Graduate Studies

2016-2017 Catalog

www.marist.edu/graduate

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

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

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.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day Marist College receives the request for access.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The disclosure exceptions are defined below.

(4) The right to file with the U.S. Department of Education a complaint concerning alleged failures by Marist College to comply with the requirements of FERPA. Complaints may be filed with The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

(5) The right to obtain a copy of Marist College's education records policy. Copies of this policy are available upon request at the Office of the Registrar.

Additionally, Section 99.7 of FERPA requires that schools annually notify students currently in attendance of their rights under FERPA. Students currently in attendance will be provided a statement of their FERPA rights in their registration materials.

FERPA Disclosure Exception: Marist College discloses education records with out a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

Membership and Accreditation

Marist College is registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, (518) 474-5851. The Commission on Higher Education of the

pus. Current students can access the full slate of Library research databases and full

Lorenzo De' Medici In Florence

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

The Florence branch campus is located in ten campus buildings (totaling 4,800 square meters), mainly in the lively San Lorenzo district of the historic city center. The main building, situated in Via Faenza, dates back to the 13th century and origi nated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first hundred years belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has recently been restored to its original splendor and serves as the setting for LdM conferences and receptions. Students and professors from LdM's Restoration Department were fully involved in the restoration of the church interior.

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

Student Services & Facilities

INFORMATION TECHNOLOGY COMPUTER LABS

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

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

SAFETY AND SECURITY

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

The Safety and Security Office works as the liaison to local fire, police, and rescue agencies. The office administers the College's parking and vehicle registration policy and is responsible for its enforcement in order to facilitate traffic flow and ensure unimpeded emergency response to the College community. The office is located in Donnelly Hall, Room 201 and can be reached by calling (845) 575-3000, extension 2282 or (845) 471-1822.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Marist College's campus crime information can be found at http://ope.ed.gov/security/search.asp or http://www.marist.edu/security/student.html or by calling the Office of Safety and Security at (845) 471-1822.

PARKING PERMITS

Parking on campus is limited to vehicles that are registered with the Safety and Security Office and have been issued a Marist College parking permit. When applying for parking permits, students must present a valid driver's license, vehicle registration, and college identification. Commuter student parking is restricted during the day although after 6:00 P.M. students may park in the Dyson lot.

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

THE COLLEGE BOOKSTORE

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

ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities that support an extensive

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

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

Payment Options

MONTHLY PAYMENT PLAN

The College offers a payment plan and financing options to enable students to manage college costs. Information is available online at http://www.marist.edu/sfs.

TUITION REIMBURSEMENT

Students eligible for tuition reimbursement from their employers may, with the appropriate documentation, defer payment until after the conclusion of the semester. Students must supply the Office of Student Financial Services with documentation from their employers every semester verifying deferment eligibility. Upon completion

advance, students must have the valid credit on the account and all of the required documentation must be complete.

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

Please be advised that the school must follow the “Title IV Recipient Policy for

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.

Marist Graduate Merit Scholarships

The Office of Graduate Admission awards merit-based scholarships upon acceptance into an eligible graduate program at Marist. Awards are based on the applicant's cumulative GPA from their undergraduate degree-granting institution or most-recent ly earned graduate/professional degree. No more than one merit scholarship will be awarded to each student.

Merit awards are given at the discretion of the scholarship committee. General eligibility for a scholarship does not guarantee admission. Marist alumni are eligible to receive a scholarship upon acceptance for $150/course.Visit marist.edu/

PLEASE NOTE: Marist College defines academic full-time study for graduate programs as a nine (9) or greater credit course load. However, this should not be confused with the federal and state financial aid definition of full-time study which is a 12-credit course load or higher.

Marist Full-Time Graduate Grant
There are a limited number of grants for full-time graduate study awarded each year to students who receive no other form of tuition assistance. The award amount varies in accordance with need and academic merit and students must re-apply each year as it is not automatically renewed. Based upon actual enrollment, this award may range from $2,000 to $4,000 per academic year. To qualify, recipients must be meeting Satisfactory Academic Progress and a nine (9) credit or twelve (12) credit per semester course load. Please see the grant eligibility chart listed at: http://www.marist.edu/financialaid/graduate/grants.html.

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

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

Federal Work Study, Grant & Loan Programs

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

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

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

FEDERAL DIRECT UNSUBSIDIZED LOAN

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

For the Direct Unsubsidized Loans, the student must be at least half time status and is responsible for interest payments while in school. (You have the option to defer payments of interest and principal until after you graduate.) The interest rate for this loan is a fixed rate of 5.84% effective July 1, 2015 through June 30, 2016. Repayment begins six months after graduation, or after you cease to be enrolled at least half-time. Students are awarded a Direct Unsubsidized Loan if their FAFSA information deter mines they have no financial need.

Important Direct Loan Information:

- A student must be at least half time status (6 credits) at all times to be eligible for this loan
- If you complete a Direct Loan Master Promissory Note (MPN) during your first semester at Marist you may not have to complete another application for 10 years, or until you enter another College.
- The Direct Loan Master Promissory Note (MPN) is a promissory note under which you may receive multiple subsidized and unsubsidized loans over a maximum ten-year period.
- All Direct Loans are subject to fees. Loans first disbursed on or after Oct. 1, 2015 and before Oct. 1, 2016 are subject to a 1.073% loan fee. The fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Marist College, two per loan period.
- Direct Loan funds will be transferred electronically to your college account. These funds must be credited to your account in the Office of Student Financial Services within 3 days of disbursement to the college or your loan will be canceled and your funds returned to the Department of Education.
- First-time borrowers of a Direct Loan must complete an entrance counseling session before you receive your loan. This ensures that you have received loan counseling and understand your responsibilities.
- All borrowers of a Direct Loan must complete an exit counseling session prior to withdrawal, transfer, leave of absence, or graduation from the college. This ensures that you have received loan counseling and understand your rights and responsibilities.

- If you choose to withdraw or take a leave of absence from Marist College, you must notify the appropriate offices. Please contact the Center for Advising and Academic Services to complete an official withdrawal/leave of absence form and then contact the Office of Student Financial Services to cancel your financial aid or complete a Title IV calculation, if eligible. Please also notify the housing department if you have a housing arrangement and the Registrar for official transcripts, if necessary.
- Please remember that a Federal Direct Loan is a loan, not a grant. You must repay the funds you borrow, plus interest and fees. If you have any questions, do not hesitate to contact the Office of Student Financial Services.
- The U.S. Department of Education's National Student Loan Data System (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to https://www.nslds.ed.gov/nslds/nslds_SA/All Title IV loans are reported to the National Student Loan Data System (NSLDS) and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.
- Your Federal Direct loan is automatically processed for the amount shown as part of your financial aid package, unless you notify the Office of Student Financial Services otherwise.
- Please review the Federal Direct Loan Limits effective for Stafford loans first disbursed on or after July 1, 2008.
- UPDATE -Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers on or after July 1, 2013

Maximum eligibility period to receive Direct Subsidized Loans: There is a limit on the maximum period of time (measured in academic years) that you can receive Direct Subsidized Loans. In general, you may not receive Direct Subsidized Loans for more than 150% of the published length of your program. This is called your-"maxi mum eligibility period." You can usually find the published length of any program of study in your school's catalog. For example, if you are enrolled in a 4-year bachelor's degree program, the maximum period for which you can receive Direct Subsidized Loans is 6 years (150% of 4 years = 6 years).

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

FEDERAL DIRECT PLUS LOANS FOR GRADUATE OR PROFESSIONAL STUDENTS

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

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

1. Complete the PLUS Loan Application: Runs the student's credit and gives the

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

PRIVATE LOAN PROGRAMS
Marist College offers Citizens Bank, Discover Student Loans, Sallie Mae, and Wells Fargo for our private loan options. Marist chooses to participate in a preferred lender arrangement with each lender so we may better assist our students and families in a more personal fashion. Marist chooses these lenders based on their commitment to the industry, payment and origination or other fees on behalf of the borrower, highly competitive interest rates and terms and conditions, high quality customer service and additional competitive borrower benefits for the student. The choice of a lender is not in any way limited to Marist's suggested list. If students and their parents choose another lender, they will not be penalized in any way for selecting the lender of their choice.

Private loans are available to assist students in paying for Marist College. The maximum amount you may borrow on a private loan each academic year per student is the cost of attendance minus other financial aid received. For most private loans the lender requires the student to be at least 18 years of age. A credit check is required and income verification may also be required for certain lenders.

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

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

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

direct assessment in lieu of credit or clock hours are not eligible). An otherwise eligible student may also receive a TEACH Grant. Optional courses that the student elects to take for professional recognition or advancement, and courses recommended by your school but not required for certification, do not qualify. You should document that the courses are required by the state for teacher certification. A student with a bachelor's degree who is enrolled in a post-baccalaureate teacher certification program can receive a Pell Grant in limited situations.

REQUIREMENTS TO MAINTAIN FEDERAL ELIGIBILITY
MARIST COLLEGE SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY – GRADUATE STUDENTS

Requirements for meeting financial aid eligibility: HEA Section 484(c), 34 CFR 668.16(e), 34 CFR 668.32(f), and 34 CFR 668.34 require colleges to define and enforce standards of Satisfactory Academic Progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for this financial assistance. These Satisfactory Academic Progress requirements must provide a maximum time frame for completion of the degree, a graduated credit accumulation over this time, as well as a quality mechanism. Essentially, these minimum standards require students to demonstrate that they are actively pursuing their degree. Students may review the Satisfactory Academic Progress Policy in its entirety at http://www.marist.edu/financialaid/pdfs/satacadprog.pdf.

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. If you wish to drop a course or withdraw from the program after the registration period has ended, you must email your Program Director from your Marist email account. Federal Regulations require that a student receiving Title IV funding (Federal aid) must notify the school when dropping a course. Written notification of your enrollment intentions for the remainder of the semester must be specified to your respective graduate school at the time you request to drop a course. This written notification will be used to determine financial aid eligibility at the time of course or program withdrawal.

CONTINUOUS REGISTRATION AND MAINTENANCE

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

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

RE-ADMISSION

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

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

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

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

DEFINITION OF FULL-TIME AND PART-TIME STUDY

A matriculated student must register for a minimum of nine (9) credit hours to be considered full-time. Students registered for fewer than nine (9) credits are-consid ered 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 h.uyhean fhwith the fem.(o)39for a minimum of nine

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

Auditors are not permitted to take exams, submit papers, or participate in team exercises. Current Marist College graduate students are not permitted to audit a required course in their graduate program. Tuition for auditing a course is $250.00 per course.

TRANSFER CREDITS

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

TRANSFER TO OTHER MARIST GRADUATE PROGRAMS

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

ACADEMIC GRANTS

The Office of Academic Grants provides assistance to full-time faculty interested in securing grant awards for research, curriculum development, and other creative activities relevant to the College's academic mission. Office staff assist faculty in locating funding sources, obtaining and interpreting application forms, developing proposal narratives and budgets, and securing institutional support and approvals.

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 any other condition established by law. The College's Affirmative Action Officer is responsible for overseeing affirmative action and equal employment opportunity. All questions, concerns, and complaints regarding the College's Affirmative Action Plan should be directed to the Office of Human Resources.

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

Marist College reserves the right to make any program, regulation, date, and fee changes at any time without prior notice. The College strives to ensure the accuracy of the information in this catalog at the time of publication. However, certain state ments contained in this catalog may change.

MBA PROGRAM DIRECTOR
School of Management
Caroline V. Rider, J.D.
Gradmgt@Marist.edu

Since 1972, the School of Management at Marist College has offered a Master of

ment on either the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE) General Test, letters of recommendation, response to essay questions, and past professional achievement and growth. Marist reviews applications of qualified applicants regardless of their undergraduate major. All applicants must hold a baccalaureate degree from an accredited college or university.

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

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

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application
- A $50 non-refundable application fee made payable to Marist College
- Official transcripts from all undergraduate and graduate institutions from which the applicant received a degree; under certain circumstances, transfer transcripts may also be required
- A current résumé or a written statement describing work history and present responsibilities
- An official score report of the Graduate Management Admission Test (GMAT) or the Graduate Record Exam General Test (GRE) taken within five years of application. Specify on the GMAT application that the GMAT score should be sent to Marist College. Marist's report code is K9K-FZ-91. For the GRE General Test, specify on the GRE application that the GRE General Test score should be sent to Marist College. Marist's report code is 2400.
- Completed recommendation forms from two references, preferably at least one from a former professor
- Written response to essay questions
- For on-site courses when offered, proof of MMR immunity (if born on or after January 1, 1957).

NOTE: Applicants holding a graduate degree from an accredited college or university are not required to take the GMAT or GRE test. Applicants with an undergraduate GPA of 3.0 or higher may be permitted to enroll for one semester as a non-matriculated student pending submission of a completed Graduate Admissions Application, transcripts from all undergraduate and graduate institutions attended (unofficial copies are acceptable for non-matriculation only, and certain other exceptions apply), and an application fee. Non-matriculated students are limited to two courses selected by the Director and must submit all application materials necessary for matriculation 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. Candidates wishing to apply for transfer credit (limited to six credits, graduate level) from another institution must submit all official transcripts and request a review at the time of application.

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. To obtain additional information regarding the GMAT exam including registration for upcoming test dates, please visit www.GMAT.org.

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

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.

SUBSTITUTION CREDITS

Up to six (6) graduate credits from another AACSB-accredited graduate business program or certain other graduate programs may, with special permission from the MBA Director, be used to satisfy graduate core and/or elective requirements. A minimum grade of B is required. Courses already taken must be presented at the time of admission. After admission to the MBA program, if not all of the six possible transfer/substitution credits have been used, courses from other Marist graduate programs may be considered for substitution. Credit for substituted courses requires the prior written approval of the MBA Program Director, at whose discretion the decision is. A request to substitute a course from another program for an MBA course must be accompanied by the course description and course syllabus.

MBA PROGRAM ACADEMIC POLICIES

A minimum cumulative undergraduate GPA of 3.0 is required to enroll in the MBA program. The maintenance of a minimum cumulative GPA of 3.0 is required for good academic standing and to graduate. Students must achieve a cumulative GPA of 3.0 after completing one semester of full-time study or its equivalent.

Core Courses (27 credits required)
Each Core course is 3 credits.

MBA 660	The 21st Century Manager
MBA 663	Global Environment of Business Prerequisite or corequisite: MBA 660
MBA 664	Economics Prerequisite: MBA 660
MBA 665	Analytics Bootcamp Prerequisite or corequisite: MBA 660
MBA 667	Accounting Prerequisites: MBA 660, 665
MBA 668	Marketing Management Prerequisites: MBA 660, 663, 664, 665
MBA 669	Finance Prerequisites: MBA 660, 664, 665, 667
MBA 670	Operations Management Prerequisites: MBA 660, 663, 664, 665, 667, 668
MBA 801	Strategic Management (Capstone course)| Prerequisites: MBA 660, 663, 664, 665, 667, 668, 669, 670 and at least one elective course

Concentrations – (9 credits required,
these consist of a specific set of electives)
All students are required to take 9 elective credits beyond core. A student who does not select a concentration will receive a general MBA. MBA Concentrations allow students the opportunity to gain deeper knowledge in a specific area. Students may select one of the following 3 Concentrations: Ethical Leadership, Financial Management, or Healthcare Administration.

Ethical Leadership
Choose three of the following:

1) MBA 654 Managing Organizational Change
2) MBA 684 Leadership, Power & Influence
3) MBA 685 Negotiations and Conflict Management
4) MBA 688 Ethical Management of Organizations

Financial Management
Choose three of the following:

1) MBA 644 Financial Statement Analysis

Healthcare Administration
Choose three of the following:

1) MBA 654 Managing Organizational Change
2) MBA 681 US Health Care Policies and Systems
2) MBA 682 Ethical/Legal Issues in Health Care
3) MBA 683 Critical Issues in Health Care

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

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

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

* offered only when there is sufficient demand

NOTE: From time to time Special Topics courses are offered.

Graduate Courses in Business Administration

CORE COURSES

MBA 660
The 21st Century Manager
3 Credits
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 to examine his/her leadership style and develop a plan to improve their skills in desired areas and environments. Additionally, the course introduces students to the technology necessary to deal with virtual teams and team members. 15 weeks, 3 credits.

MBA 663
Global Environment of Business
3 Credits
International business regulation (EU, WTO, Foreign Corrupt Practices Act and similar; antitrust, fair competition law); types of cross-border for-profit entities; types of governments and their various relationships to business; effects of cultural differences on cross-cultural management structures and expectations; cross-cultural communication; cross-cultural conflict management; ethical problems arising out of cultural and legal differences, and out of environmental considerations8 weeks, 3 credits.
Prerequisite or co-requisite:MBA 660

MBA 664
Economics
3 Credits
Economics provides an understanding of the context of all business decisions and operations, including micro and macro. Economics can be usefully applied at many levels, but this course focusses on economics for the MBA. Students will be introduced to key concepts in micro economics, such as productivity, costs, returns to scale, and market structures. These concepts will be applied in more depth via contemporary industries examples. Macro concepts will include GDP, employment, inflation/deflation, and equilibrium GDP with tools such as ISLM. The range of macro policy options avail

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

MBA 668
Marketing Management
3 Credits
Marketing is at the core of a successful market oriented operating business. It is an organizational philosophy and a set of guid

understanding of the theory, process and contemporary conduct of strategic management. Students will master environment, industry, and competitor analytical models and their application in designing organi

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

MBA 635
Business Analysis for Effective Decision-Making
3 Credits
This course explores common tools for data analysis and their application to decision-making situations. Topics include regression and correlation, forecasting, linear programming, project management, and other selected topics. All models will be taught with attention to managerial applications, including case analyses. Course will include heavy computer usage. 8 weeks, 3 credits
Prerequisites: MBA 660 and 665

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

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

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

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

MBA 661
Operational Excellence
3 Credits
This course is designed to provide the student with the concepts and tools necessary to design, manage, and control the transformation process in manufacturing and service settings and to develop systems thinking. The manufacturing philosophies of MRP/ERP, JIT/TQM, TOC/Synchronous Manufacturing, and Supply Chain Management will be explored in depth.

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

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

MBA 685
Negotiations and Conflict Management
3 Credits
This course is an introduction to the theory and practice of interpersonal bargaining. The course will examine types of bargaining strategies, planning for negotiations, how

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

MPA 521

Master of Business Administration Faculty

CHAIR, DEPARTMENT OF PUBLIC AND NONPROFIT ADMINISTRATION
School of Management
James Melitski, Ph.D.
Gradmgt@Marist.edu

MPA FOUNDATION COURSES (9 CREDITS REQUIRED, WAIVABLE)

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

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

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

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

MPA 500	Introduction to Public Administration
MPA 503	Public >608

Health Care Administration:

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

COURSE FORMAT & SCHEDULING

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

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

HOW ONLINE COURSES WORK

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

ADMISSIONS REQUIREMENTS

The members of the MPA Admissions Committee look at the interest and aptitude of a prospective student as indicated by the applicant's previous academic record, achievement on the Graduate Records Examination (GRE) if required, letters of recommendation, and past professional achievement and growth. All applicants must hold a baccalaureate degree from an accredited college or university.

Students entering the MPA program are expected to have strong computing (word-processing, spreadsheet, presentation software) skills as well as strong library and Internet research skills.

APPLICATION PROCEDURES

The Admissions Committee will review applications of prospective students regardless of their undergraduate major. The overall scholastic record and potential of the applicant are assessed. Students who wish to pursue the program may begin in the

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

Applicants to the MPA program must submit:

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

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

TRANSFER CREDITS

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

REGISTRATION PROCEDURES

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

MPA PROGRAM ACADEMIC POLICIES

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

has two semesters (consecutive or otherwise) of academic probation faces academic dismissal. The School of Management reviews student academic progress following completion of the fall, spring and summer semesters.

Students in the MPA Program are expected to maintain matriculation by completing at least one course per semester throughout the academic year (excluding summer classes). Any student who is compelled to leave school for even one semester must notify the School of Management (gradmgmt@marist.edu) in writing to request a Leave of Absence (LOA). Interruption of study beyond one academic year (2 semesters) requires re-application. The admissions policy and program curriculum effective at the time of re-admission will apply. All academic requirements for the MPA program must be completed within seven years of admission. A minimum cumulative GPA of 3.0 is required to enroll in MPA699 and to graduate. Requests for an extension of the seven-year limit must be made in writing to the School of Management (gradmgmt@marist.edu).

Students may request permission to participate in May commencement exercises when they have completed all but 6 credits of their program, provided that the remaining courses will be completed by the end of the fall semester following commencement. Such requests should be made in writing to the School of Management (gradmgmt@marist.edu). Students must be in good academic standing (minimum cumulative GPA of 3.0) to participate in commencement.

Graduate Courses in Public Administration

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

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

MPA 502
Economics in the Public Sector
This course provides an overview of the general study of economics and the role of the government in an economy. Economics

techniques to decision making and problem-solving. Topics include descriptive statistics, probability, sampling plans, research design, analytical methods for hypothesis testing, and regression analysis. Familiarity with high school algebra is necessary.

MPA 513
Program Planning and Evaluation
Program Planning and Evaluation is an anal ysis of the theory and practice of design ing, implementing, and evaluating public and nonprofit programs. This course devel ops skills in outcome measurement2MC /Sha(h)6 ( )]TJ ETy6o0 vy

Master of Public Administration Faculty

ROBERT APPLETON Adjunct Instructor of Public Administration, 2009. Degrees: B.S., Norwich University; M.P.A., Marist College

CLARE ARMSTRONG-SEWARD Adjunct Instructor of 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

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

FRANK CHRISTENSEN Adjunct Instructor of Public Administration, 2012. Degrees: B.A., Siena College; M.P.A., Marist College

BASIL DALEY Adjunct Instructor of Public Administration, 2010. Degrees: B.A., Colgate University; M.P.A., Long Island University

JOSEPH A. D'AMBROSIO Adjunct Instructor of Public Administration, 1995. Degrees: B.A., New England College; M.P.A., Pace University

TIA SHEREE GAYNOR Assistant Professor of Public Administration, 2011. Degrees: B.A.,

ROY MEROLLI Professor of Public Administration, 1995– Degrees: B.A., M.A., Ph.D., University of Connecticut

PATRICIA McCOLLIN Adjunct Instructor of Public Administration, 2012– Degrees: B.S. York College; M.P.A., Marist College

DENNIS J. MURRAY

GRADUATE DIRECTOR
Eitel J.M. Lauría, Ph.D.
(845) 575-3610
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, or network administrator.

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

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

TRANSFER CREDIT

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), which has a business-application focus. The other specialization, Information Technology Management track (ITM), has an Information Technology focus. NOTE: It is strongly recommended that full-time graduate students work closely with the graduate director in order to accommodate any changes in scheduling that may become necessary.

hMASTER OFSCHIENCE IN INFORMTIONS SYSTEM

SUBSTITUTE COURSES

In certain cases, the graduate director may include one or more substitute courses in a student's program. When this occurs, these substitute courses will become part of the degree requirements in place /Span <83n <<3rdcourses

MBA 555	Management Foundations	3 credits
MBA 575	Finance Foundations OR	
MBA 545	Accounting Foundations	3 credits

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

Prerequisites:

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

MSIS 500 (ITM)

MSIS 557 (Elective)
Data Quality in Information Systems
3 Credits
This course will help students explore and understand data and information quality (DQ and IQ) problems in information systems, databases, and data warehouses. The student will be able to recognize and use DQ and IQ concepts in information-systems projects: e.g., recognize patterns of data and design deficiencies in systems; suggest appropriate DQ and IQ improvement plans in light of known deficiencies; perform information quality assessments of organizations; apply data cleansing techniques to data warehouses, and experience the influence of data quality indicators on decision making. A combination of state-of-the-art literature and hands-on projects will be studied.
Prerequisite: MSIS 537 Data Management

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

MSIS 591 (Elective)
Data Mining & Predictive Analytics
3 Credits
Data Mining & Predictive Analytics is the name given to a group of disciplines, technologies, applications and practices for analyzing data (usually based on past business performance) and building models to help enterprise users make better, faster business decisions. The course covers basic concepts, tasks, methods, and techniques in data mining, including data exploration, data preparation, classification, regression, clustering, association, and performance evaluation applied to predictive modeling.
Prerequisite: While there are no official prerequisites for this course, it is expected that all students are familiar with elementary probability and statistics (recommended: MSIS 594).

MSIS 594 (Elective)
Introduction to Data Analysis and Computational Statistics
3 Credits
This is an introductory course in data analysis with emphasis on statistical computation, analysis, simulation, modeling and prediction. A basic presentation of modern computational data analysis, graphics and inferential statistics is provided in a laboratory setting; students gain proficiency in using a statistical software platform such as R. The course will cover probability concepts, important distributions, descriptive statistics and graphical analysis, inferen

support, data-driven DSS, expert systems, executive information systems and business intelligence.

MSIS 638 (Elective)
Information Systems Business Intelligence
3 Credits
This course aims to introduce the emerging information technologies for management support through business-intelligence -systems. On completion of this course, students should be able to recognize the need for management support and business-intelligence requirements beyond typical management information systems as well as understand the application of various information technologies for business intelligence that support transformation and analysis of massive amounts of transaction data. The course includes hands-on work on data warehousing, OLAP, and data mining.
Prerequisite: MSIS 537 Data Management I

MSIS 647 (Core)
Information Analysis
3 Credits
An examination of the strategies for developing information systems including a study of the systems development life cycle for managing application development. Group dynamics and individual behavior in the development process are explored. Techniques for eliciting information requirements, methods for analyzing requirements, and the development of a general logical design are examined and employed in a major team exercise using real clients or an online case study.
Prerequisite: MSIS 537 Data Management
Fall and spring semesters

MSIS 657 (Core)
Systems Design
3 Credits
A rigorous study of the development of an information system including specification, design, implementation, and testing. Both managerial and technological aspects of systems design and implementation are considered. The process of planning for change, audits, and post-implementation reviews are considered. Emphasis is on a total systems solution rather than software alone. Team projects help the student acquire the knowledge and skills required to develop a physical design and implement an operational system from a logical design.
Prerequisite: MSIS 647 Information Analysis
Fall and spring semesters

MSIS 693, 694, 695
Graduate Internship in Information Systems
(One, two, and three credits respectively)
The graduate internship will provide advanced professional experience in the field of information systems. This course enables students to integrate the elements of their formal preparation and to apply theoretical concepts to real-world information systems. Graduate internships cannot be used to meet any elective requirement. Offered fall, spring, and summer semesters. Arrangements made through the program director.
Prerequisites: Completion of 12 graduate credits and 3.0 GPA

MSIS 720 (Elective)
Information Systems Project
3 Credits
Through the use of projects, this course fits together all of the concepts from previous courses regarding information systems development. The student gains experience in analyzing, designing, implementing, and evaluating information systems. Assignments consist of at least one systems development project involving all or part of the systems-development cycle.

Students will work independently or in teams to acquire practical experience through such projects, including the behavioral considerations in systems development. The instructor(s) will act as evaluator(s) instead of teacher(s) since the course pragmatically tests the student's knowledge and skills gained previously in the program.

The student's ability to apply the systems approach to the project as a whole

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 Information Systems (IS), but who do not wish to pursue a full graduate degree. It is offered for students who already possess a Master of Business Administration, a Master of Public Administration, or some other Master's degree program that contains or has been supplemented by a significant management-related component. The certificate program allows individuals who generally have little or no formal education in IS to develop an expanded graduate-level background in IS as an adjunct to their prior degree. Candidates who have taken an IS concentration at the graduate level at Marist are ineligible for this certificate.

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

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

CERTIFICATE REQUIREMENTS

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

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

ADMISSIONS REQUIREMENTS

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

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

- a current résumé;
- a written summary of technical or professional non-credit course training;
- a written statement which outlines the applicant's career objective(s), the reason(s) for selecting Marist's Advanced Certificate in Information Systems, and the applicant's personal and professional expectations from the program;
- optionally, at the graduate director's discretion, two letters of recommendation may be required.

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

Advanced Certificate in Business Analytics

The 12-credit Advanced Certificate in Business Analytics is aimed at helping-profes sionals gain expertise in accessing and manipulating data, and applying analytical techniques to extract information from data and use it139.u2s discretion, tw

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

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

DONALD R. SCHWARTZ Associate Professor of Computer Science, 2013 Degrees: B.S., University of Louisiana at Lafayette, M.S., University of Louisiana at Lafayette, Ph.D., University of Louisiana at Lafayette Specialties: Softw34nfory

DIRECTOR, SOFTWARE DEVELOPMENT PROGRAM,
COMPUTER SCIENCE
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MISSION AND OBJECTIVES

Computer Science encompasses five subject areas: systems, algorithms and data structures, programming languages, databases, and artificial intelligence.

Software development is the practice of crafting and maintaining computer codes, the activity of which may be applied to and/or borrowed from one or more Computer Science subject areas.

The United States Bureau of Labor Statistics has forecast that prospects for soft ware development are two of the top 30 fastest growing occupations in the nation for the period 2008 through 2018 (Lacey and Wright, 2010). Applications development and systems development were ranked 15 and 22, respectively, with expectations for very high median wages.

We can reasonably expect training at the Bachelors and Masters levels in soft ware development to remain in demand at least through this period and, most likely, beyond.

The challenge is to keep curricula up-to-date and relevant for a rapidly evolv ing job market for studenturrvFrotrnfDymore, 9.8 llenga needge i4.9icip-to-futu llneeds

devices, wireless communication, cloud computing, security protocols, and advances in programming languages, to name a few recent technological innovations, have pro pelled the field even farther and in directions that ten years ago were unimaginable.

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

The Computing Technology Department recently instituted major changes in the undergraduate curriculum. Those changes have provided a basis going forward to review and update the graduate program.

Thus, we have identified the following three goals for revising the MSCS/SD curriculum:

1. Improve recruiting.
2. Inject technologically relevant coursework.
3. Appeal to career-oriented student populations locally, nationally, and internationally.

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;

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Mathematics
- Discrete Mathematics
- Probability/Statistics
- Differential and Integral Calculus

Graduate Courses in Software Development

MASTER OF SCIENCE IN COMPUTER SCIENCE/ SOFTWARE DEVELOPMENT

Course Requirements

Candidates for the Master of Science in Computer Science/Software Development must complete the following:

Core Courses (16 credits)

MSCS 510	Software Design and Development
MSCS 542	Database Management Systems
MSCS 560	Networking
MSCS 630	Security Algorithms & Protocols

Tracks (8 credits)

Cloud Computing

MSCS 679	Parallel Processing
MSCS 621	Cloud Computing I

Mobile Computing

MSCS 565	Game Development I
MSCS 722	Enterprise Mobile Development

Capping Project (4 credits)

MSCS 710	Project

Electives (4 credits)

Choose 1 from:

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

Recommended Sequence:

Semester One – Fall

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

Semester Two – Spring
MSCS 630

Description of Courses

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

MSCS 501
Object-Oriented Programming
4 Credits
This course is designed to quickly bring students up to speed with current programming practice including problem-solving methods, algorithm development, and the object-oriented paradigm. Students will practice program design, coding, debugging, testing, and documentation using accepted style conventions. This course establishes a foundation for further studies in computer science. Programming projects are assigned.
Prerequisites: None

MSCS 502
Advanced Data Structures
4 Credits
Linear and non-linear data structures will be discussed and implemented including dynamic lists, linked lists, stacks, queues, trees, heaps, and hashing. Complexity will be considered and efficient structures will be covered including balanced binary search trees and priority queus are /Span <</MCID 193 >>BDC sered including bAd 24/MCID 2aa

Computer Science/Software Development and Information Systems Faculty

ROBERT M. CANNISTRA Senior 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 Associate 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

D. CENK ERDIL

PROGRAM DIRECTORS
Eitel J.M. Lauría, Ph.D.

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

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

FINAL RESIDENCY

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

INTERNATIONAL RESIDENCY

The course Global Aspects of Technology Management is an international experience. Students travel to Marist for a one-day introduction to the program (introductory reading material is distributed up to four weeks prior to the course). Following the introduction is a 10-day trip to a foreign country that explores global aspects of technology management through visits to companies, academic and other wing

STUDENT STATUS

Only admitted students are enrolled in the program. Only enrolled students may take classes in the program. Students enroll in the program as part-time students. They attend classes online with certain on-campus and off-campus short residencies. The program calendar fits within the school academic calendar. Marist College's minimum admission, continuation, and graduation policies and procedures apply.

CONTINUATION

This is a cohort-based program. Students are expected to take all courses in the program in the prescribed sequence. They are required to maintain a B average. They are required to obtain a passing grade in each course, which is a C or better. Only two grades of C are permitted throughout the program. If a student misses a course or is unable to continue for any reason, they must wait to join the next cohort in a subsequent year to continue their progress toward graduation.

EXIT REQUIREMENTS

Students are required to complete all 36 credits of course work with grades of A, B, or C and with at least a B average.

ADVISEMENT

The program directors serve as the primary advisors to all students in the program. Students should feel free to discuss any questions or concerns that they may have regarding their planned studies with the program directors.

CURRICULUM

MSTM 601	Leadership and Organizational Behavior
MSTM 603	Systems and Information Concepts in Organizations
MSTM 623	Decision Making Tools for the Technology Manager
MSTM 625	Marketing Foundations for Technology Managers
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

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, treat

MSTM 800
Global Aspects of
Technology Management
3 Credits
Students spend a week in an international residency. Dealing with technological chang es across international markets and amidst global developments, virtual organizations, and management across cultures are the primary focus. Corporate site visits are com bined 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 environ

MSTM Program Faculty

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

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

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

CRAIG FISHER Professor Emeritus of Information Systems, 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

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

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

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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 and to prepare for doctoral-level education.

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

1. Evaluation and assessment skills to understand and conceptualize clients' issues and psychopathology within their developmental, social, and cultural context.
2. Competence in the knowledge and application of counseling theory, skills, and evidenced-based treatment interventions with multiculturally diverse clients—individuals, groups, families, or couples.
3. 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.

APPLICATION AND PREREQUISITE REQUIREMENTS

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

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TRANSFER CREDIT

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

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

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

SCHEDULE

Full-time students starting during a summer or fall semester may complete the program in two years. Full-time students take four courses (12 credits total) during the fall and spring semesters, and two courses (6 credits total) during the two summer semesters. During the first year, courses are scheduled in both afternoon and evening time slots. During the second year, courses are scheduled in the evenings to prioritize the daytime hours for the NY State required supervised clinical experience work that is scheduled for 20 hours/week. Thus, the second year of the program requires a significant time commitment.

ADVISEMENT

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

GRADUATE STUDENT AND PROFESSIONAL ASSOCIATIONS

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

GRADUATE ASSISTANTSHIPS

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

Applications for a graduate assistantship should accompany the application for the MA in MHC Program. See http://www.marist.edu/admission/graduate/pdfs/assistapp_sbs.pdf 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

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

Fall I

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

Spring I

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

Summer I

COUN 508L	Psychopharmacology
COUN 700L	Counseling Practicum

Fall II

COUN 615L	Family & Couples Counseling
COUN 618L	Chemical Dependency Counseling
COUN 710N	Counseling Internship 1
	Elective

Spring II

COUN 505L	Research in Counseling
COUN 720L	Counselor Supervision
COUN 711N	Counseling Internship 2
	Elective

Summer II

COUN 616L	Career Development Counseling
COUN 510L	Lifespan Development

Graduate Courses in the Mental Health Counseling Program

to clients who come from diverse cultural backgrounds. In addition to sensitizing stu-

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 ous ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or

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

COUN 720L
Counselor Supervision
3 Credits
This course provides clinical instruction in the theory, practice, and research of coun selor supervision. The course emphasizes the development of clinical supervisory knowl edge and skills, intervention strategies, and evaluation skills necessary for the training and development of competent professional counselors. Multicultural supervisory issues, ethics, and legal issues are also reviewed. Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling;

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

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

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

Mental Health Counseling Faculty

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

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

LORI CRISPI Adjunct Instructor. Degrees: B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

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

DEBORAH GATINS, LICENSED PSYCHOLOGIST Chair of the Psychology Department, Associate Professor of Psychology. Degrees: B.A., Vassar College; Ph.D., University of Miami

TONDA HIGHLEY, LMHC Adjunct Instructor. Degrees: B.A., Fort Hays Kansas State University; M.S., Kansas State University

SARA KRANZLER, LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., Brandeis University; M.S., Yeshiva University; Psy.D., Yeshiva University

ELIZABETH QUINN, LMHC Associate Professor of Psychology. Degrees: B.A., Marist College; M.A., Marist College; Ph.D., Union Institute

DARIA PAPALIA, LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., Wesleyan University; M.A., University at Buffalo; Ph.D., University at Buffalo

CHRISTOPHER ST. GERMAIN LICENSED PSYCHOLOGIST Adjunct Instructor. Degrees: B.A., George Mason University; M.A. & Ph.D., Alliant International University

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM
Patrick S. O'Donnell, Psy.D.
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MISSION AND OBJECTIVES

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

Marist College offers the MA degree in School Psychology. The MA in School Psychology is a 68-credit program that includes coursework, a practicum, and an internship. Following the New York State Education Department's (NYSED) regulations, the academic qualifications for provisional certification as a school psychologist require a minimum of 60 semester hours of graduate study inclusive of a college-supervised internship in the field of school psychology. Within the total program of preparation as a school psychologist, the candidate must complete a master's degree. Marist College's NYSED-approved 68-credit MA in School Psychology meets the above-cited criteria. The MA in School Psychology is also accredited by NCATE and approved by the National Association of School Psychologists.

In addition to coursework, candidates must meet three New York State Education Department requirements during the first year of the program that are necessary for certification as a school psychologist. They must attend the Child Abuse

through the second year and candidates complete a 240 hour practicum in the schools.

In the third year of the program, candidates register for the School Psychology Internship/Seminars concurrently; seminars meet on a weekly basis during both fall and spring semesters. While completion of all coursework is recommended before beginning the internship, a minimum of 47 credit hours must be completed, including the following courses: Professional Orientation & Ethics in School Psychology (PSYH 600), Cognitive Assessment, Academic Assessment, and Social, Emotional, & Behavioral Assessment (PSYH 616, PSYH 617 and PSYH 618), Individual Counseling and Group Counseling (PSYH 705 and PSYH 706), Cognitive Behavioral Therapy with Children & Adolescents (PSYH 625) or Play Therapy (PSYH 630),

Consultation in the Schools (PSYH 602), Learning Disabilities (PSYH 601), Advanced Educational Psychology (EPSY 505), Learning Theories Applied to the Classroom (EPSY 510), and Practicum I and II (PSYH 610 and 611). Candidates take PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring. Internships require 1,200 hours (500 hour minimum for PSYH 701/703 and 700 hour minimum for PSYH 702/704, 5 days per week) within the school setting over the course of the school district's academic year. The internship must be completed in a state-approved public school setting and may not be completed concurrently with duties associated with employment in a particular setting. Candidates in the School Psychology Program complete the internship in June and receive their degrees in August after successfully completing all program requirements.

ADMISSIONS REQUIREMENTS

Admissions requirements for the MA in School Psychology are:

- an earned baccalaureate degree from an accredited college or university;
- completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);
- achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;
- submission of a written personal statement of at least 500 words describing your background, experiences and goals, and how these factors relate to your desire to become a school psychologist;
- submission of three letters of recommendation from former faculty members or employment supervisors;
- an on-campus interview with School Psychology Faculty.

DEGREE REQUIREMENTS

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

- complete all requirements not later than seven years after matriculation;
- complete a total of 68 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- successfully complete the candidate portfolio no later than May 1 of the calendar year in which the candidate expects to graduate;
- complete NYS Child Abuse Identification, Project SAVE, and DASA seminars;
- complete NYS Fingerprinting process;
- pass the School Psychology Praxis II Examination using the NASP passing score for national certification as the passing criterion.

TRANSFER CREDITS

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 tran scripts evaluated. Acceptance of credits will be determined using the transfer course advisement sheet. In addition to content and other requirements detailed on the sheet, a course grade of B or better is required for acceptance of any transfer credits. A maximum of 15 graduate credits can be transferred into the program from another accredited institution.

ADVISEMENT

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

SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

Master of Arts in School Psychology

PSYH 600	Professional Orientation & Ethics in School Psychology	3 credits
PSYH 612	Developmental Psychology	3 credits
PSYH 616	Cognitive Assessment	3 credits
PSYG 511	Personality	3 credits
PSYH 620	Research Design & Data Analysis in School Psychology	3 credits
PSYH 617	Academic Assessment	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYG 607	Psychopathology	3 credits
EPSY 505	Advanced Educational Psychology	3 credits
PSYH 631	Neuropsychological Assessment	3 credits

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MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE

FIRST YEAR

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

Summer

EPSY 505	Advanced Educational Psychology
PSYG 631	Neuropsychology of Learning

SECOND YEAR

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

Summer

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

THIRD YEAR

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

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

PSYG 550
Multicultural Perspectives 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 minority populations, the course provides an overview of the sociopolitical nature of counseling approaches and the way counseling has historically failed the culturally different.

PSYG 607
Psychopathology
3 Credits
The course considers abnormal behavior from an historical perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored.

PSYH 600
Professional Orientation & Ethics in School Psychology
3 Credits
This course serves as an introduction to the field of school psychology. It presents a history of the profession and an introduction to the legal, professional, and ethical guidelines within the field. Students will learn about the various roles and functions of school psychologists and how school psychologists operate within the school system. Students will develop an understanding of the professional resources utilized by school psychologists and how the training requirements for school psychologists apply to practice. Current issues within the field will also be discussed.

PSYH 601
Learning Disabilities
3 Credits
The purpose of this course is to prepare school psychologists to serve as members of a multidisciplinary support team for students with learning disabilities. Students acquire particular expertise in instructional strategies and in reconciling the many different understandings of learning disabilities that may exist among team members.

PSYH 602
Consultation in the Schools
3 Credits
The study of school-based consultation: theory, techniques, and practice. Course provides information on the barriers to school change and the critical role of consultation in prevention of school failure. It also includes development of knowledge of the consultation process and preliminary skills in consulting. Students develop an understanding of the school as an organization (culture) and the relationship of organizational factors to the consultation process.

PSYH 610 AND 611
School Psychology
Practicum I and II
1 Credit each
The School Psychology Practicum is an integral part of professional training.

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

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

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

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

PSYH 618
Social, Emotional,
& Behavioral Assessment
3 Credits
This course provides an introduction to various techniques currently utilized in the assessment of social, emotional, and behavioral functioning. A brief history of social, emotional, and behavioral assessment is also presented. Techniques covered include interviews, behavioral observations, projective assessment, and norm-referenced rating scales. Functional Behavioral Assessment is also covered. The course details how these techniques can be utilized to assess students who may have symptoms related to Attention-Deficit/Hyperactivity Disorder, depression, anxiety, and Autism spectrum disorders.

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

utilize the statistical tools commonly available to school psychologists.

PSYH 625
Cognitive-Behavioral Therapy with Children & Adolescents
3 Credits
This course serves as an introduction to cognitive-behavioral therapy. The foundations, history, and techniques of cognitive-behavioral therapy will be covered. Students will explore the relationships between theo

School Psychology Program Faculty

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

THOMAS KULAGA Adjunct Professor of Psychology. Degree: M.S., Advanced Certification in School Psychology, CUNY Brooklyn. Certifications Nationally Certified School Psychologist, New York State Certified School Psychologist, Diplomate in School Neuropsychology

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

NICHOLAS MONTANY Adjunct Professor of Psychology. Degree: Psy.D., Fairleigh Dickinson University. Certifications New York State Certified School Psychologist, Diplomate in School Neuropsychology

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

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

WILLIAM P. ROBELEE Adjunct Professor of Psychology, Internship and Portfolio Coordinator. Degree: Psy.D., University at Albany, SUNY. Certifications Nationally Certified School Psychologist, New York State Certified School Psychologist

STACY A.S. WILLIAMS Assistant Professor of Psychology. Degree: Ph.D., UMass Amherst. Certifications New York State Certified School Psychologist, Connecticut Certified School Psychologist, Louisiana Certified School Psychologist, New York State Licensed Psychologist, Nationally Certified School Psychologist

MARY SKINNER-STONE Assistant Professor of Psychology. Degree: Ph.D., Fordham University. Certification: Nationally Certified School Psychologist, Connecticut Certified School Psychologist

DIRECTOR, GRADUATE EDUCATION PROGRAMS
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MISSION AND OBJECTIVES

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

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

Both tracks of the M.A. in Educational Psychology entail the successful completion of 36 credit hours of coursework. Both tracks are oriented around a pedagogical core curriculum described below. All candidates complete this Pedagogical Core curriculum and other required courses as listed in the Curriculum Summary section.

In addition, all graduate education candidates, in order to graduate with a Masters degree, are required to complete, submit, and defend an electronic portfolio ScTm [(Sc27rpmCw n2rmpe required to ssri Professquired)50 0 (T)9gree, ai Pr are re

This is a multimedia, standards-based document that is stored online. An early course – Content Area Assessment and Portfolio Development (EPSY 506) – prepares candidates to use the online Marist system for portfolio development. Candidates are required, in their last two semesters in the program, to participate in meetings across the semester in order to receive guidance and help to complete their electronic portfolio. Candidates will complete, and submit the portfolio in their last semester in the program, and defend their electronic portfolio in front of an evaluation committee. Completion is recorded when the portfolio is passed. Passing the electronic portfolio is a requirement for the Masters degree.

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

Standard 8 Classroom Environment and Motivation The candidate uses understanding of individual and group motivation and behavior to create a mutually respectful, safe, supportive, inclusive, intellectually challenging and productive learning

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 of Teaching, 2) The Learner, 3) Literacy, 4) Foundations, Context and Purpose, 5) Research and Inquiry.

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.

TRANSFER CREDITS

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

DEGREE REQUIREMENTS

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

- Complete all program requirements not later than five years after matriculation;
- Maintain a 3.0 cumulative grade-point average in graduate courses; and

PROBATIONARY STATUS

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

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

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

A student is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 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. Any dispositions that are in obvious deviation from the teacher candidate dispositions stated in accordance with our Conceptual Framework and teaching standards may result in assignment of probationary status or dismissal. The candidate will be informed of any decision or recommendation by the TECRB. Teacher candidates will be presented with a list of expected dispositions at matriculation to the program.

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 graduate students in the School of Social and Behavioral Sciences. Candidates may apply for assistantships at the time of application to be accepted in the program. Selection for assistantships is highly competitive and candidates must maintain full time status and a 3.0 GPA.

APPLICATION DEADLINES

Fall –April 15
Spring – December 1
Summer – April 1 (for the Hybrid program)

PROGRAM FORMAT AND DELIVERY MODELS

The Master of Arts in Educational Psychology degree program is designed with three delivery models: fully on campus, hybrid (on campus and online), and 5-year BA/MA.

On campus model:takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. Candidates 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, with some online course opportunities. 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 graduate education students are currently accepted three times per year (fall, spring, and summer), and students can register as full-time or part-time, at this time there are no specifically coordinated cohorts for the on-campus model. Study plans are customized according to individual needs and availability of courses. Due to course availability and course planning, candidates in collaboration with the Director of Graduate Programs will design a study plan for each student upon their acceptance into the program. Candidates should follow the study plan and consult with the director for any changes.

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

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 their junior year. The program is a cohort-based program and fits only for- under graduate students who graduate with their Bachelor in spring. Application should be submitted in junior year in fall semester and application deadline is September 15.

THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY CURRICULUM SUMMARY

All candidates are required to develop, submit and present an electronic portfolio for completion of the program.

Pedagogical Core:

Skill and Artistry of Teaching:

EPSY 505	Advanced Educational Psychology	3 credits

The Learner:

EPSY 510	Learning Theories Applied to the Classroom	3 credits

Literacy:

EPSY 630	Teaching Content Area Literacy	3 credits

Foundations, Context, and Purpose:

EPSY 640	Social Foundations of Education	3 credits

Research and Inquiry:

EPSY 660	Educational Research	3 credits

Other Required Courses:

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

Track 1 – Professional Certification in Childhood Education; Grades 1-6

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

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

Track 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

Candidates complete one (1) of the following:

EPSY 581	Visual Models for Understanding Mathematics	3 credits
EPSY 582	Teaching the Humanities and Social Studies Through the Arts	3 credits
EPSY 583	Engaged in Science Education	3 credits
EPSY 700	Project in Education	3 credits
	TOTAL	36 Credits

Graduate Courses in Educational Psychology

EPSY 505
Advanced Educational Psychology
3 Credits
This course introduces teacher education and school psychology candidates to classroom practice designed to ensure that all students learn to high standards. Candidates will examine theories and research related to teaching and learning to develop an understanding of principles of effective classroom instruction and organization as they are implemented across diverse contexts. Topics may include instructional models, applied learning theories, individual differences, group processes, culturally responsive pedagogy, brain based education, and teaching to promote critical thinking and holistic development. (Offered on campus and online)

EPSY 506
Content Area Assessment and Portfolio Development
3 Credits
In this course students learn to apply techniques of authentic assessment to their content area and professional practice. Students apply learning standards, teaching standards, and principles of authentic assessment to creation of portfolios, both for students and for teachers, in the specific content, level, and area of a student's professional practice. For those who wish to pursue National Board for Professional Teaching Standards (NBPTS) certification in their level and area, this course will assist in learning some of the skills necessary for that process. In addition to portfolio development skills, technical skills needed for an electronic web-based portfolio will be taught.

EPSY 510
Learning Theories Applied to the Classroom
3 Credits
The course focuses on the application of psychological principles and research to the process of learning and teaching in the classroom. Students discuss concepts derived from the different learning theories (behaviorist, cognitive, and humanistic perspectives) and develop specific applications to enhance academic learning and classroom teaching practice. Recent research evaluating the effectiveness of applying learning theories in the classroom is also discussed. (Offered on campus and online)

EPSY 581
Visual Models for Understanding Mathematics
3 Credits
This course develops teachers' ability to teach mathematics with understanding. Teachers will develop mathematics concepts through the use of concrete, visual representations as advocated by the National Council of Teachers of Mathematics (NCTM). The teaching and learning of mathematics will stress the NCTM Process Standards including the use of hands-on materials in a collaborative problem-solving environment. This course is appropriate for prospective and in-service upper elementary and middle school teachers.

EPSY 582
Teaching the Humanities and Social Studies through the Arts
3 Credits
This interdisciplinary course will investigate a variety of themes in literature, history, social science, and the arts in relation to the New York State Learning Standards. Emphasis is placed on developing conceptual understanding in these domains while encouraging an integrative approach to teaching and learning. An exploration of how to incorporate the arts (dance, music, theatre, and visual arts) into the curriculum as part of an interdisciplinary project will be an integral part of the coursework. Students will design an interdisciplinary unit of study for their subject area and/or grade level. This course is appropriate for prospective and in-service elementary and middle school teachers. (Offered on campus and online)

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

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

EPSY 586
Instructional Strategies for
Middle School Education

EPSY 630
Teaching Content Area Literacy
3 Credits
This course explores content-area methods and materials for teaching comprehension, vocabulary, and study skills in diverse class-rooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, atti-tudes, and perspectives. Students will create thematic units that integrate subject areas and utilize various learning approaches. Modifications that address reading problems encountered in the content areas will be an integral part of the unit approach. (Offered on campus and online)

EPSY 640
Social Foundations of Education
3 Credits
This course highlights and explores the interpretive, normative, and critical perspec-tives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social and multi-cultural context of childhood and adolescent development, as well as the social and mul-ticultural implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to exam-ine, understand, and evaluate educational policies and practices. In addition, the course explores the relationship between educa-tional aims and objectives and the various instructional technologies and assessment methods utilized in contemporary schools. (Offered on campus and online)

EPSY 650
Building a Community of Learners
3 Credits
This course helps teachers to apply knowl-edge and skills in the creation of classroom environments that encourage positive social interaction, active engagement in learning, and self-motivation. It provides teachers skills to develop a community of learners in their classroom when working with a diverse body of students that enable all children to learn, and to contribute to efforts to promote justice, equity, and lifelong learning within the context of a global society. Topics may include: a community systems approach to school improvement; multicultural and anti-racist education; inclusive education and differentiated instruction; collaboration and consultation; the role of gender, ethnicity, race, socioeconomic status, religion, sexual orientation, language, and approaches to teaching that build community and promote social justice.

EPSY 660
Educational Research
3 Credits
This course is designed to familiarize stu-dents with the full range of methodolo-gical approaches to educational research and social inquiry. Students are encouraged to develop a critical perspective on the inter-pretation of research and to evaluate the validity of studies and appropriateness of various research approaches. Both quantitative and qualitative research methodologies will be explored. The course will also cover action research, a means by which teachers can be actively engaged in research in their own classrooms, and how research has a bearing on their classrooms and teaching. A field experience of minimum 25 hours is required. (Offered on campus and online)

EPSY 700
Project in Education
3 Credits
The course requires students to develop

Graduate Education Faculty

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

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

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

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

KIMBERLY M. KNISELL Adjunct Instructor. Degrees: B.A., College of Saint Rose; M.A., State University of New York at Albany; M.S., Saint John's University

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

WENDY MARAGH-TAYLOR Adjunct Instructor. Degrees: B.A., Brown University; M.S.W., New York University

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

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

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

DOREEN SACCOMANO Assistant Professor of Education. Degrees:

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

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

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

JACK ZANGERLE Adjunct Instructor. Degrees:

DIRECTOR, GRADUATE EDUCATION PROGRAMS

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MISSION AND OBJECTIVES

The Master of Education program meets the academic requirements for the New York State Initial Teaching Certificate. The Professional Education Unit at Marist College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.orgThis accreditation covers initial teacher preparation programs and advanced educator preparation programs at Marist College located in Poughkeepsie, New York. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The M.Ed. 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: History, Science (Biology or Chemistry), Mathematics, Languages (French or Spanish), and English. The graduate education programs offered by Marist College are integrally linked to the College's Mission, emerging from a longstanding dedication to the preparation of teachers, and both shaped by and shaping the direction taken by the College as it has developed into an institution that is recognized as one of the leading private liberal arts colleges in the Northeast. The program reflects the particular areas of focus for which Marist College teacher education is widely noted, and0.02e3pN6l 46TgD.tsetT 0o2ourrisnceptual Fgge

oratively to help all students learn, 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 cefDC Tf.TeF<er

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 requirements and closely represent our Conceptual Framework in the following 12 standards:

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

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

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

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

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

PEDAGOGICAL CORE CURRICULUM

The M.Ed. program is oriented around a 15-credit 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. Candidates 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 candidates 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

- Maintain a 3.0 cumulative grade-point average, and maintain appropriate dispositions necessary to assume the responsibilities of a classroom teacher;
- Complete, present, defend, and pass an electronic portfolio to the satisfaction of the portfolio evaluation committee during the candidate's final semester.

To qualify for New York state certification candidates must also pass a series of state-required exams including: the Educating All Students test (EAS), Academic Literacy Skills test (ALST), Content Specialty Test (CST), and edTPA. Marist candidates have a very high passing rate on these exams and graduates are teaching in many districts in the region as well as across the country.

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

All students in the Masters of Education program (M.Ed.):

- will receive the "Pass" grade for MEDU 664-Student Teaching Practicum only after they have completed as expected the student teaching, edTPA, and submitted the electronic portfolio.

NOTE: The electronic portfolio and the edTPA are two separate requirements of the M.Ed. program. The portfolio is a program requirement and will be evaluated according to the specific rubrics created for that project. The edTPA has separate rubrics. The portfolio and the edTPA are Pass/Fail and the award of the M.Ed. degree depends on the passing of both.

ADVISEMENT

At the time of matriculation, each student will meet with the Director of Graduate Programs to design a Study Plan, which candidates are to follow. Candidates will have regular meetings with the Director of Graduate Programs for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

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

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

A student on probation is expected to take immediate steps to raise his or her GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better

in this course. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

A student is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 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. Any dispositions that are in obvious deviation from the teacher candidate dispositions stated in accordance with our Conceptual Framework and teaching standards may result in assignment of probationary status or dismissal. The candidate will be informed of any decision or recommendation by the TECRB. Teacher candidates will be presented with a list of expected dispositions at matriculation to the program.

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. Candidates may apply for assistantships at the time of application to be accepted in the program. Selection for assistantships is highly competitive and candidates must maintain full time status and a 3.0 GPA.

APPLICATION DEADLINES

Fall – April 15
Spring – December 1

PROGRAM FORMAT

The program is a combination of coursework on campus in Poughkeepsie, New York, possible online course offering, and 100 hours of field experiences in nearby schools in the Hudson River Valley region. Coursework may be completed either through full-time or part-time study. Candidates are accepted to the M.Ed. program in the fall and spring. Candidates are advised to start in the fall semester due to the sequence of course offering and student teaching practicum. 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 takes 9 credits per semester. Each course is worth three credits and meets one evening per week; at this point we offer on-campus evening classes (Monday to Thursday, 6:30-9 p.m.), and a few online courses depending on each student's study plan and course offerings. Part-time graduate students/candidates must complete the program within five years from 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 candidates are currently accepted mainly with fall start (spring start is also possible with a reduced number of courses), and candidates can register as full-time or

MASTER OF EDUCATION CURRICULUM SUMMARY

All candidates are required to develop, submit, and present an electronic portfolio for completion of the program.

Marist Core Domain – Art and Science of Teaching:

EPSY 505	Advanced Educational Psychology	3 credits
MEDU 665	Classroom Management and Field Experience	3 credits

Marist Core Domain – The Learner:

MEDU 510	Foundations of Inclusive Education	3 credits

Marist Core Domain – Literacy:

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

Marist Core Domain – Foundations, Context, and Purpose:

EPSY 640	Social Foundations of Education	3 credits

Marist Core Domain – Research and Inquiry:

MEDU 565	Educational Action Research	3 credits

Other Required Courses:

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

Content Methods – Candidates compl59j one (1) of the following:

MEDU 520	Methods of Teaching History 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	Teaching Practicum	6 credits

	TOTAL	36 credits

Graduate Courses in Education

EPSY 505
Advanced Educational Psychology
3 Credits
This course introduces teacher education and school psychology candidates to classroom practice designed to ensure that all students learn to high standards. Candidates will examine theories and research related to teaching and learning to develop an understanding of principles of effective classroom instruction and organization as they are implemented across diverse contexts. Topics may include instructional models, applied learning theories, individual differences, group processes, culturally responsive pedagogy, brain based education, and teaching to promote critical thinking and holistic development. (Offered on campus and online).

EPSY 506
Content Area Assessment and Portfolio Development
3 Credits
In this course students learn to apply techniques of authentic assessment to their content area and professional practice. Students apply learning standards, teaching standards, and principles of authentic assessment to creation of portfolios, both for students and for teachers, in the specific content, level, and area of a student's professional practice. For those who wish to pursue National Board for Professional Teaching Standards (NBPTS) certification in their level and area, this course will assist in learning some of the skills necessary for that process. In addition to portfolio development skills, technical skills needed for an electronic web-based portfolio will be taught.

EPSY 630
Teaching Content Area Literacy
3 Credits
This course explores content-area methods and materials for teaching comprehension, vocabulary, and study skills in diverse classrooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, attitudes, and perspectives. Students will create thematic units that integrate subject areas and utilize various learning approaches. Modifications that address reading problems encountered in the content areas will be an integral part of the unit approach. (Offered on campus and online).

EPSY 640
Social Foundations of Education
3 Credits
This course highlights and explores the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social and multicultural context of childhood and adolescent development, as well as the social and multicultural implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices. In addition, the course explores the relationship between educational aims and objectives and the various instructional technologies and assessment methods utilized in contemporary schools. (Offered on campus and online)

MEDU 510

management, planning issues, professional ethics, etc. Students will analyze how class room management techniques can be used to create a positive learning environment to help all students learn. Students will complete a field experience of at least 75 hours, where they will observe Middle School and High School classroom teaching and reflect on how a teacher can increase the probability that students will participate actively in learning and engage in positive classroom and social behaviors. Knowledge derived from research on teaching will be emphasized, targeting development of critical thinking to provide useful skills for describing, analyzing, and modifying the teaching practice. Students will draw upon their knowledge and experience to develop a teaching statement.

Graduate Education Faculty

DONNA BERGER

ED SULLIVAN

DIRECTOR, GRADUATE PROGRAM

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ABOUT THE PROGRAM

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

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

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

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- a written statement of purpose;
- three letters of recommendation.

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

DEGREE CONFERRAL REQUIREMENTS

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

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

STUDENT ADVISEMENT

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

ACADEMIC STANDING

The maintenance of a minimum cumulative grade-point average (GPA) of 3.0 is required for good academic standing. Students must have a minimum cumulative GPA of 3.0 after completion of one semester of full-time study or its equivalent. Any student whose cumulative GPA in any semester falls below that required for good standing, or who receives a letter grade of F, will be subject to academic review and may be placed on probation or dismissed from the program. Students placed on pro

Choose one from:

COMG 602	Seminar in Communication OR	3 credits
COMG 700	Thesis*	3 credits
		3 credits

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

Program Options and Class Schedules

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

Fall

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

Spring

COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 620	The Role of Communication in 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 fully online, enabling students to complete the degree in two years. Part-time students enroll in two eight-week courses in the fall and spring semesters, and one course during the summer session. Comprehensive exams are scheduled in August after the completion of the final seminar. Those writing a thesis can generally complete and defend their work during the second summer of their studies.

Fall I

COMG 500 Communication Theory
COMG 501 Research Strategies & Methods

Spring I

COMG 502 Persuasion
COMG 503 Media Relations

Summer I

COMG 621 Leadership Communication

Fall II

COMG 600 Organizational Communication
COMG 620 The Role of Communication in Conflict & Negotiation
COMG 601 Interpersonal Communication
MPA 530 Managing Organizational Change

Spring II

Summer II

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

Graduate Courses in Communication

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

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

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

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

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

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

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

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

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

COMG 700
Thesis
3 Credits
Students accepted for the thesis option will work very closely with his/her thesis director. The student will have to examine a theoretical model related to communication, supported by an in-depth review of the relevant literature; the student should come up with research hypotheses or research questions. These hypotheses or questions will be examined/tested through primary quantitative or qualitative research methods. The final draft of the thesis will be read and approved by a thesis committee. After the thesis is approved, it will have to be orally defended. All Marist faculty will be invited to attend the thesis defense. The final submitted thesis must be written in accordance with the style guidelines for APA publication.

MPA 530
Managing Organizational Change
3 Credits
Managing Organizational Change covers the theory and practice of improving organizational effectiveness through planned, systematic interventions and change. Typical topics include analyzing organizational cul-

Faculty

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

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

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

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

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

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

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

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

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

G. TIMOTHY MIRABITO Assistant Professor. *Degrees*: B.S., Ithaca College; M.S.Ed., University of Miami; Ph.D., University of Tennessee

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

RYAN P. ROGERS Assistant Professor. *Degrees*: B.A., University of Notre Dame; M.A., Syracuse University; Ph.D., University of North Carolina at Chapel Hill

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

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

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

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

ADAM ZARETSKY Professional Lecturer. *Degrees*: B.F.A., University of California at Davis; M.F.A., The School of the Art Institute of Chicago; Ph.D., Rensselaer Polytechnic Institute

DIRECTOR, GRADUATE PROGRAM

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ABOUT THE PROGRAM

The Master of Arts in Integrated Marketing Communication (IMC) is a fully online,

FORMAT

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

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

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

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

THESIS/COMPREHENSIVE EXAM

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

DEGREE CONFERRAL REQUIREMENTS

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

- complete a total of 30 credits as described in the curriculum.
- maintain at least 3.0 cumulative grade-point average.

STUDENT ADVISEMENT

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

ACADEMIC STANDING

PROGRAM OPTIONS AND CLASS SCHEDULES

Sequences

Part-Time

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

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

Full-Time

Full-Time Fall Start	Fall		

Graduate Courses in IMC

MBA 525
Marketing Foundations
3 credits
This course addresses the management chal-

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

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

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

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

Faculty

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

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

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

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

G. TIMOTHY MIRABITO Assistant Professor. *Degrees*: B.S., Ithaca College; M.S.Ed., University of Miami; Ph.D., University of Tennessee

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

RYAN P. ROGERS Assistant Professor. *Degrees*: B.A., University of Notre Dame; M.A., Syracuse University; Ph.D., University of North Carolina at Chapel Hill

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

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

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

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

ADAM ZARETSKY Professional Lecturer. *Degrees*: B.F.A., University of California at Davis; M.F.A., The School of the Art Institute of Chicago; Ph.D., Rensselaer Polytechnic Institute

DIRECTOR, PHYSICIAN ASSISTANT PROGRAM

Kathleen S. Lill, MS, PA-C
(845) 575-3308
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MISSION AND OBJECTIVES

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

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

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

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

- submission of official score report of the Medical College Admission Test (MCAT) or Graduate Record Exam (GRE);
- submission of TOEFL score (if high school graduate of non-English speaking country);
- 500 hours of hands-on healthcare experience;
- completed application through Central Application Service for Physician Assistants (CASPA);
- completed supplement College application; and
- completed background check prior to matriculation.

DEGREE REQUIREMENTS

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

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

ADVISEMENT

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

PHYSICIAN ASSISTANT PROGRAM CURRICULUM SUMMARY

PA 606	Ethics in Healthcare Delivery	2 credits
PA 607	PA History, Policy & Regulation	1 credit
PA 608	Clinical Pharmacology	4 credits
PA 609	Clinical Medicine II	4 credits
PA 610	Clinical Diagnostics	3 credits
PA 611	Clinical Diagnostics Lab	2 credits
PA 612	Medical Microbiology & Infectious Diseases	3 credits
PA 613	Clinical Pathology	3 credits
PA 614	Imaging & Diagnostics	3 credits
PA 615	Behavioral Medicine	3 credits
PA 616	Clinical Medicine III	4 credits
PA 617	Epidemiology & Biostatistics	3 credits
PA 618	Emergency Medicine	3 credits
PA 620	Medical Literature/Seminar (online)	3 credits
PA 621	Comprehensive Diagnosis	3 credits
PA 701	Clinical Rotation – Family Medicine	3 credits
PA 702	Clinical Rotation – Internal Medicine	3 credits
PA 703	Clinical Rotation – General Surgery	3 credits
PA 704	Clinical Rotation – Pediatrics	3 credits
PA 705	Clinical Rotation – Obstetrics & Gynecology	3 credits
PA 706	Clinical Rotation – Behavioral & Mental Health	3 credits
PA 707	Clinical Rotation – Emergency Medicine	3 credits
PA 708	Clinical Rotation – Geriatrics/ Approved Elective	3 credits
PA 709	Clinical Rotation – Elective	3 credits
PA 710	Capping/Exit Exam	3 credits

TOTAL: 90

SCHEDULE

MARIST COLLEGE MS PHYSICIAN ASSISTANT STUDIES SEQUENCE

FIRST YEAR – Didactic

Summer

PA 601	Human Anatomy
PA 602	Human Physiology
PA 603	Clinical Medicine I
PA 607	PA History, Policy &
PA 608	Clinical Pharmacology
PA 613	Clinical Pathology

Fall

PA 604	Physical Diagnostics
PA 605	Physical Diagnostics Lab
PA 606	Ethics in Healthcare Delivery
PA 609	Clinical Medicine II Regulation
PA 612	Medical Microbiology & Infectious Diseases
PA 614	Imaging & Diagnostics
PA 615	Behavioral Medicine

Spring

PA 610	Clinical Diagnostics
PA 611	Clinical Diagnostics Lab
PA 616	Clinical Medicine III
PA 617	Epidemiology & Biostatistics
PA 618	Emergency Medicine
PA 621	Comprehensive Diagnostics

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

Summer

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

Fall

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

Spring

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

Graduate Courses in Physician Assistant Studies

PA 601
Human Anatomy
4 Credits
This course is designed to provide the physician assistant student with a comprehensive, clinically relevant, foundation in human gross anatomy in preparation for future clinical practice. The course incorporates lecture, anatomical models, and a human cadaver dissection laboratory. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease prevention.

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

PA 603
Clinical Medicine I
4 Credits
This course is the first in a sequence of three clinical medicine courses that are designed to prepare physician assistant students for their professional clinical role. Using a system-based module approach, human diseases and disorders are studied from the perspectives of epidemiology, etiology, clinical presentation, disease progression, management, and prognosis. Emphasis will be on diseases common to primary care practice and the development of a differential diagnosis and management plan based upon the patient's clinical presentation. In addition to the study of specific disease processes this course teaches the student to incorporate techniques of evidence-based medicine, physical examination, laboratory and diagnostic techniques, and interprofessional collaboration relevant to the system being studied. Pharmacologic therapeutic principles and practices are presented for specific medications utilized in the disease management of the topics covered in this section. This course blends a variety of learning techniques including lecture, self-directed learning, problem-based scenarios, and online learning to engage students in the content.

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

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

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

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

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

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

PA 615
Behavioral Medicine
3 Credits
This course introduces students to basic psychiatric and mental health manifestations commonly observed in clinical practice. **Topics** include depression, anxiety, phobias, substance and eating disorders, somatoform, psychoses, neuroses and personality disorders. The student will learn how to conduct a psychiatric interview and classify disorders in accordance with the Diagnostic and Statistical Manual (DSM). Evaluation and treatment modalities will also be explored.

PA 616
Clinical Medicine III
4 Credits
This course is the third in a sequence of three courses that are designed to prepare physician assistant students for their professional clinical role. Using a system-based module approach, human diseases and disorders are studied from the perspectives of epidemiology, etiology, clinical presentation, disease

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

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

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

nity to apply the basic principles of surgery while participating in a variety of patient care activities. The student is provided with practical experience in data collection, in addition to the evaluation and management of major and minor surgical problems. An opportunity is afforded for development of manual skills and for exposure to basic operating room procedures and techniques. Longitudinal care is encouraged in order to provide the student with the opportunity to follow patients from the preoperative confirmation of clinical impressions, through the post-surgical care period. Students may be required to attend conferences, lectures, and take call.

PA 704

chronic disease on various body systems and to perform or assist in procedures commonly used in providing care to the geriatric population. This rotation may take place in an office which focuses on geriatric medicine, an internal medicine rotation, or an approved specialty where a majority of the patient population falls within the geriatric age group. Students may request non-geriatric rotation in approved medical sub-specialty

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

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

Mr. Christopher G. McCann ’83
President
1-800 FLOWERS.com

Mrs. Genine McCormick, CPA ’88
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
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Pepsi Cola of the Hudson Valley

LIFE TRUSTEES

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President and COO (Retired)
Meritus Consulting Services, LLC

Mrs. Kathleen K. Cullen
Hughsonville, NY

Dr. Richard Foy ’50
President Emeritus
Marist College

College Administration

OFFICE OF THE PRESIDENT

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E , M.A.
Special Assistant to the President
E , M.F.A
Special Assistant to the President
E M. , B.A.
Executive Assistant to the President
F G , M.B.A.
Presidential Fellow

OFFICE OF THE EXECUTIVE VICE PRESIDENT

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Executive Vice President
D M. H , M.P.A.
Project Coordinator

J G. , P .D., *Director, Institutional Research and Planning*
J , M.A., *Reports Manager, Institutional Research and Planning*
J J. B , B. .C.E., *Director, Physical Plant*
J. B , M.B.A., *Associate Director, Physical Plant*
C L , B.A., *Supervisor, Housekeeping*
, *Grounds Supervisor*

J . G , M.P.A., *Director, Safety and Security*
A A , M.P.A., *Associate Director, Safety and Security*
E L. F , J.D., *Assistant Director, Safety and Security for Operations*

D -C , M.L. ., *Associate Vice President for Human Resources*
C M. D , M. . E ., *Director, Human Resources*
E J. J , B. ., *Director, Employee Relations*
E M G , B.A., *Benefits Manager*
M G , B. ., *Assistant Director of HRIS*
I B , M.B.A., *Assistant Director, Strategic Recruitment*
N M , B. ., *Human Resources Generalist*
J . O , M.A., *Human Resources Benefits Assistant*

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

, P .D., *Vice President for Academic Affairs/Dean of Faculty*
J , P .D., *Associate Vice President for Academic Affairs/*
Dean of Academic Programs/Faculty Athletics Representative
K D , M.P.A., *Associate Dean for Academic Affairs*
M L. , M.B.A., *Associate Dean for Academic Affairs*

C L , P .D., *Interim Dean, School of Communication and the Arts*
, *Assistant Dean*
, P .D., *Director, MA in Communication and Director,*
MA in Integrated Marketing Communication
C , B. ., *Director, Fashion Program*
A B. H , M.F. ., *Director, Music Program*
G . M N , M. ., *Director, Communication Internship Program*
K A. , P .D., *Director, Center for Sports Communication*
M N , B. ., *Operations Manager, Music Program*
J P , M. ., *Director, Media and Instructional Technology*
J E. D , B.A., *Manager, Operations and Production*
D C , *Technician*

L. N , P .D., *Dean, School of Computer Science and Mathematics*
M A H , M. ., M.A., *Associate Dean*
E L , P .D., *Director, MSIS and MSSD Programs*
, M. ., *Assistant Dean*

K[illegible] D. H[illegible], M.A., *Assistant Registrar*
M[illegible] M. H[illegible], B.[illegible]., *Assistant Registrar*
D[illegible] A. H[illegible], M.[illegible]., *Senior Assistant Registrar*
N[illegible] J. L[illegible], A.A.[illegible]., *Assistant Registrar*
[illegible], B.A., *Senior Assistant Registrar*

J[illegible] H. F[illegible], M.[illegible]., *Director, Academic Learning Center*
[illegible] A. C[illegible], M.B.A., *Coordinator of Tutoring*
K[illegible] D. C[illegible], M.[illegible].F.[illegible]., *Coordinator of Linguistic Studies*

K[illegible] J. C[illegible], M.A., *Director, Center for Advising and Academic Services*
D[illegible]. H[illegible], M.A., *Assistant Director, Center for Advising and Academic Services*

I[illegible]-G[illegible], M.A., *Director, Center for Multicultural Affairs/HEOP*
M[illegible] C. [illegible], M.B.A., *Assistant Director, Center for Multicultural Affairs/HEOP*
A[illegible] A. A[illegible], B.A., *Counselor/Tutor Coordinator, Center for Multicultural Affairs/HEOP*
[illegible] B[illegible], M.P.A., *Counselor, Center for Multicultural Affairs/HEOP*
K[illegible]-[illegible], M.A., *Coordinator of International Student Programs, Center for Multicultural Affairs/HEOP*

A[illegible] M. G[illegible], M.[illegible].F.[illegible]., *Director, Center for Student-Athlete Enhancement*
A[illegible] K[illegible]; M.F.[illegible]., *Assistant Director, Center for Student-Athlete Enhancement*

D[illegible]. B[illegible], P.[illegible].D., *Director, Academic Grants*

[illegible], *Director, Library*
J[illegible] F. A[illegible], M.A., M.L.[illegible]., *Associate Librarian, Research Services and College Archivist*

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A , B.A., *Associate Director, Enrollment Marketing and Communications*
L , E .M., *Associate Director, Enrollment Marketing and Communications*

J , B. ., *Executive Director, Student Financial Services*
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M L K , M.P.A., *Director, Student Financial Assistance*
L , B. ., *Senior Assistant Director, Student Financial Services*
K , M.P.A., *Assistant Director, Student Financial Services*
K , B.A., *Assistant Director of Compliance and Analyst for Student Financial Services*
E L , M.B.A, *Assistant Director, Student Employment*
M , M. ., *Manager, Systems & Data Management, Student Financial Services*

, *Dean of Graduate Admission*
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J O , M.B.A., *Senior Accountant*
, B. ., *Senior Accountant*
G ; B. ., *Senior Accountant*
P G ; A.O. ., A.A. ., *Staff Accountant*
P P , B. ., *Payroll Manager*
D F , M.B.A., *Director of Finance and Budget*
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J C , B.B.A., *Assistant Director, Purchasing*

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. L , B.A., *Associate Director, Alumni & Donor Programs*
L M. L ; B.A., *Associate Director, Alumni & Donor Programs*
B , M.A., *Director of Donor Relations & Stewardship*
M F. B , B. ., *Executive Director, Advancement Services*
L B , M.A., *Editor for College Advancement*
G C , M. ., *Chief Public Affairs Officer*
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A M , B.A., *Development Officer for Leadership Gifts*
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L M. M , P .D., *Director, Marist Institute for Public Opinion*
B L. C , P .D., *Director, Marist Poll*
L. C , M. ., *Director of Data Management and Technology*
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C M , M. ., *Director, Special Projects, Telecommunications & Networking*

A [illegible], B. ., *Director, Web & Interface Innovation*
A. H [illegible], M.B.A., *Chief Technology Officer*
A [illegible] P [illegible], B. ., *Assistant Director, Enterprise Solutions Group,*