This course provides specialized counseling knowledge and skills for the rehabilitation counseling of those individuals who have a serious and persistent DSM diagnosis (i.e., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, panic disorder, obsessive-compulsive disorder, attention deficit hyperactivity disorder, and autism). Students will learn the philosophical and empirical bases of psychiatric rehabilitation, including an overview of the consumer movement, treatment programming models, service-system issues, multicultural and global issues, consultation practices, and current research on serious and chronic DSM disorders and their treatment.
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 624L
Play Therapy
3 Credits
This is a basic introduction to Play Therapy with a review of its origins, history, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play development, and a therapeutic tool for helping to treat emotional problems. Students will gain an understanding of the multitude of play therapy strategies and techniques that can be used. They will also understand, critique, and apply various theories of play therapy. This course will be a combination of lectures and videotapes along with hands-on experiential activities.
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 clinical 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 Diagnosis & Treatment Planning in CMHC; 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).

Core Counselor Educators

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

THOMAS KILLIAN LMHC, Assistant Professor of Psychology. Degrees: B.A. & M.Ed., University of Mississippi; Ph.D., University of Northern Colorado

MICHELE RIVAS LMHC, Clinical Experience Coordinator, Assistant Professor of Psychology. Degrees: B.S., Universidad Central de Venezuela; M.S., Long Island University; Ph.D., Syracuse University

Additional Counseling Faculty

LARRY CERECEDES Licensed Psychologist, Adjunct Instructor. Degrees: B.A., California State Polytechnic University; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology

KAITLYN DEVROUS LMHC, Adjunct Instructor, Degrees; B.A., Marist College; M.A., Marist College

COURTNEY DOYLE LMHC, Adjunct Instructor. Degrees: B.A., Marist College; M.A., Marist College

BRITTANY FARRELL LMHC, Adjunct Instructor, Degrees: B.A., Marist College; M.A., Marist College; M.S.W., Adelphi University, College, M.A.,

MAC LMHC, Assist7MC /P <</Lang (en-U.A.,)sCID 5570

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM
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ADMISSIONS REQUIREMENTS

Admissions requirements for the MA in School Psychology are:

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

DEGREE REQUIREMENTS

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

- complete all requirements not later than seven years after matriculation;
- complete a total of 62 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- earn a minimum passing grade of B in all courses (P in Practicum and Internships courses);
- maintain a 3.0 cumulative grade-point average in graduate courses;
- pass each phase of the school psychology portfolio;
- complete NYS Child Abuse Identification, Project SAVE, and DASA seminars;
- complete NYS Fingerprinting process;
- pass the School Psychology Praxis II Examination using the NASP passing score for national certification as the passing criterion.

TRANSFER CREDITS

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

ADVISEMENT

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

REVIEW OF STUDENT PERFORMANCE:
RETENTION, REMEDIATION, AND DISMISSAL

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

If placed on probation, the candidate is expected to take immediate steps to raise the GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of B- or below was earned and achieving a B or better in this courseNOTE: whi.le a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

A candidate is allowed up to 9 credit hours of work to raise his or her GPA above 3.0 after being placed on academic probation. If, while in the process of completing a portion of the subsequent 9 credit hours, grade calculations indicate that it is not possible to attain a GPA of 3.0 or higher, even if all 9 credit hours were to be completed, the student will be dismissed at that point in time. If, after attempting 9 credit hours, the GPA has not been raised to 3.0, the candidate will be dismissed from the program.

Candidates can earn one course grade of B- in a school psychology course without needing to repeat the course. If a candidate earns a grade of B- in any additional school psychology courses, they will need to repeat the courses before proceeding in the program. Any course grade less than a B- earned in any school psychology course will require repeating the course before proceeding in the program. Due to the schedule of school psychology courses, repeating a course will result in the candidate's progress through the program being delayed by one year. During that year, the candidate will be dismissed from the program and will need to apply for re-admission to the program. Candidates who are re-admitted will be required to complete the program requirements in effect at the time of re-admission.

Probation or dismissal can also occur for non-academic reasons. The MA in School Psychology program educates and trains practitioners, and in this regard has a responsibility to safeguard the welfare of the public. In order to ensure community well-being, the department reserves the right to put on probation, or dismiss from the program, any candidate it judges to be ethically or psychologically unfit to function as a professional school psychologist. Such judgments can be made at any time during the program, but candidates will be advised as soon as faculty are aware of potential problems.

SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

Master of Arts in School Psychology

PSYH 600	Professional Orientation & Ethics in School Psychology	3 credits
PSYH 612	Developmental Psychology	3 credits
PSYH 616	Cognitive Assessment	3 credits
PSYH 511	Application of Personality Theory to School Psychology	3 credits
PSYH 620	Research Design & Data Analysis in School Psychology	3 credits
PSYH 617	Academic Assessment	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 607	Psychopathology for School Psychologists	3 credits
PSYH 505	Educational Psychology for School Psychologists	3 credits

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	
PSYH 607 Psychopathology for School Psychologists	
PSYH 511 Application of Personality Theory to School Psychology	PSYG 617 Academic Assessment
	PSYH 601 Learning Disabilities
PSYH 616 Cognitive Assessment	

Summer

PSYH 505 Educational Psychology for School Psychologists

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	PSYH 645 School Crisis Prevention and Intervention
PSYH 610 Practicum I	PSYH 611 Practicum II

Summer

PSYH 625 Cognitive Behavioral Therapy with Children & Adolescents

PSYH 608 Multicultural Counseling

THIRD YEAR

Fall	Spring
PSYH 710 Internship I	PSYH 711 Internship II

PSYH 511
Application of Personality Theory to School Psychology
3 Credits

way counseling has historically struggled to provide culturally appropriate interventions. Prerequisite: PSYH 705

PSYH 610 AND 611
School Psychology
Practicum I and II
1 Credit each
The School Psychology Practicum is an integral part of professional training. Experiences are offered in a variety of

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

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

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

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

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

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include establishing a safe and resilient school environment, protective factors, crisis response, bullying, the role of social media, violence, suicide, grief, the Impact of war, and natural disasters.

PSYH 705
Individual Counseling
3 Credits
This course examines the process involved in individual counseling and psychotherapy. Supportive, re-educative, and reconstructive approaches to therapeutic interaction are explored. Various theoretical approaches to understanding personality change are examined. This course assumes a lifespan perspective on therapeutic interaction. Counseling techniques with children and adolescents will be emphasized.
Prerequisite: 24 graduate credits including PSYH 600, PSYH 511, & PSYH 607

PSYH 706
Group Counseling
3 Credits
This course introduces students to theories and methods of group interventions with children and adolescents. The course examines historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies.
Prerequisite: PSYH 705

PSYH 710 and 711
Internship in School Psychology I and II
3 Credits each
The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background into sound professional practice. Through the practical experience, the school psychology intern is given the opportunity and the support he or she will need to function as an effective school psychologist.

The seminars focus on integrating and applying the intern's knowledge of psychology within a school setting. Topics include: (1) the history and foundations of school psychology, (2) current and future perspectives in school psychology, (3) legal, ethical, and legislative issues in the provision of school psychological services, and (4) school psychological interventions with a focus on children, staff, and programs.

Students serve as interns for 1,200 hours (600 minimum per semester) in a state-approved public school district during the academic year. Students register for the same instructor for the fall and spring semesters. PSYH 710 is completed during the fall and PSYH 711 is completed during the spring semester. All placements must be approved by the Field Placement Coordinator.
Prerequisites: PSYH 600, PSYH 601, PSYH 602, PSYH 610, PSYH 611, PSYH 616, PSYH 617, PSYH 618, PSYH 625, PSYH 705, PSYH 706, PSYH 505, PSYH 640, and PSYH 645. Candidates must also pass the Praxis II Exam in School Psychology before registering for Internship.

DIRECTOR, GRADUATE EDUCATION PROGRAMS
Kathleen Vigil, Ed.D.
Director, Graduate Education Programs
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There are five graduate programs for teaching at Marist College. They are:

1. Master of Science in Education in Contemporary Curriculum & Instruction

of the program to set up the portfolio and a 1-credit course in the last semester of the program – MSED 612 Capstone Portfolio Presentation – in which they complete and present the Capstone Portfolio to reviewers. Completion is recorded when the portfolio is passed. Passing the electronic portfolio is a requirement for the Master's degree.

Master of Science in Education in Contemporary Curriculum & Instruction on campus model: takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. A limited number of courses are offered in the summers. The program is designed so that it can be completed by a full-time student in three to four semesters, completing 9 or 12 credits each semester. A full-time student usually attends evening classes and takes 9 credits per semester. Each course is worth three credits and meets one evening per week, with some online course opportunities. All students must complete the program within five years from first matriculation in the program. Study plans can be customized for individual student needs. Some courses are offered both fall and spring, other courses are offered only fall or only spring. The study plans will reflect the order of course offerings. Since graduate education students are currently accepted three times per year (fall, spring, and summer), and students can register as full-time or part-time, at this time there are no specifically coordinated cohorts for the on-campus model. Study plans are customized according to individual needs and availability of courses. Due to course availability and course planning, candidates in collaboration with the Director of Graduate Education 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.

THE MASTER OF SCIENCE IN EDUCATION IN CONTEMPORARY CURRICULUM & INSTRUCTION CURRICULUM SUMMARY:
All candidates are required to develop, submit and present an electronic portfolio for completion of the program.

All candidates complete the core 27 credits::

MSED 508	Designing Curriculum and Instruction	2 credits
MSED 512	Capstone Portfolio Development	1 credit
MSED 510	Integration of Learning Theories	3 credits
MSED 605	Educational Assessment and Evaluation	3 credits
MSED 630	Teaching Content Area Literacy	3 credits
MSED 640	Social Foundations of Education	3 credits
MSED 652	Social & Emotional Learning Approach to Classroom Management	3 credits
MSED 680	Data-Based Decision Making	3 credits
MSED 690	Language Acquisition and Development	3 credits
MSED 662	Educational Research	2 credits
MSED 612	Capstone Portfolio Presentation	1 credit

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)RU FDQGLGDWHV SRVVHVVLQJ ,QLWLDO &HUWL¿FDWLRQ
Childhood candidates complete all WKUHH RI WKH IROORZLQJ FRXUVHV

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

in Childhood Education 1-6/with Special Education undergraduate program with the Master of Science in Education in Contemporary Curriculum & Instruction program. Marist students in the five-year program will receive a degree in Psychology, earn

Because this program results in dual certification (content area and Students with Disabilities), there are required pre-requisites that often are fulfilled by an applicant's undergraduate program. The Director of Graduate Programs is available for consultation and planning.

Candidates who satisfactorily complete the MAT, including the achievement of qualifying scores on New York State assessments, and completion of state-mandated workshops, will be recommended for New York state certification in the content area and Students with Disabilities, both grades 7-12.

GRADUATE COURSES IN THE MASTER OF ARTS IN TEACHING PROGRAM

MATA 508	Methods of Inclusive Secondary Education I	3 credits
MATA 510	Curriculum Strategies for Students with Special Needs	3 credits
MATA 565	Data-Based Decision Making for Curriculum and Instruction	3 credits
MATA 630	Literacy for Inclusive Secondary Education	3 credits
MATA 631	Literacy in the Content Area	3 credits

Candidates who satisfactorily complete the program, including the achievement

- Conduct an interview with the Director of Graduate Education Programs upon submission of all application documents. The interview process may include written tasks.

ADVISEMENT

At the time of matriculation, each student will meet with the Director of Graduate Education Programs to design a Study Plan, which candidates are to follow.

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

GRADUATE PROGRAMS

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

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

EDUC 101 Foundations of Education

EDUC 150 Learning through Technology

EDUC 373 Principles of Instruction for Students with Disabilities

EDUC 379 Culturally Responsive Education

PSYC 207 The Exceptional Child

PSYC 318 Psychology of the Adolescent

PSYC 372 Psychoeducational Assessment of Educational Disabilities

PROGRAM REQUIREMENTS

A candidate must maintain a minimum overall GPA of 3.0. If at any time the candidate's GPA falls below 3.0, the candidate will be notified of his/her being subject to academic review. Academic review will result in assignment of probationary status or dismissal. A candidate on probation is expected to take immediate steps to raise their GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which low grades were earned and achieving a B or better. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above. A candidate is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the candidate will be dismissed from the program.

In addition, if a candidate earns any grades below B- in the Master of Arts in Teaching program, they will be subject to review by the teacher education faculty and placed on academic probation or dismissed from the program. One grade of C+ will be accepted by the program, on probationary status. If the candidate earns a second grade below B-, they will be permitted to re-take the course one time. Candidates who do not re-take the designated course or who do not achieve a grade of B- or better in

the course(s) are subject to dismissal from the program. Candidates who earn a third grade below B- will be dismissed from the program.

Candidates are expected to demonstrate appropriate professional dispositions in coursework and fieldwork throughout their program as follows:

(1) Responsibility
(2) Integrity
(3) Enthusiasm
(4) Communication
(5) Reflection

Any behaviors that are in obvious deviation from the teacher candidate dispositions stated above may result in assignment of probationary status or dismissal. Any candidate who does not demonstrate the dispositions necessary to assume the responsibilities of a classroom teacher will be subject to review by the teacher education faculty and may be placed on probation or dismissed from the program. The candidate will be informed of any decision or recommendation by the teacher education faculty.

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.

Graduate Courses for the Master of Science in Education in Contemporary Curriculum & Instruction

0 6 ('
Designing Curriculum and instruction
2 Credits
In this course participants will learn to build units of study and long-term curriculum maps that are aligned with state standards and the goals of schools and districts. There will be an emphasis on the collaborative planning process and the building of assessments based on instructional learning objectives. The mapping process will also include an examination of essential questions, transfer, authentic assessment, and backwards design. Participants will learn the importance of applying data results and reflection to improve long-range plans to avoid redundancies and gaps in content.

0 6 ('
Learning Theories Applied
to the Classroom
3 Credits
The course focuses on the application of psychological principles and research to the process of learning and teaching in the classroom. Students discuss concepts derived from the different learning theories (behaviorist, cognitive, and humanistic perspectives) and develop specific applications to enhance academic learning and classroom teaching practice. Recent research evaluating the effectiveness of applying learning theories in the classroom is also discussed. Offered on campus and online.

0 6 ('
Capstone Portfolio Development
1 Credit
In this course students will start the process of building the Capstone Portfolio that they will present at the completion of the graduate program. They will review APA citation rules while examining scholarly writing that will serve as an exemplar for graduate-level expectations. The standards that form the basis of the portfolio will be introduced, and participants will practice writing reflectively to document their growth in theory, practice, and professional dispositions. In addition to portfolio development skills, participants will gain technical skills as they construct the online portfolio shell that they will continue to populate as they progress through the graduate courses.

0 6 ('
Visual Models for Understanding
Mathematics
3 Credits
This course develops teachers' ability to teach mathematics with understanding. Teachers will develop mathematics concepts through the use of concrete, visual representations as advocated by the National Council of Teachers of Mathematics (NCTM). The teaching and learning of mathematics will stress the NCTM Process Standards including the use of hands-on materials in a collaborative problem-solving environment. This course is appropriate for prospective and in-service upper elementary and middle school teachers.

0 6 ('
Teaching the Humanities and
Social Studies through the Arts
3 Credits
This interdisciplinary course will investigate a variety of themes in literature, history, social science, and the arts in relation to will 0F

0 6 ('
Capstone Portfolio Presentation
1 Credit
Taken in the last semester of graduate study, this course will allow participants to focus on their growth in professional standards as a result of the coursework in the MSED program. They will write reflective paragraphs that include examples of

research approaches. Both quantitative and qualitative research methodologies will be explored. The course will also cover action research, a means by which teachers can be actively engaged in research in their own classrooms, and how research has a bearing on their classrooms and teaching. (Offered on campus and online)

0 6 ('
Data-Based Decision Making
3 Credits
The acquisition, analysis and application of data to drive instruction and evaluation have become important skills for teachers in today's schools. The New York State Education Department has incorporated the use of data into each of its eight Teaching Standards. Now more than ever before, teachers are called upon to use data to evaluate and set realistic learning goals for each student. This course is offered in a laboratory setting and will use mock-data sets to engage the pre-service teacher in real world analysis and applications of educational data. Specifically, this course will be concerned with: the location and access of data; the use of data to enhance decision making and set student instructional goals; the development of critical questions and analysis of data; and the application of data to instruction and curriculum design. Data laboratory activities will be designed to develop candidates' proficiency in the skills necessary for achievement of the New York State Teaching Standards. Participants in the course will also be introduced to research-based data driven instructional

of secondary special education, working

0 $ 7 $
Methods for Inclusive Secondary Education II
3 Credits
This course is an application of the professional knowledge base for teaching all adolescents with an emphasis on providing all students access to the general education curriculum. Candidates will learn to teach standards-based content in the four major content areas (English, social studies, math, and science) in ways that promote cognitive skill development for all students in the inclusive classroom. This course will apply theory in lesson planning, motivational techniques, instructional technology, class-room management, data-driven instruction, and assessment techniques as they relate to the objectives of Secondary Education/ Students with Disabilities. Candidates will design and teach co-taught lessons in area classrooms congruent with New York State Common Core Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners, including English Language Learners. Candidates will develop lesson plans that address the needs of ELLs and students with disabilities. Candidates will be required to fulfill 30 hours of fieldwork in a 7-12 site that allows for developing teaching skills in classrooms, particularly co-taught classrooms, and with unique populations such as ELLs. Course format: lecture. Prerequisite: MATA 508.

0 $ 7 $
Transitions and Community-Based Learning
3 Credits
This course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment and planning strategies, transition-related content and instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process. 25 hours of fieldwork in a secondary setting that includes adolescents with disabilities is required. Course format: lecture.

0 $ 7 $
Literacy for Inclusive Secondary Education
3 Credits
This graduate course examines the current research in the teaching of language arts to students from diverse backgrounds (social, cultural, intellectual, gender, with focus on stereotypes and exceptionalities). Emphasis is placed on the way diversity of all types shapes the purposes and practices of education, and how this knowledge can be used to enhance culturally responsive teaching and learning in all classrooms. The content will present strategies for teaching literacy to diverse learners, with particular attention to inequities among multicultural groups. Language issues, such as the acquisition of a second language, language differences in writing and speaking, and the impact of new literacies in the classroom will also be considered. This course will aid in the understanding of the relationship between oral proficiency and other aspects of literacy. Course format: lecture. There will be fieldwork with this course.

0 $ 7 $
Literacy in the Content Areas
3 Credits
This course explores content-area methods and materials for teaching early literacy to the comprehension of narrative/expository text and study skills in diverse classrooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, attitudes, and perspectives such as developing phonological awareness, word recognition techniques, fluency, vocabulary, and comprehension through various instructional settings. Students acquire understanding for assessing pupil abilities,

selecting suitable materials and fostering language, comprehension and study skills needed for mastery of academic subjects. The importance of literature-enrichment activities and making curricular connections is highlighted. The candidates will create thematic units that integrate subject areas and utilize various learning approaches. Modifications that address reading problems encountered in the content areas will be an integral part of the Literacy Unit plan. Students will complete a field experience of at least 10 hours. Course format: lecture.

0 $ 7 $
Learning Environments to Support Students' Social and Emotional Needs
3 Credits
This course focuses on a range of classroom management issues encountered by teachers as related to classroom instruction: classroom management, planning issues, professional ethics, etc. Students will analyze how classroom management techniques can be used to create a positive learning environment to help all students learn. This course also includes strategies and suggestions for managing the behavior of students with varied learning needs. Students will complete a field experience of at least 10 hours, where they will observe Middle

also pass a series of state-required exams including: the Educating All Students Test (EAST), Content Specialty Test (CST) for their content area and special education, and edTPA (Education Teacher Performance Assessment). The candidate must show evidence of successfully completing state mandated workshops in the Dignity for All Students Act (DASA), and the Safe Schools Against Violence in Education (SAVE), prior to student teaching practicum.
Course format: clinical field practice.
Prerequisites: all other courses in the MAT program.

Contemporary Curriculum & Instruction Program Faculty

DAWN-MARIE BAIRD, Adjunct Instructor. Degrees: B.A., Ashford University; M.S., Drexel University

MICHAEL BURNS Adjunct Instructor.Degrees: B.A., SUNY Fredonia University; M.S.Ed., SUNY New Paltz; Ph.D., The State University at Albany

JAMIE CONWAY Adjunct Instructor. Degrees: B.A., Marist College; M.S., The State University at Albany

SARAH COSHAL Adjunct InstructorDegrees: B.S., Marist College; M.A., Marist College

DENISE DZIKOWSKI Adjunct Instructor. Degrees: B.S., SUNY at Geneseo; M.Ed., Cambridge College; M.A., George Washington University

VICTORIA FERRARA Adjunct Instructor. Degrees B.A., Eastern University; M.S., State University of New York at Albany; Ph.D. Capella University

DANA GATHERS Assistant Professor of EducationDegrees: B.A., Temple University; M.S.Ed., CUNY Brooklyn College; Ph.D. Fordham University

LYNN GRAINGER Adjunct Instructor. Degrees: B.S., Gordon College; M.Ed. in Curriculum & Instruction Lesley University

RUARI GRIBBON Adjunct Instructor. Degrees: B.A., Marist College; M.S., Mercy College; Ph.D., SUNY at Buffalo

JESSLYN HOLLAR Professional Lecturer of Education & Assessment Coordinator. Degrees: B.A., Lafayette College; M.A., Edgewood College; Ph.D., University of Washington

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

KATHRYN NIXON Adjunct Instructor. Degrees: B.A., Marist College; M.A., Western Connecticut State University

HEATHER O'CONNOR Adjunct Instructor. Degrees: B.A., Marist College; M.A., Marist College

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

DEANNA SPRINGSTEAD-GONZALEZ Adjunct Instructor. Degrees: B.S., St. John's University; M.S., St. John's University, University at Albany, A.B.D.

MICHELE SIMONETTY Adjunct InstructorDegrees: B.S., College of New Rochelle; M.S., Dominican College

HEATHER O'CONNOR Adjunct Instructor. Degrees: B.A., Marist College, M.A., Marist College

ZSUZSANNA SZABO Adjunct Instructor. Degrees: B.S., UBB Cluj, RO; M.Ed., State University of New York at Buffalo; Ph.D., University of Arizona

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

DIRECTOR, GRADUATE PROGRAM
Wenjing Xie, Ph.D.
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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

DEGREE CONFERRAL REQUIREMENTS

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

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

STUDENT ADVISEMENT

The Director of the Graduate Communications Program is the 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.

THE MASTER OF ARTS IN IMC

Curriculum Summary

COMI 500	Principles of Integrated Marketing Communication	3 credits
COMI 600	Advertising Management	3 credits
COMI 505	PR Management	3 credits
COMI 605	Brand Management	3 credits
COMI 615	Global Consumer Insights	3 credits
MBA 525	Marketing Foundations	3 credits
MBA 535	Analytical Tools for Decision Making	3 credits
MBA 605	Marketing Research	3 credits
COMI 610	Social Media Strategies & Tactics	3 credits
COMI 700	IMC Capstone	3 credits

Program Options and Class Schedules

Sequences
Part-Time

Full-Time

Full-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
	Advertising Management	Social Media Strategies & Tactics	
	Marketing Foundations	Analytical Tools for Decision Making	IMC Capstone
	Brand Management	Global Consumer Insights	

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

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

Integrated Marketing Communication Faculty

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

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

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

JEN EDEN Associate B.A., US Tw T.3 (M.A., SyAriz.B.AStTj EEMC /racuse)]T7928 >>BDC /A

DIRECTOR, PHYSICIAN ASSISTANT PROGRAM

Jeff Midgley, M.S., PA-C,
(845) 575-3592
Jeffrey.midgley@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:

- Graduate entry-level, competent healthcare providers
- Teach students to effectively interact with patients of different backgrounds
- Promote ethically & culturally sensitive PAs
- Develop healthcare providers capable of functioning successfully within interprofessional teams
- Ensure that all students engage in community service
- Meet or exceed the national first-time pass rate for the Physician Assistant National Certification Examination (PANCE)

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

- Knowledge and application of medical terminology, human structure and systems, clinical elements, pharmacology, pathology, infectious diseases, epidemiology, and biostatistics;
- Evaluation and assessment skills to understand and conceptualize patients' medical issues resulting in accurate diagnoses;
- 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;
- 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;
- Ethical and professional conduct within the standards of the profession, in their relationships with patients, colleagues, supervisors, and faculty; and
- Engagement in career advancement and professional identity development through activities such as membership and participation in professional organizations such as the American Academy of Physician Assistants and New York State Society of Physician Assistants.

The Master of Science in Physician Assistant Studies is a 24-month, 90-credit, full-time program designed to prepare students for clinical practice. The program consists of one 12-month didactic phases and one 12-month clinical phase. Students learn how to care for patients in a variety of settings such as in-patient, out-patient, and in

the operating room and emergency room. Students learn to treat patients across the

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

- Organic chemistry I (with lab), biochemistry [preferably with lab; organic chemistry II (preferably with lab), may be substituted], anatomy & physiology I & II (with labs).
- an earned baccalaureate degree from an accredited college or university, prior to matriculation in the program;
- submission of TOEFL score (if high school graduate of non-English speaking country);
- minimum of 500 hours of hands-on healthcare experience;
- completed application through Central Application Service for Physician Assistants (CASPA);
- an on-campus interview; and
- completed background check prior to matriculation.

All pre-requisites must be completed by the program's December 1st application close date in CASPA.

DEGREE REQUIREMENTS

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

- all didactic phase courses and assignments
- all clinical year rotations, courses, and assignments.
- all summative clinical competency examinations (history-taking/physical examination and history-taking/patient counseling or education) within the four (4) months prior to graduation.
- all program equipment, books, and miscellaneous materials have been returned.
- all checkout procedures verifying that all PA program, institutional, library, or educational supplies have been returned, and that expenses and fees have been paid prior to awarding any degree, 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.

MARIST COLLEGE MS PHYSICIAN ASSISTANT STUDIES SEQUENCE

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

Summer		Fall	
PA 601	Human Anatomy	PA 606	Ethics in Healthcare Delivery
PA 602	Human Physiology	PA 608	

Graduate Courses in Physician Assistant Studies

PA 601
Human Anatomy
4 Credits
This course is designed to provide the PA 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 PA 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 prognosis. 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 presentation. In addition to the study of specific disease processes this course teaches the student to incorporate techniques of evidence-based medicine, physical examination, laboratory and diagnostic techniques, and interprofessional collaboration relevant to the system being studied. Pharmacologic therapeutic principles and practices are presented for specific medications utilized in the disease management of the topics covered in this section. This course blends a variety of learning techniques including lecture, self-directed learning, problem-based scenarios, and online learning to engage students in the content.

PA 604
Physical Diagnostics
3 Credits
This course introduces the student to patient assessment. Students will learn communication skills, medical history-taking, documentation, and physical exam skills associated with the clinical encounter. Students will learn these skills in a systems-based approach finally integrating them into a complete examination. This course incorporates the use of traditional lectures, small group sessions, and standardized patient encounters.

PA 605
Physical Diagnostics Lab
2 Credits
This lab section supports the learning objectives of PA 604 by providing the student time for supervised learning.

PA 606
Ethics in Healthcare Delivery
2 Credits
This course introduces the student to ethical issues that occur in professional practice and provides them with basic knowledge and skills to identify, analyze, and resolve dilemmas. Topics address a variety of bioethics and legal considerations observed in clinical practice including informed consent, confidentiality, nonmaleficence and beneficence, patient decision-making capacity, advance directives, end-of-life issues, assisted suicide, human research, and health care provider issues.

PA 607
PA History, Policy & Regulation
1 Credit
This course explores the origins of the PA 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 PAs. Issues of professionalism and the status of PAs 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, metabolism, elimination, and dose-response relationships of the different drug classes. Major drug interactions and adverse effects of specific classes will be covered for medications commonly used for the treatment and management of disease states in primary care.

PA 609
Clinical Medicine II
4 Credits
This course is the second in a sequence of three clinical medicine courses that are designed to prepare PA 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 prognosis. 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 presentation. In addition to the study of specific disease processes this course teaches the student to incorporate techniques of evide/P <</L7US

disease states commonly observed in primary care. A systems-based approach is used to 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 patho-physiologic 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). Evaluation and treatment modalities will also be explored.

PA 616
Clinical Medicine III
4 Credits
This course is the third in a sequence of three courses that are designed to prepare PA 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 prognosis. 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 presentation. In addition to the study of specific disease processes this course teaches the student to incorporate techniques of evidence-based medicine, physical examination, laboratory and diagnostic techniques, and interprofessional collaboration relevant to the system being studied. Pharmacologic therapeutic principles and practices are presented for specific medications utilized in the disease management of the topics covered in this section. This course blends a variety of learning techniques including lecture, self-directed learning, problem-based scenarios, and online learning to engage students in the content.

PA 617
Epidemiology & Biostatistics
3 Credits
This course will introduce the basic concepts of epidemiology and biostatistics as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease, usage of rates, ratios and proportions, methods of direct and indirect adjustment, and clinical life table which measures and describes the extent of disease problems.

PA 618
Emergency Medicine
3 Credits
This course is designed to prepare students to evaluate and treat patients in an emergency room and surgical 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 specific to the emergency room and surgical setting are also covered in this course including aseptic technique, surgical scrubbing, endotracheal intubation, and point of care ultrasound.

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 incorporates clinical medicine and earlier program components of patient history-taking, physical examination, diagnostic studies, and management plans seen in an adult primary care setting. Using problem-based patient scenarios, the student will organize and refine these components by applying clinical reasoning when evaluating a patient complaint, historical information, physical findings, and pertinent laboratory and diagnostic results. By gathering all this information, the course will help students build skills in analyzing, developing, and formulating differential diagnoses, treatment/management plans, and preventive and follow-up care. In addition, this course will tie in topics such as documentation, oral presentations, and billing and coding.

PA 701
Clinical Rotation—Family Medicine
3 Credits
The Family Medicine rotation familiarizes the student with the role of the PA in general practice. Time will be spent with a physician, PA, 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 708
Clinical Rotation—Geriatrics/
Approved Elective
3 Credits

Physician Assistant Program Faculty

JEFFREY MIDGLEY Program Director/Clinical Assistant Professor of PA Studies. Degrees M.S. in Physician Assistant Studies, Touro College; B.S. in Health Science, Physician Assistant, Long Island University; B.A. in Psychology, SUNY Binghamton.

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

ABOUT THE PROGRAM

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

MISSION STATEMENT

The Marist College DPT Program is committed to creating the next generation of physical therapists by offering the highest standard of excellence in physical therapy education. Graduates will be prepared to merge hands-on skills, ethical care, clinical judgment and critical inquiry to promote optimal functioning of current and future clients throughout their clients' lifespan. The DPT program will instill the importance of providing advocacy and service to the profession as well as to local and global communities.

PHILOSOPHY

Achievement of the Program Mission is accomplished by educating students who will become autonomous movement specialists prepared in examination, evaluation, diagnosis, prognosis and intervention of impairments, functional limitations, and

DEGREE PREREQUISITES

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

REQUIRED COURSE PREREQUISITES

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

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

- Official report of GRE scores
- TOEFL score (if high school graduate of non-English speaking country)
- Official transcripts from all colleges attended
- PT volunteer/work experience forms demonstrating a minimum of 80 hours of volunteer or work-related PT experience. The hours must be in a minimum of 2 different settings
- Two letters of recommendation—one from a physical therapist or work supervisor and one from an instructor of a prerequisite course.

DEGREE REQUIREMENTS

To qualify for the Doctor of Physical Therapy degree, a candidate must successfully complete:

- All didactic courses;
- All clinical education courses;
- A doctoral project;
- A cumulative examination;
- A total of 115 credits as prescribed in the curriculum requirements.

In addition, students must:

- Maintain a 3.0 grade-point average;
- Satisfy all checkout procedures verifying 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 core faculty serve as the advisors for all matriculated students. Students will have regular meetings with their faculty advisor for purposes of discussing academic, clinical, and professional progress and planning. The advisement process is overseen by the Program Director.

DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM SUMMARY

PHTH 600	Human Gross Anatomy	6 cr
PHTH 601	Introduction to Physical Therapy	2 cr
PHTH 602	Human Physiology	3 cr
PHTH 603	Critical Inquiry I	2 cr
PHTH 605	Movement Science I	4 cr
PHTH 606	Exercise Physiology	2 cr
PHTH 607	Clinical Neuroscience	4 cr
PHTH 608	Clinical Skills I	3 cr
PHTH 610	Critical Inquiry II	3 cr
PHTH 611	Introduction to Clinical Decision Making	2 cr
PHTH 612	Clinical Skills II	4 cr
PHTH 613	Pathology	3 cr
PHTH 614	Movement Science II	2 cr
PHTH 615	Therapeutic Exercise	2 cr
PHTH 616	Musculoskeletal Management I	3 cr
PHTH 617	Neurological Management I	3 cr
PHTH 618	Diagnostic Imaging	2 cr
PHTH 620	Clinical Education I (8 wks./Apr-May)	6 cr
PHTH 622	Musculoskeletal Management II	4 cr
PHTH 623	Neurological Management II	4 cr
PHTH 625	Lifespan Physical Therapy - Pediatrics	2 cr
PHTH 626	Rounds I	1 cr
PHTH 627	Cardiopulmonary Patient Management	3 cr
PHTH 628	Integumentary Patient Management	2 cr
PHTH 629	Pharmacology in Physical Therapy	1 cr
PHTH 630	The Physical Therapist as an Educator	2 cr
PHTH 631	Health Promotion and Wellness I	1 cr
PHTH 632	Clinical Education II (8 wks./Nov-Dec)	6 cr
PHTH 700	Differential Diagnosis	3 cr
PHTH 701	Advanced Manual	

Fall

PHTH 627	Cardiopulmonary Patient Management
PHTH 628	Integumentary Patient Management
PHTH 629	Pharmacology in Physical Therapy
PHTH 630	The Physical Therapist as an Educator
PHTH 631	Health Promotion and Wellness I
PHTH 632	Clinical Education II (8 wks./Nov-Dec)

THIRD YEAR

Winter/Spring

PHTH 700	Differential Diagnosis
PHTH 701	Advanced Manual Therapy
PHTH 702	Lifespan Physical Therapy/Adults-Geriatrics
PHTH 703	Prosthetics and Orthotics
PHTH 704	Health Promotion and Wellness II
PHTH 705	Administration and Leadership

Summer

PHTH 707	Clinical Ed III (10 wks./June – early Aug)
PHTH 708	Doctoral Project—Research OR
PHTH 709	Doctoral Project—Service OR
PHTH 710	Doctoral Project Education

Fall

PHTH 712	Clinical Education IV (Sept – Oct)
PHTH 713	Rounds II
PHTH 714	Capstone
PHTH 715	Cumulative Exam

Graduate Courses for Doctor of Physical Therapy Program

PHTH 600
Human Gross Anatomy
6 Credits
This course provides detailed knowledge of structures of the human body with emphasis on the musculoskeletal, peripheral nervous, and circulatory systems. Also covered are the thoracic, abdominal and pelvic cavities. In the course, students examine the surface anatomy of the intact human body and the palpation skills necessary to locate

pathological gait using arthrokinematic and osteokinematic analysis is emphasized.

PHTH 606
Exercise Physiology
2 Credits
The course provides an in-depth analysis of the body's physiological responses to physical activity. Principles of exercise testing and prescription are covered. The course investigates how the support systems of the body (respiratory, cardiovascular, muscular, endocrine, etc.) function, in cooperation with energy production, to ensure that energy is provided for physical activity. Lecture and lab activities address normal and abnormal function of these systems with an emphasis on measures of cardiopulmonary fitness, endurance, strength, and physical work capacity across the lifespan.

PHTH 607
Clinical Neuroscience
4 Credits
This course serves as an introduction to normal and pathological development and function of the nervous system and to familiarize the student with neuroanatomy, neurophysiology, blood supply of the central nervous system, and neurohistology. Emphasis is placed on the application of neuroscience in regards

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

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

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

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

PHTH 628
Integumentary Patient Management
2 Credits
The course focuses on the examination, evaluation, diagnosis, prognosis, and intervention of individuals with integumentary dysfunction. Students learn about the process of normal wound healing and the causes of integumentary disorders including pressure ulcers, ulcers due to venous and arterial insufficiency, diabetic ulcers, and burns. The role of the physical therapist in the active wound care management is stressed.

PHTH 629
Pharmacology in Physical Therapy
1 Credit
This course introduces the student to the pharmacological background needed for the clinical treatment of patients referred to physical therapy. It includes the fundamentals of the actions of drugs, including mechanisms of therapeutic and adverse effects. Major classes of drugs are discussed, including those used to treat autonomic, cardiovascular, central nervous system, musculoskeletal, and endocrine disorders.

PHTR 630
The Physical Therapist as an Educator
2 Credits
This course is designed to explore the educational role of physical therapistsMCID

physical therapy intervention as well as the importance of education, prevention of injury and disability, and health promotion. Domestic violence, elder abuse, and issues involved with death and dying are also covered.

PHTH 703

literature and may involve the collection and analysis of primary data. The course culminates in completion of a substantial final written report and presentation given in PHTH 714 Capstone.

PHTH 709
Doctoral Project–Service
3 Credits
The DPT degree offered by Marist College is a clinical doctorate. Students are expected to complete a doctoral project that provides an opportunity to explore areas of interest from a broader perspective beyond what is offered in the didactic or clinical education program. The doctoral project is intended to be an intensive active learning project, requiring significant effort in the planning and implementation. Each student will be mentored by faculty with expertise in the area of the Project. This course will allow students to explore areas of need and to engage in service in both local and global communities. Students will complete a needs analysis of the community and design a program to fill unmet needs. The final reports should include the outcomes of the student's experience in addressing

PHTH 714
Capstone
1 Credit
This Capstone course is the culmination of doctoral projects in which the students present their scholarly project. The course prepares the students to present their scholarly project work in an oral presentation or poster format. Along with the final report, students should submit any product that resulted from the project, i.e., a video tape, written materials, etc.

PHTH 715
Cumulative Exam
1 Credit
This course will require students to successfully pass a rigorous comprehensive examination and demonstrate clinical skills. Prerequisite: Successful completion of the didactic and clinical years of the DPT program

Doctor of Physical Therapy Program

DIRECTOR, PROFESSIONAL ACCOUNTANCY
SCHOOL OF MANAGEMENT
J. Donald Warren, Jr., Ph.D.
Don.Warren@marist.edu

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

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

The MS/PAccy is an innovative program designed to assist accounting graduates in completing the additional 30-credit hours in graduate courses. It addresses the requirement by accounting firms that are requiring entering accounting professionals to have either completed the 150-credit requirement or have completed a substantial portion with a plan in place to complete the remaining requirements. Students in the program can complete 18 credit hours or 60% of the degree requirements in the summer and begin their career with an accounting firm in the fall. The remaining courses can be completed in a distance learning environment, thereby giving young professionals the opportunity to begin their careers in September. It can be completed within a seven-month period.

The MS/PAccy is a specialty master program that capitalizes on the geographic advantages of Marist's location, including its proximity to New York City and easy access to a high number of public accounting firms as well as Mid-Atlantic and New England corporate headquarters.

Dual Degree in Accounting and MS/PAccy MISSION and Goals

The mission of the Dual Degree in Accounting and the MS/PAccy is to provide accounting graduates the opportunity to expand their horizons of the accounting profession beyond the basic knowledge gained in accounting undergraduate studies. The program does not merely add to the accounting knowledge of the undergraduate courses, but expands that knowledge to current topics facing accounting professionals

Graduate Related Fields (9 credits required)

Each Graduate Related course is 3 credits

- MBA 664 Economics
- MSPA 630 Business Valuations
- MBA 665 Analytics Bootcamp

Electives (12 credits required)
Electives address additional accounting topics as well as ethics.

Each elective course is 3 credits

On-line Courses:

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

In-Class Courses:

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

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

Graduate Courses in Master of Science in Professional Accountancy

CORE COURSES

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

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

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

Graduate Related Fields Courses

MBA 664
Economics
3 Credits 8 weeks Spring or Fall (On-Line)
Economics provides an understanding of the context of all business decisions and operations, including micro and macro. Economics can be usefully applied at many levels, but this course focuses on economics for the MBA. Students will be introduced to key concepts in microeconomics, such as productivity, costs, returns to scale, and market structures. These concepts will be applied in more depth via contemporary industries examples. Macro concepts will include GDP, employment, inflation/deflation, and equilibrium GDP with tools such as ISLM. The range of macro policy options available for economic stabilization and growth by countries will be discussed, including monetary and fiscal policy, with specific country applications in international context. There will also be consideration of current debates regarding various policy approaches.

MSPA 630
Business Valuations
3 Credits 5 weeks Summer (In-Class)
The focus of this course is on valuation and value creation. It consists of two inter-related components: financial statements and asset valuation. It starts with a general discussion of financial environment. It continues with the study of financial state-ments and comprehensive ratio analysis of financial statements. Further, it discusses the determination of interest rates, the relationship between risk and return, and the discounted cash flow method of asset valuation, which is then applied to the valuation of financial assets (stocks and bonds) and the valuation of real assets

(capital budgeting). It ends with a discussion of exchange rate determination and parity conditions in international finance. The course also discusses business ethics and applies big data analytics using the tools the students have been exposed to in the program.

MBA 665
Analytics Bootcamp
3 Credits 15 weeks Spring or Fall (On-Line)
This course will introduce a range of data driven disciplines and technologies to help

Master of Science in Professional Accountancy Faculty

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

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

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

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

LI LI Assistant Professor of Accounting, 2010. Degrees: M.S. £T - êñ,Ñ¾-þ Í — "ª˜îÊ\Ñ P(KA

Chair
Mr. Ross A. Mauri ’80/P ’15
General Manager, IBM Z
IBM Corporation

Vice Chair
Mr. Christopher G. McCann ’83
CEO
1-800 FLOWERS.com

Vice Chair
Mr. Tim Tenney
President and CEO
Pepsi Cola of the Hudson Valley

Immediate Past Chair
Mrs. Ellen M. Hancock
Ridgefield, CT

President
Dr. Kevin C. Weinman
Marist College

Mrs. Eileen Altobelli
Franklin, MA

Mr. James M. Barnes
’68/P ’91/P ’96/P ’04
Bayside, NY

Mr. Neil Bender P ’18
President
William Gottlieb Real Estate

Mr. Timothy G. Brier ’69
Co-founder
Priceline.com

Mr. James A. Cannavino
Chairman and CEO
Direct Insite Corporation (retired)

Dr. Susan L. Cohen
Vice President, Cloud and Cognitive Deployment
IBM Corporation

Mr. Stephen Cosgrove P ’07/P ’09
North Brunswick, NJ
Johnson & Johnson (retired)

Ms. Laureen (Laurie) DeJong ’87/P ’19
CEO
LDe64i TDLang (en-US)/MCID 10312 >>BDC

Dr. James P. Honan ’78
Senior Lecturer on Education
Harvard University

Bro. John Klein, FMS ’70
Marist Brothers

Mr. Suresh Kothapalli ’91M
CEO
iSpace, Inc.

Mr. Patrick M. Lavelle ’73/P ’02
President and CEO
Voxx International Corporation

Mrs. Genine McCormick ’88/P ’16
Sands Point, NY

Mr. Dirk McMahon ’82
President and Chief Operating Officer
UnitedHealth Group

Ms. Kristin Noto ’91
Atherton, CA

Ms. Maureen O’Rourke ’85
Associate Provost
Boston University School of Law
Boston, MA

Mr. John P. O’Shea P ’81
Chairman
Marshall & Sterling, Inc.

Mr. Alvin Patrick ’86
Executive Producer

Arthur B. Himmelberger, M.Ed., Director, Music Program

Peter del Rosario, Ph.D., Director, M.A. Mental Health Counseling Program
Patrick S. O'Donnell, Psy.D., Director, M.A. School Psychology
Daria Hanssen, Ph.D., Director, Social Work Program

John E. Peters, Ph.D., Dean, International Programs
Gavin E. Webb, Ph.D., Director, International Programs
James Morrow-Polio, M.Enl Tm (181)Tj EMC ET q 0 Tg lnnell, Psy.D.,

Mary Jones, Ph.D., Executive Director, Center for Career Services
Laura A. Grevi, M.S., Associate Director, Career Coaching
Desmond Murray, B.A., Associate Director, Employer Experience
Rosa Emory, M.A., Assistant Director, Career Coaching
Kevin McCall, B.A., Coordinator of Outreach, Marketing & Communication
Stephanie T. Graham, B.A., Internship Programs Coordinator
Patricia Taylor, M.I.A., M.Phil., Graduate School and Fellowship Advisor

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Sean P. Kaylor, B.S., Vice President, Enrollment, Marketing & Communications
Kenton W. Rinehart, M.B.A., Associate Vice President of Enrollment Management and Dean of Undergraduate Admission
Christopher Doyle, M.S., Director, Undergraduate Admission
Corinne M. Schell, B.A., Director, West Coast Admission
Vacant, Director, Adult Admission
Kathryn Budzinski, M.P.A., Senior Associate Director, Admission
Jaclyn Sager, B.A., Director, Transfer Admission
Nicole Radassao, M.A., Associate Director, Admission
Milena Carrese. M.A., Senior Assistant Director, Admission & Director, Summer Pre-College
Jesse Mungin, B.S., Regional Recruiter, Admission
Kelli Nienstadt, B.A., Admissions Counselor
Gina Jadelis, Admissions Counselor
Megan Fergus, B.A., Admissions Counselor
Kelsey DeBatto, B.A., Admissions Counselor
Debbie Dzielecki, M.A., Executive Assistant to VP, Enrollment, Marketing & Communications and Associate Vice President for College Marketing & Communications
Vacant, Director, Adult Admission
Joe Giacalone, M.P.A., Executive Director, International Admission
Vacant, Associate Director, International Admission

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Crystal Purfield, M.A., Parent and Student Engagement Coordinator, Liberty Partnerships Program

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Father John Ulrich, S.M. M.A., Liturgical Coordinator
Brother Michael Flanigan, FMS, M.S., Campus Minister
Father Kevin Duggan, S.M., M.Div., Campus Minister

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Rebecca Sellmeyer, M.S., Assistant Director, Student Activities
Kaitlyn Miles, B.A., Supervisor, Student Activities

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Alexander Devers, M. Ed., Assistant Director, Housing and Residential Life – Operations
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Chanque Peart, B.S., Resident Director
Asia Rosa, M.S.Ed, Resident Director
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Bethany Procopio, B.A., Resident Director
Bal Bhujel, B.A., Resident Director
Matthew Matarese, M.Ed., Resident Director

Timothy S. Murray, M.S., Director of Athletics
Elizabeth Donohue, M.S., Associate Athletic Director/Senior Woman Administrator/Compliance
Darren McCormack, M.A., Associate Athletic Director—Facilities and Operations
Andy Alongi, M.A., Associate Athletic Director—External Affairs
Brandon James, B.S., Assistant Athletic Director, Business Operations
Zak Harkenrider, M.S., Assistant Athletic Director/Facilities & Operations
Mike Ferraro, B.A., Assistant Athletic Director/Director of Athletic Communications
Connor Giblin, B.A. Associate Sports Information Director/Athletic Social Media Coordinator
Steve Speedling, B.A., Assistant Sports Information Director
Peter Fagan, B.A., Athletic Communications Assistant
Meghan Graham, M.A., Director of Athletic Multimedia
Maria Quiroz, B.A., Multimedia Coordinator
Kyron Beale, B.A., Multimedia Coordinator
Jeff Carter, M.S.Ed., Sports Medicine Coordinator
Amanda Alongi, M.S., Assistant Athletic Trainer
Briana Galeazzi, M.S., Assistant Athletic Trainer
Aaron Suma, M.A., C.S.C.S., Head Strength and Conditioning Coach
Janie Pierson, M.A, Business Manager

Andrew Sahawneh, B.S., Ticketing & Marketing Assistant
Julie Byron, M.Ed., Coordinator Club Sports, Intramurals & Camps
Abigail Witczak, M.A., Compliance Coordinator
Christopher Tracz, B.A., Head Baseball Coach
Michael Cross, B.S., Assistant Baseball Coach
John Dunne, M.S., Head Men's Basketball Coach
Serge Clement, M.A., Assistant Men's Basketball Coach
Kevin Driscoll, B.A., Assistant Men's Basketball Coach
Dalip Bhatia, B.A., Assistant Men's Basketball Coach
Dorian Long, B.S., Director of Operations
Brian P. Giorgis, M.S., Head Women's Basketball Coach
Erin Doughty, M.A., Assistant Women's Basketball Coach
Maggie Gallagher, B.A., Assistant Women's Basketball Coach
Brittany Parker, B.A., Assistant Women's Basketball Coach
Elyse Schlump, B.A., Director of Operations
Pete Colaizzo, B.A., Director of Men's and Women's Cross Country/Track Program
Chuck Williams, M.Ed., Assistant Women's Cross Country/Track Coach
James Parady, B.S., Head Football Coach
Scott Rumsey, M.P.A., Associate Football Coach
Jake Dembow, M.Ed., Assistant Football Coach
Cameron Gibson, B.A., Assistant Football Coach
Billy Creed, M.Ed., Assistant Football Coach
James Groce, B.S., Assistant Football Coach
Casey Toches, B.S., Assistant Football Coach
Tom Kelly, B.A., Assistant Football Coach
Larry Riley, M.Ed., Assistant Football Coach
Mike Kagafas, B.S., Assistant Football Coach
Adam Schmitt, M.S., Director of Operations
Isaiah Watson, B.S., Assistant Football Coach
Jordan Johnson, BA. Assistant Football Coach
Keegan Wilkinson, B.A., Head Men's Lacrosse Coach
Dave Scarcello, M.B.A, Assistant Men's Lacrosse Coach
Tyler Perelle, B.A., Assistant Men's Lacrosse Coach
Jessica Wilkinson, M.B.A., Head Women's Lacrosse Coach
Tierney Larson, B.A., Assistant Women's Lacrosse Coach
Hailey Wagner, B.S., Assistant Women's Lacrosse Coach
Thomas S. Sanford, J.D., Director of Rowing Program/Head Women's Coach
Campbell Woods, M.A., Head Men's Crew Coach
Joshua Stratton, Assistant Rowing Coach
Julia Rigothi, B.S., Assistant Rowing Coach
Kate Guinan, Assistant Rowing Coach
Matt Viggiano, M.S.Ed., Head Men's Soccer Coach
Ricky Cusano, M.B.A, Assistant Men's Soccer Coach
Rob Esposito, Assistant Men's Soccer Coach
Leigh Howard, M.S., Head Women's Soccer Coach
CC Cobb, B.S., Assistant Women's Soccer Coach
Joe Ausanio, B.S., Head Softball Coach
Morgan Earling, Assistant Softball Coach
Larry Van Wagner, M.P.E., Director of Aquatics/Head Swimming & Diving
Melanie Bolstad, M.P.E., Associate Head Diving Coach

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Julia Rigothia6110.USHead(B.S.,)]TJ E4.0A(Bolstad, M.P)110.US