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Welcome

Welcome to the School of Science magazine for the 2016-2017 academic year. The School of Science continues to evolve in leaps and bounds. The big news this year is the development of a Doctor of Physical Therapy program. The first doctoral level program in the history of Marist College. Most of the faculty are already onboard and the facilities in the new Allied Health building are ready for an inaugural class planned for spring 2018. This program and the Physician Assistant program require years of planning and it is exciting to see them come to fruition. The PA program enrolled its second cohort this summer and will graduate its first set of students in May 2018. The first cohort is receiving rave reviews in their clinical sites which demonstrates the high quality of the program. Our plan was always to develop programs that reflect the strong reputation of Marist College while serving the local healthcare community and providing opportunities for our undergraduate population.

While our new graduate programs are extremely valuable additions to the institution, the undergraduate population remains the heart and soul of the college. We are very proud of everything they accomplish. For the first time in our history we had two students awarded prestigious Barry Goldwater scholarships this year. Our science students win awards, co-author scientific publications, present research at national conferences, get involved in a variety of clubs and charity organizations, are part of division I athletic clubs, take advantage of internship opportunities, and study all over the world. It’s amazing that they fit in everything and do it so successfully. Their energy keep the faculty and staff very busy.

In these pages you will read an article written by one of our students about an abroad course in Thailand, learn a little about our new physical therapy program, and find out about some of the amazing accomplishments of our students. Enjoy!
Medical Experiences in Thailand

When I started the course Medical Experience in Thailand, I had no idea how culturally and emotionally enriching a trip to Thailand could be. Traveling to this exhilarating country to meet people from every social class and cultural niche made me realize the impossibility of entering a foreign country without being impacted by the new world of practices and people. I signed up for this class in hopes to gain first-hand experience of exotic maladies and conditions I might not otherwise come across in the medical field of the western world – but my education extended far beyond the scope of tropical diseases. My perspective of the vital relationship between healthcare professional and patient was fundamentally altered. I was taught, by the wonderful healthcare workers of Thailand, how unconditional, selfless love, can support the patient both physically and emotionally – a combination of care that makes all the difference.

Our group arrived in Bangkok, Thailand the night of December 29th excited for the adventure ahead despite the 20 plus hours of plane travel we had just endured (for me it was closer to 36 because I started in Hawaii). The following morning we jumped on a boat and zipped around the Chao Phraya river, drinking in the unfamiliar sights, sounds, and yes, smells, as we counted the Buddhas and Asian Water Monitors (huge water lizards) lounging along the walls outlining the river network. Our class then traveled to Wat Pho, where we saw a giant, sprawling Buddha statue, and the Grand Palace, where visions of Anna and the King came flooding back as we wandered around the beautifully adorned palace grounds. Our most exciting site-seeing experience was found at the Chatchuchak Market, one of the world’s largest weekend markets, that covers 27 acres and entertains more than 200,000 visitors per day. Here, we bargained our way through 15,000 booths that sold various goods ranging from coconut ice cream to exotic pets.

Our healthcare education began in a rural district called Pak Chong where we found a well-organized healthcare system managed by the Thailand equivalent of our Western nurses, nurse practitioners, and physicians. The women of Pak Chong NaNa Hospital went above and beyond my expectations in both their attitude towards their patients and their attitude towards us, the “farang” or, foreigners. They answered each of our questions as descriptively as possible and as everyone’s nervousness subsided, an open and honest conversation between two groups of different languages ensued.

The conversation was two-sided and not every question asked was what social mores might consider a “safe-topic.” In Thailand, any criticism of the royal family or their government is considered treason and punishable by frightening consequences. So when we discussed the healthcare worker’s opinions of the Thai healthcare system, the Pak Chong nurses attempted to give us honest answers without insulting their government or their King. They explained the purely altruistic reasons behind their chosen occupation, supported by the fact that until very recently, Thai community nurses were not
paid. To them, their role was not simply a profession, but a way to give back to a community that had personally helped each of them throughout their entire lives. The incentive behind their tasks was solely patient oriented – for so many years their only immediate gratification was the health and well-being of their patients. The only request these women had was an increase in staff. They explained that more manpower is needed to effectively care for their growing community. The women of the Pak Chong NaNa Hospital had questions for us as well, mostly about our recent change in President. Tong Suk, our Thai translator said to us, “What of this new President, we are very afraid.” It was interesting to see the conversation extend from medicine all the way into politics.

A personal goal of this trip was to compare the opinions of Western medicine with those of Thai traditional medicine. I attempted to gather enough information to determine if certain Thai practices are worth integrating into Western medical protocol. The unyielding faith of Thai traditional healing in such a successful, developing country was interesting to see. While some healthcare workers in Thailand felt that given enough time, traditional healing could cure any ailment, others stated it could aid only mild illnesses and not serious, life-threatening issues. The exposure to traditional practices showed me that the value of Thai medicine isn’t only in the substances and protocols utilized, but in its philosophy of patience and empathy. This philosophy is what Western healthcare workers need to adopt from Thai traditional healers.

Thailand traditional healing stresses that less aggressive, although longer, courses of treatment such as herbal remedies or physical therapy have the potential to heal patients without introducing highly concentrated, processed chemicals to the patient’s body. Homprang, a certified Thai traditional healer, was determined to educate us on the power of Thai medicine. She took our group to her massage classroom where she taught us targeted massage that aids back pain, headaches, and stomach aches. Experiencing relief in my lower back after this old woman’s terrifying hands worked their way along my year old rowing injury sold me on just how powerful this pressure-point focused type of massage can be. I don’t know if I believe that all her remedies can cure every illness known to man, but I do agree that traditional healing should be more available to those interested in trying alternative types of medicine.

Influenced by images of Thai refugee camps and trapped in my first world definition of the word “rural”, I imagined Thailand to be a dreary, struggling country. Instead, I arrived in this South Asian atmosphere to find wonderful, happy people, who had created an organized, efficiently managed healthcare system. I will be forever grateful to the people I met on this trip for their willingness to share their exciting culture and interesting perspectives on both patient care and medical practices. I will be forever grateful to the people I met on this trip for their willingness to share their exciting culture and interesting perspectives on both patient care and medical practices. I think I speak for all the Marist students who ventured on this trip when I say that we were sad to say “fun dee”, or “sweet dreams”, to such a wonderful experience, but extremely thankful to have partaken in such an exciting adventure.

Abroad Opportunities for Science Majors

More than half of Marist students study abroad at some point in their time at Marist and science majors are no exception. Here are a couple of suggestions for studying abroad as a science student:

- consider short-term attachment courses. These meet during the semester and incorporate a short trip abroad during the summer or winter intersession. In addition to courses that fulfill core requirements, we offer science short term courses periodically.

- take advantage of our partnerships. For example, our Florence campus offers chemistry courses and we have an exchange program with the Department of Biological Science at the University of Kent (UK).

- talk to Marist International programs for more information about destinations appropriate for science majors.
Clockwise starting top left:
Kelsi exploring night markets in Bangkok, tickling babies in Isan, making friends in the Asian Elephant Hospital, riding around the Chao Phraya river, gaining perspective about Thai healthcare, tasting the treats of the hill tribes, listening to the teachings of traditional Thai medicine, and walking the beaches in Phuket.
Alec Lee ’18, an environmental science and policy major from Albany, N.Y., and Carolyn Turcotte ’18, a dual major in biomedical science and biochemistry from Hopewell Junction, N.Y., have both been named Goldwater Scholars for 2017.

According to Graduate School and Fellowship Advisor Pat Taylor, the Goldwater is “the premier recognition of undergraduates in STEM (science, technology, engineering, and mathematics) fields who show promise in pursuing further study in these areas.” The awards provide winners with $7,500 per year for both their junior and senior years. Alec and Carolyn are two of only 240 students nationwide to be chosen Goldwater Scholars from a pool of 1,286 nominees.

Alec and Carolyn presented substantive evidence of previous research endeavors, as well as plans for their future study, including pursuing doctoral work and, ultimately, careers in research. Both students have conducted sustained research projects here at Marist; Carolyn under the direction of Dr. Paula Checchi, assistant professor of biology, and Alec under Dr. Zofia Gagnon, associate professor of environmental science. This research experience was key to the students’ Goldwater success, as were their presentations at academic conferences.

Alec’s interests lie in the area of toxicology, specifically with an emphasis on mimicking the biological reactions to toxins of living organisms with the aim of devising systems to contain or nullify those toxic substances. He has participated in several scientific conferences, including those of the Society of Environmental Toxicology and Chemistry, the Eastern Colleges Science Conference, and the American Chemical Society. A member of the Honors Program, his honors project focuses on the construction of a student-run community garden on the Marist campus. He has also served as a resident adviser and as a teaching assistant and tutor in the sciences and mathematics.

Carolyn is completing dual majors in biomedical sciences and biochemistry. She plans to pursue a doctorate in molecular biology or biochemistry. Her research interests focus on genetics and mutations at the molecular level, knowledge of which can help develop tools to fight specific diseases. Carolyn has presented her work at different conferences, including that of the Hudson Valley Life Science Group, the American Chemical Society, and the William Paterson Undergraduate Research Symposium. At the latter meeting, she received an award for best poster in the field of Cell and Molecular Biology. In addition, at the Allied Genetics Conference in Orlando, FL (2016), Carolyn was one of eight undergraduates out of 150 applicants selected to speak at the undergraduate workshop. Also a member of the Honors Program, she is active in the Marist Commuter Student Council, serves as secretary for the Marist chapter of American Chemical Society club and is a member of Marist’s Lesbian Gay Straight Alliance and F.E.M.M.E. She is also a teaching assistant and tutor in developmental biology.
To promote excellence in undergraduate research and education, the Genetics Society of America has established a travel grant to assist undergraduate members attending a GSA conference and presenting their research. We’re proud to announce two of the twenty winners of the 2016 Undergraduate Travel Award were Marist students (Erika Rosenkranse and Carolyn Turcotte) who attended the 21st International C. elegans Conference at UCLA. Erika and Carolyn study DNA repair mechanisms under the direction of Dr. Paula Checchi.

"Synthesis and photophysical studies of solvatochromic compounds containing fluorene-quinoxaline donor-acceptor chromophores", which encompassed the organic materials research they have been conducting under the direction of Dr. Nadeau since September 2016. Sarah and Laura were both recipients of the Dr. J. Richard LaPietra Chemistry Summer Research Fellowship in summer 2015 and 2016, respectively. Laura and Sarah graduated in May 2017 and will continue on to graduate school in the fall. There, they will pursue the doctorate in chemistry, Sarah at Cornell University and Laura will be at Penn State University. Additionally, they are both coauthors on two peer-reviewed publications. When asked about their experiences at the conference, Sarah commented, "This was truly an amazing opportunity for me to go see potential graduate school advisers talk about their research. This experience really helped me make a decision about who I want to work with in the future." Laura added, "Attending the conference made me realize just how vast the opportunities are within the field of chemistry. It was a highly informative experience that will impact me for years to come."

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2017 Student Awards

The Glenn Marinelli Award for Excellence in Athletic Training: Meaghan Siobhan Gillespie
This award is given to a student who has completed a minimum of 24 credits of study in athletic training at Marist and has achieved recognized excellence in academic performance.

The Barnes & Noble College Bookstores Award for Excellence in Biology: Jae-Chiang Wong
This award is given to the student who has completed a minimum of 24 credits of study in biology at Marist and achieved recognized excellence in academic performance.

The Dr. Andrew A. Molloy ’51 Award for Excellence in Chemistry: Laura Mary Wickham
This award is given to a student who majored in chemistry or biochemistry and completed a minimum of 24 credits of study in chemistry at Marist, achieving recognized excellence in academic performance.

The CH Energy Group, Inc. Award for Excellence in Environmental Science & Policy: Julia Christine Czarnecki
This award is given to the student who has completed a minimum of 24 credits of study in environmental science at Marist and achieved recognized excellence in academic performance.

The Johnson & Johnson Clinical Diagnostic Award for Excellence in Medical Technology: Jordan Margaret Brown
This award is given to a student who has completed a minimum of 37 credits of study in medical technology at Marist and achieved recognized excellence in academic performance, as well as demonstrated potential for growth in the profession of medical technology.

The Mary Lou Gantert Award for Excellence in Science: Ange Uwimana
This award is given to a senior who has achieved a grade point average of 3.25 or greater; participated in research, internships, scientific presentations and/or related work experience beyond the expectations of the major; and compiled a record of service to the School of Science, the College, or the local community. The recipient should also show promise for continuation of their education at the graduate or professional-school level.

The Boehringer Ingelheim Award for Excellence in Scientific Research: Sarah Ruth Johnson
This award is given to a student selected by the School of Science faculty in recognition of overall academic performance with a primary focus on achievement in research.
Student Publications and Presentations

The School of Science congratulates the following faculty and students (denoted *) for their publications and presentations this year.

Publications


Presentations


National Athletic Trainers’ Association Annual Meeting, Houston, TX, 2017.


*Marist Student
How did Marist decide to offer the Doctor of Physical Therapy Program?

Marist believes that the development of the Doctor of Physical Therapy (DPT) Program aligns seamlessly with its mission and goals. The Program will provide Marist with an opportunity to extend its pursuit of developing graduates who are intellectually and ethically prepared to make their mark in the world. The DPT Program complements the mission and values of the College, augments its existing graduate and health programs, and advances the Strategic Plan and its initiative to strengthening its graduate programs. Furthermore, the Program will have an emphasis on community and global collaboration and service that are ideals firmly rooted in the values of Marist.

How has Marist prepared to meet the requirements of the DPT Program?

In its decision to develop the DPT Program, Marist committed to providing the funding for the necessary physical, financial, and human resources. This included the construction of a $33 million dollar Allied Health Building that houses the DPT Program. The building has a PT lab with a wide array of state-of-the-art therapy equipment and a research room that will contain a GAITLAB and a 3-D Biomechanical Motion Analysis system. The DPT Program shares access to a simulation suite that has several patient exam rooms equipped with high-definition cameras and microphones for video and voice recordings of student/patient interviews and interaction. The anatomy lab features electronic delivery of dissection guides, radiographic images of cadavers and high efficiency down-drafted dissection tables to reduce odors below published threshold limit values.

What unique opportunities does the DPT Program offer?

The Marist DPT Program is committed to creating the next generation of physical therapists by offering the highest standard of excellence in physical therapy education. After successful completion of the three-year program, graduates will be prepared to merge hands-on skills, ethical care, clinical judgment, and critical inquiry to promote optimal functioning of current and future clients throughout their lifespan.

The class size of 48 students is large enough to allow for a diverse student body but small enough to foster close interaction with faculty who are committed to student success. The full-time faculty to student ratio is an impressive 1 to 15. The ratio in labs is 1 to 12.

With the goal of educating well-rounded, doctorally-prepared professionals, capstone projects can be in the areas of research, education or service. The DPT program will offer students a wide range of opportunities to participate and develop clinical research led by faculty with combined career grant funded support of more than $5.8 million dollars.

Clinical experiences start in the second trimester and are interwoven after key trimesters so that classroom learning is reinforced with 36 weeks of clinical education provided in a wide-range of clinical sites including hospitals.
rehabilitation centers, schools, skilled nursing facilities, private practices, and home health care agencies. This experience, combined with the didactic instruction, will fully prepare Marist students to succeed in passing the national licensing examination. The program has been embraced by the Hudson Valley professional community, with many clinicians working with faculty to provide exceptional didactic and clinical education.

Marist’s faculty members are very active in the local Catskill District and the NY Chapter of the American Physical Therapy Association. This will allow students to interact at a professional level with many practicing physical therapists both locally and throughout New York. The faculty has been involved in countless hours of professional volunteer service dedicated to outreach to the local and international community. It is expected that students will join faculty in these service endeavors.

WHO WILL BE TEACHING IN THE DPT PROGRAM?

The DPT Program has a highly qualified, nationally recognized team of faculty members with a range of doctoral degrees and advanced certifications. They possess the following credentials: more than 150 years of combined clinical experience in a wide variety of practice settings, three board certified clinical specialists, and significant governance experience through numerous task force assignments within the American Physical Therapy Association and state and local chapters. The faculty includes:

**Claudia B. Fenderson, PT, EdD, PCS**, is the Director of the developing Doctor of Physical Therapy Program at Marist. Her career spans more than 35 years primarily in the areas of pediatrics, administration, and education. She is a Board Certified Pediatric Clinical Specialist. She has given numerous presentations at the state, national and international level on the topics related to pediatrics, education, health literacy, and domestic violence. Dr. Fenderson was the lead author of NeuroNotes, published by F.A. Davis. She is a member of the American Physical Therapy Association including sections in pediatrics, education, orthopedics, research, and women’s health.

**Julie Fineman, BS, MA, EdM**, is the Director of Clinical Education and Clinical Assistant Professor for the developing DPT Program at Marist College. Her PT career has focused on rehabilitation with a specialty in stroke, brain, and spinal cord injury in a wide variety of settings. Julie has been an Assistant Professor in Physical Therapy Programs at Stony Brook University, New York Medical College and Dominican College. She is currently pursuing her EdD degree investigating skill acquisition and dual task paradigms in subjects with Parkinson’s disease.

**Carl Embola, MS, MPA, PhD**, possesses an MS in Environmental Health, an MPA in Health Services Management, an MBA in Management and a PhD in Pathology. In his 16-year career in academia, Dr. Embola has developed and taught a wide range of
Yvonne Egitto joins the faculty of Marist’s DPT Program as a Clinical Assistant Professor after spending over thirty years as a practicing clinician. She has undergraduate degrees in both biochemistry and physical therapy and a DPT degree from Utica College. Dr. Egitto’s extensive career has focused on working with children and young adults with variety of diagnoses in settings that include home care, schools, outpatient clinics, and inpatient rehabilitation settings. She is certified in Neuro-Developmental Treatment. She has recently begun working with the geriatric population in both a rehabilitation facility as well as in home care. Yvonne has lived in the Hudson Valley with her family since 1989.

Christina Fojas joined the Marist faculty in 2016 as a Clinical Assistant Professor. She earned a PhD in Anthropology from the University of Tennessee, MS in Biological Anthropology from Mercyhurst University, and BA in Anthropology from New York University. Her research focuses on health as exhibited by the skeletal record; by examining a series of biological, cultural, and ecological factors, her research evaluates how risk of death fluctuates across time and space. Other research interests include skeletal growth and development, forensic age estimation, and medical education. Prior to teaching at Marist, Dr. Fojas was a Visiting Lecturer in the Department of Biomedical Sciences at the West Virginia School of Osteopathic Medicine. She is the Director of the Gross Anatomy Laboratory, and teaches anatomy in the DPT and PA Programs and anatomy and anthropology courses in the undergraduate curriculum.

John McGee joins the DPT Program as an Assistant Professor. He recently retired from the US Air Force after twenty-seven years of service. He was an Assistant Professor and Director of Research at the US Air Force Academy, Department of Biology in Colorado Springs, CO. In 2016, Lieutenant Colonel McGee received the Outstanding Academy Educator for exemplifying the highest ideals of teaching, mentoring, scholarship, and Air Force core values. He has received funded support in excess of $5.6 million for research in areas including health care economics, value-based health policy, and tactical fitness optimization/injury prevention. Dr. McGee is a Board Certified Orthopedic Physical Therapist. He maintains certification as an Athletic Trainer through the National Athletic Trainer’s Association. He served during Operation Desert Storm and as the Senior Research Director for the Joint Combat Casualty Research Team in support of operations New Dawn and Enduring Freedom.

Francine Sage-King, PT, DPT, ATC, is a Clinical Assistant Professor in the DPT Program at Marist. She is originally from Michigan and initially started her career as an athletic trainer after receiving her BS in Kinesiology from Michigan State University. Francine went on to receive her DPT from Columbia University once relocating to New York. Dr. Sage-King maintains certification as an Athletic Trainer through the National Athletic Trainer's Association. She has worked for many years at Helen Hayes Hospital. Her focus has been on treating adults with a wide variety of neurological impairments in both the inpatient and outpatient rehabilitation settings. She is currently engaged in research on the Pusher syndrome, a clinical disorder occurring in patients who have experienced a stroke. When not at work, Fran enjoys spending time with her husband and two daughters.
Introducing

The School of Science is pleased to welcome Robert Scott Boswick and Patti Hee.

Robert Scott Boswick

Robert Scott Boswick joined Marist in July 2016 as the Simulation Specialist for the Physician Assistant Program. Mr. Boswick coordinates the usage of the Simulation Suite, including educational aspects not just for the PA program but for all of the Marist community, as well as external partners. Prior to joining Marist, he was a founding faculty member at Touro’s College of Osteopathic Medicine new campus in Middletown, NY, where he helped develop the simulation and lab programming for the department of Primary Care. He has worked at St. Barnabas Hospital system in New York City as the Injury Prevention Coordinator to the Trauma Center and the American Heart Association Training Center Coordinator. His background is in Emergency Medical Services having worked as an Emergency Medical Technician in New York City and as a Paramedic in Westchester County. In addition, Robert Scott has spent twelve and a half years flying as a Flight Paramedic with STAT Flight, Westchester Medical Center. He has extensive teaching experience from Basic First Aid and Cardiopulmonary Pulmonary Resuscitation to Advance Cardiopulmonary Life Support and Advance Trauma Life Support.

Patti Hee

Patti Hee joined the Marist faculty in October of 2016 as a Clinical Assistant Professor in the Physician Assistant Program. She earned a Master of Public Health from San Jose State University and a BS in Professor Studies with a certificate of Physician Assistant studies from Touro College. She has over 25 years of clinical experience in family medicine, emergency medicine, inpatient medicine and allergy and immunology. Her recent healthcare experience was in family practice in Castro Valley, CA. Prior to teaching at Marist she was a principal faculty member at the Stanford University Physician Assistant Program in Palo Alto, CA. At Stanford, she developed the PA program’s Community Health Project curriculum, which prepared students to plan and implement healthcare projects in underserved communities. She teaches Clinical Medicine 1 and Clinical Diagnostics to Masters students in the PA Program.
Marist College received a $54,674 grant from the Department of Environmental Conservation’s Hudson River Estuary Program Grant. The money will be used to retrofit the school’s 28-foot educational and research vessel to provide greater accessibility to the river to all students including wheelchair users. The modifications include changes to the deck railing, widening the rail gate, and installation of a hydraulic ramp. Scientific equipment including a sonar system will be purchased in order to expand educational opportunities for students of all ages and abilities.

The net result of this retrofit will be a vessel like no other on the Hudson River. This project will benefit all citizens in the region, whether it be students associated with the educational projects accompanying this proposal, or future programs aimed at enhancing river access to the general public.

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Marist Receives State Grant to Increase Accessibility to Hudson River

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