MARIST

Graduate Studies
2017-2018

www.marist.edu/admission/graduate

MARIST COLLEGE

2017 – 2018 GRADUATE PROGRAMS

QUESTIONS regarding admissions and information about Marist College
may be directed to the Office of Graduate Admission, Marist College,
3399 North Road, Poughkeepsie, New York 12601.
The telephone number is (845) 575-3530.
E-mail: graduate@*marist.edu*
www: *http://www.marist.edu/admission/graduate*

Communication With the College

MAILING ADDRESS:

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

TELEPHONE NUMBER:

(845) 575-3000
Individual inquiries should be addressed to the following:

PROSPECTIVE STUDENTS

Graduate Programs
Dean of Graduate Admission

CURRENT STUDENTS

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

ADMINISTRATIVE SERVICES

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

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

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

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

Academic Calendar 2017-2018

(TRADITIONAL 15-WEEK SEMESTER)

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

FALL 2017

AUGUST

28	Monday	FALL 2017 SEMESTER BEGINS FOR ALL PROGRAMS. Day & Evening classes begin: Late Registration.
28	Monday – September 1 Friday	Course Change period.

SEPTEMBER

1	Friday	Last day for course changes (5 P.M.). Half tuition after this date.
4	Monday	Labor Day. No Classes Held.
18	Monday	No tuition refund after this date (5 P.M.).

OCTOBER

20-22	Friday – Sunday	Mid-Semester break.
23	Monday	Classes resume. Midterm grades due by 12:00 P.M. (noon).
30	Monday	Graduate graduation applications due in Registrar's Office for 1/18 candidates by 5 P.M.
30	Monday	Last date for dropping courses without penalty of WF grades by 5 P.M.

NOVEMBER

21	Tuesday	**MODIFIED CLASS SCHEDULE NO EVENING CLASSES All Tuesday DAY classes meet during their normal time except: Tuesday 11 A.M. classes do NOT meet Tuesday 3:30 P.M. classes do NOT meet These Wednesday classes WILL meet on Tuesday, 11/21: Slot 5, Wed. 8 A.M. classes meet at 11 a.m. Slot 12, Wed. 2 P.M. classes meet at 3:30 p.m.
22-26	Wednesday – Sunday	Thanksgiving holiday. No classes held.
27	Monday	Classes resume.

DECEMBER

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

WINTER SESSION 2018

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

SPRING 2018

JANUARY

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

FEBRUARY

5	Monday	No tuition refund after this date.

MARCH

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

APRIL

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

MAY

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

JUNE

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

Mission Statement

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

Values Statement

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

Excellence in Education

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

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

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

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

A Sense of Community

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

A Commitment to Service

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

Introduction to Marist

What started as a school for training future Marist Brothers has developed into one of the leading comprehensive liberal arts colleges in the country. Marist College's 210-acre main campus overlooks the Hudson River in the heart of the historic Hudson Valley, midway between New York City and the state capital of Albany, NY. In addition, the Raymond A. Rich Institute for Leadership Development is located on a 60-acre estate in the Ulster County, NY, town of Esopus. The College also has a branch campus in Florence, Italy. Marist's campus is virtually global, with many degree programs offered 100 percent online.

Recognized for academic excellence by *U.S. News & World Report, Forbes, The Princeton Review,* and *Kiplinger's Personal Finance,* Marist is noted for its leadership in the use of technology to enhance the teaching and learning process.

The College enrolls approximately 4,926 traditional undergraduate men and women, 412 nontraditional adult students, and 953 full- and part-time graduate students. Its first graduating class of 1947 consisted of four Marist Brothers. Today, more than 40,000 alumni and alumnae call Marist alma mater.

Marist offers 47 programs leading to bachelor's degrees, 14 leading to master's degrees, and 14 professional certificate programs. The College has a longstanding commitment to providing adults with educational opportunities that accommodate

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

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

History

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

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

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

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

The Marist College Faculty

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

settings. Faculty regularly take part in research, publishing, and consulting, and are frequently called upon by various organizations and institutions for their expertise in their given academic areas. Furthermore, the Marist College faculty is known for their longstanding commitment to excellence in teaching. An average class size of fifteen students allows Marist's faculty to actively involve students in the learning experience. In-class exercises, case studies, computer simulations, group projects, and presentations all play an integral role in the learning process. Through the use of this multi-dimensional teaching model, learning occurs not only from faculty, but also from fellow students who bring a wide range of relevant experiences to the classroom.

Marist College recognizes the competing needs of adult students who often balance their career and home life with their graduate studies. There are a number of options available to help students meet this challenge. Marist offers the convenience of evening classes and online classes, as well as a choice of campus locations, thus enabling working adults to pursue their graduate degree with minimal disruption to their personal lives. At the same time, part-time students can choose to accelerate their studies by taking more than one course per term. Fall, spring, and summer sessions allow students to complete their degree at a pace which suits their personal and professional goals.

The IBM/Marist Joint Study

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

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

The IBM/Marist Joint Study began in 1988 with the installation of a $10 million IBM 3090 mainframe computer in Donnelly Hall. Over the past two decades, Marist has worked with IBM to carry out several major upgrades of its mainframe computer. In the Fall 2006 semester, the College installed a new System z mainframe that provides a level of computing power ordinarily associated with large research universities and Fortune 500 companies. The College collaborated with IBM to plan and equip the new $20 million James A. Cannavino Library with state-of-the-art technology. The partnership has also developed and implemented a comprehensive Ethernet network that reaches into every student room on campus and supports every faculty and administrative office and every academic building.

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

Marist's participation in the Joint Study has enabled the College to involve faculty, students, and staff in emerging technology initiatives such as rich media content management, the Linux operating system, virtual server hosting, multimedia streaming, grid computing, cloud computing, advanced networking technology, on-line gaming, virtual world computing, cell processor technology, service oriented architecture, web services programming, and automated server provisioning. Marist's work with IBM has created the infrastructure that is necessary for faculty, students, and staff to engage in leading-edge teaching and research using tomorrow's technology.

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

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

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 without 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 Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia,

PA 19104, (215) 662-5606, accredits Marist College. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the U.S. Department of Justice for the training of foreign students. It is approved by the New York State Education Department for the training of veterans. The College is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and Scholar Incentive Awards. The College holds membership in the New York State unit of the American Association of Colleges for Teacher Education.

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

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

Academic Facilities

NEW SCIENCE AND ALLIED HEALTH BUILDING

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

ACADEMIC BUILDING AND STUDENT CENTER RENOVATION

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

Nelly Goletti Theatre, named in memory of accomplished composer, pianist, and singer Nelly Goletti, a longtime Hudson Valley resident. Additional facilities within the Student Center include a health and wellness center, student lounges, student government offices, space for club activities, a yoga and dance studio, a post office, and a bookstore.

THE HANCOCK CENTER

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

JAMES A. CANNAVINO LIBRARY

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

THE LOWELL THOMAS COMMUNICATIONS CENTER

The newly renovated Lowell Thomas Communications Center houses classrooms, TV studios, video editing labs, computer labs, faculty offices, and collaborative work space for the School of Communication and the Arts. It is also home to the School of Professional Programs. The center is named in memory of the legendary broadcast pioneer who received an honorary degree from Marist in 1981. Lowell Thomas lived in Pawling, NY, 20 miles from Marist's main campus, for more than 50 years. Lowell Thomas and his ideals are commemorated through the Marist College Lowell Thomas Award, instituted in 1983 and awarded to the top broadcast journalists in the country.

The building also holds the Center for Sports Communication, which promotes study and practice in sports communication, and the Media Center, which supports the use of audio and video instructional technologies to enrich the learning experiences of Marist students across all disciplines.

THE MARGARET M. AND CHARLES H. DYSON CENTER

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

DONNELLY HALL AND THE STEEL PLANT STUDIOS AND GALLERY

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

FONTAINE HALL

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

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, characteristic restaurants, ice-cream parlors, wine bars, elegant shops, artistic workshops, and traditional markets. As a thriving economic center with particular strengths in the fashion, luxury goods, and tourist sectors, the city of Florence also offers its inhabitants the chance to investigate myriad aspects of the contemporary Italian world. In addition, Florence is an excellent location for access to other sites and cities in Tuscany, Italy, and Europe.

The Florence branch campus is located in ten campus buildings (totaling 4,800 square meters), mainly in the lively San Lorenzo district of the historic city center. The main building, situated in Via Faenza, dates back to the 13th century

and originated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first hundred years belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has recently been restored to its original splendor and serves as the setting for LdM conferences and receptions. Students and professors from LdM's Restoration Department were fully involved in the restoration of the church interior.

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

Student Services & Facilities

INFORMATION TECHNOLOGY COMPUTER LABS

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

All computers are less than three years old, and all software is updated yearly to the most recent software available. Details about each computer lab are available online at *http://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 intramural program as well as intercollegiate athletics competition. The James J. McCann Recreation Center features a pool with a diving well, basketball courts, three handball/racquetball courts, a fitness center, and a dance studio. The main field house for NCAA Division I play features a handsome wooden floor and seating capacity for 3,000 spectators. The McCann Center was renovated in 1996, and a new 20,000-square-foot addition containing a gymnasium, state-of-the-art fitness center, and locker rooms opened in 1997. For more information, please contact the Athletics Department at (845) 575-3553.

CENTER FOR CAREER SERVICES

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

- career advisement
- career assessment on DISCOVER
- résumé information & critiques
- assistance with job search correspondence
- annual career conferences with employers
- a résumé referral service
- employer information & directories
- an alumni career network

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

Admission to Graduate Programs

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

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

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

Please address all applications and correspondence regarding graduate study to:
> **Office of Graduate Admission**
> **Marist College**
> **3399 North Road**
> **Poughkeepsie, New York 12601-1387**

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

HEALTH REGULATIONS

New York State Public Health Law requires the following:

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

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

PLEASE NOTE: Students studying 100% online are not required to submit Meningitis or MMR documentation.

Information and pertinent forms are available at *www.marist.edu/healthservices* or you may contact:
> **Health Services**
> **Room 350 Student Center**
> **Marist College**
> **Poughkeepsie, NY 12601-1387**
> **Phone: (845) 575-3270**
> **Fax: (845) 575-3275**

Application Requirements for International Students

International students applying to any graduate program at Marist must:

Submit an application for admission by June 15 for the fall semester or by November 1 for the spring semester with a $50 (U.S.) non-refundable processing fee.

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

Submit a minimum score of **550** on the paper-based TOEFL exam or a **213** on the computer-based TOEFL or an **80** on the Internet-based TOEFL exam. Students may choose to submit a minimum score of **6.5** on the IELTS exam in lieu of the TOEFL. *All test scores must come directly from the Testing Service to the Office of Graduate Admission at Marist College.* **NOTE:** *the Marist report code is 2400. Copies of test scores will delay the admission process since an I20 will not be issued without official documents.*

Submit an original notarized copy of the Declaration of Finances Form or notarized affidavit of support, signed by both the applicant and his/her sponsor, for the designated amount as indicated on the web *http://www.marist.edu/admission/international/apply.html#Graduate.*

Submit an official letter from a bank or other financial institution (with bank seal and management signature) stating that the minimum amount required as indicated on the web *http://www.marist.edu/admission/International/apply.html#Graduate* is available to the student.

NOTE: The amount may change each academic year.

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

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

LANGUAGE PROFICIENCY

International students must arrive several days before classes begin in order to participate in the mandatory International Student Orientation Program that takes place before the fall and spring semesters. The orientation session introduces students to the academic policies and procedures at Marist College and familiarizes them with the campus, the surrounding community, and the United States. An American Culture and Language seminar is required for all new international students as part of the extended orientation program.

FINANCING YOUR EDUCATION

Statement of Fees

GRADUATE TUITION AND FEES 2017-2018

Tuition (per credit hour, 2017-2018 academic year) $800.00
*subject to change

Tuition – Physician Assistant (per credit hour, Fall 2017) $950.00

Tuition – Physician Assistant (per credit hour, Spring 2018).......................... $980.00

Tuition – Physical Therapy (per credit hour, Spring 2018) $1,010.00

Application Fee (non-refundable)... $ 50.00

Maintenance of Matriculation Fee (non-refundable)....................................... $ 15.00

This fee is to be paid to maintain matriculated status during any semester
in which the candidate for a degree is on an official leave of absence.

Reinstatement Fee (non-refundable) .... $ 75.00

This fee is to be paid by a student who has withdrawn from the program,
but has applied for and been granted re-admission into the program.

Thesis Fee. .... $ 30.00

Transcript Fee (payable at time of request) .... $ 5.00

International Student Health Insurance Fee (required)................................. $1,410.00

International Student Orientation Fee (mandatory)... $130.00

Returned Check Fee.. $15.00

Lost I.D. Fee.. $15.00
   Payable when a replacement is requested by a student.

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.*

INTERNATIONAL PAYMENT GATEWAY
Marist College has partnered with Flywire to streamline the tuition payment process
for our international students. Flywire allows you to pay from any country and any
bank. They also offer excellent foreign exchange rates, in comparison to traditional
banks, allowing you to pay in your home currency (in most cases) and save a
significant amount of money. You will be able to track the progress of your payment

throughout the transfer process via a student dashboard, and you will also be notified via email when your payment is received by Marist College.

Click or go to: *https://www.flywire.com/pay/marist* to begin the payment process.

TUITION REIMBURSEMENT

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

FINANCIAL AID

The Office of Student Financial Services recognizes that financing your graduate education is an essential factor in your decision to attend graduate school, and we are dedicated to providing the information and support you need to make this investment of a lifetime. In addition to traditional sources, including personal income, savings, and family/employer assistance, several programs are available to assist both full-time and part-time students in meeting the cost of their graduate education. For eligibility, students must be matriculated in a graduate program at Marist and maintain satisfactory academic progress each semester. The Satisfactory academic progress policy can be viewed at *http://www.marist.edu/financialaid/pdfs/satacadprog.pdf.* Only electives listed for the individual graduate program requirements will be considered when determining financial aid eligibility. **NOTE:** Information subject to change. Refer to our web site for updated information regarding institutional, state and federal student aid programs.

EXCESS FINANCIAL AID

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

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

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

INSTITUTIONAL POLICY FOR REFUNDS

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

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

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

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

TITLE IV RECIPIENT POLICY FOR REFUNDS

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

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

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

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

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

UNOFFICIAL WITHDRAWAL

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 determined upon the applicant's cumulative GPA from their undergraduate degree-granting institution or most recently earned graduate/professional degree. No more than one merit scholarship will be awarded to each student.

GRADUATE SCHOLARSHIPS

SCHOLARSHIP	REQUIREMENTS	AWARD
GRADUATE SCHOLARS AWARD	3.5 GPA OR HIGHER	$2,000-$5,750
GRADUATE ACADEMIC AWARD	3.2 – 3.49 GPA	$1,200-$3,450
MARIST ALUMNI SCHOLARS AWARD	3.5 GPA OR HIGHER	$2,000-$5,750
MARIST ALUMNI ACADEMIC AWARD	UPON ACCEPT	$1,200-$3,450

Merit awards are made at the discretion of the scholarship committee. The total scholarship amount awarded covers the duration of the program, and is applied by course each semester in the amount of $150 or $250 per course.

Award recipients must maintain a 3.0 GPA and maintain good academic standing in their program to remain eligible. The Award cannot be used toward undergraduate level courses or courses taken at other institutions.

Financial need is not required to be eligible for merit scholarships.

Applicants classified in any of the following categories will not be eligible:

1. Receiving other scholarship assistance through Marist College
2. Participating in the following programs: Master of Public Administration (MPA) cohort programs in NYC/Albany, Master of Public Administration (MPA) online program for law enforcement and emergency services, Hybrid MA in Educational Psychology, MS in Physician Assistant Studies, or MA in Museum Studies
3. Marist students currently enrolled in a 5-year bachelor's/master's degree program
4. Students receiving special tuition pricing through organizational partnerships.

Scholarship amounts apply to new graduate students entering Marist College beginning in the Spring 2009 semester and thereafter.

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

Graduate Assistantships

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

International Scholarships

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

Need-Based Financial Assistance

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

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

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

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

Marist Full-Time Graduate Grant

There are a limited number of grants for full-time graduate study awarded each year to students who receive no other form of tuition assistance. The award amount varies in accordance with need and academic merit and students must 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.) Information on interest rates and fees can be found at *www.studentaid.ed.gov.* Repayment begins six months after graduation, or after you cease to be enrolled at least half-time.

Important Direct Loan Information:

- A student must be at least half time status (6 credits) at all times to be eligible for this loan

- If you complete a Direct Loan Master Promissory Note (MPN) during your first semester at Marist you may not have to complete another application for 10 years, or until you enter another College.

- The Direct Loan Master Promissory Note (MPN) is a promissory note under which you may receive multiple subsidized and unsubsidized loans over a maximum ten-year period.

- All Direct Loans are subject to fees. The fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Marist College, two per loan period.

- Direct Loan funds will be transferred electronically to your college account. These funds must be credited to your account in the Office of Student Financial Services within 3 days of disbursement to the college or your loan will be canceled and your funds returned to the Department of Education.

- First-time borrowers of a Direct Loan must complete an entrance counseling session before you receive your loan. This ensures that you have received loan counseling and understand your responsibilities.

- All borrowers of a Direct Loan must complete an exit counseling session prior to withdrawal, transfer, leave of absence, or graduation from the college. This ensures that you have received loan counseling and understand your rights and responsibilities.

- If you choose to withdraw or take a leave of absence from Marist College, you must notify the appropriate offices. Please contact the your Program Director to complete an official withdrawal/leave of absence form and then contact the Office of Student Financial Services to cancel your financial aid or complete a Title IV calculation, if eligible.

- Please remember that a Federal Direct Loan is a loan, not a grant. You must repay the funds you borrow, plus interest and fees. If you have any questions, do not hesitate to contact the Office of Student Financial Services.

- The U.S. Department of Education's National Student Loan Data System (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to *https://www.nslds.ed.gov/nslds/ nslds_SA/.* All Title IV loans are reported to the National Student Loan Data System (NSLDS) and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

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

Your maximum eligibility period is based on the published length of your current program. This means that your maximum eligibility period can change if you change

programs. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will generally count against your new maximum eligibility period.

FEDERAL DIRECT PLUS LOANS FOR GRADUATE OR PROFESSIONAL STUDENTS

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

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

1. Complete the PLUS Loan Application: Runs the student's credit and gives the school information they need to create your Direct PLUS Loan. Students do need to be credit-approved to take this loan.

2. Complete the Master Promissory Note: On the *www.studentloans.gov w*ebsite, click "Complete MPN (Master Promissory Note)" then choose the option for "Graduate PLUS." This MPN is your legal loan agreement, which explains the terms and conditions of your loan.

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

- Borrowing limit is the Cost of Attendance minus any other aid. **The student is required to take the Unsubsidized Loan before the GradPLUS Loan will be certified.**

- Current Interest rates can be found at *www.studentaid.ed.gov.* Interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. You can opt to have all payments deferred until after graduation.

- All Direct Loans are subject to fees. åThe fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Marist College, two per loan period.

- **PLUS Loan Increase Policy:** If the credit check has not expired on an existing loan application, the student can request an increase of their loan via email to studentfinancialservices@marist.edu. The email must come from the student's Marist email account. If the credit has expired (over 90 days), the student should initiate a new application for the increased loan funds at *www. studentloans.gov.*

- Repayment begins 60 days after the 2nd disbursement with up to 10 years to repay depending on the amount borrowed. Parents who are interested in deferment for payments should contact their lender directly.

- Loan Forgiveness for the death or permanent disability of the student. (This is not available with Private Loan Financing.)

- The U.S. Department of Education's National Student Loan Data System (NSLDS) provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access NSLDS, go to *www.nslds.ed.gov*. All Title IV loans are reported to the National Student Loan Data System (NSLDS) and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

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

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

PRIVATE LOAN PROGRAMS

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

FIFTH-YEAR UNDERGRADUATE LOAN PROGRAM – FOR PREREQUISITE UNDERGRADUATE CLASSES

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

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

TEACHER CERTIFICATION COURSEWORK

A student may receive Federal Work-Study (FWS), as well as Direct Subsidized/ Unsubsidized Loans, and Perkins Loans if he or she is enrolled at least half time

in required teacher certification coursework, even if it does not lead to a degree or certificate awarded by the school. To qualify, the coursework must be required for elementary or secondary teacher certification or recertification in the state where the 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.

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

MATRICULATED STATUS

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

NON-MATRICULATED OR VISITING-STUDENT STATUS

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

Students may also be admitted into a graduate program on a non-matriculated basis if they fall into one of the following categories:

- a prospective student with an outstanding undergraduate record who does not have time to fully complete his or her requirements for admission before the start of the semester. In such cases, a student lacking GMAT, GRE, or other standardized test results, or select prerequisite courses, may be admitted on a non-matriculated basis at the discretion of the Program Director. Minimally, the applicant must present a completed application form and official transcripts of all previous college records (including two-year colleges) at least two weeks before the start of the semester.

- a visiting student, matriculated in another graduate program, who wishes to transfer credits earned at Marist College back to his/her home institution. Visiting students are still required to complete the application form and pay the required fee. In lieu of other admissions materials, visiting students must have a letter sent directly from their dean or program director to the Office of Graduate and Adult Enrollment at Marist and be approved by the Program Director. This letter must state that they are matriculated in a graduate program, are in good academic standing, and that the parent institution will accept the specified course credits for transfer.

To change from non-matriculated to matriculated status, the student must complete all admissions requirements. Any decisions and exceptions regarding non-matriculated status are made at the discretion of the Program Director. Denial of permission to enroll as a non-matriculated student does not necessarily imply rejection, but indicates that the Program Director has determined that the admissions decision should be deferred until all admissions requirements have been fulfilled.

CONTINUOUS REGISTRATION AND MAINTENANCE OF MATRICULATION REQUIREMENT

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

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

LEAVE OF ABSENCE

Request for a Leave of Absence.

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

- Students must complete the Leave of Absence/Withdrawal form and obtain the graduate Program Director's approval.

- The effective date of the Leave of Absence is determined by the last date of attendance.

- Students may take a Leave of Absence a maximum of two, nonconsecutive times.

- **NOTE:** taking a Leave of Absence does not stop the clock with regards to the graduate program's time limit for completion of all degree requirements.

- Students on Leave of Absence may not attend any other college/university while on leave. To return from a Leave of Absence, students are responsible for initiating written communication with the Program Director in a timely fashion to request readmission and to develop an approved Program Plan of Study. The director may then clear students to register for coursework during the Registration Period or the Add/Drop period.

- Students who are on a medical or psychological leave may be required to submit appropriate documentation to the College before being readmitted.

- Students who fail to return to Marist College at the end of a Leave of Absence will automatically be withdrawn from the graduate program by the director.

WITHDRAWAL FROM THE GRADUATE PROGRAM

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

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

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

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

RE-ADMISSION

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

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

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

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

DEFINITION OF FULL-TIME AND PART-TIME STUDY

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

COURSE CANCELLATIONS

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

ACADEMIC STANDING

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

GRADING

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

A   4.0 quality points for each semester hour of credit.
A–   3.7 quality points for each semester hour of credit.

B+ 3.3 quality points for each semester hour of credit.

B   3.0 quality points for each semester hour of credit.

B–   2.7 quality points for each semester hour of credit.

C+ 2.3 quality points for each semester hour of credit.

C   2.0 quality points for each semester hour of credit.

F   Indicates failing work. For the grade of F, the student receives no quality points.

W   This grade is assigned to a student who officially withdraws in writing from a course during the first eight weeks of a 15-week semester or four weeks of an 8-week round.

WF   This grade is assigned to a student who withdraws in writing from a course after the first eight weeks of a 15-week semester or four weeks of an 8-week round. Exceptions may be made by the Program Director should circumstances warrant. A grade of "WF" earns no quality points and is factored into a student's GPA.

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

S   This grade may be given only for Psychology internships and indicates satisfactory performance.

P   This grade is awarded in Psychology, Educational Psychology, and School Psychology project and thesis courses when the project or thesis has been completed and accepted by the department. This grade is awarded for Public Administration internships and indicates satisfactory performance.

X   This grade is awarded in Information Systems, Psychology, Educational Psychology, and School Psychology project and thesis courses when the project or thesis is still in progress at the end of the semester.

AU   This grade indicates completion of an audited course. It is assigned only when a course is being taken on a non-credit basis. Courses so graded may not be applied to fulfill degree requirements.

NC   This grade is given at the end of the semester if a student has not completed the requirements of an elective internship.

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

AUDITING

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

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

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

TRANSFER CREDITS

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

TRANSFER TO OTHER MARIST GRADUATE PROGRAMS

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

ACADEMIC GRANTS

The Office of Academic Grants provides assistance to full-time faculty interested in securing grant awards for research, curriculum development, and other creative activities relevant to the College's academic mission. Office staff assist faculty in 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 statements 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 Business Administration (MBA) degree designed to meet the unique needs of working adults. The Marist MBA program provides a high-quality, broad-based business management education that emphasizes the application of theory to management practice and the enhancement of managerial skills, from communication and team management to data analytics.

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

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

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

SCHOOL OF MANAGEMENT MISSION

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

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

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

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

THE MBA MISSION STATEMENT

The Mission of the Marist MBA Program is to:

- provide a dynamic business curriculum that cultivates professional skills and values, while focusing on real-world applications and employing current and emerging technologies, and

- advance students' managerial knowledge, elevate their communication, analytical, technological, and decision-making skills, and stimulate their appreciation of the social and ethical implications of working in a diverse, global business environment.

AACSB INTERNATIONAL ACCREDITATION

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

MBA PROGRAM FORMAT & SCHEDULING

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

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college or university in New York State to gain approval to offer its entire MBA program online. Students juggling work responsibilities, travel requirements, and family obligations can pursue their MBA from the convenience of their own keyboards, whenever and wherever they may be. The Marist online platform, iLearn, enables students to interact extensively with their instructors and classmates. Within the parameters set by the professor, online students log on according to their own schedules, when it is most convenient for them. Communication is ongoing via Forums, e-mail, group conference rooms, and private chat rooms. There is no on-campus requirement nor are all students expected to be online at the same time.

ADMISSIONS REQUIREMENTS

The MBA program looks at the interests, aptitude, and capacity of a prospective management student as indicated by the applicant's previous academic record,

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

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

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

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application
- A $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.

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

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

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

REGISTRATION PROCEDURES
Registration and payment is done online.

MBA PROGRAM OVERVIEW
The Marist MBA program is comprised of 2 components:
- The MBA Required Core (27 credits)
- Concentrations and/or Electives (9 credits)

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

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

Core Courses (27 credits required)

Each Core course is 3 credits.

MBA 660	The 21st Century Manager	
MBA 663	Global Environment of Business	
	Prerequisite or corequisite: MBA 660	
MBA 664	Economics	
	Prerequisite: MBA 660	
MBA 665	Analytics Bootcamp	
	Prerequisite or corequisite: MBA 660	
MBA 667	Accounting	
	Prerequisites: MBA 660, 665	
MBA 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
   Suggested prerequisite: MBA 671

2) MBA 671 Corporate Financial Theory & Practice

3) MBA 672 Financial Markets & Institutions
   Suggested prerequisite: MBA 671

4) MBA 673 Investment Analysis & Theory
   Suggested prerequisite: MBA 671

Healthcare Administration
Choose three of the following:
1) MBA 654 Managing Organizational Change

2) MBA 681 US Health Care Policies and Systems

3) MBA 682 Ethical/Legal Issues in Health Care

4) 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 considerations. *8 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 industry examples. Macro concepts will include GDP, employment, inflation/deflation, and equilibrium GDP with tools such as ISLM. The range of macro policy options available for economic stabilization and growth by countries will be discussed, including monetary and fiscal policy, with specific country applications in international context. There will also be consideration of current debates regarding various policy approaches. *8 weeks, 3 credits.*
Prerequisite or co-requisite: MBA 660

MBA 665
Analytics Bootcamp
3 Credits

This course will introduce a range of data driven disciplines and technologies to help enterprise users make better, faster business decisions. Students in this course will be exposed to spreadsheet modeling, data visualization, rudiments of data management and data analysis, and an introduction to data mining and predictive modeling, together with the statistics necessary to use the tools. The course will be hands-on, using state of the art software, with real world examples from different functional areas and business domains. *15 weeks, 3 credits.*
Prerequisite: MBA 660

MBA 667
Accounting
3 Credits

Accounting is an information system that lays the foundation for enlightened decision making. MBA accounting is to teach future business leaders rather than to educate accountants, therefore this course puts more emphasis on how accounting information

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

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

profitable and socially responsible marketing decisions. *8 weeks, 3 credits.*
Prerequisite: MBA 660, 663, 664, 665

MBA 669
Finance
3 Credits
The focus of this course is on valuation and value creation. It consists of two inter-related components: financial statements and asset valuation. It starts with a general discussion of financial environment. It continues with the study of financial statements and comprehensive ratio analysis of financial statements. Further, it discusses the determination of interest rates, the relationship between risk and return, and the discounted cash flow method of asset valuation, which is then applied to the valuation of financial assets (stocks and bonds) and the valuation of real assets (capital budgeting). It ends with a discussion of exchange rate determination and parity conditions in international finance. The course also discusses business ethics, and applies big data analytics using the tools the students have been exposed to in the program. *15 weeks, 3 credits.*
Prerequisite: MBA 660, 664, 665, 667

MBA 670
Operations Management
3 Credits
This course provides a broad but intensive overview of Operations Management, which is the planning and management of all kinds of firm resources used to produce goods and services. There is particular focus on process and systems thinking, value creating, and the link to strategy. Attention is paid to Operations Management in global businesses, and to environmental sustainability in Operations Management. In addition there is exposure to process strategies, lean manufacturing, planning processes, supply chain management, and quality management. The data analytics tools will be put to use. *15 weeks, 3 credits.*
Prerequisite: MBA 660, 663, 663, 665, 667, 668

MBA 801
Strategic Management
3 Credits

In this course the case method and current events are employed to engender an understanding of the theory, process and contemporary conduct of strategic management. Students will master environment, industry, and competitor analytical models and their application in designing organizational forms and charting firm strategy. The benefits and pitfalls of modern analytic techniques in formulation of strategy are considered. Personal competencies essential for success in the contemporary work environment, such as investigative, team dynamic, communication and analytical skills are stressed. *15 weeks, 3 credits.*

Prerequisites: Good Academic Standing (GPA of 3.0 or higher); MBA 660, 663, 664, 665, 667, 668, 669, 670; and at least one Elective course as pre-req or co-req.

ELECTIVE/CONCENTRATION COURSES

MBA 613
International Economics
3 Credits

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

Prerequisites: MBA 660 and 664

MBA 621
Strategic Marketing Planning
3 Credits

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

Prerequisites: MBA 660 and 668

MBA 622
International Marketing
3 Credits

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

Prerequisites: MBA 660 and 667

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

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

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

appropriate valuation techniques. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 669. Suggested: MBA 671

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

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

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

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

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

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

MBA 673
Investment Analysis and Theory
3 Credits
This course offers a study of investment, primarily in stocks and bonds, and of portfolio theory. Significant theoretical and empirical studies are discussed. The following topics are covered: the development of portfolio theory, fundamental analysis, technical analysis, bond and stock portfolio management, and international diversification. *8 weeks, 3 credits.*
Prerequisites: MBA 660 and 669. Suggested: MBA 671

MBA 681
US Health Care Policies and Systems
3 Credits
US Health Care Policies and Systems is an introduction to health care delivery systems and the policy environment they operate in, with emphasis on the American system of health care and its major issues and challenges. The course explores the dynamics of administration in health care institutions such as hospitals, nursing homes, and ambulatory care facilities, and the policy issues and controversies that shape the delivery of health care. *8 weeks, 3 credits.*
Prerequisites: MBA 660

MBA 682
Ethical/Legal Issues in Health Care
3 Credits
Ethical/Legal Issues in Health Care provides you with a fundamental knowledge of the legal system as it relates to health care institutions. The course then builds on your understanding of the legal system to integrate it with administrative theory as we examine ethical situations and decisions unique to health care administration and to the health care industry. *8 weeks, 3 credits.*
Prerequisites: MBA 660

MBA 683
Critical Issues in Health Care
3 Credits
Critical Issues in Health Care covers topics of contemporary and controversial nature, focusing on topics such as the

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

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

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

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

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

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

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

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

Master of Business Administration Faculty

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

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CHAIR, DEPARTMENT OF PUBLIC AND NONPROFIT ADMINISTRATION
SCHOOL OF MANAGEMENT
James Melitski, Ph.D.
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MISSION AND OBJECTIVES

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

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

- Integrate knowledge of the key theories across the disciplines of public administration

- Develop the skills necessary for managing public and nonprofit organizations effectively, and

- Embrace sound values in the ethical management of public organizations.

PROGRAM OVERVIEW

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

Students typically start the program with MPA 500 – *Introduction to Public Administration*, although exceptions may be made upon approval of the Department Chair. The capstone course, MPA 699 – *Innovation in Public Administration*, requires students to conduct independent, self-driven research that integrates concepts from across the MPA curriculum. To qualify for admittance into the capstone seminar, the candidate must have completed all prerequisite courses and be in good academic standing (GPA of 3.0 or better). We do not require a thesis or comprehensive examination as part of the MPA program requirements.

MPA FOUNDATION COURSES (9 CREDITS REQUIRED, WAIVABLE)

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

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

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

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

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

Required of pre-service students only.

MPA ELECTIVE COURSES (9 CREDITS REQUIRED)

MPA 502	Economics in the Public Sector
MPA 521	Management in Nonprofit Organizations
MPA 616	Global Issues in Public Administration
MPA 681	US Health Care Policies and Systems
MPA 682	Ethical/Legal Issues in Health Care
MPA 683	Critical Issues in Health Care
MBA 684	Leadership, Power and Influence
MBA 685	Negotiations and Conflict Management
MBA 688	Ethical Management of Organizations

MPA CONCENTRATION AREAS

Public Management:

MPA 502	Economics in the Public Sector
MPA 616	Global Issues in Public Administration
MPA 521	Management in Nonprofit Organizations

Ethical Leadership:

MPA 684	Leadership, Power and Influence
MPA 685	Negotiations and Conflict Management
MPA 688	Ethical Management of Organizations

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 is a social science that focuses on how people (both individually and in a group) use resources in the presence of scarcity. Economists are also concerned with the distributional aspects of resources and the ramifications of resource use. The primary objective of this course is to familiarize the student with basic economic concepts and theories that have been developed to explain economic issues that are faced, decisions that are made, and policies that are implemented.

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

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

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

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

MPA 508
Statistics for Public Managers
Statistics for Public Managers provides an overview of the scientific framework and empirical approaches to conducting and evaluating research studies. The course emphasizes the application of quantitative

techniques to decision making and problem-solving. Topics include descriptive statistics, probability, sampling plans, research design, 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 analysis of the theory and practice of designing, implementing, and evaluating public and nonprofit programs. This course develops skills in outcome measurement, survey design, and presentation of results.

MPA 521
Leadership and Management in Nonprofit Organizations

As more programs are operated by nonprofit organizations, public managers must understand the "third sector." This course provides an overview of the history, structure, and role of the nonprofit sector, including how nonprofit agencies differ from public and for-profit entities in mission, governance, funding, and staffing, and will consider current issues facing the nonprofit sector.

MPA 530
Organizational Theory and Change

Organizational Theory and Change covers the theory and practice of improving organizational effectiveness through planned, systematic interventions and change. Typical topics include analyzing organizational cultures, structures, processes, and capabilities; designing needed interventions; and assessing the motivational, educational, and other tools needed for successful implementation.

MPA 616
Global Issues in Public Administration

This course guides students through an overview of the challenges of managing public and not-for-profit organizations, which are staffed with a diverse workforce and subject to cultural and political influences beyond their obvious scope of responsibility. The course then builds on students' understanding of diversity issues, integrating them with administrative theory, as we examine ethical situations and decisions public administrators face in an increasingly globalized work environment.

MPA 660
Internship

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

MPA 661
Internship II

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

MPA 662
Internship III

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

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

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

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

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

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

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

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

Master of Public Administration Faculty

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

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KATHLEEN MANNIX Adjunct Instructor of Public Administration, 2008. *Degrees:* B.A., State University of New York at Potsdam; J.D., Cornell University

JAMES MELITSKI Associate Professor of Public Administration, 2003. *Degrees:* B.S., Ithaca College; M.A., Montclair State University; Ph.D., Rutgers University

ROY MEROLLI Professor of Public Administration, 1996. *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 President, Marist College. Professor of Public Administration, 1979. *Degrees:* B.A., California State University, Long Beach; M.P.A., University of Southern California; Ph.D., University of Southern California

SEAN ROBIN Adjunct Instructor of Public Administration, 2011. *Degrees:* B.S., Cornell University; M.C.P., MIT

KEVIN RONK Adjunct Instructor of Public Administration, 2011. *Degrees:* A.A.S., Dutchess Community College; B.S., State University of New York at New Paltz; M.P.A., Marist College

CHRISTOPHER SANDOR Adjunct Instructor of Public Administration, 2001. *Degrees:* B.A., State University of New York at Albany; M.P.A., Nelson A. Rockefeller College of Public Affairs and Policy; M.B.A., Lally School of Management, Rensselaer Polytechnic Institute

DEBORAH STEIN Adjunct Instructor of Public Administration, 2006. *Degrees:* A.S., York College of PA; B.S., State University of New York at New Paltz; M.P.A., Marist College

DELLA LEE SUE Assistant Professor of Economics, 2006. *Degrees:* A.B., Mount Holyoke College; M.A., Boston University; M.Phil and Ph.D., Columbia University

EDWARD SUMMERS Adjunct Instructor of Public Administration, 2009. *Degrees:* B.A., Marist College; M.P.A., Marist College; Ph.D. candidate, New School

DANIEL TREGLIA Adjunct Instructor of Public Administration, 2011. *Degrees:* B.A., University of Pennsylvania; M.P.P., Harvard University

ISAIAH VALLEJO-JUSTE Adjunct Instructor of Public Administration, 2011. *Degrees:* B.A., New York University; J.D., Albany Law School of Union University

GERI WILDENBERG Adjunct Instructor of Public Administration, 2012. *Degrees:* B.S., Colorado State University, M.P.A., CUNY, NY; Ph.D., Capella University

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

PROGRAM DIRECTOR

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MISSION AND OBJECTIVES

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

ONE DEGREE, THREE CONCENTRATIONS

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

Information Systems Management (ISM) Concentration

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

Business Analytics (BA) Concentration

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

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

Computer Networks and Security (CNS) Concentration

- Provides students with competence to investigate, design, implement, and troubleshoot emerging network and security technology

- Provides students with expertise in assessing an enterprise infrastructure for secure emerging solutions

- Provides students exposure to a practical state-of-the-art networking lab

- Specific career paths for the graduating CNS professional include security administrator, technical manager, systems administrator, network specialist, network operations manager, IT administrator, internet engineer, LAN/WAN engineer, or network administrator.

- The foundation for professionals who aspire to become a Chief Technology Officer (CTO)

EFFECTIVE COMMUNICATION SKILLS

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

- dialogue, not lecture, is the primary teaching method used. Most of the courses in this program will require you to verbally interact with the instructor and/or your peers on a regular basis in class or online;

- participation in small-group or team situations. These are designed to help develop your systems thinking and to enhance your interpersonal skills both in and out of the classroom;

- oral presentations to your instructor, your class, or to a real client. These may be formal or informal presentations and will summarize your own work or that of some team of which you are a member;

- written reports or research papers which will help evaluate the effectiveness of your written communication skills and provide feedback for improving them.

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

APPLICATION REQUIREMENTS

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

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

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

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

TRANSFER CREDIT

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

MATRICULATION STATUS

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

DEGREE REQUIREMENTS

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

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

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

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

ADVISEMENT

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

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

CAPSTONE ACTIVITY

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

ACADEMIC STANDING

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

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

COURSE SCHEDULING CONSIDERATIONS

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

SUBSTITUTE COURSES

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

MASTER OF SCIENCE IN INFORMATION SYSTEMS COURSE REQUIREMENTS:

MSIS Core Required Courses (21 Credits)

MSIS 527	Systems & Information Concepts in Organizations	3 cr
MSIS 537	Data Management I	3 cr
MSIS 567	Data Communications	3 cr
MSIS 570	Systems Analysis & Design	3 cr
MBA 667	Accounting	3 cr
MSIS 720	Information Systems Project (capstone)	3 cr
MSIS 730	Information Systems Policy	3 cr

Specializations – choose one:

Information Systems Management Required Courses (6 credits)

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

Electives:

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

Prerequisite:

MATH 130	Introduction to Statistics

Business Analytics Required Courses (9 credits)

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

Electives:

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

Prerequisite:

MATH 130	Introduction to Statistics

Computer Networks and Security Required Courses (9 credits)

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

Electives:

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

Prerequisites:

CMPT 307 Internetworking; 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.

Advanced Certificate in Information Systems

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

PROGRAM DIRECTOR
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The 12-credit Advanced Certificate in Business Analytics is aimed at helping professionals gain expertise in accessing and manipulating data, and applying analytical techniques to extract information from data and use it to predict future trends and behavior patterns. Students who complete the Advanced Certificate in Business Analytics develop expertise and skills in the areas of Data Management, Decision Making, Statistical Data Analysis, Management Science, Business Performance Management, Data Mining and Predictive Analytics. The field of business analytics has grown significantly over the last few years, providing business users with better insights from operational data stored in transactional systems. Business analytics stands today as one of the most strategically important fields in corporate information technology. Executives analyze sales trends and customer purchase patterns to improve their marketing strategies and better target customers with product offers and advertising. Students of the Advanced Certificate in Business Analytics acquire hands-on experience with cutting-edge analytical methods and software tools, leveraging the use of information technology to help improve decision making. The Certificate consists of a four course sequence (12 credits) that suits the needs of a broad audience of individuals in business, science, and technology across a wide range of domains. The list includes strategy managers, researchers (physics and engineering, social science, medicine), business analysts and consultants, IT

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

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

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

CERTIFICATE REQUIREMENTS

The Advanced Certificate in Business Analytics is obtained upon satisfactory completion of four courses (12 credits) from the Graduate Information Systems program as follows:

MSIS 537	Data Management I	3 credits
MSIS 545	Introduction to Data Analysis & Computational Statistics	3 credits
MSIS 637	Decision Support Systems	3 credits
MSIS 591	Data Mining & Predictive Analytics	3 credits

SUGGESTED COURSE SEQUENCE

Assuming two courses per semester:

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

ADMISSIONS REQUIREMENTS

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

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

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

Graduate Courses in Information Systems

CORE COURSES (21 credits)

MSIS 527
Systems and Information Concepts in Organizations (SICO)
3 credits

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

MSIS 537
Data Management
3 credits

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

MSIS 567
Data Communication
3 credits

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

MSIS 570
Systems Analysis and Design
3 credits

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

MBA 667
Accounting
3 credits

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

MSIS 730
IS Policy
3 credits

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

MSIS720
IS Project (capstone)
3 credits

Through the use of projects, this course fits together all of the concepts from previous courses regarding information systems development. The student gains experience in analyzing, designing, implementing, and evaluating information systems.

Assignments consist of at least one systems development project involving all or part of the systems-development cycle. Students will work independently or in teams to acquire practical experience through such projects, including the behavioral considerations in systems development. The instructor(s) will act as evaluator(s) instead of teacher(s) since the course pragmatically tests the student's knowledge and skills gained previously in the program. The student's ability to apply the systems approach to the project as a whole and to individual components will be very closely evaluated.

CONCENTRATION COURSES

Information Systems Management Concentration (6 credits)

MSIS 620
Emerging Technologies
3 credits

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

MSIS 621
Enterprise Architectures
3 credits

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

business value that can be achieved rather than the details of the technology. This is an integrative course including issues of business strategy, technology and the study of organizations and people. The creation of business value requires the successful integration of these issues with the potential of IT.

Business Analytics Concentration (9 credits)

MSIS 545:
Intro to Data Analysis and Computational Statistics
3 credits
This is an introductory course in data analysis with emphasis on statistical computation, analysis, simulation, modeling and prediction. A basic presentation of modern computational data analysis, graphics and inferential statistics is provided in a laboratory setting; students gain proficiency in using a statistical software platform such as R. The course will cover probability concepts, important distributions, descriptive statistics and graphical analysis, inferential statistics including confidence intervals, hypotheses testing and ANOVA, as well as correlation and linear regression in one and several covariates. Computational techniques such as the bootstrap and resampling as well as for simulations are stressed throughout. Principles and methods of statistical analysis are put into practice using a range of real-world data.

MSIS 637
Decision Support Systems
3 credits
This course covers concepts and tools that aid managerial decision making by applying analytic reasoning and computer-based tools to managerial problems. Managers are increasingly overwhelmed by the speed of decision making, the number of decisions, and the amount of data available to help make these decisions. Their success depends on their ability to extract business value from the raw data their organization collects. The course focuses on decision making

techniques and tools including such topics as management science, model-driven decision support, data-driven DSS, expert systems, executive information systems and business intelligence.

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

Computer Networks and Security Concentration (9 credits)

MSIS 601
Network Design and Implementation
3 credits
Computer Networks continue to expand the technologies they must support. This course covers computer network design and implementation of industry preferred algorithms, protocols and technologies. Focus and emphasis is given to industry and research best practices and secure implementation and management. Problem solving techniques and network management tools are discussed and utilized while working with industry leaders networking equipment. Topics include LAN and WAN network design, network management, fault detection, configuration, secure protocol implementations, performance, and congestion control techniques. Strong focus on problem-solving skills and network management tools based on protocols like SNMP will be utilized.

MSIS 602
Network Security
3 credits

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

MSIS 603
Network Virtualization
3 credits

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

Computer Science/Software Development and Information Systems Faculty

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

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

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

CASIMER DECUSATIS Assistant Professor, 2014. *Degrees:* B.S. Engineering Science & Mechanics, Pennsylvania State University; M.S. Electrical, Computer & Systems Engineering, Rensselaer Polytechnic Institute; Ph.D. Electrical, Computer & Systems Engineering, Rensselaer Polytechnic Institute. *Specialties*: Cloud Computing, Fiber Optical Networking and Wavelength Multiplexing, Data Communications, Software-Defined Networking, Network Function Virtualization, Cyber-Security

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

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

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

ALAN G. LABOUSEUR Assistant Professor of Computer Science, 2003. *Degrees:* B.S., Marist College; M.S., Pace University; Ph.D, State University of New York at Albany. *Specialties:* Software Development, Database Systems, Internet-enabled Applications

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

ANNE MATHEUS Associate Professor of Information Systems, 2001. *Degrees:* B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College. Ph.D., State University of New York at Albany. *Specialties:* Information Decision Systems; Organizational Studies, Data Communications

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

PABLO RIVAS Assistant Professor of Computer Science, 2015. *Degrees:* B.S. in Computer Science, Nogales Institute of Technology, Mexico; M.Sc. in Electrical Engineering, Chihuahua Institute of Technology, Mexico; Ph.D. in Electrical and Computer Engineering, The University of Texas at El Paso; Postdoc at the Computer Science Department, Baylor University. *Specialties*: Machine learning and data science for the social good. How technology can be used to do social justice.

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

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

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MISSION AND OBJECTIVES

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

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 software 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.

APPLICATION REQUIREMENTS

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

- a current résumé;

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

- a written statement which outlines the applicant's career objective(s), the reason(s) for selecting Marist's IS program, desired specialization, and the applicant's personal and professional expectations from the program;

- optionally, at the graduate director's discretion, two letters of recommendation may be required.

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

MATRICULATION STATUS

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

To qualify for the Master of Science in Computer Science, students must matriculate and complete 32 credits as described below. Degree requirements must be satisfied within seven years of acceptance into the program, with a cumulative index of no less than 3.0. Requests for an extension of the seven-year limitation must be

made in writing to the Program Director. Each student is expected to complete the requirements as outlined in the catalog in effect at the time of admission to Marist College. Students may choose to follow a subsequently revised catalog.

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

ADVISEMENT

The Program Director serves as the primary advisor to all students in the program. The Program Director regularly makes specific recommendations on course sequences to be followed by individual students, and approves all program planning requests made by students. Students should feel free to discuss any questions or concerns that they may have regarding their planned studies with the graduate director.

The graduate director reserves the right to limit the number of courses that a student may take each semester depending upon a student's professional workload and other concerns.

CAPSTONE ACTIVITY

The MSCS Project course (MSIS 710) is the capstone course. It is expected that most courses will have been completed before the student enters this course. This will maximize the student's experience in the course while minimizing peer knowledge differences.

ACADEMIC STANDING

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

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

COURSE SCHEDULING CONSIDERATIONS

The MSCS program offers courses in the classroom on a regular basis and online courses occasionally. Specific schedules will be addressed by the Program Director as needs mandate.

SUBSTITUTE COURSES

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

PREREQUISITES

All applicants are expected to be proficient in computer programming, computer architecture, and mathematics. The level of competence can ordinarily be demonstrated by appropriate courses in the areas noted below.

- MATH 250 Discrete Mathematics
- MSCS 501 Object-Oriented Programming
- MSCS 503 Computer Organization and Architecture
- MSCS 503 Computer Organization and Architecture

Students can waive these courses through a placement exam or demonstrated evidence of proficiency in these topics.

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
MSCS 688   Independent Study

Recommended Sequence:
Semester One – Fall
MSCS 560   Networking

MSCS 542   Database Management Systems
                Track Course #1

Semester Two – Spring
MSCS 630   Security Algorithms & Protocols

MSCS 510
Software Design & Development
Track Course #2

Semester Three – Fall
MSCS 710   Project

MSCS/SD   Grad Elective

Internship Courses
MSCS 680, 681, 682 Graduate Internship in Software Development

Description of Courses

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

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

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

MSCS 503
Computer Organization and Architecture
4 Credits
The purpose of this course is to acquire an understanding and appreciation of a computer system's functional components and their characteristics. Students will learn instruction set architecture, the internal implementation of a computer at the register and functional level, and understand how main activities are performed at machine level as well as gain an appreciation for hardware design at micro level. This course will not meet any graduation requirements and will generally be taken as a foundation course.
Prerequisite: CMPT 220 or MSCS 501

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

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

physical implementation of databases, and systems issues in the management of data.
Prerequisite: MSCS 501 Object-Oriented Programming

MSCS 555
Computer Graphics I
4 Credits

This course introduces students to all aspects of computer graphics: hardware, software, and applications. In the course, students will learn the basic concepts underlying computer graphics and gain experience with at least one graphical application programming interface.
Prerequisites: MSCS 502 Advanced Data Structures; MATH 221 Differential and Integral Calculus

MSCS 560
Networking
4 Credits

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

MSCS 565
Game Design and Programming 1
4 Credits

The objectives of this course are to introduce a disciplined, practical approach to computer game design and programming. The game design aspect focuses on interactive and interface design, world design, play mechanics and rules, and integration of visual and audio components. The game programming aspect focuses on game-specific 2D graphics, animation, physics simulations, algorithms, data structures, and libraries. The course is project-oriented and students working in small teams design and

implement their own video games from a list of options.
Prerequisite: MSCS 501 Object Oriented Programming

MSCS 621
Cloud Computing (formerly Distributed Systems)
4 Credits

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

MSCS 630
4 Credits
Security Algorithms and Protocols

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

Architecture and Organization, Math 250 Discrete Math

MSCS 665
Game Design and Programming 2
4 Credits

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

MSCS 679
Parallel Computing
4 Credits

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

Prerequisites: MSCS 501 Object-Oriented Programming; MSCS 503 Computer Architecture and Organization

MSCS 721
Software Verification & Maintenance
4 Credits

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

MSCS 722
Enterprise Mobile Dev
4 Credits

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

Computer Science/Software Development and Information Systems Faculty

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

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

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

CASIMER DECUSATIS. Assistant Professor, 2014. B.S. Engineering Science & Mechanics, Pennsylvania State University; M.S. Electrical, Computer & Systems Engineering, Rensselaer Polytechnic Institute; Ph.D. Electrical, Computer & Systems Engineering, Rensselaer Polytechnic Institute. *Specialties*: Cloud Computing, Fiber Optical Networking and Wavelength Multiplexing, Data Communications, Software-Defined Networking, Network Function Virtualization, Cyber-Security

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

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

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

ALAN G. LABOUSEUR Assistant Professor of Computer Science, 2003. *Degrees:* B.S., Marist College; M.S., Pace University; Ph.D, State University of New York at Albany. *Specialties:* Software Development, Database Systems, Internet-enabled Applications

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

ANNE MATHEUS Associate Professor of Information Systems, 2001. *Degrees:* B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College. Ph.D., State University of New York at Albany. *Specialties:* Information Decision Systems; Organizational Studies, Data Communications

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

PABLO RIVAS Assistant Professor of Computer Science, 2015. Degrees: B.S. in Computer Science, Nogales Institute of Technology, Mexico; M.Sc. in Electrical Engineering, Chihuahua Institute of Technology, Mexico; Ph.D. in Electrical and Computer Engineering, The University of Texas at El Paso; Postdoc at the Computer Science Department, Baylor University. *Specialties*: Machine learning and data science for the social good. How technology can be used to do social justice.

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

BOWU ZHANG Assistant Professor of Computer Science, 2015. Degrees: BS in Electrical Engineering, University of Science and Technology of China, PhD in Computer Science, the George Washington University. *Specialties*: Distributed Systems, Machine Learning, Data Science

PROGRAM DIRECTORS

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MISSION AND OBJECTIVES

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

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

Candidates for the Master of Science in Technology Management are technology, science, and engineering professionals with five to ten years of experience in technical or managerial positions who want to expand their managerial and technical skills and organizational knowledge in technology management and implementation. These are individuals who bring technology to organizational functions and are readying themselves for leadership positions in technology to create value for their firms and their clients. They need to be forward-thinking professionals who can spot opportunities for their organization to take advantage of emerging technologies. They will enroll in this program to enhance the organization's operations, decision-making processes, and engagements with their network partners through the ability to efficiently and effectively apply technology to innovate the business. The MSTM program is a 12-course, 36-credit-hour, part-time program to be completed in six semesters, including a two-semester capstone experience and an intensive 10-day international residency in the "Global Aspects of Technology Management." Students will also have an orientation.

PHILOSOPHY

Technology is defined as the body of scientific methods and materials applied to industrial and commercial objectives. In the spirit of this definition, this program focuses on the nexus of firm strategy and technology to create competitive advantage. The Marist College Master of Science in Technology Management enhances managerial acumen in strategically directing the use and products of technology across an enterprise. Creating value for the organization requires managers to be change agents, proactive in a dynamic world, and to understand the dynamic relationship between the organization's competitive and internal environments. Managers need to

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

DIFFERENTIATION

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

- Creates an integrated enterprise view of IT and other technologies by focusing on its beneficial role across the value chain.

- Instills Project Management as an integral skill in planning and managing operations.

- Focuses on the distinctive skills and role of the Senior Technology Executive in driving innovation across the organization, its suppliers, customers, and partners.

- Develops the ability to align business opportunities with emerging technologies.

- Offers an interdisciplinary program by drawing upon the strengths of the School of Management and the School of Computer Science and Mathematics through its department of Computer Science, Information Systems and Information Technology.

- Is offered fully online and follows a cohort format.

- Requires students to attend an international residency, dealing with technological changes across international markets and amidst global developments, virtual organizations, and management across cultures.

- Combines corporate site visits with presentations by professors from non-U.S. universities and presentations by relevant practitioners.

ON-SITE AND ONLINE FORMAT

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

INTRODUCTORY RESIDENCY

The cohort meets at Marist College in the week prior to the first semester for a two-day introductory residency. The objective of the residency is to provide an introduction to the program and to Marist College, as well as the opportunity to meet cohort members. It includes meeting program faculty and administrative staff as well

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

FINAL RESIDENCY

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

INTERNATIONAL RESIDENCY

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

ADMISSIONS REQUIREMENTS

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

- A minimum of a bachelor's degree, preferably in computer science, engineering, science, or business with an MIS concentration. Other undergraduate majors are considered if the concurrent experience base warrants admission to the program.

- An undergraduate GPA of 3.0 or higher.

- A completed Graduate Admission Application (available online).

- A $50 application fee.

- Two recommendation letters.

- Official transcripts from all prior undergraduate and graduate institutions attended.

- A current résumé.

- At least three years of post-baccalaureate leadership and managerial experience in a technology role or at least five years of post-baccalaureate professional experience in a technical position if little to no leadership or managerial experience.

- A GMAT (Report code is K9K-FZ-91) score or a GRE (Report code is 2400) score (on both tests) of 500 or better – tests may be waived if the applicant has five years of post-baccalaureate managerial or leadership experience or eight years of post-baccalaureate professional experience or a graduate degree. Admissions requirements for international students are outlined in the Application Requirements for International Students in the General Information section of this catalog.

STUDENT STATUS

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

MSTM 601
Leadership and Organizational Behavior
3 Credits

This course examines management and leadership in technology organizations in both theory and practice. Traditional and modern theories of leadership and organizational behavior, as well as practical application of these theories in the workplace, are explored. The course also examines aspects of power and influence of leaders in organizations. The course assists students in examining their leadership style and assists in the development of a plan to improve skills in desired areas relevant to managing technology.

MSTM 603
Systems and Information Concepts in Organizations
3 Credits

This is a course concerned with the organization and its environment as a super system and hence all other systems are sub-systems within the super system. The reciprocal effects of organization and technology are stressed to develop fundamental understanding of the impacts and demands of new technologies on organizations. Systems theory is used to develop the systems approach to problem-solving in large global organizations. Several case studies covering such topics as value chain management, enterprise resource planning, and competitive advantage are analyzed to further develop the skills and knowledge of the systems approach. MIS literacy is developed to build an adequate foundation for subsequent coursework in other areas. Most of all, this is a course in problem-solving in using information technology in organizations.

MSTM 623
Decision Making Tools for the Technology Manager
3 Credits

Decision Support Systems (DSS) were first developed in the 1970s to provide decision makers with computer-based tools for semi- and unstructured decision-making tasks. The emphasis is on helping managers make better decisions. Decision makers are increasingly overwhelmed by the number of decisions, the amount of data available, and the necessary speed of decision making. Their success depends on their ability to extract business value from the raw data their organization collects. This course focuses on the application of management science and data-driven decision-making tools to assist human decision-making processes. Throughout the course students are encouraged to think critically about how we make decisions, and to learn how to avoid common errors of judgment that occur because of faulty intuition and biased mental models.

MSTM 625
Marketing Foundations for Technology Managers
3 Credits

Managers of technology-driven firms are facing competition from every corner of the globe. Constantly evolving lines of competitive products, new technologies, and new regulations are commonplace. In this competitive environment where product life cycles are short, managers of technology-driven firms must develop and implement successful marketing strategies. This course, specifically designed for managers of technology-based companies, will provide the knowledge and skills to develop and

implement highly effective strategic marketing strategies. Course lectures, case studies, and discussion sessions integrate the concepts and principles. Primary focus is on issues facing corporations in technology-intensive industries.

MSTM 630
Data and Information Quality for the Information Executive
3 Credits

This course is an executive overview of data and information quality (DQ and IQ) problems in organizational information systems and an exploration of approaches to correct such problems. Approaches to correcting the problems within organizations include total data quality management, treating information as a product (IP), building IP-MAPS, judicious application of control processes and statistics, measurement, information quality assessments (IQA), methods to analyze integrity of databases (IA), record-matching, and quality function deployment (QFD). The student will study current journal articles that discuss the theoretical tenets of this emerging field of study. A combination of state-of-the-art literature review, in-depth discussions, and hands-on projects will be used to develop knowledge and the ability to meet objectives.

MSTM 640
Analyzing the Corporate Financial Environment of Technology-Driven Companies
3 Credits

This course will provide students with the knowledge to analyze the corporate financial environment of technology firms as well as the financial impact of implementing and applying technology throughout the value chain. They will be introduced to the relevant tools to analyze financial statements, as well as to the means of making financial decisions regarding raising capital and dividend policy. The instructors will use technology companies as the lecture examples and will also point out the specific needs and requirements of technology firms. Given that technology firms are often in a stage of rapid growth, the specific corporate financial environment of this stage will be analyzed. In particular, liquidity management will be stressed. In addition, the students will apply what they are learning to their own company. Students will, throughout the course, present their findings to the class. This will allow them to see the wide variety of reporting formats and differing financial circumstances of these firms.

We will examine these topics from multiple viewpoints and emphasize the importance of thinking, analyzing, and applying the concepts rather than memorizing descriptive material. This course will therefore be conducted in a lecture/discussion format. Class participation is desired and expected. The material to be learned for the exams will come from the lecture material, the course textbook, and class discussions.

MSTM 720
Enterprise Information Modeling
3 Credits

This course prepares students to effectively model, manage, and participate in the development of information-technology applications in support of business processes.

The course provides an integrated view of the organization from an external and internal perspective with the aim of familiarizing students with concepts and techniques for aligning enterprise information architectures to organizational goals and objectives.

MSTM 754
Managing Organizational Change
3 Credits

This course covers the theory and practices of improving organizational effectiveness through planned, systematic intervention. Change management—the visualization, planning, and implementation of transitions throughout the organization or business unit—is fast becoming a key source of competitive advantage. The course will provide the theory and practice of change

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

MSTM 800
Global Aspects of Technology Management
3 Credits

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

MSTM 801
Capstone I: Strategic Technology Management
3 Credits

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

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

MSTM 802
Capstone II: Information Systems Policy
3 Credits

This is a course that investigates the fundamental issues that the CIO manages in order to perform his/her functions in a way that leads to success of the firm. Emphasis is placed on investigating the knowledge, skills, and abilities required to become a CIO. The course covers many of the current issues that executives face in making IT and IS decisions. The diverse topics include mission of IS/IT, new roles for IS/IT, CIO responsibilities, strategic uses of information technology, seven planning techniques for introducing new technology, distributed technology strategies for global corporations, outsourcing, managing information resources and staff, new approaches to developing systems, and transitioning from legacy systems.

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

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

MSTM Program Faculty

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

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

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

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

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

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

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

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

EITEL J.M. LAURÍA Associate Professor and Graduate Director of Information Systems, 2002. *Degrees:* Electrical Engineering, Universidad de Buenos Aires (Argentina); M.B.A., Universidad del Salvador (Argentina) / Universidad de Deusto (Spain); Ph.D., State University of New York at Albany

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

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

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

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

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

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

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

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

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

1. Evaluation and assessment skills to understand and conceptualize clients' issues and psychopathology within their developmental, social, and cultural context.

2. Competence in the knowledge and application of counseling theory, skills, and evidenced-based treatment interventions with multiculturally diverse clients – individuals, groups, families, or couples.

3. Ethical and professional conduct within the standards of the profession, in their relationships with clients, colleagues, supervisors, supervisees, and faculty.

4. Personal and professional growth in sound interpersonal skills and self-awareness (intrapersonal) skills within their interactions with clients, colleagues, supervisors, and trainees.

5. Engagement in career and professional identity development through activities such as membership and participation in professional organizations, for example, the American Counseling Association, the New York Mental Health Counselor Association, etc.

COURSEWORK REQUIREMENTS

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

1. Professional Counseling Orientation and Ethical Practice

2. Social and Cultural Diversity

3. Human Growth and Development

4. Career Development

5. Counseling and Helping Relationships

6. Group Counseling and Group Work

7. Assessment and Testing

8. Research and Program Evaluation.

In addition, the Program requires coursework in important clinical areas that other master's programs do not, such as:

- Crisis & Trauma Intervention

- Psychopharmacology

- Substance Abuse Counseling

- Family & Couples Counseling.

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

COUNSELING FIELD EXPERIENCE REQUIREMENTS

The Counseling Practicum and Counseling Internship settings and clinical experiences must meet NY State Licensure Requirements as well as Marist's Program requirements. The Mental Health Counseling Program maintains a list of placements providing professional mental health services to a variety of client populations, and providing supervision by a licensed professional. These counseling field experiences are designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings. A training agreement between the student, the field placement's supervisor, and the Marist Program Director is signed, thus ensuring collaboration towards a solid educational and training experience. A Marist faculty member is assigned to coordinate each student's field experience and provide group supervision.

The Counseling Practicum course is usually offered in the summer after the first year of the program. Students engage in supervised professional counseling work about 10 hours per week across 12 weeks of the summer session. Thus, they complete a minimum total of 100 practicum experience hours.

The Counseling Internship courses typically occur in the fall and spring semesters of the second year of the program. Students engage in supervised professional counseling work approximately 20 hours per week in addition to taking other courses in the Mental Health Counseling curriculum that meet in the evening. Students complete a minimum total of 600 internship experience hours.

DEGREE REQUIREMENTS

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

- complete all requirements not later than five years after matriculation;

- complete a total of 60 credit hours in courses and field experiences;

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

APPLICATION AND PREREQUISITE REQUIREMENTS

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

- The Graduate Admissions Application.
- A $50 application fee (non-refundable).
- Official undergraduate (and graduate) transcripts.
  - The undergraduate transcript should document an earned bachelor's degree from an accredited college/university with a major in psychology or a closely related field. It must also indicate a minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A grade).
  - Non-psychology major applicants must demonstrate that they have taken undergraduate coursework in general psychology, statistics, and research methods in psychology. Coursework in undergraduate abnormal psychology is also preferred. A minimum grade of 3.0 is required in each of these courses. These prerequisite course requirements must all be completed before an application will be reviewed.
- A current résumé.
- Three letters of reference from former faculty members or employment supervisors that attest to the applicant's ability to be successful in graduate school and the field of mental health counseling.
- Graduate Record Examination (GRE) Scores – Verbal, Quantitative, and Writing. Applicants who can demonstrate the successful completion of graduate coursework elsewhere must submit a request to be exempted from the GRE.
- A personal statement of a least 500 words, describing the applicant's background, experiences, personal qualities, and academic and career goals related to mental health counseling.
- To an interview with the program director.

NOTE: All applicants admitted to the program are expected to utilize the American Psychological Association (APA) writing style in their written assignments. Applicants are strongly advised to acquire a copy of the latest edition of the Publication Manual of the APA.

TRANSFER CREDIT

Six transfer credits may be accepted pending review by the Program Director. Credits must be from a regionally accredited graduate program. A minimum grade of 3.0 is required in transferred courses which must also be sufficiently comparable to

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

REVIEW OF STUDENT PERFORMANCE: PROBATION AND DISMISSAL

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

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

Dugger, S.M. & Francis, P.C. (2014). Surviving a lawsuit against a counseling program: Lessons learned from *Ward v. Wilbanks. Journal of Counseling and Development*, 92, 135-141.

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

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

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

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

SCHEDULE

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

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

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

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

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

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

MENTAL HEALTH COUNSELING CURRICULUM SEQUENCE

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

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

Spring I
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

Course Descriptions for Required Courses

COUN 505L
Research in Counseling
3 Credits

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

COUN 507L
Psychopathology
3 Credits

The course considers abnormal behavior from the framework of the DSM classification system of the American Psychiatric Association and contemporary psychological models. This course stresses the etiology and assessment of abnormal behavior patterns and their relationship with psychotherapy, pharmacotherapy, and multicultural and gender issues.

COUN 508L
Psychopharmacology
3 Credits

This course introduces students to the bio-chemical basis of behavior as a foundation for understanding the effects and side effects of major classes of psychotropic drugs. This course analyzes the use of these drugs with special populations and from an historical perspective.

COUN 510L
Lifespan Development
3 Credits

This course will compare and contrast major methods of conducting developmental research including naturalistic, case-study, cross-sectional, longitudinal, survey, and correlational methods. It will evaluate the cultural differences in human development as well as compare and contrast the major theories of human development. It will analyze changes within behavioral, physical, cognitive, emotional, moral, personality, and social-developmental areas throughout life.

COUN 600L
Foundations & Ethics of Professional Counseling
3 Credits

This course provides students with an orientation to the role of the professional counselor, the mental health field, and the legal and ethical standards in counseling practice. Students learn about the history and philosophies for the counseling profession; the role of the counselor and of other human service providers; counselor self-care; the standards of the profession, e.g., ethics/laws, state licensing, certifications, and accreditations; licensing procedures; and professional organizations and advocacy processes.

COUN 610L
Counseling Theory & Practice
3 Credits

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

COUN 611L
Multicultural Foundations in Counseling
3 Credits

This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide

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

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

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

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

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

COUN 616L
Career Development Counseling
3 Credits
This course surveys career development across the lifespan. The course emphasizes career and vocational theories and decision-making models; occupational and educational information sources and systems; career and lifestyle development program planning, counseling, and evaluation; and multicultural issues in career development.

COUN 617L
Crisis & Trauma Intervention
3 Credits

This course provides counselors-in-training with an understanding of the effects of trauma and disasters on individuals of various ages and multicultural contexts. Students learn the theoretical and practical skills needed to respond to a variety of crisis and trauma situations, such as Post Traumatic Stress Disorder (PTSD), risk of suicide or homicide, sexual assault, loss and bereavement, violent incidents, and natural disasters. This course addresses counselors' roles and responsibilities as members of an interdisciplinary emergency management response team. Students are also taught skills in self-care to prevent counselor burnout and vicarious trauma.

COUN 618L
Chemical Dependency Counseling
3 Credits

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

COUN 700L
Counseling Practicum
3 credits

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

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

COUN 710N
Counseling Internship 1
3 Credits

Counseling Internship 1 requires the completion of a minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor. **Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617 Crisis & Trauma Intervention; COUN 700L Counseling Practicum; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student in good standing (i.e., not on Academic Probation or Non-Academic Probation).

COUN 711N
Counseling Internship 2
3 Credits

Counseling Internship 2 requires the completion of an additional minimum of 300 hours of a supervised internship in the practice of mental health counseling. The program requires a total minimum of 600 clock hours, of which at least 240 must be direct service. The internship is intended to encompass the comprehensive work activities of a professional counselor. **Prerequisites:** COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling; COUN 617L Crisis & Trauma Intervention; COUN 700L Counseling Practicum; COUN 710N Counseling Internship 1; Training in Mandated Reporting of Child Abuse/Neglect; and to be a student

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

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

Course Descriptions for Electives

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

COUN 520L
Community Psychology
3 Credits
This course focuses on the quality of the person/environment fit and how this ecological perspective influences an individual's mental health. This course explores the effectiveness of group and systems-level interventions in the prevention of mental illness. Issues such as crisis management and problem-solving skills training, support and self-help groups, political aspects of change, and the ethics of community research are discussed.

COUN 619L
Grief Counseling
3 Credits
This course provides specialized knowledge and skills in the practice of grief and loss counseling. Students examine the processes of grief, loss, and bereavement based on literature supporting effective counseling theories and interventions. The course emphasizes the students' development of awareness of: personal experiences and beliefs on loss and grief, knowledge of grief counseling theories and intervention skills. Sociocultural, ethical, legal, and self-care issues relevant to grief and loss counseling are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 621L
College Mental Health Counseling
3 Credits
This course provides specialized counseling knowledge and skills in the practice of counseling at college and university counseling services. The course provides an overview of the current practices, models, and approaches for addressing the mental health needs of today's college student. The course may focus on prevention and treatment of mental health issues that are prevalent at colleges and universities that may include, but are not limited to: eating disorders, developmental issues, family problems, interpersonal relationship skills, stress, suicide, depression, anxiety, substance abuse, and violence. Sociocultural, ethical, legal, administrative policy issues, and self-care issues relevant to college mental health counseling are also examined.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques

COUN 622L
Counseling the Seriously Mentally Ill
3 Credits

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

COUN 623L
Counseling Children & Adolescents
3 Credits

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

COUN 712N
Counseling Internship 3
3 Credits

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

Mental Health Counseling Faculty

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

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

DAVID A. CRENSHAW, LICENSED PSYCHOLOGIST, Adjunct Instructor. *Degrees*: B.A., William Jewell College; Ph.D., Washington University.

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. Assistant Dean of the School of Social & Behavioral Sciences, 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

MARISA MOORE, Adjunct Instructor. *Degrees:* B.A., Binghamton University; M.A., Iona College; M.S. & Ph.D., Oklahoma State University

STEPHANIE MCHUGH, LMHC Adjunct Instructor. *Degrees:* B.A., Marist College; M.S., College of St. Joseph

JOCELYN R. SMITH LEE, Assistant Professor. *Degrees:* B.A., Hampton University; M.A. & Ph.D., University of Maryland, College Park

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM

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MISSION AND OBJECTIVES

The mission of Marist's School Psychology Graduate Program is to prepare school psychologists as scientist-practitioners who provide effective and ethical services to a diverse range of students, families, and school professionals. The program follows the scientist-practitioner philosophy and trains candidates to understand, evaluate, utilize, and disseminate research that can be utilized as part of effective evidence-based services provided in the schools. 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 68-credit MA in School Psychology is NYSED-approved and NASP-approved. Marist College is accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through the CAEP Accreditation System. Marist College will seek accreditation under the Council for the Accreditation of Educator Preparation (CAEP) Standards in spring 2020. Formed in 2013, CAEP is the single specialized accreditor for educator preparation, and administers NCATE accreditation.

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 complete the Child Abuse Identification, Schools Against Violence in Education (SAVE), and DASA seminars. Completion of these seminars is included on candidate transcripts. Students who complete a seminar off campus must submit verification to the Program Director. Candidates must complete the NYS seminars and the required fingerprinting process before registering for practicum. Coursework continues through the second year while 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: PSYH 600, PSYH 616, PSYH 617, PSYH 618,

PSYH 705, PSYH 706, PSYH 625 or PSYH 630, PSYH 602, PSYH 601, EPSY 505, PSYH 640, PSYH 610, and 611. Candidates must also pass the Praxis II Exam in School Psychology before registering for internship. Candidates take PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring. Internships require 1,200 hours (600 hours minimum per semester, 5 days per week) within the school setting over the course of the school district's academic year. The internship must be completed in a state-approved public school district. In addition to other conditions, the practicum and internship may not be completed in a school district where the candidate is employed. All field placements must be approved by the program and meet the conditions and requirements established by the program. Candidates in the School Psychology Program complete the internship in June and receive their degrees in August after successfully completing all program requirements.

ADMISSIONS REQUIREMENTS

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

DEGREE REQUIREMENTS

To qualify for the master's degree in school psychology, a candidate must:
- complete all requirements not later than seven years after matriculation;
- complete a total of 68 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- successfully complete the candidate portfolio no later than June 1 of the calendar year in which the candidate expects to graduate;
- complete NYS Child Abuse Identification, Project SAVE, and DASA seminars;
- complete NYS Fingerprinting process;
- pass the School Psychology Praxis II Examination using the 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 transcripts evaluated. Acceptance of credits will be determined using the transfer course advisement sheet. In addition to content and other requirements detailed on the sheet, a course grade of B or better is required for acceptance of any transfer credits. A maximum of 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.

PROBATIONARY STATUS

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

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

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

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

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time candidates. 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. For further details, contact the Director of the School Psychology Program.

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	Neuropsychology of Learning	3 credits
PSYH 705	Individual Counseling	3 credits
PSYH 618	Social, Emotional, & Behavior. Assess.	3 credits
PSYH 602	Consultation in the Schools	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit
PSYH 706	Group Counseling	3 credits
PSYH 640	Academic & Behavioral Interventions	3 credits
PSYG 550	Multicultural Perspectives in Counseling	3 credits
PSYH 625	Cog. Behav. Therapy w/Children & Adolescents OR	
PSYH 630	Play Therapy	3 credits
EPSY 510	Learn. Theories Applied to the Classroom	3 credits
PSYH 701	School Psychology Internship/Seminar I	3 credits
PSYH 702	School Psychology Internship/Seminar II	3 credits
PSYH 703	School Psychology Internship/Seminar III	3 credits
PSYH 704	School Psychology Internship/Seminar IV	3 credits

TOTAL: 68

SCHEDULE

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

MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE

FIRST YEAR

Fall		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

Graduate Courses in School Psychology (PSYH Designation)

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 psycho-therapy 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. All field placements must be approved by the Field Placement Coordinator. Students register for the same instructor for Practicum I (fall) and Practicum II (spring).

Prerequisites: 24 graduate credits including PSYH 600, PSYH 616, PSYH 617, completion of the Child Abuse Identification, Violence Prevention, and DASA Seminars. Completion of the fingerprinting process through the NYS Education Department is also required.

PSYH 612
Developmental Psychology
3 Credits

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

PSYH 616
Cognitive Assessment
3 Credits

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

PSYH 617
Academic Assessment
3 Credits

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

PSYH 618
Social, Emotional,
& Behavioral Assessment
3 Credits

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

PSYH 620
Research Design & Data Analysis
in School Psychology
3 Credits

This course explores the most common research designs and analysis techniques utilized by school psychologists. It provides an introduction to research in the schools through the single-subject and group designs that are used as part of the Response to Intervention (RTI) and program evaluation

models, respectively. The purposes and processes of Response to Intervention and program evaluation in the schools will also be covered. Students will be introduced to and utilize the statistical tools commonly available to school psychologists.

PSYH 625
Cognitive-Behavioral Therapy with Children & Adolescents
3 Credits

This course serves as an introduction to cognitive-behavioral therapy. The foundations, history, and techniques of cognitive-behavioral therapy will be covered. Students will explore the relationships between theory, therapy techniques, and evidence-based practice. Cognitive-behavioral therapy techniques that can be used when working with children and adolescents will be emphasized.

PSYH 630
Play Therapy
3 Credits

This is a basic introduction to Play Therapy with a review of its origins, history, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play development, and a therapeutic tool for helping to treat emotional problems. Students will gain an understanding of the multitude of play therapy strategies and techniques that can be used. They will also understand, critique, and apply various theories of play therapy. This course will be a combination of lectures and videotapes along with hands-on experiential activities.

PSYH 631
Neuropsychology of Learning
3 Credits

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

PSYH 640
Academic & Behavioral Interventions
3 Credits

This course explores the types of academic and behavioral interventions that school psychologists utilize within the schools. These types of interventions apply to students in both general education and special education programs. From the academic realm, it includes interventions related to reading, mathematics, and written language. Behavioral interventions include those related to working with students diagnosed with disorders such as Autism, Attention-Deficit/Hyperactivity Disorder, and students experiencing difficulty with social skills, bullying, or aggression. Interventions will be discussed through the framework of evidence-based practice. Students will have the opportunity to integrate and evaluate these types of interventions into a single-subject Response to Intervention research design.

PSYH 701, 702, 703, 704
School Psychology Internship/ Seminar I, II, III & IV
3 Credits each

The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background

into sound professional practice. Through the practical experience, the school psychology intern is given the opportunity and the support he or she will need to function as an effective school psychologist.

The seminars focus on integrating and applying the intern's knowledge of psychology within a school setting. Topics include:

(1) the history and foundations of school psychology, (2) current and future perspectives in school psychology, (3) legal, ethical, and legislative issues in the provision of school psychological services, and (4) school psychological interventions with a focus on children, staff, and programs.

Students serve as interns for 1,200 hours (600 minimum per semester) in a state-approved public school district during the academic year. Students register for the same instructor for the fall and spring semesters. PSYH 701 and 703 are completed during the fall and PSYH 702 and 704 are completed during the spring semester. All placements must be approved by the Field Placement Coordinator.

Prerequisites: PSYH 600, PSYH 601, PSYH 602, PSYH 610, PSYH 611, PSYH 616, PSYH 617, PSYH 618, PSYH 625 or PSYH 630, PSYH 705, PSYH 706, EPSY 505, and PSYH 640. Candidates must also pass the Praxis II Exam in School Psychology before registering for Internship.

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

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

School Psychology Program Faculty

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

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

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 Associate 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

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, Portfolio Coordinator. *Degree:* Ph.D., Fordham University. *Certification*: Nationally Certified School Psychologist, Connecticut Certified School Psychologist

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MISSION AND OBJECTIVES

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

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

Both tracks of the M.A. in Educational Psychology entail the successful 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 based on the National Board of Professional Teaching Standards as their capstone project for completing the Masters program. The electronic portfolio demonstrates the professional knowledge and skills candidates have developed across the program. 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.

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

The M.A. in Educational Psychology program reflects the particular areas of focus for which Marist College teacher education is widely noted, and is defined by our Conceptual Framework.

The Conceptual Framework of the Teacher Education programs identifies its purpose as *preparing reflective professionals who think critically and work collaboratively 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:

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

Sense of Community

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

- Are active members of collaborative teams, and work across disciplines.
- 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:

- Promote justice, equity, and access for all students while working to improve schools.
- 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 12 standards listed below:

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

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

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

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

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

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

Standard 7 Social Foundations: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to examine, understand, and explain education within different contexts. In doing so the candidate examines and explains education in light of value orientations, and employs democratic values to assess educational beliefs, policies, and practices in light of their origins, 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 an understanding of individual and group motivation and behavior to create a mutually respectful, safe, supportive, inclusive, intellectually challenging and productive learning environment that encourages positive social interaction, active engagement in learning, and self-regulation.

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

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

Standard 11 Professional Practice: The candidate is a reflective practitioner who uses evidence to continually evaluate his/her practice and to assess the effects of choices and actions on others, adapting practice to meet the needs of each learner. This reflective practitioner upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities, and engages in ongoing professional development to continuously improve teaching competencies.

Standard 12 Relationships in School, Community, and Profession: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to enhance student learning, support high expectations, improve practice, and advance the profession.

Advanced Teaching Standards
(National Board for Professional Teaching Standards®)
The five major core standards represent what teachers should know and be able to do, and represent the National Board for Professional Teaching Standards® Policy Position:
1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.

3. Teachers are responsible for managing and monitoring student learning.

4. Teachers think systematically about their practice and learn from experience.

5. Teachers are members of learning communities.

PEDAGOGICAL CORE CURRICULUM

The course of study in the Master of Arts program supports the core values of Marist College identified in the institutional Mission Statement. The Master of Arts program is designed around courses and experiences that help teachers expand and build on their professional knowledge and skills. The goal is to prepare innovative, flexible teachers who are collaborative, reflective, and well grounded in current theories, contemporary professional practices, and innovative teaching strategies. The program is oriented around a fifteen credit hour pedagogical core curriculum that cuts across five essential areas of knowledge and skill needed by teachers: 1) Art and Science 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. Teachers and other educational professionals must, therefore, have a deep awareness of this context – ncluding its cultural, historical, linguistic, technological, and philosophical roots – in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry

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

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

ADMISSIONS REQUIREMENTS

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

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

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

TRANSFER CREDITS

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

DEGREE REQUIREMENTS

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

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

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

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

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

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

ADVISEMENT

At the time of matriculation, each student will meet with the Director of Graduate 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.

APPLICATION DEADLINES

Fall –April 15
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 admitted for a fall semester start. 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 summers**. This unique 36-credit program is designed to be completed in two years, with **two courses completed each semester:** summer, fall, and spring. In recognition of the busy and tightly scheduled lives of professional educators today, the program takes advantage of the superior online resources of Marist to combine short, two-week summer sessions on the beautiful campus in Poughkeepsie with online work during the rest of summer session and the entire length of fall and spring semesters. There are two short summer sessions held at the Marist campus. The summer sessions will take place on campus for two weeks and continue online for another three weeks. All fall and spring semester courses are delivered online. Marist has a long history of collaborative research and development, including Marist/IBM collaboration, to build outstanding online learning environments. As a result Marist now has cutting-edge technology platforms and includes the traditional services of email, chat, discussion groups, web servers, as well as iLearn, a dynamic and flexible system for offering online coursework. This graduate program takes full advantage of these resources. Because this is a cohort-based model, courses are offered in a specified sequence and candidates follow the already set cohort program. Since this is a very intensive program in a hybrid model, students must have good self-management and organization skills.

5 year BA/MA in Educational Psychology model: This model is an extension of the Marist undergraduate Dual Certificate Program in Childhood grades 1-6/Students with Disabilities grades 1-6. Outstanding, academically successful (minimum of 3.2 GPA), and highly motivated Marist undergraduate students in Psychology and the Dual-Certificate education program may consider applying to the five-year program which combines the Psychology in Childhood 1-6/Students with Disabilities 1-6 undergraduate program with the M.A. in Educational Psychology program. Marist students in the five-year program will receive a B.A. in Psychology, earn a New York State Initial Teaching Certificate in Childhood Education 1-6/Students with Disabilities grades 1-6, as well as an M.A. in Educational Psychology. The five-year program is a 36-credit graduate program. In this program candidates complete 12 credits of graduate courses starting in the spring semester of their junior year, prior to the completion of the B.A. degree program. Student teaching will be completed in the spring semester of their senior year as part of the B.A. degree requirement. The remaining 24 credits are completed in the fifth year, with graduate student status. Admission to this program is granted to qualified applicants in the fall semester of their junior year. The program is a cohort-based program and fits only for undergraduate 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
3 Credits
This course explores the application of diverse instructional and curricular strategies in middle school education. Through a variety of activities, teachers consider the unique curricular and pedagogical needs of middle school students. In addition, the course investigates matters pertaining to classroom management and organization,

interdisciplinary teaching, and the principles and practices of teaching specific subjects at the middle school level.

EPSY 605
Educational Assessment and Evaluation
3 Credits
This course is designed to expand knowledge and skills regarding the role of assessment in the instructional process and the assessment of student learning. Preservice and in-service teachers develop competence in classroom assessment practices in order to improve student learning and quality of classroom instruction. The course will provide an in-depth look at the various purposes of assessment, development of measures to fit specific needs, classroom assessments (including teacher-developed assessments), curriculum-based and criterion-referenced assessments, portfolio assessment, authentic assessment tasks, analysis of student work and grading, and norm-referenced standardized tests. Psychometric and measurement topics such as reliability, validity, test construction, and standardized scores will be explored. In addition, social and ethical issues surrounding the uses of testing and current trends in assessment will be analyzed. Students will receive training in the development of classroom assessment that is aligned with the New York State Education Department requirements. (*Offered on campus and online*)

EPSY 620
Lifespan Development
3 Credits
This course provides a broad understanding of individual needs which encompass the lifespan, and incorporates all significant aspects of growth that make up the human experience. Students will relate the developmental theory and research to professional practice in educational settings. Course work focuses on the principles of human development, presenting issues such as gender, cultural influences, nature vs. nurture, sexuality, as well as the effects of major life events on a person's psychological development and how these issues factor into educational settings. (*Offered on campus and online*)

EPSY 630
Teaching Content Area Literacy
3 Credits
This course explores content-area methods and materials for teaching comprehension, vocabulary, and study skills in diverse classrooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, attitudes, and perspectives. Students will create thematic units that integrate subject areas and utilize various learning approaches. 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*)

EPSY 650
Building a Community of Learners
3 Credits
This course helps teachers to apply knowledge 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 students with the full range of methodological approaches to educational research and social inquiry. Students are encouraged to develop a critical perspective on the interpretation of research and to evaluate the validity of studies and appropriateness of various research approaches. Both quantitative and qualitative research methodologies will be explored. The course will also cover action research, a means by which teachers can be actively engaged in research in their own classrooms, and how research has a bearing 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 an independent project related to teaching in a content area or understanding a specific school, classroom, or learning situation. The focus of the project is to be determined by students in consultation with Marist education and other disciplinary area faculty. Projects may take the form of action research, curriculum design and development, or intensive study of a particular topic in a content area. If the project is focused on specific topics in a content area, students should also consult a discipline-specific faculty member who can provide an informed evaluation of the content presented in the project. (*Offered usually online*)

Graduate Education Faculty

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

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

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

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

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

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

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

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

MARVIN KREPS Adjunct Instructor. *Degrees*: B.A., State University of New York at Albany; M.S., State University of New York at New Paltz; ABD, Sage College.

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

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

MICHELE SIMONETTY Adjunct Instructor. *Degrees:* B.S., College of New Rochelle; M.S., Dominican College

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

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

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

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

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

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

DIRECTOR, GRADUATE PROGRAM

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ABOUT THE PROGRAM

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

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

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

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

FORMAT

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

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

THESIS/NON-THESIS OPTION

The Master's thesis represents a guided research effort by a graduate student seeking to demonstrate mastery of the theoretical and applied knowledge he or she has gained in the Master's program. The thesis option at Marist is highly competitive and requires a formal approval by the Graduate Committee. Students who wish to apply for this option must notify the graduate director of their intent to pursue a thesis by October 1 of their first year in the case of full-time students, and October 1 of their second year in the case of part-time students. Students will submit a formal proposal for a thesis and must be granted permission to proceed by their thesis committee. Upon approval of the proposal, research will be conducted and, once completed, will be approved, presented, and defended before their thesis committee. A limited number of students will be accepted into the thesis track each year. Students may register for thesis in any semester, subject to approval of their thesis supervisor. As with any research, thesis work may not always go according to the timeline, which may result in delayed graduation.

For those not seeking research opportunities or transition to a Ph.D., the non-thesis option requires a final seminar course and comprehensive examination.

COMPREHENSIVE EXAMS

Comprehensive exams may only be taken by students who have completed all ten courses with a cumulative grade-point average of at least a 3.0. Comprehensive exams will cover three areas: Communication Theory, Research Methods, and an Applied Area in Communication. The Graduate Committee will grade the exams. Full-time and part-time students will normally take exams in July/August after completing all coursework. If a student fails or if a student is unable to take the exam in August for some reason, he/she can petition the Graduate Committee to retake the exam in December of that year.

ADMISSION

Admission to the M.A. in Communication is competitive and based on undergraduate performance, a satisfactory score on the Graduate Record Exam (GRE), and a candidate's professional credentials or demonstrated interest in the Communication field. The Graduate Director and/or Admissions Committee is/are committed to looking at the entire application packet and will evaluate professional and academic qualifications holistically.

Applicants to the Master of Arts in Communication must submit:
- a completed application for graduate admission;
- a $50 non-refundable application fee;
- official transcripts from all undergraduate (including two-year colleges) and graduate institutions including evidence of an earned BA or BS degree in Communication or a related field from an accredited college or university with a cumulative GPA of 3.0;
- an official score report showing an acceptable score on the Graduate Record Examination (GRE);
- a current résumé;
- 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 probation will receive a statement of requirements necessary to achieve good standing and will be given a limited time period in which to meet these requirements. Failure to achieve probationary requirements will result in dismissal.

THE MASTER OF ARTS IN COMMUNICATION

Curriculum Summary

COMG 500	Communication Theory	3 credits
COMG 501	Research Strategies & Methods	3 credits
COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 600	Organizational Communication	3 credits
COMG 601	Interpersonal Communication	3 credits
COMG 620	The Role of Communication in Conflict and Negotiation	3 credits
COMG 621	Leadership Communication	3 credits
MPA 530	Managing Organizational Change	3 credits
		27 credits

Choose one from:

COMG 602	Seminar in Communication OR	3 credits

COMG 700	Thesis*	3 credits
		3 credits

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

Program Options and Class Schedules

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

Fall

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

Spring

COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 620	The Role of Communication in 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

Spring II
COMG 601 Interpersonal
Communication
MPA 530 Managing
Organizational Change

Summer II
COMG 602 Seminar in Communication
& Comprehensive Exams OR

COMG 700 Thesis

Graduate Courses in Communication

COMG 500
Communication Theory
3 Credits

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

COMG 501
Research Strategies and Methods
3 Credits

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

COMG 502
Persuasion
3 Credits

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

COMG 503
Media Relations
3 Credits

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

COMG 600
Organizational Communication
3 Credits

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

COMG 601
Interpersonal Communication
3 Credits

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

COMG 602
Seminar in Communication
(Rotating topics)
3 Credits

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

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

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

COMG 700
Thesis
3 Credits
Students accepted for the thesis option will work very closely with his/her thesis director. The student will have to examine a theoretical model related to communication, supported by an in-depth review of the relevant literature; the student should come up with research hypotheses or research questions. These hypotheses or questions 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 cultures, structures, processes, and capabilities; designing needed interventions; and assessing the motivational, educational, and other tools needed for successful implementation.

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

At the end of this program students should be able to:
- Understand the theory of consumer behavior and marketing segmentation strategies
- Demonstrate strong research, analytical and strategic decision-making skills
- Write effectively for diverse audiences
- Understand the concept of branding and the strategic importance of building brand equity
- Have a good grasp of the traditional and nontraditional MARCOM tools
- Develop an IMC campaign plan.

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.

ADMISSION

Admission to the M.A. in IMC is competitive and based on undergraduate performance, a satisfactory score on the Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT), and a candidate's professional credentials or demonstrated interest in the IMC field. The Admissions Committee is committed to looking at the entire application packet and will evaluate professional and academic qualifications holistically.

Applicants to the Master of Arts in IMC must submit:
- a completed application for graduate admission;
- a $50 non-refundable application fee;
- official transcripts from all undergraduate (including two-year colleges) and graduate institutions including evidence of an earned BA or BS degree in Communication or a related field from an accredited college or university with a cumulative GPA of 3.0;
- an official score report showing an acceptable score on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT);
- a current résumé;
- 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 IMC, a student must:

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

STUDENT ADVISEMENT

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

ACADEMIC STANDING

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

THE MASTER OF ARTS IN IMC

Curriculum Summary

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

Program Options and Class Schedules

Sequences
Part-Time

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
First Year	Marketing Foundations	Analytical Tools for Decision Making	
Second Year	Advertising Management	Social Media Strategies & Tactics	IMC Capstone
Second Year	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
First Year		Analytical Tools for Decision Making	
Second Year	Public Relations Management	Social Media Strategies & Tactics	
Second Year	Marketing Foundations	Global Consumer Insights	
Third Year	Advertising Management		
Third Year	Brand Management	IMC Capstone	

Full-Time

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

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

Graduate Courses in IMC

MBA 525
Marketing Foundations
3 credits

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

MBA 535
Analytical Tools for Decision Making
3 credits

A foundation course in key statistical methods used to analyze data in support of business decisions. Topics included are: descriptive statistics, continuous and discrete distributions, sampling and inference, comparisons, hypothesis testing, regression and other more advanced methods selected by the instructor.

MBA 605
Marketing Research
3 credits

This course introduces students to the marketing research literature and to the marketing research process. The emphasis in this course is on how to actually conceptualize and conduct a marketing research project as well as use research as an aid for marketing strategy decisions. Students will learn how to design, interpret, and apply marketing research to solve business problems.

COMI 500
Principles of Integrated Marketing Communication
3 Credits

This course is an introduction to integrated marketing communication (IMC) elements, including advertising, direct response, sales promotion and public relations and their functions in today's communication environment. The course explores research, media and message elements involved in the creation of a campaign. In addition, students will learn about governmental regulations and ethics as they relate to IMC, and social and economic considerations that may impact IMC Campaigns.

COMI 600
Advertising Management
3 Credits

In this course students will examine the various processes involved in the management of advertising within an IMC context. The course deals with advertising from a strategic rather than simply a descriptive standpoint, and then goes on to provide students with an understanding of what it takes to develop an effective advertising campaign, starting out with the marketing plan. In essence, students will learn about the many major issues and key concepts that underlie good decision making in developing an advertising campaign.

COMI 605
Brand Management
3 Credits

In this course students will learn the importance of differentiating products and services in today's world of alternatives, which provides consumers with the power of choice. This course is a blend of theory and practice of product and brand management and will give students the skills to successfully develop, manage and promote the core values of an organization's brand internally and in competitive markets.

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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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
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kathleen.lill@marist.edu

MISSION AND OBJECTIVES

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

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

1. Knowledge and application of medical terminology, human structure and systems, clinical elements, pharmacology, pathology, infectious diseases, epidemiology, and biostatistics;

2. Evaluation and assessment skills to understand and conceptualize patients' medical issues resulting in accurate diagnoses;

3. Personal and professional growth in sound interpersonal skills and self-awareness (intrapersonal) skills within their interactions with patients, colleagues, and supervisors, as well as conflict resolution;

4. A practitioner-scientist approach through the application of research methods and critical thinking skills relevant to the practice of medicine, such as in-needs assessment and human evaluation;

5. Ethical and professional conduct within the standards of the profession, in their relationships with patients, colleagues, supervisors, and faculty; and

6. Engagement in career advancement and professional identity development through activities such as membership and participation in professional organizations, for example: the American Academy of Physician Assistants, New York State Society of Physician Assistants, etc.

The Master of Science-Physician Assistant Studies program is a 24-month, 90-credit, full-time program designed to prepare students for the Physician Assistant National Certification Examination (PANCE) and for a successful career as a physician assistant. The program consists of two 12-month phases: didactic and clinical. During the didactic phase, students will learn about healthcare in a variety of settings and across the lifespan. In addition, the ethical responsibilities of the profession, behavioral 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.

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

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

The ARC-PA has granted Accreditation-Provisional status to the Marist College Physician Assistant Program sponsored by Marist College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

ADMISSIONS REQUIREMENTS

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

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

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

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

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

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

PHYSICIAN ASSISTANT PROGRAM CURRICULUM SUMMARY

Master of Science in Physician Assistant Studies

PA 601	Human Anatomy	4 credits
PA 602	Human Physiology	3 credits
PA 603	Clinical Medicine I	4 credits
PA 604	Physical Diagnostics	3 credits
PA 605	Physical Diagnostics Lab	2 credits
PA 606	Ethics in Healthcare Delivery	2 credits
PA 607	PA History, Policy & Regulation	1 credit
PA 608	Clinical Pharmacology	4 credits
PA 609	Clinical Medicine II	4 credits
PA 610	Clinical Diagnostics	3 credits
PA 611	Clinical Diagnostics Lab	2 credits
PA 612	Medical Microbiology & Infectious Diseases	3 credits
PA 613	Clinical Pathology	3 credits

PA 614	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

The graduate program in PA Studies is designed to be completed in 24 months of full-time study (12 months of didactic and 12 months of clinical). Courses typically meet daily from 8:00 AM to 5:00 PM.

MARIST COLLEGE MS PHYSICIAN ASSISTANT STUDIES SEQUENCE

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

Summer

PA 601	Human Anatomy
PA 602	Human Physiology
PA 603	Clinical Medicine I
PA 607	PA History, Policy & Regulation
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		**Fall**	
PA 620	Medical Literature/Seminar	PA 620	Medical Literature/Seminar
PA 701	Rotation-Family Medicine*	PA 704	Rotation-Pediatrics*
PA 702	Rotation-Internal Medicine*	PA 705	Rotation-Obstetrics
PA 703	Rotation-General Surgery*		& Gynecology*
PA 710	Capping/Exit Exam	PA 706	Rotation-Behavioral
PA 710	Capping/Exit Exam		& Mental Health*

Spring

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

Graduate Courses in Physician Assistant Studies

PA 601
Human Anatomy
4 Credits

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

PA 602
Human Physiology
3 Credits

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

PA 603
Clinical Medicine I
4 Credits

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

PA 604
Physical Diagnostics
3 Credits

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

PA 605
Physical Diagnostics Lab
2 Credits

This lab section supports the learning objectives of PA 604 by providing the student time for supervised learning.

PA 606
Ethics in Healthcare Delivery
2 Credits

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

PA 607
PA History, Policy & Regulation
1 Credit

This course explores the origins of the physician assistant profession and the factors affecting the development of the profession in preparing the student to provide patient-centered care as part of the physician/PA team. Emphasis is placed on role socialization, quality assurance, credentialing of continued competence, policies and regulations governing clinical responsibilities and scope of practice, and the development of professional organizations for physician assistants. Issues of professionalism and the status of physician assistants in the U.S. and around the world are explored.

PA 608
Clinical Pharmacology
4 Credits

This foundational course in pharmacology provides the student with the concepts of pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Major concepts involve drug classification, mechanism of action, absorption, distribution, metabolism, elimination, and dose-response relationships of the different drug classes. Major drug interactions and adverse effects of specific classes will be covered for medications commonly used for the treatment and management of disease states in primary care.

PA 609
Clinical Medicine II
4 Credits

This course is the second in a sequence of three clinical medicine courses that are designed to prepare 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 610
Clinical Diagnostics
4 Credits

This course develops the student's ability to complete a focused patient assessment for common disorders seen in primary care medicine incorporating skills learned in PA 604. Additionally students will learn to compile patient data to formulate a differential diagnosis and include the use of diagnostic studies leading towards the development of a final diagnosis and treatment plan. Skills in writing patient notes are emphasized and oral presentation skills are introduced. This course incorporates the use of problem-based learning, small group sessions, and simulated or standardized patient encounters.

PA 611
Clinical Diagnostics Lab
2 Credits

This course will introduce the student to performing basic laboratory tests as discussed in lecture.

PA 612
Medical Microbiology & Infectious Diseases
3 Credits

This course provides advanced instruction regarding the properties of pathogenic bacteria, viruses and fungi and their role in disease states commonly observed in primary care. A systems-based approach is used to

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

PA 613
Clinical Pathology
3 Credits
This course describes the major 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 progression, management, and prognosis. Emphasis will be on diseases common to primary care practice and the development of a differential diagnosis and management plan based upon the patient's clinical presentation. In addition to the study of specific disease processes this course teaches the student to incorporate techniques of evidence-based medicine, physical examination, laboratory and diagnostic techniques, and interprofessional collaboration relevant to the system being studied. Pharmacologic therapeutic principles and practices are presented for specific medications utilized in the disease management of the topics covered in this section. This course blends a variety of learning techniques including lecture, self-directed learning, problem-based scenarios, and online learning to engage students in the content.

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

PA 618
Emergency Medicine
3 Credits

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

PA 620
Medical Literature/Seminar (online)
3 Credits

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

PA 621
Comprehensive Diagnosis
3 Credits

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

PA 701
Clinical Rotation – Family Medicine
3 Credits

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

PA 702
Clinical Rotation – Internal Medicine
3 Credits

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

PA 703
Clinical Rotation – General Surgery
3 Credits

During the General Surgery rotation, students are assigned to either the Department of Surgery at one of many local hospitals or to a private surgical service. With supervision, the student is given the opportunity to

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

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

PA 705
Clinical Rotation – Obstetrics/ Gynecology
3 Credits
The Ob/Gyn rotation takes place in a hospital, clinic, and/or private practice setting. The purpose of the Ob/Gyn rotation is to provide the student with practical clinical experience in the differential diagnosis, evaluation, and management of normal and abnormal conditions within obstetrics and gynecology. With supervision, students will participate in annual well woman exams, evaluate and treat gynecologic complaints, and work with patients presenting with normal or complicated pregnancies.   Students

may be assigned patients in preparation for a supportive role during labor, delivery, and/ or gynecological surgery. Students may be required to attend conferences, lectures, or take call.

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

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

PA 708
Clinical Rotation – Geriatrics/ Approved Elective
3 Credits
The focus of this rotation is an in-depth evaluation and ongoing treatment of geriatric patients with complex problems and/or chronic illness. Students learn the skills necessary to evaluate and manage

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

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

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

Physician Assistant Program Faculty

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

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

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

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

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

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

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

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

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