

General Information	3
Master of Business Administration	27
Master of Business Administration for Accountants	44
Master of Public Administration	53
Master of Science in Information Systems	63
Master of Science in Computer Science/Software Development	75
Master of Science in Technology Management	85
Master of Arts in Mental Health Counseling	95
Master of Arts in School Psychology	105
Master of Arts in Educational Psychology	116
Master of Arts in Education	131
Master of Arts in Communication	144
Trustees and Administration	152

Marist College Mission

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

Vision Statement

The College fulfills its mission by pursuing three ideals: excellence in education, the importance of community, and the principle of service. These ideals were handed down to us by the Marist Brothers who founded the College. Although Marist is now an independent institution governed by a lay board of trustees, the three ideals remain an integral part of the College mission.

The Marist ideal of excellence in education is achieved through an emphasis on quality teaching and distinctive learning opportunities. At the undergraduate level, this begins with a firm foundation in the liberal arts and sciences. Through core courses and their major field of study, students are educated to think logically and creatively, be able to synthesize and integrate methods and insights from a variety of disciplines, and effectively express their opinions both orally and in writing. Students are encouraged to consider the ethical dimensions of the subjects they study, and to become more aware of their own values and the value implications of the choices they make in their public and private lives. They are also exposed to cultures other than their own through on-campus programs and study abroad.

In addition to offering undergraduate programs to traditional-age students, Marist has a long history of serving the needs of adult learners for graduate, undergraduate degree completion, and continuing-education programs. The College offers students an educational experience that meets the same high standards as our traditional undergraduate programs. Marist allows these students to balance their education with work and family responsibilities by offering flexible scheduling, alternative methods of program delivery, and satellite campuses.

Marist seeks to distinguish itself by the manner in which it uses information technology to support teaching, learning, and scholarship at both the undergraduate and graduate levels. The College believes that by familiarizing our students with these advanced technologies, it better prepares them to be productive members of society and lifelong learners.

The Marist ideal of community is based on the belief that we become a better institution through the active involvement of faculty, staff, students, and alumni in the life of the College. At a time when social bonds in our society are tenuous, we seek to develop a relationship between our community members and the College that will last a lifetime. We do this by nurturing the development and well-being of all our community members. Of particular importance is assuring that the life of students outside the classroom is supportive of the educational goals pursued inside the classroom. We strive to be a diverse community but also one united by a shared commitment to the free exchange of ideas, consideration of the opinions of others, and civility in all our interactions.

(Monday through Thursday) at 6:30 P.M., either at the main campus of Marist College in Poughkeepsie, New York, or at the Marist Executive Center in Fishkill, New York. Two fifteen-week semesters are offered during the fall and spring terms, as well as a shortened summer session.

Online classes are accessible 24 hours per day and are scheduled in eight- to 15-week segments. The eight-week online classes are generally taken sequentially, thus enabling students to complete six (6) credit hours of graduate work per semester.

The IBM/Marist Joint Study

Marist seeks to distinguish itself by the manner in which it uses information technology to support teaching, learning, and scholarship. The College has had a longstanding partnership with the IBM Corporation that has helped place Marist among the most technologically advanced liberal arts colleges in the country. A key component of the Marist/IBM partnership has been a 20-year joint study arrangement that has benefited both the College and IBM in many ways. Through the Study, IBM has been able to test concepts and technology applications that the company believes can be of value in the 21st century in education, business, digital media, communications, and other fields. The Study has also provided Marist with the capacity to acquire and use cutting-edge technology to support instruction, faculty, and student research and administrative initiatives.

The introduction of computers and computer science courses at Marist began in the mid 1960s, a time when few colleges the size of Marist had moved into this field. From the start, computers have been viewed as a functional tool for everyone at Marist as well as a scientific discipline to be mastered by those in the School of Computer Science and Mathematics.

The IBM/Marist Joint Study began in 1988 with the installation of a \$10 million IBM 3090 mainframe computer in Donnelly Hall. Over the past two decades, Marist has worked with IBM to carry out several major upgrades of its mainframe computer. In the Fall 2006 semester, the College installed a new System z mainframe that provides a level of computing power ordinarily associated with large research universities and Fortune 500 companies. The College collaborated with IBM to plan and equip the new \$20 million James A. Cannavino Library with state-of-the-art technology. The partnership has also developed and implemented a comprehensive Ethernet network that reaches into every student room on campus and supports every faculty and administrative office and every academic building. Campus-wide connectivity means 24/7 access to the Internet, e-mail, voice-mail, the mainframe computer, and numerous database services. Marist and IBM have recently collaborated on two IBM Shared University Research grants that have helped to enhance Marist's e-learning initiatives.

Marist's participation in the Joint Study has enabled the College to involve faculty, students, and staff in emerging technology initiatives such as rich media content management, the Linux operating system, virtual server hosting, multimedia streaming, grid computing, cloud computing, advanced networking technology, on-line gaming, virtual world computing, cell processor technology, service oriented architecture, web services programming, and automated server provisioning. Marist's work

with IBM has created the infrastructure that is necessary for faculty, students, and staff to engage in leading-edge teaching and research using tomorrow's technology.

In the summer of 2005, the College joined the Sakai Foundation, which is an initiative led by major college and university technology innovators. A key objective of Sakai is to develop a totally open source-based course management platform to support e-learning in higher education. In the summer of 2006 Marist began a pilot program to deliver on-line courses via Sakai through its Institute for Data Center Professionals.

Currently, Marist delivers on-line courses via Sakai through its Institute for Data Center Professionals. All on-line courses are delivered via the College's iLearn system, a Sakai based collaborative learning environment.

Membership and Accreditation

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

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

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





ATHLETIC FACILITIES

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

CENTER FOR CAREER SERVICES

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

- Scareer advisement
- Scareer assessment on DISCOVER
- Srésumé information & critiques
- Sassistance with job search correspondence
- Sannual career conferences with employers
- Sa résumé referral service
- Semployer information & directories
- San alumni career network

The Center also sponsors workshops on career decision making, résumé writing, interviewing skills, and salary negotiation. For information regarding these programs, please contact the Center for Career Services at (845) 575-3547.

Admission to Graduate Programs

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

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

Please address all applications and correspondence regarding graduate study to:

Office of Graduate & Adult Enrollment

Marist College

PO Box 261

Poughkeepsie, NY 12601

Marist College is an equal opportunity institution. All applications are accepted and reviewed without regard to race, religion, sex, age, color, disability, or national origin. Furthermore, it is the policy of Marist College to operate and support all of its educational programs and activities in a way that does not discriminate against any individual on the basis of the characteristics stated above.

HEALTH REGULATIONS

New York State Public Health Law requires the following:

All full- and part-time undergraduate and graduate students must return a completed Meningitis Information and Immunization Form to the school in which they are enrolling.

All full- and part-time undergraduate students must demonstrate acceptable proof of immunity against measles, mumps, and rubella to the Office of Health Services. This law applies only to students born on or after January 1, 1957.

Information and pertinent forms are available at www.marist.edu/healthservices or you may contact:

Office of Health Services

Marist College

PO Box 261

Poughkeepsie, NY 12601

Phone: (845) 592-2222

Fax: (845) 592-2222

Application Requirements for International Students

International students applying to any graduate program at Marist must:

SSubmit an application for admission by July 15 for the fall semester or by November 30 for the spring semester with a \$50 (U.S.) non-refundable processing fee.

SProvide an official evaluation of all foreign academic credentials (examination results and grade reports) that correspond to a four-year bachelor's degree or its equivalent in the United States. *Not required for Information Systems and Software Development applicants from India or Nepal.*

SSubmit a minimum score of **6** on the paper-based TOEFL exam or a **3** on the computer-based TOEFL or an 80 on the Internet-based TOEFL exam. Students may choose to submit a minimum score of 6.5 on the IELTS exam in lieu of the TOEFL. *All test scores must come directly from the Testing Service to the Office of Graduate & Adult Enrollment at Marist College. Note: the*

Marist report code is 2400. Copies of test scores will delay the admission process since an I20 will not be issued without official documents.

SSubmit an original notarized copy of the Declaration of Finances Form or notarized affidavit of support, signed by both the applicant and his/her sponsor, for \$31,265 (U.S.) to cover costs for the 2012-2013 academic year.

SSubmit an official letter from a bank or other financial institution (with bank seal and management signature) stating that a minimum of \$31,265 (U.S.) is accessible to cover costs for the 2012-2013 academic year.

NOTE: The amount may change for the 2013-2014 academic year.

Additional application requirements vary by graduate program; therefore, please follow the criteria listed for each individual program.

International graduate students must register for a minimum of 9 credits (3 classes) per semester to maintain a full-time course load. **NOTE:** a minimum of 6 credits (2 classes) must be taken on campus.

LANGUAGE PROFICIENCY

International students must arrive several days before classes begin in order to participate in the mandatory International Student Orientation Program that takes place before the fall and spring semesters. The orientation session introduces students to the academic policies and procedures at Marist College and familiarizes them with the campus, the surrounding community, and the United States.

An American Culture and Language seminar is required for all new international students as part of the extended orientation program. In addition, all new international students must take an English proficiency exam upon their arrival at Marist. Depending on the results of this exam, the College may require a student to register and pay for an additional English course. (Marist College requires all international applicants whose primary language is not English to demonstrate proficiency in English.)

For more information regarding English requirements and/or new student orientation, please contact:



graduate@marist.edu

www.marist.edu/gce/graduate/international

Tuition and Fees

An advanced degree can enhance earning potential that generally allows students to recoup the cost of their graduate studies in a relatively short period of time. Indeed, many Marist graduates experience a sizable return on their investment over the life

full tuition assistance from their employer. In order to retain the award, McCann Fellows must maintain academic progress toward their degree and re-file a McCann Fellowship application each term. Awards are based on availability of funds.

Graduate Assistantship

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

Mari ~~Par~~ -Time Graduate Grant

There are a limited number of grants for part-time graduate study awarded each year to students who receive no other form of tuition assistance. The size of the award varies in accordance with need and academic merit as well as the number of credit hours being taken. Based upon actual enrollment, this award may range from \$600 to \$2,000 per academic year. Students must re-apply each year as the grant is not automatically renewed. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index.

Mari ~~Fi~~ e-Year Graduate Grant

There are a limited number of grants for full-time graduate study awarded each year to students enrolled in a Marist College combined undergraduate/graduate degree program who receive no other form of tuition assistance. The award amount varies in accordance with need and academic merit. Based upon actual enrollment, this award may range from \$2,250 to \$4,000 per academic year. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index and a nine (9) credit per semester course load.





based on the academic semester start, end, and breaks as provided by the Office of the Registrar.

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

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

UNOFFICIAL WITHDRAWAL

Marist College academic policy does not require attendance recordkeeping. If you fail to earn a passing grade, we must determine your last day of attendance and federal financial aid must be adjusted accordingly within 30 days after grades are available. If there is no supporting documentation to verify the last date of attendance, Title IV aid will be prorated at 50% and you will be notified by the College.

EXCESS FINANCIAL AID

NO REFUNDS of excess financial aid will be processed until after one-half of the tuition-refund period is over. (See Academic Calendar for specific dates concerning these refunds.)

Graduate Academic Policies

Marist College assumes the academic integrity of its students and expects all individuals to uphold fundamental standards of honesty in every academic activity. Graduate students should be familiar with the academic policies and procedures of the College as well as degree and graduation requirements. The primary responsibility for knowing and meeting program requirements and deadlines rests with each student. Students who have questions regarding policies or procedures should speak with their graduate program director.

REGISTRATION AND COURSE WITHDRAWALS

Graduate program directors serve as the primary academic advisors for graduate students and facilitate course registration and withdrawals. Students should arrange to meet with their respective program director on a regular basis to discuss their academic progress and plan their course schedule.

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.

submitted to the program director and must be accompanied by any academic transcripts not already on file in the Office of the Registrar. Reinstatement is on the basis of current degree requirements and a fee must be paid at the time of the first course registration following reinstatement.

DEFINITION OF FULL-TIME AND PART-TIME STUDY

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

COURSE CANCELLATIONS

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

ACADEMIC STANDING

The maintenance of a minimum cumulative grade-point average (GPA) of 3.0 is required for good academic standing. Students must have a cumulative 3.0 GPA after completion of one semester of full-time study or its equivalent. Any student whose index falls below that required for good standing, or who receives a letter grade of F,

- I This temporary grade of I (incomplete) may be given at the end of the semester if a student has not completed the requirements of the course for serious reasons beyond his/her control. The student is responsible for resolving this grade within three weeks of publication of final grades by completing the course requirements as determined by the professor. Failure to conform to this time limit results in a final grade of F. The grade of I is not assigned in a case where failure to complete course requirements on time is due to student delinquency.

for students who have completed all requirements for Psychology internships and indicates satisfactory performance.

Factor

ACADEMIC GRANTS

The Office of Academic Grants provides assistance to full-time faculty interested in securing grant awards for research, curriculum development, and other creative activities relevant to the College’s academic mission. Office staff assist faculty in locating funding sources, obtaining and interpreting application forms, developing proposals, and submitting applications. Faculty are responsible for identifying potential funding sources, developing proposals, and submitting applications. Faculty are also responsible for obtaining necessary approvals from the appropriate committees and the President.

AFFIRMATIVE ACTION / EQUAL OPPORTUNITY

Marist College is committed to the principles of Equal Opportunity and Affirmative Action in its employment policies and academic programs, and all other programs and services provided by the College. The College does not tolerate discrimination in any form and it shall be considered a violation of College policy for any member of the community to discriminate against any individual or group with respect to employment or attendance at Marist College on the basis of race, color, disability, religion, age, sex, marital status, national origin, sexual orientation, veteran status, or

ASSOCIATE DEAN, MBA PROGRAM DIRECTOR**School of Management**

Elizabeth M. Doherty, Ph.D.

SchoolOfManagement@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 use of technology to enhance student learning.

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:

EDUCATIONAL OBJECTIVES

The educational objectives of the MBA Program are 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 newly re-designed MBA Curriculum consists of three types of classes: Foundation, Core, and Electives or Concentrations. Foundation courses are only taught online while Electives and Concentration courses are taught primarily online. Core courses are taught both online and on-site at the Marist Executive Center in Fishkill. MBA801 Strategic Management — the capstone course — is taught online and on-site at the Marist Campus in Poughkeepsie. Fall, spring and summer online courses typically run 8 weeks; a few are 15 weeks in duration. On-site courses meet one night per week for 15 weeks.

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college or university in New York State to gain approval to offer its entire 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. Online students log on according to their own schedules, when it is most convenient for them. Communication is ongoing via e-mail, bulletin boards, group conference rooms, 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 the Graduate Management Admission Test (GMAT), letters of recommendation, response to essay questions, and past professional achievement and growth. The MBA Program Committee 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 Foundation courses in one semester as a non-matriculated candidate. The student must satisfy all requirements for matriculation upon completion of the non-matriculated semester. Admission as a non-matriculated student does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate.

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

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application
- A \$50 non-refundable application fee made payable to Marist College
- Official transcripts from all undergraduate and graduate institutions attended
- A current résumé or a written statement describing work history and present responsibilities
- An official score report of the Graduate Management Admission Test (GMAT) taken within five years of application. Specify on the GMAT application that the GMAT score should be sent to Marist College. Marist's report code is K9K-FZ-91
- Completed recommendation forms from two references
- Written response to essay questions
- Proof of MMR immunity (if born on or after January 1, 1957).

NOTE: Applicants holding a graduate degree from an accredited college or university are not required to take the GMAT. Applicants with an undergraduate GPA of 3.0 or higher may be permitted to enroll for one semester as a non-matriculated student pending submission of a completed Graduate Admissions Application, transcripts from all undergraduate and graduate institutions attended (unofficial copies are acceptable for non-matriculation only), and an application fee. Non-matriculated students are limited to two Foundation courses and must submit all application materials necessary for matriculation by the next application deadline. A student who fails to gain admission into the MBA program will be withdrawn at the conclusion of their non-matriculated semester. Foundation course waivers are determined by the Program

Director at the time of application. Candidates wishing to apply for Foundation course waivers or transfer credit from another institution must submit all official transcripts at the time of application.

Applicants can obtain registration forms for the GMAT from the Office of Graduate and Adult Enrollment or by contacting the Educational Testing Service directly at: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103 (www.GMAT.org).

The GMAT is administered as a computer-adaptive test and is offered almost anytime throughout the year at over 400 computer-based testing sites. Applicants are strongly encouraged to utilize commonly available study guides to prepare for taking the exam. Failure to engage in adequate preparation may result in scores unacceptable for admission to the program.

INTERNATIONAL APPLICANTS

International applicants may apply for the fall and the spring semesters according to published application deadlines. International students must have their transcripts evaluated (and translated, if necessary) for program equivalency by a recognized credential evaluation service prior to application. A course-by-course evaluation and grade equivalency are needed. Immigration regulations state that no more than one online course per semester may be used toward the 9 credits required to meet full-time status. Students wishing to pursue the program on a full-time basis assume responsibility for remaining in compliance with immigration regulations. Please visit www.marist.edu/graduate for complete international admissions criteria.

TRANSFER CREDITS

Up to six (6) graduate credits, earned within seven years of starting the MBA program, may be transferred from another AACSB-accredited graduate business program to satisfy graduate core and/or elective requirements. A minimum grade of B is required. Courses presented for transfer must be substantially equivalent to the Marist

who earns a grade of F within their first 9 credits of coursework will not be permitted to continue in the program.

Students in the MBA program are expected to maintain matriculation by completing at least one course per semester throughout the academic year. Any student who is compelled to leave school for even one semester must notify their academic advisor or the Program Director in writing to request a Leave of Absence (LOA). The number of times a graduate student may be granted an LOA is limited to one calendar year. Interruption of study beyond one academic year (2 semesters) requires re-application. The admissions policy and program curriculum effective at the time of re-admission will apply.

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

REGISTRATION PROCEDURES

Registration and payment is done online.

MBA PROGRAM OVERVIEW

The Marist MBA program is comprised of 3 components:

- Foundations for Management Study (0–18 credits, waivable)
- The MBA Required Core (15 credits)
- Concentrations (12 credits) or Electives (15 credits without concentration; 3 credits with concentration)

The Marist MBA degree program requires a minimum of 30 credits of graduate study. Depending on a student's prior education in business, he or she may need up to 18 additional credits of Foundation courses, bringing the total credits required for the degree to 48 credits. Upon admission to the program, each candidate receives an individually designed Curriculum Sheet that indicates which courses the candidate must successfully complete to qualify for his/her degree.

Foundation Core

The candidate must successfully complete the Foundation courses that serve as prerequisites for related core courses before he/she may enroll in any Core course. The MBA foundation courses aim to provide the academic background required for the Core, Concentration and Elective courses. Up to 18 credits of Foundation courses may be waived on the basis of prior graduate or undergraduate study in the Foundation subject areas provided a grade of B or better was earned and that the course was taken:

- a) at an AACSB-accredited school within the past 10 years, or
- b) within the past seven years at a non-AACSB accredited school.

MBA Core and Elective courses assume a basic knowledge of the field and include

Concentration - (12 credits, the equivalent of a specific sequence of electives)

MBA Concentrations allow the student to concentrate in a specific area. Students may select one of the following 3 Concentrations: Ethical Leadership, Financial Management or International Business.

Ethical Leadership

- 1) MBA 684 Leadership, Power & Influence
- 2) MBA 685 Negotiations and Conflict Management
- 3) MBA 688 Ethical Management of Organizations

Required prerequisite for all: MBA 654 – Managing Organizational Change

Financial Management

- 1) MBA 644 Financial Statement Analysis
- 2) MBA 672 Financial Markets & Institutions
- 3) MBA 673 Investment Analysis & Theory

Required prerequisite for all: MBA 671– Corporate Financial Theory & Practice

International Business

- 1) MBA 613 International Economics
- 2) MBA 622 International Marketing
- 3) MBA 672 Financial Markets & Institutions

Required prerequisite for all: MBA 671 – Corporate Financial Theory & Practice

If a student does not select a Concentration, the student will receive a general MBA degree. Reminder: All Foundation courses must be taken (or waivers granted) before any Core, Concentration, or Elective courses may be taken in the MBA program.

Elective

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. Students with a Concentration will need to take 3 Elective credits; those without will need to take 15 credits.

MBA Elective Course

(Each are 3 credits.)

- | | |
|---------|---|
| MBA 610 | Sustainable Management in the 21st Century |
| MBA 613 | International Economics |
| MBA 621 | Strategic Marketing Planning |
| MBA 622 | International Marketing |
| MBA 623 | Consumer Behavior |
| MBA 635 | Business Analysis for Effective Decision-Making |
| 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 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 5644	Management Information Systems

Graduate Courses in Business Administration

FOUNDATION COURSES

MBA 515

Economic Foundation

This course introduces students to the study of economics by intensively examining both microeconomic and macroeconomic principles and analysis. Economics is the study of how we, as individuals and as a society, can best use scarce resources. Markets determine which resources are used to produce goods, how many goods will be produced, and how goods are distributed. In addition, the course will examine the performance of the aggregate U.S. economy and examine its place in the world economy. In doing so, students become familiar with key economic constructs such as GDP, inflation, and unemployment. The course also examines the fundamental causes of economic growth, recessions, expansions, and global economic changes as well as the fiscal and monetary policy tools that influence the economy.

MBA 525

Marketing Foundation

This course addresses the management challenge of designing and implementing the best combination of marketing variables to carry out a firm's strategy in its target markets. Specifically, this course seeks to develop the student's skills in applying the analytic perspectives, decision tools, and concepts of marketing to such decisions as product offering, communications programs, distribution, and pricing to capture the value created for the customer. The student's basic objective is to develop his/her own understanding and management skills in this critical aspect of general management.

MBA 535

Anal ytical Tool for Deci sion Making

A foundation course in the key statistical methods used to analyze data in support of business decisions. Topics included are: descriptive statistics, continuous and discrete

distributions, sampling and inference, comparisons, hypothesis testing, regression, and other more advanced methods selected by the instructor.

MBA 545

Accounting Foundation

An introductory course covering financial and managerial accounting from a user's perspective. The classifying and recording of business transactions for corporations are emphasized. Also, the concepts of generating, analyzing, and using accounting information in the planning and control processes are covered.

MBA 555

Management Foundation

This course is designed to introduce graduate students to the functions of management, contemporary management thought, and individual processes within the context of organizations. It covers the effects of dynamic environments on the practice of management and the design of organizations, as well as the interplay among individuals, groups, and organizational life.

MBA 575

Finance Foundation

An introduction to the major topics in managerial finance: valuation, cost of capital, capital budgeting, the financing of investment, and the financial analysis of a corporation.

CORE COURSES

MBA 601

The Virtual Manager

This course examines the theory and practice of management and leadership in emerging organizational settings which include virtual and distance environments. Traditional and modern theories of management, as well as practical application of these theories in the workplace, are explored. The course assists students in examining his/her leader-

ship style and assists the development of a plan to improve skills in desired areas and environments. Additionally, the course will introduce students to the technology necessary to deal with virtual teams and team members.

Prerequisites: All foundation courses

MBA 602

Financial Analysis for Business Decision

The focus of this course is on valuation and value creation. It consists of two interrelated components: financial statements and assets valuation. It starts with a general discussion of financial environments. It continues with the study of financial statements, comprehensive analysis of financial statements, and techniques of financial forecasting. It builds on the discussion of the determination of interest rates and the relationship between risk and return, 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 brings business ethics to the attention of the students.

Prerequisites: All foundation courses

MBA 603

Business, Government & Society

This course introduces the student to the fundamental legal concepts that are the foundation for the developed western world's fairly stable, predictable, and therefore broadly prosperous business environment. It then introduces students to the more volatile world of business in affiliation-based systems. The concept of culture is introduced, and various challenges in international business which arise out of differing cultural values, and out of the difficulties of cross-cultural communication, are discussed. Finally, the roles of business leaders, government, and civil society in achieving sustainable economic prosperity are examined.

Prerequisites: All foundation courses

MBA 604

Management Method for Business Decision-Making and Communication

This course provides an introduction to quantitative methods/models as well as practice of modern software applications relevant to business decision-making. BDC BT/T Tw, g

al and international business organizations. Changing expectations and responsibilities of organizations with regard to current and potential social and political problems and opportunities are considered. Taught in seminar style with focus on case studies.

Prerequisites:

ed topics. All models will be taught with attention to managerial applications, including case analyses. Course will include heavy computer usage.

Prerequisites: All Foundation Courses

MBA 644

Financial Statement Analysis

Financial statements are relevant to the decisions of many individuals including investors, creditors, consultants, managers, auditors, directors, analysts, regulators, and the professional community. This course equips the student to use the information provided in financial statements to make reasoned decisions in a variety of contexts. Traditional analytical techniques such as ratio analysis, trend analysis, and vertical and horizontal analysis are used. Additionally, the course provides a framework in which the students can develop appropriate valuation techniques.

Prerequisites: All Foundation Courses; MBA 671

MBA 645

Principles and Quality Management in Operational Excellence

This course provides comprehensive coverage of principles and current issues in operations management, such as process strategies, lean and sustainable manufactur-

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.

Prerequisites: All Foundation Courses; MBA 671

MBA 673

Investment Analysis and Theory

This course offers a study of investment, primarily in stocks and bonds, and of portfolio

world case studies. The class will offer students practical tools to help them recognize and address challenging ethical decisions.

Prerequisites: All Foundation Courses; MBA 654

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 521

Management in Nonprofit Organization

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.

Master of Business Administration Faculty

ELMORE R. ALEXANDER Dean and Professor of Management, 2007. *Degrees:* B.A., Wake Forest University; M.A., Ph.D., University of Georgia

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

ALEXANDER AVERIN Adjunct Instructor of Accounting, 2006. *Degrees:* B.A., Boston College; M.B.A., Marist College

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

CHRISTY HUEBNER CARIDI Affiliate Assistant Professor of Economics, 2006. *Degrees:* M.B.A., Fordham University; Ph.D., New School University

ISMAY V. CZARNIECKI Lecturer of Management, 2008. *Degrees:* B.A. The College of New Rochelle, M.B.A., Iona College

KENNETH COLETTI Lecturer of Accounting, 2003. *Degrees:* M.B.A., Marist College

ANN E. DAVIS Associate Professor of Economics, 1986; *Degrees:* B.A., Barnard College; M.A., Northeastern University; Ph.D., Boston College

ELIZABETH M. DOHERTY Associate Dean, Director of Graduate Programs, and Professor of Management, 2011. *Degrees:* B.A., Lawrence University; M.S.W., Washington University in St. Louis; Ph.D., Washington University in St. Louis

JOHN P. FINNIGAN Professional Lecturer of Finance, 2008. *Degrees:* B.S., LeMoyne College; M.B.A., Pace University

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

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

ROBERT J. GROSSMAN Professor of Business, 1983. *Degrees:* B.A., Hobart College; J.D., State University of New York at Buffalo Law School; L.L.M., New York University School of Law

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

BEATE KLINGENBERG Associate Professor of Management, 2003. *Degrees:* B.S., M.S., University of Erlangen-Nürnberg; Ph.D., Friedrich-Alexander University of Erlangen-Nürnberg (Germany)

CHESTER KOBOS Assistant Professor of Finance, 1982. *Degrees:* B.A., Canisius College; M.A., Fordham University; M.B.A., New York University; Ph.D., Fordham University

SUSAN KOCHANOWSKI Assistant Professor of Management, 2008. *Degrees:* B.S. University of Southern Mississippi; M.A. Auburn University; M.A. Lutheran Theological Southern Seminary; Ph.D. SUNY University at Albany

PHILIP LAROCCO Professional Lecturer in Accounting, 2009. *Degrees:* B.S., Manhattan College; M.S., William Howard Taft University

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

GEORGE MARRON Assistant Professor of Management, 2006. *Degrees:* B.A., Iona College; M.S.L.I.R., New York Institute of Technology; Ph.D., Cornell University

VERNON Q. MURRAY Assistant Professor of Marketing, 1993. *Degrees:* B.A., City University of New York at Queens College; M.B.A., Michigan State University; Ph.D., University of Alabama

PREMA NAKRA Professor of Marketing, 1984. *Degrees:* B.A., Vikram University; M.A., Christian College; M.B.A., Pace University; Ph.D., Vikram University

ELIZABETH F. PURINTON-JOHNSON Associate Professor of Marketing, 2001. *Degrees:* B.S.B.A., University of Maine at Orono; M.B.A., University of Rhode Island; Ph.D., University of Rhode Island

CAROLINE V. RIDER, ESQ. Associate Professor of Business, 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

HELEN N. ROTHBERG Professor of Management, 1995. *Degrees:* B.A., City University of New York at Queens College; M.B.A., City University of New York at Baruch College; M. Phil., City University of New York Graduate Center; Ph.D., City University of New York Graduate Center

KENNETH SLOAN Associate Professor of Business, 2003. *Degrees*

GREGORY J. TULLY Associate Professor of Accounting, 1996. *Degrees:* B.A., Georgetown University; Ph.D., University of California, Berkeley

XIAOLI (SHIRLEY) WANG Assistant Professor of Finance, 2011. *Degrees:* B.E., Xi'an Jiaotong University, China; M.E., Xi'an Jiaotong University, China; M.Econ., Xi'an Jiaotong University, China; M.B.A. and Ph.D., Rutgers University

SATINA V. WILLIAMS Assistant Professor of Accounting, 2006. *Degrees:* B.S., Benjamin

ASSOCIATE DEAN, GRADUATE DIRECTOR MBA FOR ACCOUNTANTS School of Management

Elizabeth M. Doherty, Ph.D.

SchoolOfManagement@Marist.edu

In 2009 New York became the 47th state in the U.S. to require 150 credit hours to be eligible for licensure as a Certified Public Accountant (CPA) in New York State. The Marist College School of Management is pleased to offer a “registered program” with the New York Office of Professions which meets the 150-credit-hour educational requirements for a candidate to be eligible for licensure as a Certified Public Accountant (CPA) in New York State. Individuals successfully completing the 30-hour program will earn a Master of Business Administration (MBA) degree.

The MBA for Accountants program builds upon the accounting foundation that students acquired in their undergraduate degree program with a broad-based graduate program in Business Administration that provides a high-quality, broad-based business management education. This program emphasizes the application of theory to management practice and the use of technology to enhance student learning.

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.

EDUCATIONAL OBJECTIVES

The educational objectives of the MBA Program are 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.

CURRICULUM

The MBA for Accountants program consists of 10 classes (30 credit hours). They are:

MBA 610	Global Environment of Business
MBA 614	Accounting Research and Communications
MBA 621	Strategic Marketing Planning
MBA 635	Business Analysis for Decision Making
MBA 654	Managing Organizational Change
MBA 661	Operational Excellence
MBA 671	Corporate Financial Theory & Practice
MBA 688	Ethical Management of Organizations
MBA 699	Current Issues in Professional Accounting
MBA 801	Strategic Management

MBA for Accountants students complete their studies in two “capstone” courses. MBA 699, Current Issues in Professional Accounting examines contemporary and controversial issues which emphasize the professional and social responsibilities of the accountant, and prepares students for a career in professional accounting. MBA 801, Strategic Management 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.

FORMAT

The Marist MBA for Accountants program has been carefully crafted to mesh with students’ undergraduate experience, internship opportunities, and accounting firm expectations. Students join a cohort and take their classes together for the duration of the program. They begin with one course in the summer followed by four in the fall,

one during winter session, and four in the spring. The summer course is taught in a hybrid format – partially face-to-face in a traditional classroom setting, and partially online. The fall and spring courses are taught face-to-face during a 15-week semester. The winter session course is an intense 4-week course taught in a face-to-face format. Students who successfully complete all requirements of the program are eligible to graduate with the MBA degree in May, one year after completing the bachelor's degree.

Applicants can obtain registration forms for the GMAT from the Office of Graduate and Adult Enrollment or by contacting the Educational Testing Service directly at: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103 (www.GMAT.org). The GMAT is administered as a computer-adaptive test and is offered almost anytime throughout the year at over 400 computer-based testing sites. Applicants are strongly encouraged to utilize commonly available study guides to prepare for taking the exam. Failure to engage in adequate

Graduate Courses for MBA for Accountants Program

MBA 610

Sustainable Management in the 21st Century

This course analyzes the broad range of forces shaping the global environment for the conduct of business – with a focus on issues that are increasingly critical for successful business managers. This course includes a survey of core functions of international businesses to illustrate the unique challenges faced by international business managers, and analyzes techniques managers have adopted to respond to these challenges. Topics addressed include the nature and scope of international business; the political, cultural, legal, ethical, and economic considerations of international business; international trade and foreign direct investment, global operations, including production, marketing, strategic planning and human resource management, as well as issues in international accounting.

MBA 614

Accounting Research and Communication

This course is designed to provide students with an understanding of how to perform professional accounting and tax research using electronic accounting and tax research services and the Internet. Techniques of identifying issues, locating and evaluating relevant authority, and effectively communicating in writing the conclusions and recommending an action are emphasized.

MBA 671

Corporate Financial Theory & Practice

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.

MBA 688

Ethical Management of Organization

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

MBA 699

Career Development in Professional Accounting

This course provides an integrative experience for students who are planning on a career in professional accounting. Issues of

Master of Business Administration Faculty

ELMORE R. ALEXANDER Dean and Professor of Management, 2007. *Degrees:* B.A., Wake Forest University; M.A., Ph.D., University of Georgia

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

ALEXANDER AVERIN Adjunct Instructor of Accounting, 2006. *Degrees:* B.A., Boston College; M.B.A., Marist College

WILLIAM S. BROWN Assistant Professor of Management, 1999. *Degrees:* Maoston

VERNON Q. MURRAY BT 21 10 1937 III A (P) AY BT 21 10 1937 (A) JET EMC S P CID CDC BT 21 10 1937

GREGORY J. TULLY Associate Professor of Accounting, 1996. *Degrees:* B.A., Georgetown University; Ph.D., University of California, Berkeley

XIAOLI (SHIRLEY) WANG Assistant Professor of Finance, 2011. *Degrees:* B.E., Xi'an Jiaotong University, China; M.E., Xi'an Jiaotong University, China; M.Econ., Xi'an Jiaotong University, China; M.B.A. and Ph.D., Rutgers University

SATINA V. WILLIAMS Assistant Professor of Accounting, 2006. *Degrees:* B.S., Benjamin Franklin University; M.B.A., University of North Carolina; Ph.D., Virginia Commonwealth University

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

COURSE FORMAT & SCHEDULING

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

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

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college in New York State to gain approval to offer its entire MPA program online. Students juggling work responsibilities, military dTdTdTaes ey

- official transcripts from all undergraduate and graduate institutions attended
- a brief essay discussing why the applicant wishes to pursue the MPA and its relation to the applicant's career goals
- a current résumé or a written statement describing the applicant's work history and present responsibilities
- two letters of recommendation.

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

TRANSFER CREDITS

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

REGISTRATION PROCEDURES

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

MPA PROGRAM ACADEMIC POLICIES

All students are expected to meet the following minimum standards: a semester grade-point average of 3.0 and a cumulative grade-point average of 3.0. Students who receive a course grade of C or below for six (6) credit hours will be placed on academic probation and notified in writing by the Program Director. Up to two of the courses in which a grade of C was earned may be repeated once. Students who receive an F in any class must re-take the class the next time the class is offered. Students that show a grade of C or below for nine (9) credit hours on their degree audit/transcript will be dismissed from the program. To graduate, the MPA candidate must have a minimum cumulative GPA of 3.0.

We expect students in the MPA program to maintain their matriculation by completing at least one course per semester throughout the academic year — spring and fall. While we encourage summer enrollment, we do not require that you participate in summer classes.

Any student who is compelled to leave school for even one spring or fall semester must notify the Program Director in writing to request a Leave of Absence. Interruption of study beyond two consecutive semesters requires re-application. The admissions policy and program curriculum effective at the time of readmission will apply.

To qualify for the MPA degree from Marist College, a student must complete 39 credits of graduate work or 42 credits for those needing an internship. Candidates must complete the MPA degree requirements within seven years of acceptance into

the program. Students who exceed the time limit to complete the MPA program will be dismissed. Any candidate who seeks an extension beyond the seven-year limit must submit their request in writing to the Program Director. Extensions may only be granted for unusual and serious cases and may require re-application.

The School of Management generates all program-specific information (e.g., course schedules, registration materials, etc.); therefore, MPA students are responsible for promptly informing the School of Management of any change in their home address, home phone number, email address, or place of employment. In addition, students are expected to monitor their own academic progress by checking and confirming their Degree Audit while enrolled in the program.

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

MPA 521
Management in Nonprofit
Organization

MBA 685**Negotiation and Conflict Management**

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

Prerequisite: MPA 530 Organizational Theory and Change

MBA 688**Ethical Management of Organization**

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.

Prerequisite: MPA 530 Organizational Theory and Change

Master of Administration Faculty

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

CLARE ARMSTRONG-SEWARD Adjunct Instructor for Public Administration, 2009. *Degrees:* A.A., Dutchess Community College; B.S., SUNY New Paltz; M.A., Binghamton University; Ph.D., California Coast University

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

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

WILLIAM CALLAHAN Adjunct Instructor of Public Administration, 2010. *Degrees:* B.S., State University of New York at Albany; M.P.A., Marist College

TONY J. CARRIZALES Assistant Professor of Public Administration, 2006. *Degrees:* B.A., Cornell University; M.P.A., Cornell Institute for Public Affairs; Ph.D., Rutgers University

JOHN COOPER Adjunct Instructor of Public Administration, 2009. *Degrees:* B.A., Wake Forest University; M.A., Wake Forest University; M.P.A., University of North Carolina; Ed.D., Harvard University

BASIL DALEY Adjunct Instructor of Public Administration, 2011. *Degrees:* B.A., Colgate University; M.P.A., Long Island University

JOSEPH A. D'AMBROSIO Adjunct Instructor of Public Administration, 1996. *Degrees:*

RENA HILL Adjunct Instructor of Public Administration, 2006. *Degrees:* A.A.S., State University of New York at Dutchess; B.S., Marist College; M.P.A., Marist College

OREN LEVIN-WALDMAN Adjunct Instructor of Public Administration, 2009. *Degrees:* B.A., Temple University; M.A., Temple University; Ph.D., Temple University

PATRICK MANNING Adjunct Instructor of Public Administration, 2004. *Degrees:* B.A., Vassar College; M.P.A., Marist College

KATHLEEN

GRADUATE DIRECTOR

Eitel J.M. Lauría, Ph.D.

(845) 575-3000, ext. 2598 or 3610

eitel.lauria@marist.edu

MISSION AND OBJECTIVES

The Master of Science in Information Systems (IS program) offers excitement and challenges for the information age. It provides advanced expertise and experience in both computer science and business administration. This program focuses on applying information technology to improve the performance of people in organizations. It is especially appropriate for persons who wish to become the organizational change agents, innovators, and thought leaders of the future.

The advanced education and expertise provided in this program prepare the graduate student to identify, analyze, and solve business problems using the systems approach. This approach includes defining the problem, gathering data to describe the problem, identifying alternatives to solve the problem, evaluating the alternatives, selecting the best alternative, and implementing a solution with appropriate follow-up. This is done using both case studies and real clients.

The primary areas of study include information-systems technology, systems concepts and processes, and organization functions and management (including interpersonal and organizational behavior). The program places strong emphasis on both the technological and sociological aspects of systems. Students are frequently expected to participate in team situations to enhance both their systems thinking and their interpersonal skills. Multiple courses are real-client based in order to enhance the student's consultative skills and experience.

Specific areas of emphasis include eliciting client requirements, analyzing, planning, designing, developing, and implementing information-systems applications, and managing information-systems development and operation. Appropriate behavioral, organizational, and financial knowledge and skill development support the technological central theme.

The IS program is designed to prepare individuals for a working career in industry, government, or education. Specific career paths for the graduating ISM professional include systems analyst and/or designer, business analyst, information-systems project manager, data administrator, data processing auditor, information-systems manager, consultant, or educator. Career paths for the ITM professional include security administrator, technical manager, systems administrator, network specialist, network operations manager, IT administrator, internet engineer, LAN/WAN engineer, network administrator.

For those already employed in related disciplines, the IS program provides the advanced professional courses necessary to enhance career development opportunities.

In essence, by studying and practicing systems thinking, mental modeling, shared vision building, and team learning, the graduate of this program is well prepared to help develop and sustain what MIT's Peter M. Senge calls the "learning organizations" of the future.

Two tracks are offered. One is the foundation for a career position of Chief Information Officer (CIO). The second is the foundation for a career position of Chief Technology Officer (CTO).

EFFECTIVE COMMUNICATION SKILLS

As an information-systems graduate student, you should be aware that effective communication is a critical skill required of every student. In order to further develop and nurture a student's oral and written communication skills, the Marist pedagogy includes the following as critical success factors for students in information systems:

- dialogue, not lecture, is the primary teaching method used. Most of the courses in this program will require you to verbally interact with the instructor and/or your peers on a regular basis in class or online;
- participation in small-group or team situations. These are designed to help develop your systems thinking and to enhance your interpersonal skills both in and out of the classroom;
- oral presentations to your instructor, your class, or to a real client. These may be formal or informal presentations and will summarize your own work or that of some team of which you are a member;
- written reports or research papers which will help evaluate the effectiveness of your written communication skills and provide feedback for improving them.

The above demands and/or standards are applied universally to all students in the information-systems program.

ADMISSIONS REQUIREMENTS

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 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.

PREREQUISITES

Applicants to the Information Systems Management track are expected to have completed undergraduate-level course work in introductory statistics.

Applicants to the Information Technology Management track are expected to possess a reasonable proficiency in object-oriented programming and statistics, since knowledge and skill in these areas will be used throughout this specialization.

Proficiency in computer programming can be satisfied with a B or better grade in the Marist graduate course MSIS 500 Fundamentals of Object-Oriented Programming.

TRANSFER CREDIT

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

DEGREE REQUIREMENTS

To qualify for the Master of Science degree in Information Systems, a student must normally complete 36 to 37 hours of work at the graduate level (excluding any prerequisites). Course waivers may reduce this to as few as 30 credit hours.

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

Upon acceptance into the program, graduate students receive a list of prescribed courses to be successfully completed. Specific undergraduate or graduate course work may be recommended to satisfy prerequisite requirements or remedy deficiencies as identified by the graduate director. IS degree requirements must be completed within seven (7) years of acceptance into the program with a cumulative index of 3.0 or higher. Requests for an extension of the seven-year limitation must be made in writing to the graduate director.

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

COURSE WAIVERS e credi .

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 graduate director as needs mandate.

IS PROGRAM OVERVIEW:

The IS graduate program offers two specializations. Each specialization will consist of six required common IS core courses and three required specialization-specific courses. One specialization is the Information Systems Management track (ISM),

ITM Required Course (16 credits)

MSIS 507	Computer Concepts & Software Systems	3 credits
MSIS 517	Web Technologies	3 credits
MSIS 561	Data Communications Lab	1 credit
MBA 525	Marketing Foundations	3 credits
MBA 555	Management Foundations	3 credits
MBA 575	Finance Foundations OR	
MBA 545	Accounting Foundations	3 credits

Elective 3 credits from: Information Systems, Business, Software Development

Prerequisite :

MSIS 500	Fundamentals of Object-Oriented Programming
MATH 130	Introduction to Statistics

It is strongly advised that the graduate director be consulted in the choice of these elective courses in order to help tailor the program to the student's specific needs.

Each student must consult with the IS graduate director to plan a course schedule to enable the student to complete the IS program in the most efficient time frame considering student desire, transfer credits or waivers, prerequisites, and possible scheduling information.

Graduate Courses in Information Systems

Advanced Certificate in Information Systems

The 18-credit Advanced Certificate in Information Systems is designed to satisfy the professional needs of students who wish to acquire graduate-level knowledge in

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 listed in the General Information section of this catalog, applicants to the graduate certificate program in Information Systems must provide evidence of a significant business-related component in the baccalaureate or the master's degree along with:

- a current résumé and written summary of technical or professional non-credit course education if applicable;
- optionally, at the graduate director's discretion, two letters of reference may be required;
- a written statement summarizing career objectives(s), the reason(s) for selecting the IS certificate program, and personal and professional expectations from the program.

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.

Computer Science/Software Development and Information Systems Faculty

RONALD COLEMAN Assistant Professor of Computer Science and Information Technology, 2002. *Degrees:* B.S., City College of New York; Ph.D., Polytechnic University

CRAIG FISHER Associate Professor of Information Systems, 1989. *Degrees:* B.S., State University of New York at Oswego; M.A., Ball State University, Indiana; Ph.D., State University of New York at Albany. *Specialties:* Data Quality; Problem Solving & Programming; Systems Analysis & Design; Database Management

JAN HARRINGTON Associate Professor of Information Systems, 1989. *Degrees:* B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University. *Specialties:* Systems Architecture; Object-Oriented Software Development; Network Security; Technology and Society

HELEN HAYES Assistant Professor of Mathematics and Computer Science, 1983. *Degrees:* B.A., College of St. Elizabeth; M.S., Fordham University; M.S.C.S., Syracuse University; *Specialties:* Formal Languages; Computability; Algorithms; Neural Networks

MCBDC BTTANBDC BTTZTSBNTOTETB

DIRECTOR, SOFTWARE DEVELOPMENT PROGRAM, COMPUTER SCIENCE

Onkar P. Sharma, Ph.D.

(845) 575-3000, ext. 3610 or 2523

onkar.sharma@marist.edu

MISSION AND OBJECTIVES

The 31-credit Master of Science in Computer Science/Software Development (SD) program is designed to provide advanced knowledge and experience in the various disciplines of computer science to individuals who hold a bachelor's degree in com

SD program prepares its students for a career in industry, government, or education. Individuals already employed within the industry acquire the advanced professional expertise necessary for success in today's rapidly changing technological environment. This latter group consists of applications and systems programmers, systems developers, database designers, technical managers, network specialists, and others who wish to broaden their understanding of the computer-science field, particularly in the area of software development.

Primary areas of emphasis include object-oriented methodologies; software design and development; systems programming; database design and management; networking and distributed systems; theoretical aspects of computer science; graphics, animation, and game design; and artificial intelligence and robotics. The program focuses on both theoretical and practical aspects of computer science. Team building and collaborative skills are emphasized in courses entailing projects. Independent problem-solving and analytical thinking skills, which are so vital in the discipline of computer science, are integrated throughout the curriculum.

ADVANCED TECHNOLOGY SUPPORT

Marist College is one of the 25 most technologically advanced campuses in America. This distinction has been awarded to Marist by both the Princeton Review and Forbes. The criteria included the breadth of the computer-science and information-technology curriculum, equipment for student use, wireless internet access on campus, and support for handheld computing, among other things.

Marist has a longstanding partnership with IBM: the IBM-Marist Joint Study has helped Marist to develop an advanced technology platform which is among the best in higher education.

Through a National Science Foundation Grant, an Internet2 high-performance network connection and a collaborative grid of advanced internet applications are available to Marist.

Many state-of-the-art computing labs are available throughout the campus for student use.

Marist College is a recipient of a major grant from the New York State Office of Science, Technology and Academic Research to spur growth and development of businesses and industry using technology. The Marist Center for Collaborative and On-Demand Computing, established through the grant and in collaboration with local businesses, including IBM, offers advanced internship and research opportunities.

APPLICATION REQUIREMENTS

A baccalaureate degree from an accredited college or university with a GPA of 2.75 or higher is required for admission to the graduate program in computer science. Additionally, applicants should submit the following:

- A completed graduate application and application fee;
- Official copies of all undergraduate and graduate transcripts;
- An updated résumé specifying programming languages known.

Admissions requirements for international students include:

- Submission of iBT TOEFL/IELTS score;
- Bank statement and affidavit of support;
- Recommendation letters.

Formal admission to the master's degree program will be granted to students who have satisfied these requirements. Some students may, however, be permitted to enroll in graduate courses in a non-matriculated status upon satisfactory evidence of specific prerequisites. Questions concerning mathematical/computer science competency and non-matriculated status should be addressed to the Program Director.

MATRICULATION STATUS

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

DEGREE REQUIREMENTS

To qualify for the Master of Science in Computer Science, students must matriculate and complete 31 credits as described below. Degree requirements must be satisfied within seven years of acceptance into the program, with a cumulative index of no less than 3.0. Requests for an extension of the seven-year limitation must be made in writing to the Program Director. Each student is expected to complete the requirements as outlined in the catalog in effect at the time of admission to Marist College. Students may choose to follow a subsequently revised catalog.

All courses leading to the master's degree in Software Development are offered in the late afternoon or in the evening. Part-time students are limited to registering for one course during their first semester unless prior approval is granted by the Program Director. Full-time study is defined by a semester load of at least nine credits.

ADVISEMENT

The Director of the Software Development Program serves as the advisor for all students in the program. The Program Director provides advice on course sequencing, approves all registration requests, and performs graduation audits. Students should discuss any questions or concerns they may have about their studies with the Director.

Additional Electives (offered when there is sufficient demand)

MSCS 596-600	Special Topics in Computer Science	Spring
MSCS 640	Distributed Database Systems	
MSCS 655	Computer Graphics II	
MSCS 660	Computer Networks II	
MSCS 670	Applied Artificial Intelligence	
MSCS 720	Thesis	

Project Course (3 credits)

MSCS 710	Project	Fall
----------	---------	------

Internship Courses

MSCS 690, 691, 692	Graduate Internship in Software Development	All Semesters
--------------------	---	---------------

Although not required, students may elect to pursue a concentration in Systems Software by taking elective courses in operating systems, compiler design, and computer architecture; or a concentration in Applications by taking elective courses

Description of Courses

MSCS 510

language leads naturally to considerations related to the notion of algorithm and to the nature of the limits of algorithmic computation. Various forms of models of computation will be explored. (*Offered: fall semester*)

Prerequisite: CMSC 335 Advanced Data Structures

MSCS 542

Database Management

3 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.

(*Offered: spring semester*)

Prerequisites: MATH 250 Discrete Mathematics; CMSC 335 Advanced Data Structures

MSCS 550

Artificial Intelligence

3 Credits

This course introduces students to basic concepts and techniques of artificial intelligence, or intelligent systems, and gives insight into active research areas and applications. Emphasis is placed on representation as a central and necessary concept for work in intelligent systems. (*Offered: fall semester*)

Prerequisite: CMSC 335 Advanced Data Structures

MSCS 555

Computer Systems

3 Credits

This course introduces students to all aspects of computer architecture and organization.

(*Offered: fall semester*)

MSCS
Special Topic
3 Credits

- MSCS 596 System Software
- MSCS 597 Computer Architecture
- MSCS 598 Database
- MSCS 599 Artificial Intelligence
- MSCS 600 Computer Science

Special-topics courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the

topics to be pursued will be determined by the instructor.

Prerequisite: MSCS 550 Artificial Intelligence

MSCS 690, 691, 692

Graduate Internship in Software Development

One, two, and three credits respectively

The graduate internship will provide advanced professional experience in the field of computer science. This course enables students to integrate the elements of their formal preparation and to apply theoretical concepts to real-world software development. Graduate Internships cannot be used to meet any elective requirements. Arrangements should be made with the graduate director and internship coordinator. *(Offered: fall, spring, and summer semesters)*

Prerequisites: Completion of 12 graduate credits and 3.0 GPA

MSCS 710

Project

3 Credits

This is a project-based course. Students will work in teams to analyze, design, and implement a large system chosen from a list of selected projects. Students will utilize the skills gained in previous courses, especially Software Design and Development, in working as a team going through the various phases of the software-development process. Student teams will have milestone presentations, including a final presentation, throughout the course. This course meets on a weekly basis. *(Offered: fall semester)*

Prerequisites: Completion of at least 18 credits and MSCS 510 Software Design and Development

MSCS 720

Thesis I

3 Credits

Thesis can only be taken by a student who has completed the project course. During the semester prior to enrollment in Thesis, the student must submit a thesis proposal for approval to register for Thesis to his/her project advisor or graduate director six weeks prior to the end of the semester in which the student is enrolled for the project course. If approved, the Thesis advisor, the program director, and the student, acting together, solicit two additional faculty members to act as members of the student's Thesis Committee. The three faculty members constituting the committee may include not more than one adjunct faculty member. During the semester in which Thesis is taken for credit, the following must take place: As the thesis course progresses, the student works on his/her thesis under the guidance of his/her thesis advisor. The student meets with his/her advisor periodically, as determined by the latter, to seek guidance and submit progress reports. The student submits the completed thesis to the three faculty members of his/her committee by the tenth week of the semester. The thesis must be found acceptable by the thesis advisor and at least one additional committee member. In the event that revision of the thesis is recommended, it may be necessary to issue an incomplete grade (a grade of X). This grade may be changed at any point in the future after the requirement listed above has been satisfied. The student will then receive a regular grade for Thesis.

Prerequisite: MSCS 710 Project

Computer Science/Software Development
and Information Systems Faculty

ROBERT M. CANNISTRA Professional Lecturer of Computer Science, Information Systems and Information Technology, 2002. *Degrees:* B.S., State University of New York at Brockport; M.S., Marist College. *Specialties:* Network Infrastructure and Design, Policy-Based Routing, Network Security

RON COLEMAN Assistant Professor of Computer Science, 2002. *Degrees:* B.S., The City College of New York; M.S., Ph.D., Polytechnic University. *Specialties:* Data Mining; Machine Learning; Distributed Systems; Software Design and Development; Game Design and Programming

CRAIG FISHER Associate Professor of Information Systems, 1989. *Degrees:* B.S., State University of New York at Oswego; M.A., Ball State University; Ph.D., State University of New York at Albany. *Specialties:* System & Information Concepts; Problem Solving & Programming; Systems Analysis & Design; Database Management

JAN HARRINGTON Assistant Professor of Information Systems, 1989. *Degrees:* B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University. *Specialties:* Data Management; System Architecture; Object-Oriented Technologies

HELEN M. HAYES Assistant Professor of Mathematics and Computer Science, 1983. *Degrees:* B.A., College of St. Elizabeth; M.S., Fordham University; M.S.C.S., Syracuse University. *Specialties:* Formal Languages; Computability; Algorithms; Neural Networks

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 R. LABOUSEUR Professional Lecturer of Information Technology, 2003. *Degrees:* B.S., Marist College; M.S., Pace University. *Specialties:* Database Systems; Web Development; Programming for Business

EITEL J.M. LAURÍA Assistant Professor of Information Systems, 2002. *Degrees*: B.S., University of Buenos Aires, Argentina; M.B.A., Universidad del Salvador, Argentina / Universidad de Deusto, Spain; Ph.D., SUNY Albany. *Specialties*: Data Management; Information Decision Systems; Business Intelligence; OLAP; Data Mining; Statistical Machine Learning; Bayesian Belief Networks and their application in Information Technology Implementation

ANNE B. MATHEUS

ROGER NORTON Dean, School of Computer Science and Mathematics, 1980. Novell Certified NetWare Administrator & NetWare Engineer. *Degrees:* B.S., University of Massachusetts; M.A., Brandeis University; Ph.D., Syracuse University. *Specialties:* Semantics of Programming Languages; Object-Oriented Programming; Distributed Computing

SHEKHAR PRADHAN Assistant Professor of Computer Science, 2004. *Degrees:* Ph.D., University of Maryland, Computer Science; Ph.D., University of Illinois, Philosophy. *Specialties:* Intelligent Databases, Software Engineering, and Artificial Intelligence

ONKAR P. SHARMA Professor of Computer Science, 1986; Director, Software Development Program. *Degrees:* B.S.E., Bihar Institute of Technology, Bihar University, India; M.S.C.S., University of California at Berkeley; Ph.D.C.S., New York University. *Specialties:* Computer Architecture; Systems Software

JAMES TEN EYCK Assistant Professor of Computer Science, 1983. *Degrees:* B.S., Lafayette College; M.S., Syracuse University; Ph.D., Syracuse University. *Specialties:* Computer Networks; Simulation

PROGRAM DIRECTORS

Beate Klingenberg, Ph.D.
School of Management
(845) 575-3000 ext. 6071
beate.klingenberg@marist.edu

Eitel J.M. Lauría, Ph.D.
School of Computer Science & Mathematics
(845) 575-3000 ext. 2598
eitel.lauria@marist.edu

MISSION AND OBJECTIVES

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

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

focuses on the nexus of firm strategy and technology to create competitive advantage. The Marist College Master of Science in Technology Management enhances managerial acumen in strategically directing the use and products of technology across an enterprise. Creating value for the organization requires managers to be change agents,

MSTM 630	Data and Information Quality for the Information Executive
MSTM 640	Analyzing the Corporate Financial Environment of Technology-Driven Companies
MSTM 720	Enterprise Information Modeling
MSTM 754	Managing Organizational Change
MSTM 800	Global Aspects of Technology Management
MSTM 801	Capstone I: Strategic Technology Management
MSTM 802	Capstone II: Information Systems Policy
MSTM 803	Integrative Capstone: Managing Technology Projects and Operations

Total number of required credits

36

Graduate Courses in Technology Management

CORE COURSES

MSTM 601

Leadership and Organizational

and principles. Primary focus is on issues facing corporations in technology-intensive industries.

MSTM 630

**Data and Information Quality for
the Information Executive**

3 Credits

This course is an executive overview of data and information quality (DQ and IQ) problems in organizational information systems and an exploration of approaches to correct such problems. Approaches to correcting the problems within organizations include total data quality management, treating information as a product (IP), building

MSTM 800**Global Aspects of
Technology Management***3 Credits*

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

MSTM 801**Capstone I: Strategic
Technology Management***3 Credits*

This course is designed to enable students to analyze business situations from the point of view of the practicing technology manager. Technology managers have responsibility for making strategic decisions that affect the company across the enterprise. The key tasks involved in technology management include the detection of and adaptation to environmental change, the procurement and allocation of critical resources, the integration of activities across the organization, and the alignment of technology strategy and activity with the firm's vision.

Students will combine knowledge from other courses with information presented here to develop sophisticated interpretations and analyses of actual business problems and opportunities involving technology and strategy.

MSTM 802**Capstone II: Information
System Policy***3 Credits*

This is a course that investigates the fundamental issues that the CIO manages in order to perform his/her functions in a way that leads to success of the firm. Emphasis is placed on investigating the knowledge, skills,

and abilities required to become a CIO. The course covers many of the current issues that executives face in making IT and IS decisions. The diverse topics include mission of IS/IT, new roles for IS/IT, CIO responsibilities, strategic uses of information technology, seven planning techniques for introducing new technology, distributed technology strategies for global corporations, outsourcing, managing information resources and staff, new approaches to developing systems, and transitioning from legacy systems.

MSTM 803**Integrative Capstone: Managing
Technology Projects and Operations***3 Credits*

Managing Technology Operations and Projects is intended to provide the student with an insight into operations processes, systems functions, and projects of technology-driven organizations. Additionally, this course provides the theoretical base as well as practical business application to enable technology management professionals to manage projects successfully. An integrative approach emphasizes technical as well as communications and leadership skills necessary to achieve value and customer satisfaction in project management (PM). This course provides students with an opportunity to prepare and present an integrated technology-focused field project using the concepts, topics, and methods learned during the program and integrated in the preceding capstone experience. Emphasis is on the full development, analysis, and proposed resolution of an ongoing technological issue or concern of prime importance to an organization.

MSTM Program Faculty

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

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

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

CRAIG FISHER Associate Professor of Information Systems, 1989. *Degrees:* B.S., State University of New York at Oswego; M.A., Ball State University, Indiana; Ph.D., State University of New York at Albany

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

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

JAN HARRINGTON Associate Professor of Information Systems, 1989. *Degrees:* B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University

BEATE KLINGENBERG Assistant Professor of Management, 2003. *Degrees:* M.S., Chemistry, Friedrich-Alexander University of Erlangen-Nürnberg (Germany); Ph.D., Physical Chemistry, Friedrich-Alexander University of Erlangen-Nürnberg (Germany); M.B.A., Marist College

EITEL J.M. LAURÍA Assistant Professor and Graduate Director of Information Systems, 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

ANNE BERINATO MATHEUS Lecturer of Information Systems and Director of Computer Literacy, 2001. *Degrees:* B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College

VERNON Q. MURRAY Assistant Professor of Marketing, 1993. *Degrees:* B.A., City University of New York at Queens College; M.B.A., Michigan State University; Ph.D., University of Alabama

PREMA NAKRA Professor of Marketing, 1984. *Degrees:* B.A., Vikram University; M.A., Christian College; M.B.A., Pace University; Ph.D., Vikram University

ELIZABETH F. PURINTON Assistant Professor of Marketing, 2001. *Degrees:* B.S., University of Maine at Orono; M.B.A., University of Rhode Island; Ph.D., University of Rhode Island

CAROLINE V. RIDER, ESQ. Associate Professor of Business, 1984. *Degrees:* B.A., Smith College; J.D., New York University School of Law

RUSSELL W. ROBBINS Assistant Professor of Information Systems, 2005. *Degrees:* B.S.B.A., University of Missouri-Columbia; M.S., State University of New York at Binghamton; M.S., Ph.D., Rensselaer Polytechnic Institute

HELEN N. ROTHBERG Associate Professor of Management, 1995. *Degrees:* B.A., City University of New York at Queens College; M.B.A., City University of New York at Baruch College; M. Phil., City University of New York Graduate Center; Ph.D., City University of New York Graduate Center

KENNETH SLOAN Assistant Professor of Business, 2003. *Degrees:* B.A., M.P.A., M.B.A., Cleveland State University; Ph.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

GREGORY J. TULLY Associate Professor of Accounting, 1996. *Degrees:* A.B., Georgetown University; Ph.D., University of California, Berkeley

DIRECTOR, MENTAL HEALTH COUNSELING PROGRAM

Peter M. del Rosario, Ph.D.

(845) 575-3000, ext. 2544

peter.delrosario@marist.edu

MISSION AND OBJECTIVES

Mental Health Counseling is a distinct profession with national and state standards for education, training, and clinical practice. Mental Health Counselors provide a full range of services for individuals, couples and families, and groups. The Master of Arts in Mental Health Counseling Program at Marist College is approved by the New York State Education Department as providing the academic preparation necessary to become a Licensed Mental Health Counselor in New York State. The 60-credit Mental Health Counseling Program emphasizes the personal and professional growth of its students, fostering self-awareness and a deeper understanding of others. The Program curriculum is rich in coursework stressing the theory and practice of counseling, assessment, and research, and underscores the importance of a multicultural approach. Counselors-in-training gain the knowledge and skills necessary to provide quality mental health care to help their clients function effectively in all aspects of their lives.

The Mission of the Marist College MA in Mental Health Counseling Program is to prepare counselors-in-training with the knowledge, skills, and training necessary to meet the NY State Education Department's education requirements to be eligible to become a Licensed Mental Health Counselor.

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

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

TRANSFER CREDIT

Transfer credits may be accepted pending review by the Program Director. Credits must be from a regionally 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 credit should accompany the application and will be determined by the director of the program. Copies of the original college/university catalog description for each course must also be submitted.

COUNSELING FIELD EXPERIENCE REQUIREMENTS

The Mental Health Counseling Program maintains a list of placements providing mental health counseling to a variety of client populations, and providing supervision by a licensed professional. The graduate Counseling Practicum and Counseling Internship placements and clinical experiences must meet NY State Licensure Requirements as well as Marist's Program requirements. These counseling field experiences are 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. The Counseling Practicum elective is usually offered in the summer of the first year of the program. Students complete a minimum total of 100 experience hours engaged in the practice of mental health counseling under supervision. The required Counseling Internships typically occur in the fall and spring semesters of the second year of the program. Students engage in supervised professional counseling work approximately 20 hours per week in addition to taking other courses in the Mental Health Counseling curriculum that meet in the evening. Students complete a minimum total of 600 experience hours. A training agreement between the student, the field placement's supervisor, and the Marist Program Director is signed, thus ensuring collaboration towards a solid educational and training experience. A Marist faculty member is assigned to coordinate each student's field experience and provide group supervision.

REVIEW OF STUDENT PERFORMANCE: PROBATION AND DISMISSAL

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

Lamb, D. H., & Swerdlik, M. E. (2003). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *The Clinical Supervisor*, 22(1), 87-98.

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

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

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

GRADUATE ASSISTANTSHIPS

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

Applications for a graduate assistantship should accompany the application for the MA in MHC Program. See <http://www.marist.edu/sbs/graduate/mamhc/admissions.html> and click on the link "Social and Behavioral Science Assistantship Application (PDF)" for the application form. For further details, contact the Director of the Graduate Psychology Programs.

THE MASTER OF ARTS, MENTAL HEALTH COUNSELING

**C r r i c l e m S e q u e n c e (F l l T i m e - 60 C r e d i t s ;
t h e s e q u e n c e i n s u b j e c t o f c h a n g e)**

Fall I

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

Spring I

COUN 507L	Psychopathology
COUN 613L	Assessment in Counseling
COUN 614L	Group Counseling
COUN 617L	Crisis & Trauma Intervention

S m m e r I

COUN 508L	Psychopharmacology Elective – Counseling Practicum is strongly recommended
-----------	---

Fall II

COUN 615L	Family & Couples Counseling
COUN 618L	Chemical Dependency Counseling
COUN 710N	Counseling Internship1 Elective

Spring II

COUN 505L	Research in Counseling
COUN 520L	Community Psychology
COUN 720L	Counselor Supervision
COUN 711N	Counseling Internship 2

S m m e r II

COUN 616L	Career Development Counseling
COUN 510L	Lifespan Development

Graduate Courses in the Mental Health Counseling Program

Course Description for Required Course

COUN 505L

Research in Counseling

3 Credits

This course reviews research methods, design, and qualitative and/or quantitative analyses used in counseling research. Students develop their understanding of research used to examine the efficacy of counseling interventions, evidenced-based treatments, needs analysis, and program evaluation. The course also covers cultural considerations in counseling research, as well as ethical and legal issues in research.

COUN 507L

Psychopathology

3 Credits

The course considers abnormal behavior from the framework of the classification system of the American Psychiatric Association and contemporary psychological models. This course stresses the etiology and assessment of abnormal behavior patterns and its relationship with psychotherapy, pharmaco-

evidence for counseling theories and techniques. Multicultural, professional, ethical, and legal issues in counseling theory and practice are also considered.

COUN 611L

M ulticultural Foundation in Counseling

3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of several racial/ethnic and other minority populations, the course provides an overview of the sociopolitical nature of counseling approaches and the way counseling has historically failed the culturally different.

COUN 612L

Counseling Technique

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 compre-

COUN 616L**Career Development Counseling***3 Credits*

This course surveys career development across the lifespan. The course emphasizes career and vocational theories and decision-making models; occupational and educational information sources and systems; career and lifestyle development program planning, counseling, and evaluation; and multicultural issues in career development.

COUN 617L**Crisis & Trauma Intervention***3 Credits*

This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of vari-

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1

Core Description for Elective

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

COUN 700L

Counseling Practicum

3 Credits

Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of mental health counseling. At least 40 of the hours must be direct service. The practicum is designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling

NOTE: Counseling Practicum is intended to be taken prior to Counseling Internship 1

COUN 712N

Counseling Internship 3

3 Credits

Counseling Internship 3 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The internship is intended to encompass the comprehensive work activities of a professional counselor.

Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 710N Counseling Internship 1; COUN 711N Counseling Internship 2; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

Mental Health Counseling Faculty

MARK BALABAN Adjunct Instructor. *Degrees:* B.A., Rutgers University; M.A., George Mason University; Ph.D., George Mason University

JOSEPH CANALE Associate Professor of Psychology. *Degrees:* B.A., Marist College; Ed.D., University of Tennessee

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

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM

Patrick S. O'Donnell, Psy.D.

(845) 575-3000, ext. 6016

Patrick.ODonnell@marist.edu

Internships require 1,200 hours (600 hours each semester, 5 days per week) within the school setting over the course of the regular academic year. The internship must be completed in a state-approved school setting and may not be completed concurrently with duties associated with employment in a particular setting. Marist no longer offers the option of completing a 600 hour part-time internship.

ADMISSIONS REQUIREMENTS

Admissions requirements for the MA in School Psychology are:

- an earned baccalaureate degree from an accredited college or university;
- completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);
- achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;
- achievement of an acceptable score (at least 25th percentile or better on all sub-scales) on the Graduate Record Examination (GRE) general test or achievement of the same level on another nationally normed standardized summative assessment of undergraduate achievement. Applicants who have completed a graduate degree in psychology and/or a related field from an accredited college or university and have at least five years' work experience in an educational or clinical setting MAY be exempted from the GRE or other standardized test requirement;
- submission of a written personal statement of at least 500 words describing your background, experiences and goals, and how these factors relate to your desire to become a school psychologist;
- submission of three letters of recommendation from former faculty members or employment supervisors;
- an on-campus interview with the program director.

Applicants to the school psychology program who have earned graduate credits in psychology short of a master's degree at other institutions will also have their transcripts evaluated. Acceptance of credits will be determined on an individual basis.

DEGREE REQUIREMENTS

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

- complete all requirements not later than seven years after matriculation;
- complete a total of 68 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- submit all items required in the comprehensive portfolio no later than April 1 of the calendar year in which the candidate expects to graduate;
- complete the School Psychology Praxis II Examination.

TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis. A grade of B or better is required for acceptance of any transfer credits. A maximum of 15 graduate credits can be transferred into the program from another accredited institution.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor. A student thereafter may request a change in faculty advisor. Students are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning. The program director serves as the advisor for all masters students.

b3ETEMC /Span /MCID 0(fir f)106c I ad2670 1 Tf0aan)r1To 7 To afpocCID lil

SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE
FIRST YEAR
Fall

PSYH 600	Prof. Orient. & Ethics in School Psych.
PSYH 612	Developmental Psychology
PSYG 511	Personality
PSYH 616	Cognitive Assessment

Spring

PSYH 620	Research Design & Data Analysis in School Psych.
PSYH 601	Learning Disabilities
PSYG 607	Psychopathology
PSYG 617	Academic Assessment

Summer

EPSY 505	Educational Psychology
PSYG 631	Neuropsychology of Learning

SECOND YEAR
Fall

PSYH 705	Individual Counseling
PSYH 618	Soc., Emotional, & Behav. Assessment
PSYH 602	Consultation in the Schools
PSYH 610	Practicum I

Spring

PSYH 706	Group Counseling
PSYH 640	Academic & Behavioral Interventions
PSYG 550	Multicultural Counseling
PSYH 611	Practicum II

Summer

PSYH 630	Play Therapy OR PSYH 625 Cognitive Behavioral Therapy with Children & Adolescents
EPSY 510	Integration of Learning Theory

THIRD YEAR
Fall
Spring

PSYH 616

Cognitive Assessment

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. Summer session.

and client-centered orientations. This course assumes a lifespan perspective on therapeutic interaction. Counseling techniques with children and adolescents will be emphasized.

Prerequisite: 24 graduate credits. Fall semester.

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. The course also provides students with an

School Psychology Program Faculty

PATRICK S. O'DONNELL Assistant Professor of School Psychology. Director of the School Psychology Graduate Program. *Degrees:* Psy.D., University at Albany, SUNY. *Certifications:* Nationally Certified School Psychologist, New York State Certified School Psychologist, New Jersey State Certified School Psychologist

PAUL J. EGAN Associate Professor of Psychology. *Degrees:* Ph.D., University at Buffalo, SUNY. *Certifications:* New York State Certified School Psychologist, New York State Licensed Psychologist

WILLIAM P. ROBELEE Adjunct Professor of Psychology. *Degrees:* Psy.D., University at Albany, SUNY. *Certifications:* Nationally Certified School Psychologist, New York State Certified School Psychologist

JOHN HUDAK Clinical Supervisor for Internships. Adjunct Professor of Psychology. *Degrees:* Ph.D., Hofstra University. *Certifications:* Nationally Certified School Psychologist, New York State Certified School Psychologist, New York State Licensed Psychologist

JOHN SCILEPPI Full Professor of Psychology. *Degrees:* Ph.D., Loyola University of Chicago. *Certifications:* New York State Licensed Psychologist

WILLIAM VAN ORNUM Full Professor of Psychology. *Degrees:* Ph.D., Loyola University of Chicago. *Certifications:* New York State Certified School Psychologist, New York State Licensed Psychologist, New York State Certified School Psychologist, New York State Licensed Psychologist

ELIZABETH QUINN Associate Professor of Psychology. *Degrees:* Ph.D., Union Institute. *Certifications:* Licensed Mental Health Counselor

SALVATORE P. MASSA Adjunct Professor of Psychology.

DANIEL C. HURLEY Adjunct Professor of Psychology. *Degrees:* M.A., C.A.S., Plattsburgh College, SUNY. *Certifications:* New York State Certified School Psychologist

MARIANNE WOOD Adjunct Professor of Teacher Education. *Degrees:* Ed.D., St. John's University. *Certifications:* Certified School District Administrator, School Counselor, Teacher in New York State

ISAIAH CLARKE Adjunct Professor of Teacher Education. *Degrees:* Ed.D., Fordham University. *Certifications:* Certified School District Administrator in New York, New Jersey, and Massachusetts

DIRECTOR, GRADUATE EDUCATION PROGRAMS

Zsuzsanna Szabo, Ph.D.

(845) 575-3000, ext. 2994

zsuzsanna.szabo@marist.edu

MISSION AND OBJECTIVES

The Master of Arts in Educational Psychology meets the academic requirements for New York State Professional Teaching Certification and is designed to explore what is known about teaching and learning and to actively practice implementing that knowledge in educational settings.

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

Both tracks of the M.A. in Educational Psychology entail the successful completion of 36 credit hours of coursework. Both tracks are oriented around a pedagogical core curriculum described below. All students complete this Pedagogical Core cur

The Conceptual Framework of the Teacher Education programs identifies its purpose as *to prepare school professionals who are committed to excellence in education, a sense of community, and a commitment to service*, and is also consistent with Marist's three ideals: excellence in education; sense of community; and commitment to service. This purpose is further defined in the seven core values/beliefs listed below:

E cellence in Ed ca ion

In keeping with Marist's commitment to excellence in education, the program strives to prepare school professionals who:

1. Use critical thinking and creative problem-solving in their professional practice.
2. Are reflective professionals who examine their practice and seek to improve it in a process of continual professional development.
3. Use evidence-based practices, adapted to the demands of the specific professional contexts.

Sen e of Comm ni

In keeping with Marist's commitment to a sense of community, the program strives to prepare school professionals who:

Standard 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard 4: The candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Standard 5: The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6: The candidate has awareness of the different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners.

Standard 7: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting, and bringing normative and critical perspectives to bear on, the meanings of education and schooling in diverse cultural contexts.

Standard 8: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 9: The candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 10: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Standard 11: The candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Standard 12: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Advanced Teaching Standard

(National Board for Professional Teaching Standards®)

The five major core standards represent what teachers should know and be able to do, and represent the National Board for Professional Teaching Standards® Policy Position:

1. Teachers are committed to students and their learning.

2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

PEDAGOGICAL CORE CURRICULUM

The course of study in the Master of Arts program supports the core values of Marist College identified in the institutional Mission Statement. The Master of Arts program is designed around courses and experiences that help teachers expand and build on their professional knowledge and skills. The goal is to prepare innovative, flexible teachers who are collaborative, reflective, and well grounded in current theories, contemporary professional practices, and innovative teaching strategies. The program is oriented around a fifteen credit hour pedagogical core curriculum that cuts across five essential areas of knowledge and skill needed by teachers: 1) Art and Science

TRANSFER CREDITS

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

DEGREE REQUIREMENTS

GRADUATE ASSISTANTSHIPS

A limited number of assistantships are available in research and student activities, as well as tutoring, and require ten hours of experience each week during the fall and spring semesters. Up to \$4,500 per year for a graduate assistantship may be awarded, in the form of tuition waiver or stipend, to full-time students in the School of Social and Behavioral Sciences. Students may apply for assistantships at the time of application to be accepted in the program. Selection for assistantships is highly competitive and students must maintain a 3.0 GPA.

APPLICATION DEADLINES

Fall – April 15

Spring – December 1

Summer – April 1

PROGRAM FORMAT AND DELIVERY MODELS

The Master of Arts in Educational Psychology degree program is designed with two delivery models: fully on campus, and hybrid (on campus and online).

On campus model: takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. Students are accepted in the fall, spring, and summer. 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. Part-time students must complete the program within five years from first matriculation in the program. Study plans can be customized for individual student needs. Some courses are offered both fall and spring, other courses are offered only fall or only spring. The study plans will reflect the order of course offerings. Since students are currently accepted three times per

three weeks. All fall and spring semester courses are delivered online. Marist has a long history of collaborative research and development, including Marist/IBM collaboration, to build outstanding online learning environments. As a result Marist now has cutting-edge technology platforms and includes the traditional services of email, chat, discussion groups, web servers, as well as iLearn, a dynamic and flexible system for offering online coursework. This graduate program takes full advantage of these resources. Because this is a cohort-based model, courses are offered in a specified sequence and students follow the already set cohort program. Since this is a very intensive program in a hybrid model, students must have good self-management and organization skills.

5 year BA/MA in Educational Psychology model: This model is an extension of the Marist undergraduate Dual Certificate Program in Childhood grades 1-6/Students with Disabilities grades 1-6. Outstanding, academically successful (minimum of 3.2 GPA), and highly motivated Marist undergraduate students in Psychology and the Dual-Certificate education program may consider applying to the five-year program which combines the Psychology in Childhood 1-6/Students with Disabilities 1-6 undergraduate program with the M.A. in Educational Psychology program. Marist students in the five-year program will receive a B.A. in Psychology, earn a New York State initial Teaching Certificate in Childhood Education 1-6/Students with Disabilities grades 1-6, as well as a M.A. in Educational Psychology. The five-year program is a 36-credit graduate program. In this program students complete 12 credits of graduate courses starting in the spring semester of their junior year, prior to the completion of the B.A. degree program. Student teaching will be completed in the Spring semester of their senior year as part of the B.A. degree requirement. The remaining 24 credits are completed in the fifth year, with graduate student status. Admission to this program is granted to qualified applicants in the fall semester of

Research and Inquiry:

EPSY 660	Educational Research	3 credits
----------	----------------------	-----------

Other Required Courses:

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

Track 1 – Professional Certification in Childhood Education; Grades 1-6**(For candidates possessing Initial Certification in Childhood Education)****Students complete the following three (3) courses:**

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

Track 2 – Professional Certification in Adolescence Education; Grades 7-12 and Middle School extension (grades 5-6)**(For candidates possessing Initial Certification in one of the Adolescence Education subject areas)**

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

Students complete one (1) of the following:

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

TOTAL 36 Credits



course is appropriate for prospective and in-service elementary and middle school teachers.

EPSY 583

Engaged in Science Education

3 Credits

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

EPSY 585

Early Adolescent Development

3 Credits

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

EPSY 586

Graduate Education Faculty

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

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

ALISON COX Adjunct Instructor. *Degrees:* B. A., Marist College; M.S., State University of New York at New Paltz

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

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

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

MARTHA GIRARDI Visiting Professional Lecturer of Education and Psychology. *Degrees:* B.A., Pace University; M.S., College of New Rochelle

ELISE JOY Adjunct Instructor. *Degrees:* B.S., State University of New York at New Paltz; M.S., Western Connecticut State University

ROBERT KOONZ Adjunct Instructor. *Degrees:* B.S., State University of New York at Cortland; M.S., State University of New York at New Paltz

JOHN MCADAM Associate Professor of Education. *Degrees:* B.S., State College at Salem; M.Ed., Boston University; Ph.D., Boston College

CHERYL-ANN MURPHY Adjunct Instructor. *Degrees:* B.A., State University of New York at Oswego; M.S., State University of New York at New Paltz

NANCY O'DONNELL Adjunct Instructor. *Degrees:* B.S., Carlow College; M.S., St. Xavier College; Ph.D., Yeshiva University

JOHN PINNA Adjunct Instructor. *Degrees:* B.A., Marist College; M.S., State University of New York at New Paltz

DAVID PURVIS Associate Professor of Education. *Degrees:* B.S., State University of New York at Syracuse; M.S., Rutgers University; Ph.D., Rutgers University

ROCHELLE PYNE Adjunct Instructor. *Degrees:* B.A, Marymount Manhattan College; M.A. Columbia University; M.Ed., Teacher's College, Columbia University; Ed.D, Teachers College, Columbia University

KATE RIORDAN Assistant Professor of Education. *Degrees:* B.A., Boston College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

ED SAGARESE Coordinator for Adolescence Education. *Degrees:* B.S., State University of New York at Cortland; M.A., New York University

DAVID SHAENFIELD Adjunct Instructor. *Degrees:* B.S., University of Texas; Ph.D., Teachers College, Columbia University

JANET STIVERS Associate Professor of Special Education. *Degrees:* B.A., Mount Saint Mary College; M.A., Assumption College; Ph.D., State University of New York at Albany

ED SULLIVAN Associate Dean for Teacher Education. *Degrees:* B.A., Southern Connecticut State University; M.A., New York University; Ed.D., New York University

TERESA SUTTON Adjunct Instructor. *Degrees:* B.A., State University of New York at Albany; M.S., State University of New York at New Paltz

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

ANDREA TEJEDOR Adjunct Instructor. *Degrees:* B.S., Binghamton University; M.S., Mount Saint Mary College; Ed.D., Seton Hall University

LORNA THOMPSON Adjunct Instructor. *Degrees:* B.A., Macalester College; M.A., Trinity College

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

MARIANNE WOOD Adjunct Instructor. *Degrees:* B.A., Dominican College; M.A., Columbia University; M.S., Pace University; Ed.D., St. John's University

KARYNN ZAHEDI Adjunct Instructor. *Degrees:* B.A., University of the State of New York, Albany; M.A., State University of New York at New Paltz; Ph.D., State University of New York at Albany

DIRECTOR, GRADUATE EDUCATION PROGRAMS

Zsuzsanna Szabo, Ph.D.

(845) 575-3000, ext. 2994

zsuzsanna.szabo@marist.edu

MISSION AND OBJECTIVES

The Master of Education program meets the academic requirements for New York State Initial Teaching Certificate. This program addresses the continuing demand for well-prepared teachers in New York State. Graduates of the M.Ed. program will meet the academic requirements for initial New York State teacher certification in Adolescence Education (Grades 7-12) in a specific content area: Social Studies, Science (Biology or Chemistry), Mathematics, Languages (French or Spanish), and English. The Teacher Education programs offered by Marist College are integrally linked to the College's Mission, emerging from a longstanding dedication to the preparation of teachers, and both shaped by and shaping the direction taken by the College as it has developed into an institution that is recognized as one of the leading private liberal arts colleges in the Northeast. The program reflects the particular areas of focus for which Marist College teacher education is widely noted, and is defined by our Conceptual Framework.

The Conceptual Framework of the Teacher Education programs identifies its purpose

, and is also consistent with Marist's three ideals: excellence in education; sense of community; and commitment to service. This purpose is further defined in the seven core values/beliefs listed below:

Excellence in Education

In keeping with Marist's commitment to excellence in education, the program strives to prepare school professionals who:

1. Use critical thinking and creative problem-solving in their professional practice.
2. Are reflective professionals who examine their practice and seek to improve it in a process of continual professional development.
3. Use evidence-based practices, adapted to the demands of the specific professional contexts.

Sense of Community

In keeping with Marist's commitment to a sense of community, the program strives to prepare school professionals who:

4. Are active members of collaborative teams, and work across disciplines.
5. Build relationships that support student learning and well-being.

Commitment to Service

In keeping with Marist's commitment to service and promoting the dignity and value of every human being, the program strives to prepare school professionals who:

6. Promote justice, equity, and access for all students while working to improve schools.

7. Base their practice on an understanding of the diversity in human development and cognitive functioning as it impacts learning.

Marist Initial Teaching Standards

Marist Initial Teaching Standards are based on the INTASC standards and NY State

PEDAGOGICAL CORE CURRICULUM

The M.Ed. program is oriented around a 15-credit-hour pedagogical core curriculum that cuts across the five essential areas of knowledge and skill needed by teachers: 1) Art and Science of Teaching. 2) The Learner. 3) Literacy. 4) Foundations, Context, and Purpose. 5) Research and Inquiry. Students complete coursework in each domain as specified in the program curriculum.

The pedagogical core domains are described as follows:

1. Art and Science of Teaching

Teaching comprises an ever-changing, unique combination of scientific reasoning and artistry intended to promote the highest level of student achievement. Skills that foster student motivation, communication, self-worth, and content mastery provide a foundation for developing artistry to further enhance the learning experience. This domain encourages students to explore the techniques of teaching while developing effective teaching styles consistent with their individual personalities.

2. The Learner

At the center of all education is the learner. In order to provide effective education to all learners, teachers need to understand the specific learning needs of each student, and how those learning needs are affected by differences in development, temperament, cognitive functioning, and social, economic, and cultural contexts. In this domain, contemporary psychological theory and research are applied to learners in the context of the study of development, assessment, and learning. Study in this domain allows educators to create classroom learning communities where everyone, including teachers, are unique and respected learners who participate actively in their own education.

3. Literacy

This domain is the cornerstone of all teaching and learning. Here teachers acquire the knowledge and skills necessary for teaching others to become critically literate in all six domains of literacy: reading, writing, listening, speaking, viewing, and visually representing. Furthermore, teachers learn to appreciate how the acquisition of critical literacy is a necessary requisite for a lifetime of growth and empowerment. A wide variety of theoretical and practical matters pertaining to literacy are explored in this domain.

4. Foundations, Context, and Purpose

The purpose and meaning of any educational activity is not a given, but must be constructed, articulated, and justified within the particular context in which it occurs. Teachers and other educational professionals must, therefore, have a deep awareness of this context—including its cultural, historical, linguistic, technological, and philosophical roots—in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom

practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry

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

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

ADMISSIONS REQUIREMENTS

Admissions requirements for the Master of Education degree are as follows:

- Earned baccalaureate degree from an accredited institution with a cumulative grade-point average of minimum 3.0;
- Completion of an academic major or its equivalent in the area of certification sought; a minimum of 30 credit hours in the content area completed before admission to the program;
- A current résumé;
- Submission of a written personal essay describing the applicant's background, experiences, and goals, and how these factors relate to the person's future work in education;
- Two letters of recommendation;
- Interview with the Director of the Graduate Education programs, which includes a short written task.

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

TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis.

- No more than six graduate credits will be accepted from another institution.
- A grade of B or better is required for acceptance of any transfer credits.

DEGREE REQUIREMENTS

To qualify for the Master of Education Degree, a candidate must:

- Complete all program requirements not later than five years after matriculation;
- Maintain a 3.0 cumulative grade-point average;
- Complete, present, defend, and pass an electronic portfolio to the satisfaction of the portfolio evaluation committee during the candidate's final semester.

Major Core Domain: Literacy :

EPSY 630	Teaching Content Area Literacy	3 credits
MEDU 631	Literacy for Diverse Learners	3 credits

Major Core Domain: Foundations, Concepts, and Perspectives:

EPSY 640	Social Foundations of Education	3 credits
----------	---------------------------------	-----------

Major Core Domain: Research and Inquiry :

MEDU 565	Educational Action Research	3 credits
----------	-----------------------------	-----------

Other Required Course :

EPSY 506	Content Area Assessment and Professional Portfolio Development	3 credits
MEDU 580	Graduate Elective (Determined in consultation with advisor)	3 credits

Content Method - Students complete one (1) of the following:

MEDU 520	Methods of Teaching Social Studies in Secondary Schools	3 credits
MEDU 522	Methods of Teaching Science in Secondary Schools	3 credits
MEDU 524	Methods of Teaching Mathematics in Secondary Schools	3 credits
MEDU 526	Methods of Teaching Languages in Secondary Schools	3 credits
MEDU 528	Methods of Teaching English in Secondary Schools	3 credits

Teaching Practicum

MEDU 664	Practicum in Teaching	6 credits
TOTAL		36 credits

Graduate Courses in Education

EPSY 505

MEDU 528

Graduate Education Faculty

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

DONNA BERGER Adjunct Instructor. Coordinator of Academic Grants. *Degrees:* B.A., Marist

transfer of credits. The application for transfer of credits will be evaluated on a case-by-case basis. Under no circumstances will more than 6 transfer credits be allowed.

DEGREE CONFERRAL REQUIREMENTS

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

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

STUDENT ADVISEMENT

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

ACADEMIC STANDING

The maintenance of a minimum cumulative grade-point average (GPA) of 3.0 is

Program Option and Class Schedule

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

Fall

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

Spring

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

Summer

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

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

Fall I

COMG 500	Communication Theory
COMG 501	Research Strategies & Methods

Spring I

COMG 502	Persuasion
COMG 503	Media Relations

Summer I

COMG 621	Leadership Communication
----------	--------------------------

Fall II

COMG 600	Organizational Communication
COMG 601	Interpersonal Communication

Spring II

COMG 620	The Role of Communication in Conflict & Negotiation
MPA 530	Managing Organizational Change

Summer II

COMG 602	Seminar in Communication & Comprehensive Exams OR
COMG 700	Thesis

Graduate Courses in Communication

COMG 500

Communication Theory

3 Credits

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

COMG 501

Research Strategy and Method

3 Credits

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

COMG 502

Persuasion

3 Credits

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

COMG 503

Media Relations

3 Credits

This course will provide students with an understanding of how organizational relationships with news media influence management of issues and public relations, and

how these communication functions are essential to effective strategic management and leadership of organizations. The course will focus on analysis of advanced cases in media relations.

COMG 600

Organizational Communication

3 Credits

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

COMG 601

Interpersonal Communication

3 Credits

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

COMG 602

Seminar in Communication (Research Topic)

3 Credits

This course is intended to provide students with an advanced understanding of a specific communication dynamic, context, or other aspect deemed worthy of focus by the faculty of the School of Communication and the Arts.

COMG 620**The Role of Communication in
Conflict and Negotiation***3 Credits*

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

COMG 621

Faculty

MARY S. ALEXANDER Associate Professor. *Degrees:* B.A., Hunter College; M.A., Hunter College; Ph.D., New York University

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

DANIEL COCHECE DAVIS Assistant Professor. *Degrees:* B.A., San Francisco State University; M.A., San Diego State University; M.A., University of Southern California; Ph.D., University of Southern California

STEPHEN CROUCHER Associate Professor. *Degrees:* B.A., University of Nebraska - Omaha; M.A., Minnesota State University; Ph.D., University of Oklahoma

AUDRA DIERS Assistant Professor. *Degrees:* B.A., Colorado State University; M.A., University of Wyoming; Ph.D., University of Texas - Austin

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

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

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

LAURA LINDER Associate Professor. *Degrees:* B.A., University of North Carolina at Greensboro; M.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

LEAH S. TUTE Part-Time Instructor, *Degrees:* B.A., University of Maryland; M.A., University of Maryland; Ph.D., University of Maryland.

CAROL PAULI Assistant Professor. *Degrees:* B.A., University of Evansville; M.S., Columbia University; J.D., Benjamin Cardozo Law School

BRETT PHARES Assistant Professor. *Degrees:* M.A., State University of New York at Stony Brook; M.F.A., Hunter College

JOSH ROBBINS Assistant Professor. *Degrees:* B.A., Hunter College; M.F.A., University of Southern California

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

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

KEITH STRUDLER Associate Professor. *Degrees:* B.A., Cornell University; M. Ed., University of St. Thomas; Ph.D., University of Florida

MARK VAN DYKE Associate Professor. *Degrees:* B.S., U.S. Naval Academy; M.S., Syracuse University, Ph.D., University of Maryland

PAULA WILLOQUET-MARICONDI Associate Professor. *Degrees:* B.A., University of Hawaii; M.A., University of California, Santa Barbara; Ph.D., Indiana University

Chair**Mrs. Ellen M. Hancock**

Los Altos, California

Mr. James A. Cannavino**Vice Chair****Mr. Ross A. Mauri '80***Vice President Enterprise Process**Transformation*

IBM Corporation

Treasurer**Mr. Thomas J. Ward '69**

Maidenform, Inc. (retired)

Secretary**Mr. James R. Barnes '84***Chairman*

FM Facility Maintenance

Advisory Secretary**Mrs. Elizabeth M. Wolf**

Pleasant Valley, New York

Immediate Past Chair**Mr. Robert R. Dyson***Chairman and CEO*

The Dyson-Kissner-Moran Corporation

President**Dr. Dennis J. Murray**

Marist College

Mr. James M. Barnes '68*Principal*

Business Asset Installation & Logistics

Mr. Timothy G. Brier '69*Co-founder*

Priceline.com

Mr. Brendan T. Burke '68

ABC, Inc. (retired)

Mr. Patrick M. Lavelle '73

President and CEO

Voxx International Corporation

Mr. Christopher G. McCann '83

President

1-800 FLOWERS.com

Mrs. Genine McCormick '88, CPA

Sands Point, New York

Mr. John P. O'Shea

Chairman

Marshall & Sterling Inc.

Mrs. Patrice M. Connolly Pantello '76

Connolly & Associates

Bro. Sean Sammon, FMS '70

Marist Brothers

Mr. Tim Tenney

President & CEO

Pepsi Cola of the Hudson Valley

Life Trustees

Mr. Richard J. Cole '69

President and COO (Retired)

Meritus Consulting Services, LLC

Mrs. Kathleen K. Cullen

Hughsonville, NY

Dr. Richard Foy '50

President Emeritus

Marist College

Susan Scanlon, M.S., *Director of Corporate Outreach for the Institute for Data Center Professionals*

Lauren H. Mounty, Ph.D., *Dean, School of Global and Professional Programs*

Vacant, *Assistant Dean*

Vacant, *Director of New Business Development*

Diane M. Landau-Flayter, M.P.S., *Director, Fishkill Extension Center*

Carol Hayter-Bomba, M.P.A., *Data Management Coordinator*

Sharone Wellington-deAnda, B.S., *Project Coordinator, Special Academic Programs*

Donna H. Tompkins, B.A., *Paralegal Program Coordinator and Academic Advisor – Liberal Studies Major*

Toni F. Constantino, B.S., *Coordinator of Online Programs*

Jennifer Becker, B.S., *Assistant Director, Student Services*

Viviane Lopuch, M.A., *Program Director, Liberal Studies Major*

Martin B. Shaffer, Ph.D., *Dean, School of Liberal Arts*

Moir Fitzgibbons, Ph.D., *Interim Assistant Dean*

Joseph Zeppetello, Ph.D., *Director, Writing Program and Center*

Annamaria Maciocia, J.D., *Director, Paralegal Program*

Elmore R. Alexander, Ph.D., *Dean, School of Management*

Elizabeth M. Doherty, Ph.D., *Associate Dean, MBA and MPA Program Director*

Jean A. Theobald, M.P.S., *Assistant Dean, Student Services*

Beate Klingenberg, Ph.D., *Co-Director, M.S. Technology Management*

Vacant, *Dean, School of Science*

Michael Powers, Ph.D., *Director, Athletic Training Education Program*

John M. Ludlam, M.S., *Manager of Science Laboratories*

Margaret R. Calista, M.S.W., *Dean, School of Social and Behavioral Sciences*

Edward J. Sullivan, Ed.D., *Associate Dean, Teacher Education*

Daria Hanssen, Ph.D., *Director, Social Work Program*

James F. Dodd, Sr., M.A., *Coordinator, Teacher Placement*

Edward Sagarese, M.A., *Coordinator, Secondary Education*

James R. Regan, Ph.D., *Director, Graduate Programs/5 year M.A. Psychology Program Coordinator*

Patrick S. O'Donnell, Psy.D., *Director, M.A. School Psychology*

Peter del Rosario, Ph.D., *Director, M.A. Mental Health Counseling Program*

Zsuzsanna R. Szabo, Ph.D., *Director, Graduate Education Programs*

John E. Peters, Ph.D., *Dean, International Programs*

Isabel Carrasco, M.A., *Resident Director (Madrid, Spain)*

Jerald Z. Thornton, B.A., *Coordinator, International Programs*

Carol Toufali, M.P.A.,

Nadine K. Lewis, M.A., *Assistant Director, Center for Multicultural Affairs/HEOP*

Angel A. Arriaga, B.A., *Counselor/Tutor Coordinator, Center for Multicultural Affairs/HEOP*

Terrance Harris, B.A., *Counselor, Center for Multicultural Affairs/HEOP*

Karen Tomkins-Tinch, M.A., *Coordinator of International Student Programs, Center for Multicultural Affairs/HEOP*

Alyssa Gates, M.S.Ed., *Director, Center for Student-Athlete Enhancement*

Cammie Jones, M.A.Ed., *Assistant Director, Center for Student-Athlete Enhancement*

Donna S. Berger, Ph.D., *Coordinator, Academic Grants*

Verne W. Newton, B.A., *Library Director*

John F. Ansley, M.A., M.L.S., *Archives Librarian*

Ruth E. Boetcker, M.A., M.Ph.,

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AFFAIRS

John Pecchia, C.P.A., M.B.A., *CFO/Vice President, Business Affairs*
 Pauline Wu, C.P.A., M.B.A., *Controller*
 Jay Pantaleo, B.S., *Director of Finance*
 Ginene Zeyher, B.S., *Senior Accountant*
 Suzanne Schroeder, B.S., *Accountant*
 Janine Mehl, B.S., *Accountant*
 Lora Gannon, B.S., *Post Award Project Administrator*
 Kathleen Grady-Briggs, B.S., *Accountant*
 Stephen Kochis, B.S., *Director, Purchasing*
 Joan Costello, B.B.A., *Buyer, Purchasing*

OFFICE OF THE VICE PRESIDENT FOR COLLEGE ADVANCEMENT

Christopher M. DelGiorno, B.A., M.L.A., *Vice President for College Advancement*
 Shaileen Kopeck, M.A., *Senior Development Officer for Planned Giving & Endowment Support*
 Amy Woods, B.A., *Executive Director, Alumni Relations*
 Valerie P. Hall, B.A., *Director of Special Events*
 Erin Amato, B.A., *Director of Development Research*
 Jeanine M. Thompson, B.A., *Director of Annual Giving*
 Jack Eberth, M.B.A., *Major Gifts Officer*
 Lisa M. Lombardo, B.A., *Assistant Director, Alumni & Donor Programs*
 Bobbi Sue Tellitocci, M.A., *Assistant Director, Alumni & Donor Programs*
 Marilyn F. Brandl, B.S., *Director, Advancement Services & Coordinator of eCommunication*
 Leslie Bates, M.A., *Editor for College Advancement*
 Greg Cannon, B.A., M.S., *Director of Foundation & Corporate Relations*
 Anthony Izzo, M.A., *Assistant Director of Annual Giving*
 Lee M. Miringoff, Ph.D., *Director, Marist Institute for Public Opinion*
 Barbara L. Carvalho, Ph.D., *Director, Marist Poll*
 Stephanie L. Calvano, M.S., *Director of Data Management, Marist Institute for Public Opinion*
 Mary Elena Azzoli, B.A., *Director of Interactive Media Systems, Marist Institute for Public Opinion*
 Sue Kenney McCulloch, M.A., *Senior Research Associate, Marist Institute for Public Opinion*
 Alicia B. Colomer, B.S., *Survey Operations Manager, Marist Institute for Public Opinion*
 Daniela E. Charter, M.P.A., *Field Supervisor, Marist Institute for Public Opinion*

OFFICE OF THE VICE PRESIDENT FOR INFORMATION TECHNOLOGY

William Thirsk, B.B.A., M.B.A., *Vice President/CIO, Information Technology*
 Josh Baron, B.S., M.A., *Senior Academic Technology Officer*
 Peggy Kuck, B.S., *Director, Enterprise Solutions Group*
 Christine Mulvey, B.S. M.S., *Director, Special Projects, Telecommunications & Networking*
 A. Harry Williams, B.A., M.S., M.B.A., *Chief Technology Officer*
 John A. Digilio, B.S., M.S., *Assistant Director of Technology and Research Computing*
 Melissa Egan, B.S., *Assistant Director of Enterprise Solutions Group*
 Reba-Anna Lee, B.A., M.Ed., Ed.D., *Assistant Director of Academic Technology and eLearning*
 James K. Curran, *Network Manager*
 Patricia Goewey, B.A., M.S., *Manager of Telecommunications and Card Services*
 David Hughes, B.A., *Manager, Client Technologies*
 Jonathon Kaufman, B.S., M.S., *Technical Services Manager*
 Kathleen L. LaBarbera, *Manager of Client Services*
 Raymond Lane, *Manager, Postal Services*
 Alexander Podmaniczky, B.S., *Manager, Print and Duplication Services*
 Vacant, *Manager of Data Center Operations and Help Desk*
 Lori Szliaski, B.S., *Assistant Director, Administrative Computing*
 Francine M. Barrett, B.S., *Lotus Notes Database/Design Developer*
 Ian Becker, B.S., M.S., *Oracle Database Manager*
 Christine Brandl, *Programmer/Analyst*
 Dave Brangaitis, B.S., *Systems Programmer – Open Platform*
 Flora Cuchelo, B.S., *Programmer/Analyst*
 Vacant, *Senior Instructional Designer*
 JoAnn DePue, B.S., *IT Project Manager*
 Robert Egan, B.A., *Academic Technology Support Specialist*
 Terri A. Goodwin, A.A.S., *Programmer/Analyst*
 Brian Gormanly, A.A., B.S., *Programmer/Analyst*
 Michael Grodesky, A.A.S. B.S., *Staff Systems Programmer*
 Jennifer L. Harmer, B.A., *Operations Analyst*
 Vacant, *Senior Desktop Administrator*
 Adam Hock, B.S.E.E., M.S.C.E., *Open Source Programmer*
 DeDe Hourican, A.A., *Academic Technology Support Specialist*

Virginia Jaworski, A.A.S., B.S., *Senior Associate Systems Programmer*
Adam Jones, B.S., M.S., *ResNet Support Analyst*
Eric Kenny, A.S., B.S., *Network Analyst*
Joe Augulis, *System Administrator*
Paul Laibach, B.S., *Desktop Administrator*
David P. Lanthier, B.S., *Programmer/Analyst*
John Ma, B.S., *System Administrator*
Clare Maserjian, B.A., *Programmer/Analyst*
Martha M. McConaghy, B.S., *Strategic Planning, Project Manager*
Edward Molinaro, A.A.S., *Operations Analyst*
Margaret Monti, B.S., *Card Office Coordinator*
Earle Nietzel, B.S., *Programmer/System Administrator*
Jeffrey Obrizok, B.S., *Network Analyst*
Timothy Ondrey, B.S., *Applications Report Specialist*
Ashley Ritter, B.A., *Design Programmer*
Cody F. Rotwein, B.S., *Senior Web Developer*
Lee Sakkas, A.S., *Systems Programmer*
Michael Scheuing, B.S., *Telecommunications Analyst*
Richard F. Sicguing, B.S.,

Kathleen McNutt, M.Div., *Campus Minister*
Brother Michael Flanigan, FMS, M.S., *Campus Minister*
Kathleen Sullivan, FMS, *Campus Minister*

Robert Lynch, B.A., *Director, Student Activities*
Michele Williams, M.S., *Assistant Director, Student Activities*
Jennifer Unterbrink, M.Ed., *Assistant Director, Student Activities*

Sarah H. English, M.A., *Director, Housing and Residential Life*
Patricia L. Houmiel, M.Ed., *Assistant Director, Housing and Residential Life*
Jeffrey Kaine, M.S., *Assistant Director, Housing and Residential Life*
Amy Weit-Lane, M.Ed., *Assistant Director, Housing and Residential Life*
Angel Arriaga, M.A., *Resident Director*
Susan DeCotis, B.A., *Resident Director*
Stephanie Elmessaoudi, B.A., *Resident Director*
Amanda Gayle, B.A., *Resident Director*
Jason Greenhouse, B.A., *Resident Director*
Joseph Guardino, B.A., *Resident Director*
Dabby Hines, M.A., *Resident Director*
Keith Hudes, B.A., *Resident Director*
Maryanne Long, M.S., *Resident Director*

Timothy S. Murray, M.S., *Director of Athletics*
Travis Tellitocci, B.A., *Associate Athletic Director – Internal Affairs*
Elizabeth Donohue, M.S., *Assistant Athletic Director/Senior Woman Administrator*
Darren McCormack, M.A., *Associate Athletic Director – Facilities and Operations*
Frank Lombardy, B.A., *Assistant Athletic Director – External Affairs*
Mike Ferraro, B.A., *Sports Information Director*
Brendan Thomas, B.A., *Assistant Sports Information Director*
Alexander Lumb, B.A., *Assistant Sports Information Director*
Jeremy Kersten, M.S., *Athletic Business Manager*
Glenn Marinelli, M.Ed., *Sports Medicine Coordinator*
Rebekah Schmidt, M.S., *Assistant Athletic Trainer*
John Madden, M.S., *Assistant Athletic Trainer*
Jon Clancy, B.S., *Head Strength and Conditioning Coach*
Kristy Nix, B.A., *Director of Sport Clubs and Intramurals*
Christopher Tracz, B.A., *Head Baseball Coach*
Chuck Martin, B.A., *Head Men's Basketball Coach*
Paul Lee, B.A., *Assistant Men's Basketball Coach*
Tyrone Weeks, B.A., *Assistant Men's Basketball Coach*
Will Lanier, M.Ed., *Assistant Men's Basketball Coach*
Brian P. Giorgis, M.S., *Head Women's Basketball Coach*
Megan A. Gebbia, B.A., *Associate Women's Basketball Coach*
Erin Leger, M.A., *Assistant Women's Basketball Coach*
Alisa Kresge, B.A., *Assistant Women's Basketball Coach*
Pet BolshidmTJETEMC /Span /MCID 3D 3DC BT/T12 Tf70 0 4D 48.12m[Dir]Director(amurosincound y/tic T)5)cManak P(am