MARIST

Graduate Studies

2013-2014 eCatalog

www.marist.edu/graduate

office of
graduate
and adult
enrollment **MARIST**

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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 160-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, and an extension center in Fishkill, NY. 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*, *Kiplinger's Personal Finance*, and *Barron's Best Buys in College Education*, Marist is noted for its leadership in the use of technology to enhance the teaching and learning process.

The College enrolls approximately 4,500 traditional undergraduate men and women, 560 nontraditional adult students, and nearly 1,000 full- and part-time graduate students. Its first graduating class of 1947 consisted of four Marist Brothers. Today, more than 35,000 alumni and alumnae call Marist alma mater.

Marist offers 43 programs leading to bachelor's degrees, 12 toward master's degrees, and a number of 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 undergraduate and graduate levels as well as study-abroad opportunities in many countries.

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 51 buildings and 37 student housing facilities, with a total estimated value of $607 million. Over the past two decades, Marist has expanded its course offerings and tripled its applicant pool. The College now receives more than 11,000 applications each year for admission to the freshman class. Its acceptance rate during that same period has gone from 75 percent to 31 percent in 2012.

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.

Graduate courses are not just offered at the main campus in Poughkeepsie. They are available at extension centers in Fishkill and Florence, Italy, as well as at several additional satellite locations. Graduate classes normally meet one evening per week (Monday through Thursday) at 6:30 P.M., either at the main campus of Marist College in Poughkeepsie, New York, or at the Marist Executive Center in Fishkill, New York. Two fifteen-week semesters are offered during the fall and spring terms, as well as a shortened summer session.

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

The IBM/Marist Joint Study

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

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

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

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

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

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

Membership and Accreditation

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

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

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

Academic Facilities

THE HANCOCK CENTER

The $35 million Hancock Center, Marist's newest building, 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 dedicates space to classrooms, seminar rooms, computer labs, and academic administration offices as well as to Marist's joint study with the IBM Corporation and to entrepreneurs incubating new businesses. The building also features a café, student lounge, and patio overlooking the Hudson River. The center was designed by Robert A.M. Stern Architects, one of the world's leading architectural firms.

JAMES A. CANNAVINO LIBRARY

The James A. Cannavino Library supports the College's teaching, learning, and scholarship mission by providing information resources, advanced technologies and services, and facilities for research and study. The Library offers access to extensive collections and services located in the library building and available electronically over the campus network.

The state-of-the-art, wireless library opened in the fall of 1999, overlooking the campus green and the Hudson River. It is constructed of fieldstone, a style with strong historical roots in the surrounding Hudson Valley. Architecturally, the Library unifies the College's historic district of Greystone, St. Peter's, and the Kieran Gatehouse, three 1860s-era buildings that are listed on the New York State and National Register of Historic Places, and which are also made of fieldstone.

The first floor of the 83,000-square-foot structure holds the Library's circulating collection, print periodicals, and archives, which include special collections of

distinctive resources. The second level features the main reading room, as well as circulation, reserve and reference desks, the reference collection, and a selection of current print periodicals. The third floor houses electronic classrooms and a multimedia language lab. It is also home to a suite of collaborative student services including Academic Technology & eLearning, the Academic Learning Center, the Center for Multicultural Affairs, and the Center for Career Services, reflecting the emerging role of libraries in higher education as collaborative learning centers.

Throughout, the Library provides a number of spacious study areas and attractive, quiet rooms for research, conferences, and collaborative work. In all, the Library provides more than 850 seats, in a variety of settings. There is a quiet study area. Over a dozen group study rooms may be reserved in advanced. They are very useful for class project meetings. The library is open an average of 112 hours a week during the semester. During exam periods, it remains open for extended hours. The Library has an extensive collection of print and electronic books and journals, DVD and online videos, and internet-accessible online databases. The electronic resources are available both on and off campus. Current students can access the full slate of Library research databases and full text journal articles from anywhere in the world. A vigorous collection development program keeps print, non-print, and on-line resources updated to serve the research, teaching, and learning needs of students and faculty.

The James A. Cannavino reference staff provides a full complement of services to meet student needs, including on-site instruction and assistance, telephone help for off-campus users, and a web-based "Ask-a-Librarian" request form. The Information Literacy programs include online tutorials, web-based Library Pathfinders, subject-specific bibliographic instruction, and library orientation sessions. Librarians are also available at faculty request to deliver information literacy instruction designed to assist students with the completion of specific assignments or to provide an overview of library services. Students are encouraged to contact a librarian in person, by phone, or e-mail with any questions or concerns regarding the use of library materials.

THE LOWELL THOMAS COMMUNICATIONS CENTER

The newly renovated Lowell Thomas Communications Center houses classrooms, faculty offices, and collaborative work space for the School of Communication and the Arts. It is also home to the School of Global and 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. A public gallery within the center holds a permanent exhibition of memorabilia from his remarkable career as a communicator and explorer. 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 the study of 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, the School of Social and Behavioral Sciences, and the Office of Graduate and Adult

Enrollment. 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 the School of Science, including state-of-the-art chemistry labs, a two-story greenhouse, and labs for the study of athletic training and medical technology; 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.

Marist College Fishkill Center

At the Marist Fishkill Center, students enjoy taking classes in a professional, modern center with six large classrooms including a computer lab. Students gather in a comfortable, attractive lobby/eating area and can do group work in our conference or breakout rooms.

Marist Fishkill is conveniently located at 400 Westage Business Center at the junction of Route 9 and I-84 at exit 13. Only 10 minutes from the Newburgh-Beacon Bridge, students come from Orange County to the west, from Westchester and Putnam Counties to the south, and Connecticut 30 miles to the east.

Students, as well as our faculty, appreciate the high-quality academic programs, state-of-the-art teaching facilities, and support services provided.

FACULTY

The faculty at Marist Fishkill are professionals working in their fields. Their experience helps to provide our students with the skills they need to compete in today's world, and the ability to apply the theory from class to the practical application of the workplace.

STUDENT SERVICES

The high-speed Internet connection enables students to utilize proofreading services and conduct library research available at Marist's main campus.

PROGRAMS

The Marist Fishkill Center currently offers the Master of Business Administration and Master in Public Administration to adults wishing to pursue a new career or advance in their current one.

FOR MORE INFORMATION

Marist Fishkill Center
400 Westage Business Center, Suite 105
Fishkill, New York 12524
Phone: (845) 897-9648
Email: *fishkill@marist.edu*
Web: *www.marist.edu/fishkill*

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, one-year 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 both U.S. sites – Poughkeepsie and Fishkill. These include instructional computer labs, multimedia classrooms with podiums, and open labs available throughout campus. In all, Marist provides more than 700 computers available for academic use throughout its campus extension sites, and all personal computers are configured with a base software configuration that allows them access to the Internet, office automation tools, digital library access, statistical analysis, and emulation to our host systems.

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.

NEW ACADEMIC BUILDING AND STUDENT CENTER RENOVATION

Construction of a new academic building and the accompanying expansion and renovation of the Student Center are slated for completion in fall 2013. The esteemed firm of Robert A.M. Stern Architects, which designed Marist's Hancock Center, is leading the $29 million project. The new building will house Marist's robust Music Department as well as multipurpose space for performances, readings, and lectures. The Student Center renovation will feature a 25,000-square-foot dining hall with a spectacular Hudson River view and a magnificent atrium. The project also will renovate 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, a post office, and a bookstore.

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 *www.marist.edu/gradapp*.

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

Prospective graduate students should contact the Office of Graduate and Adult Enrollment at **(845) 575-3800** or visit *www.marist.edu/graduate* for more information. The office is located in Dyson Hall, Room 127.

Please address all applications and correspondence regarding graduate study to:
Office of Graduate & Adult Enrollment
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 undergraduate and graduate students must return a completed Meningitis Information and Immunization Form to the school in which they are enrolling.

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

Information and pertinent forms are available at *www.marist.edu/healthservices* or you may contact:
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 July 15 for the fall semester or by November 30 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 <u>TOEFL</u> 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 <u>IELTS</u> exam in lieu of the TOEFL. *All test scores must come directly from the Testing Service to the Office of Graduate & Adult Enrollment at Marist College*. *Note: the Marist report code is 2400. Copies of test scores will delay the admission process since an I20 will not be issued without official documents.*

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 $31,265 (U.S.) to cover costs for the 2012-2013 academic year.

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

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

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

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

LANGUAGE PROFICIENCY

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

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

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

International Student Programs
Academic Learning Center
Marist College
Poughkeepsie, New York 12601-1387
Phone: (845) 575-3000, extension 2818
Email: *graduate@marist.edu*
Web: *www.marist.edu/gce/graduate/international*

Tuition and Fees

An advanced degree can enhance earning potential that generally allows students to recoup the cost of their graduate studies in a relatively short period of time. Indeed, many Marist graduates experience a sizable return on their investment over the life of their career. Graduate Tuition and Fees are charged according to the following schedule:

GRADUATE TUITION AND FEES 2013-2014

Tuition (per credit hour, 2013-2014 academic year) $720.00*
            *subject to change

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

Payment Options

The following payment options are available:

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 – whichever is greater. 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.

Financial Aid

Financing graduate study is a major concern for many people, but there are several options available. In addition to traditional sources, including personal income, savings, and family/employer assistance, several programs are available to assist both full- 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. Only electives listed for the individual graduate program requirements will be considered when determining financial aid eligibility. Satisfactory progress is defined as maintaining a cumulative GPA of 3.0 or above. **NOTE:** Information subject to change. Refer to our web site for updated information regarding institutional, state and federal student aid programs.

Marist Graduate Merit Scholarships

The Office of Graduate & Adult enrollment awards merit-based scholarships upon acceptance into an eligible graduate program at Marist. Awards are based on the applicant's cumulative GPA from their undergraduate degree-granting institution or most recently earned graduate/professional degree. Merit awards are given at the discretion of the scholarship committee. General eligibility for a scholarship does not guarantee admission. Marist alumni are eligible to receive a scholarship upon acceptance for $150/course. Visit *www.marist.edu/graduate* for more information.

GRADUATE SCHOLARSHIPS

Academic Merit Scholarships	General Eligibility Requirements	Amount Awardable
Graduate Academic Award	3.2 – 3.49 GPA	$150/course
Graduate Scholars Award	3.5 GPA or higher	$250/course
Marist Alumni Academic Award	upon accept	$150/course
Marist Alumni Scholars Award	3.5 GPA or higher	$250/course

Merit awards are made at the discretion of the scholarship committee.
General eligibility requirements for a scholarship do not guarantee admission.

Awards are determined upon acceptance into a graduate program based on 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.**

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 may not be eligible:
- Receiving other scholarship assistance through Marist College.
- Participating in the following programs: the Master of Education (M.Ed), Master of Public Administration (MPA) Cohort, Master of Arts in: Educational Psychology (Hybrid), and Master of Arts in Museum Studies.

- International applicants.
- Marist students currently enrolled in a 5-year bachelor's/master's degree program.
- 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.

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 $2,000 to $3,000 per academic year. For more detailed information, please contact the respective program director.

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 returning graduate students, August 15 for new students, and January 15 for spring. 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.
- Copies of 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 $1,400 to $4,000 per academic year. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index and a nine (9) credit per semester course load.

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 $2,000 per academic year. Students must re-apply each year as the grant is not automatically renewed. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index.

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 $2,250 to $4,000 per academic year. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index and a nine (9) credit per semester course load.

Marist Graduate/International Student Employment Program

College student employment is funded through Marist's Campus Employment Program. 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 Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan enables qualified graduate students who are enrolled at least half time (6 credits) to borrow up to $20,500 per academic year, with a fixed rate of interest of 6.8% effective July 1, 2006. Interest begins to accrue on the date of disbursement. Students may defer the interest, but it will be added to the loan principal (capitalized). **PLEASE NOTE:** Students may borrow up to $20,500, not to exceed the cost of attendance.

Federal Direct PLUS Loans for Graduate or Professional Students

As of July 1, 2006, graduate students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan unless a repayment deferment has been requested, and a fixed interest rate of 7.9 percent. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Direct Loan program.

PRIVATE LOAN PROGRAMS

Graduate students seeking to defer the cost of financing their education are encouraged to pursue a private student loan. In addition to the Federal Direct Loan program, there are a number of private loan programs available for part-time or full-time graduate study. These programs are sponsored by private lending organizations and loan terms and interest rates may vary. Students should research the program that best suits their needs.

FIFTH-YEAR UNDERGRADUATE LOAN PROGRAM – FOR PREREQUISITE UNDERGRADUATE CLASSES

A student may apply for a Federal Direct Loan for up to 12 months of coursework taken in a single consecutive 12-month period if the school has documented that the coursework is necessary in order for the student to enroll in a graduate or professional program. 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.

MONTHLY PAYMENT PLAN

The College also cooperates formally with an independent agency to arrange for financing of college costs on a monthly payment basis. Information is available by calling the Office of Student Financial Services, or visiting their website at *www.marist.edu/sfs.*

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 DFR 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.

- **Marist College evaluates Satisfactory Academic Progress (SAP) once a year, after the spring semester, for programs of study longer than one academic year. (See "Appeal Process for Student" section below in regards to Summer calculations.)**
- Marist College uses SAP "Probation" status as defined in the new regulation: 34 CFR 668.34 and 668.32.

- **Financial Aid Probation**
  - This status is assigned to a student who fails to make SAP and who has *appealed* and has had eligibility for Title IV aid reinstated.

- The College may impose conditions for student's continued eligibility to receive Title IV aid.
- Student *may* receive aid for one payment period.
- Student *may* have more than one probation – NO consecutive appeals.
- Probation will always follow an appeal – the student will have conditions that will be monitored.
- Probation is allowed for only one payment period.
  - If the student fails to meet SAP and completes an appeal* and the appeal is approved, the student is placed on "Probation" for one semester – If the student meets SAP after this semester, he/she then becomes eligible for financial aid.
  - If at the end of the term a student needs more time, the college may place the student on an "academic plan" which does not measure against the SAP policy. At this point the student will be measured against his/her "academic plan."
  - The goal of the "academic plan" is to ensure the student's ability to meet SAP standards by a specific point in time. The plan will allow the student additional time to meet SAP in order to regain financial aid eligibility.

- **Academic Plan**
  - An option used by the college to prescribe a series of measures by which the student will regain SAP status within a specified period of time. The student must agree to the plan, and the school must monitor the student's compliance with the plan. The student is considered eligible for Title IV funds while in compliance with the plan.

* SAP Appeal Process
  - The process by which a student who is not meeting the College's SAP policy petitions for reconsideration of eligibility for Title IV aid.
  - Student's appeal must include:
    - Why failed to make SAP.
    - What has changed that will allow the student to make SAP at the next evaluation.
  - **A successful appeal would result in "probation" or an "academic plan."**
  - If the student appeal is not approved, or the student chooses not to appeal under the schools process, the student becomes ineligible for Title IV aid.
  - Federal Regulations do not provide for a second appeal that immediately follows a previous probation period. While a student may, over the course of an entire academic career, repeat any subsequent probation, two such periods cannot be consecutive without an intervening period during which the student makes SAP.

PLEASE NOTE:
Marist College will only grant a one-time appeal unless there is an
extenuating circumstance that is approved by the review committee
and or the Executive Director.

SAP – Notifications
- The College will notify a student of the results of a Satisfactory Academic Progress review that impacts the student's eligibility for Title IV aid.
- The notification will include instructions for filing an appeal.

Qualitative Standard:
Students will be reviewed for satisfactory academic progress once per year, after the spring semester. However, if a student is on probation (had an appeal previously approved), Satisfactory Academic Progress will be reviewed after the payment period (semester).

- Whenever the semester GPA is below 3.00, but the cumulative GPA is at or above 3.00, students will receive Financial Aid notification regarding their status.
- The first semester that the cumulative GPA is below a 3.00, the student will be placed on High Risk Notification status.
- At the end of the following semester, students who do not raise their cumulative GPA to a 3.0 will not be meeting SAP standards and will lose their financial aid eligibility. At that time, students will need to submit an appeal. Please refer to the **SAP Appeal Process** as listed above.

Quantitative Measure:
Although the College considers the student in good academic standing, based on a cumulative GPA of 3.00 or better, failure to earn the necessary number of credits toward degree completion can jeopardize the student's aid eligibility. Students who do not meet the quantitative requirements, regardless of their GPA, will be ineligible for financial aid. Students who have lost their financial aid eligibility have the option of requesting a one-time appeal from the Office of Student Financial Services.

- Students must complete 75% of the hours attempted once 9 credits have been attempted.
- **Pace Measurement.** Although the College considers the student in good academic standing, based on a cumulative GPA of 3.00 or better, failure to earn the necessary number of credits toward degree completion can jeopardize the student's aid eligibility. Students who exceed 150 percent of the normal time required to complete their academic programs are not eligible for additional Title IV assistance for the period that is in excess of 150 percent of their academic period normally required to complete the program of study. Students must earn 75% of the credits attempted to meet the quantitative requirements. To complete the quantitative measure of a student's SAP, Marist must compare the amount of work students attempted with the amount of

work that was successfully completed, which is defined as "pace." In order to determine a student's pace, the following formula will be used:

Pace = **Cumulative number of hours successfully completed (earned)**
           Cumulative number of attempted hours

Students who do not meet the quantitative requirements, regardless of their GPA, will be ineligible for financial aid. Students who have lost their financial aid eligibility have the option of requesting a one-time appeal from the Office of Student Financial Services.

Definition of Attempted Hours:
- The hours for which the student is registered at the end of the add/drop period.
- All transfer hours
- All hours are included, even if the student did not receive financial assistance during these time periods.

Military Service Activation:
Students called to active duty that results in withdrawal from all classes will be granted a waiver upon submission of documents verifying activation. Students that meet the Financial Aid Standards of Progress at the time of military activation will retain their financial aid eligibility.

The Appeal Process for Students Who Have Failed the Satisfactory Academic Progress
Students will be notified by the Office of Student Financial Services that they have lost their financial aid eligibility.

Students will initiate the process by requesting a an appeal. Such requests should be forwarded to the Executive Director of Student Financial Services within two weeks of aid loss notification.

Possible reasons for appeal: serious personal problems, family tragedy, illness, employment and/or difficult adjustment to college, and other unusual circumstances that could reasonably contribute to a lack of academic progress. Appeals should include supporting documentation.

A committee comprised of the Executive Director of Student Financial Services, the Director of Advising and Academic Services and the Registrar, and others as needed, will review the appeal requests.

PLEASE NOTE: only one appeal will be granted, whether based on qualitative and/or quantitative standards. Students who are not granted an appeal or those who have already used the appeal, but do not have a cumulative GPA of 3.00 or do not meet quantitative standards will regain eligibility once the cumulative GPA and quantitative standards are met. Only in extreme circumstances will the committee consider granting a second appeal for aid eligibility. At that time, new information must be presented as an appeal will not be considered twice for the same circumstance.

Summer Session: Students not meeting SAP after the spring semester, and taking courses over the summer session, will be reviewed once final summer grades are calculated to determine if the student is now meeting SAP for the upcoming academic year.

INSTITUTIONAL POLICY FOR REFUNDS

Since engagements with instructors and other provisions for education are made in advance by the College, 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 is 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.

EXCESS FINANCIAL AID

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

Graduate Academic Policies

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

REGISTRATION AND COURSE WITHDRAWALS

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

MATRICULATED STATUS

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

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.

MAINTENANCE OF MATRICULATION

A student must maintain status as a matriculated student every semester until attaining a graduate degree. Matriculated status is maintained by registering for at least one course every semester or by applying for and receiving an official leave of absence. Any student who is compelled to leave school for even one semester must apply to his or her program director for an official leave of absence. Interruption of study beyond one year will require the student to re-apply for admission to the program.

RE-ADMISSION

A student who fails to maintain status as a matriculated student each semester must apply for reinstatement to the program. An application for reinstatement should be submitted to the program director and must be accompanied by any academic transcripts not already on file in the Office of the Registrar. Reinstatement is on the basis of current degree requirements and a fee must be paid at the time of the first course registration following reinstatement.

DEFINITION OF FULL-TIME AND PART-TIME STUDY

A matriculated student must register for a minimum of nine (9) credit hours to be considered full-time. Students registered for fewer than nine (9) credits are considered part-time. **PLEASE NOTE:** Marist College defines academic full-time study for

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

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

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

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 4 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 4 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 Business Administration, Psychology, Educational Psychology, Public Administration, and School Psychology internship, project or 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 and Adult Enrollment. 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: michael.silvestro@marist.edu.

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.

ASSOCIATE DEAN, MBA PROGRAM DIRECTOR
School of Management
Elizabeth M. Doherty, Ph.D.
SchoolOfManagement@Marist.edu

Since 1972, the School of Management at Marist College has offered a Master of Business Administration (MBA) degree designed to meet the unique needs of working adults. The Marist MBA program provides a high-quality, broad-based business management education that emphasizes the application of theory to management practice and the use of technology to enhance student learning.

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

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

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

SCHOOL OF MANAGEMENT MISSION

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

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

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

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

EDUCATIONAL OBJECTIVES

The educational objectives of the MBA Program are to:

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

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

AACSB INTERNATIONAL ACCREDITATION

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

MBA PROGRAM FORMAT & SCHEDULING

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

HOW ONLINE COURSES WORK

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

ADMISSIONS REQUIREMENTS

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

achievement on 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. The MBA Program Committee reviews applications of qualified applicants regardless of their undergraduate major. All applicants must hold a baccalaureate degree from an accredited college or university.

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

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

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application

- A $50 non-refundable application fee made payable to Marist College

- Official transcripts from all undergraduate and graduate institutions attended

- A current résumé or a written statement describing work history and present responsibilities

- An official score report of the Graduate Management Admission Test (GMAT) 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

- 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 an application fee. Non-matriculated students are limited to two Foundation courses and must submit all application materials necessary for matriculation by the next application deadline. A student who fails to gain admission into the MBA program will be withdrawn at the conclusion of their

non-matriculated semester. Foundation course waivers are determined by the Program Director at the time of application. Candidates wishing to apply for Foundation course waivers or transfer credit from another institution *must submit all official transcripts 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.

TRANSFER CREDITS

Up to six (6) graduate credits, earned within seven years of starting the MBA program, may be transferred from another AACSB-accredited graduate business program to satisfy graduate core and/or elective requirements. A minimum grade of B is required. Courses presented for transfer must be substantially equivalent to the Marist course requirement and must be presented at the time of admission. Transfer credits require the prior approval of the MBA Program Director and are accepted at his/her discretion. A request to transfer credits must be accompanied by a 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 have one semester of full-time study or its equivalent in which to reestablish good academic standing. Any student who has

two semesters (consecutive or otherwise) of academic probation 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.

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

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

REGISTRATION PROCEDURES
Registration and payment is done online.

MBA PROGRAM OVERVIEW
The Marist MBA program is comprised of 3 components:
- Foundations for Management Study (0–18 credits, waivable)
- The MBA Required Core (15 credits)
- Concentrations and/or Electives (15 credits)

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

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

a) at an AACSB-accredited school within the past 10 years, or

b) within the past seven years at a non-AACSB accredited school.

MBA Core and Elective courses assume a basic knowledge of the field and include little or no review. We encourage students who believe they may have forgotten salient concepts in any Foundation course area to register for the appropriate Foundation course, even if waived, before moving on to the Core course. Transfer credits are not applicable to Foundation courses.

Foundation courses or their equivalents are not applicable to the 30 credits of Core and Electives required for the degree. Previous academic coursework is evaluated and waivers of Foundation course requirements are determined upon review of a completed application file. Courses may neither be waived, nor may academic credit be granted, on the basis of life experience. All Foundation courses must be taken (or waivers granted) before any Core, Concentration, or Elective courses may be taken in the MBA program.

Foundation Courses (0–18 credits, waivable)

MBA 515	Economics Foundations	3 credits
MBA 525	Marketing Foundations	3 credits
MBA 535	Analytical Tools for Decision Making	3 credits
MBA 545	Accounting Foundations	3 credits
MBA 555	Management Foundations	3 credits
MBA 575	Finance Foundations	3 credits

All Foundation courses must be taken (or waivers granted) before any Core, Concentration, or Elective courses may be taken in the MBA program.

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 9 credits of electives to register for the Capstone.

Core Courses (15 credits required)

Each Core course is 3 credits.

MBA 601	The Virtual Manager
MBA 602	Financial Analysis for Business Decisions
MBA 603	Business, Government and Society
MBA 604	Management Methods for Business Decision-Making and Communication
MBA 801	Strategic Management (Capstone course)

Prerequisites: all Core courses plus 3 Elective or Concentration courses

Concentrations – (12 credits required, these consist of a specific sequence
of electives)

MBA Concentrations allow students the opportunity to gain deeper knowledge in a specific area. Students may select one of the following 4 Concentrations: Ethical Leadership, Financial Management, Healthcare Administration or International Business. If a student does not select a Concentration, the student will receive a general MBA degree.

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

Required prerequisite for all: MBA 654 – Managing Organizational Change

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

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

Healthcare Administration
1) MBA 681 US Health Care Policies and Systems
2) MBA 682 Ethical/Legal Issues in Health Care
3) MBA 683 Critical Issues in Health Care

Required prerequisite for all: MBA 654 Managing Organizational Change

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

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

Students completing a Concentration will also need to take a 3-credit Elective course.

Electives
Electives are intended to be a dynamic part of the MBA program. A wide selection of Electives are offered to assist students to select the courses that best prepare them to move ahead on their career path. Students with a Concentration will need to take 3 Elective credits; those without will need to take 15 credits.

MBA Elective Courses

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

Each are 3 credits.

MBA 610	Sustainable Management in the 21st Century
MBA 613	International Economics
MBA 621	Strategic Marketing Planning
MBA 622	International Marketing
MBA 623	Consumer Behavior
MBA 635	Business Analysis for Effective Decision-Making
MBA 644	Financial Statement Analysis
MBA 645	Principles and Quantitative Methods in Operational Excellence
MBA 653	Management and Collective Bargaining
MBA 654	Managing Organizational Change
MBA 661	Operational Excellence
MBA 671	Corporate Financial Theory & Practice
MBA 672	Financial Markets and Institutions
MBA 673	Investment Analysis and Theory
MBA 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

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

Graduate Courses in Business Administration

FOUNDATION COURSES

MBA 515
Economics Foundations

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

MBA 525
Marketing Foundations

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

MBA 535
Analytical Tools for Decision Making

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

MBA 545
Accounting Foundations

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

MBA 555
Management Foundations

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

MBA 575
Finance Foundations

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

CORE COURSES

MBA 601
The Virtual Manager

This course examines the theory and practice of management and leadership in emerging organizational settings which include virtual and distance environments. Traditional and modern theories of management, as well as practical application of these theories in the workplace, are explored. The course assists students to exam 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.
Prerequisites: All Foundation courses

MBA 602
Financial Analysis for Business Decisions

The focus of this course is on valuation and value creation. It consists of two interrelated components: financial statements and assets valuation. It starts with a general discussion of financial environments. It continues with the study of financial statements, comprehensive analysis of financial statements, and techniques of financial forecasting. It builds on the discussion of the determination of interest rates and the relationship between risk and return, the discounted cash flow method of asset valuation, which is then applied to the valuation of financial assets (stocks and bonds) and the valuation of real assets (capital budgeting). It ends with a discussion of exchange rate determination and parity conditions in international finance. The course also brings business ethics to the attention of the students.
Prerequisites: All Foundation courses

MBA 603
Business, Government & Society

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

MBA 604
Management Methods for Business Decision-Making and Communication

This course provides an introduction to quantitative methods/models as well as practice of modern software applications relevant to business decision-making and communication, with an emphasis on virtual communication tools. Software applications are covered in three distinct modules. 1) MS Excel for decision-making; 2) MS Access or other database applications; 3) Virtual communication tools. The course is taught online and in a hybrid format, using traditional lectures and labs to cover decision-making methods and database related topics. The virtual communication tools are delivered in respective online formats.
Prerequisites: All Foundation courses

MBA 801
Strategic Management

Drawing upon information and skills learned in previous MBA courses, the capstone requires the student to integrate and process all that has been learned in the previous courses. Strategic management cases or typically comprehensive computer oriented management games are employed. These involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research and diagnose in order to make realistic long-range recommendations. This is the final core course to be taken in the program.
Prerequisites: Good Academic Standing (GPA of 3.0 or higher); all Foundation courses; all Core courses; at least three Concentration or Elective courses.

ELECTIVE/CONCENTRATION COURSES

MBA 610
Sustainable Management in the 21st Century

A study from a management perspective of the impact of various external and internal environments (e.g., technological, legal, political, sociocultural, economic) on nation-

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

Prerequisites: All Foundation and Core courses (except MBA 801)

MBA 613
International Economics

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.

Prerequisites: All Foundation courses, and Core courses (except MBA 801) and MBA 671

MBA 621
Strategic Marketing Planning

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 622
International Marketing

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: All Foundation courses and Core courses (except MBA 801), and MBA 671

MBA 623
Consumer Behavior

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 635
Business Analysis for Effective Decision-Making

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.
Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 644
Financial Statement Analysis

Financial statements are relevant to the decisions of many individuals including investors, creditors, consultants, managers, auditors, directors, analysts, regulators, and 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.
Prerequisites: All Foundation courses and Core courses (except MBA 801), MBA 671

MBA 645
Principles and Quantitative Methods in Operational Excellence

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.
Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 653
Management and Collective Bargaining

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.
Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 654
Managing Organizational Change

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 experiences and the experiences of others regarding change.
Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 661
Operational Excellence

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.
Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 671
Corporate Financial Theory & Practice

A study of the theory and practice of corporate finance with attention to financial theory as it refers to the decision-making process. The following topics are covered in detail: the modern approach to risk, the investment decision, and the theory of capital structure,

dividend policy, short term financial management, and financial forecasting.

Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 672
Financial Markets and Institutions

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801), and MBA 671

MBA 673
Investment Analysis and Theory

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801), and MBA 671

MBA 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.

Prerequisites: All Foundation courses and Core courses (except MBA 801, and MBA 654

MBA 682
Ethical/Legal Issues in Health Care

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801), and MBA 654

MBA 683
Critical Issues in Health Care

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.

Prerequisite: All Foundation courses and Core courses (except MBA 801, and MBA 654

MBA 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 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.

Prerequisites: All Foundation courses and Core courses (except MBA 801), and MBA 654

MBA 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 negotiating sessions and debriefing discussions.

Prerequisites: All Foundation courses and Core courses (except MBA 801), and MBA 654

MBA 686
Strategic Cost Analysis

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 687
Electronic Marketing

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.

Prerequisites: All Foundation courses and Core courses (except MBA 801)

MBA 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 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.

Prerequisites: All Foundation courses and Core courses (except MBA 801), and MBA 654

MPA 500
Introduction to Public Administration

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

Prerequisites: All Foundation courses and Core courses (except MBA 801)

MPA 521
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.

Prerequisites: All Foundation courses and Core courses (except MBA 801)

Master of Business Administration Faculty

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

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

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

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

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

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

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

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

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

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

ASSOCIATE DEAN, GRADUATE DIRECTOR — MBA FOR ACCOUNTANTS
School of Management
Elizabeth M. Doherty, Ph.D.
SchoolOfManagement@Marist.edu

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

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

SCHOOL OF MANAGEMENT MISSION

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

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

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

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

EDUCATIONAL OBJECTIVES

The educational objectives of the MBA Program are to:
- provide a dynamic business curriculum that cultivates professional skills and values while focusing on real-world applications and employing current and emerging technologies, and

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

AACSB INTERNATIONAL ACCREDITATION

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

CURRICULUM

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

MBA 610	Sustainable Management in the 21st Century
MBA 614	Accounting Research and Communications
MBA 621	Strategic Marketing Planning
MBA 635	Business Analysis for Effective Decision Making
MBA 654	Managing Organizational Change
MBA 661	Operational Excellence
MBA 671	Corporate Financial Theory & Practice
MBA 688	Ethical Management of Organizations
MBA 699	Current Issues in Professional Accounting
MBA 801	Strategic Management

MBA for Accountants students complete their studies in two "capstone" courses. MBA 699, *Current Issues in Professional Accounting,* examines contemporary and controversial issues which emphasize the professional and social responsibilities of the accountant, and prepares students for a career in professional accounting. MBA 801, *Strategic Management*, integrates the various functions of an organization into a strategic, total management perspective. This integration better prepares students to meet the demands of an increasingly complex, competitive and rapidly changing business environment.

FORMAT

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

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

ADMISSIONS REQUIREMENTS

The MBA for Accountants program looks at an applicant's academic accounting and business background, interests, aptitude, and capacity to perform graduate work. In determining admittance to the program, the MBA for Accountants program admissions committee checks to make sure the applicant holds a baccalaureate degree. In addition, they look to see that the student has earned a grade of "B" or better in the requisite accounting courses at the undergraduate level including: Financial Accounting, Managerial Accounting, Intermediate Accounting I and II, Cost Accounting, Advanced Accounting, Auditing, Tax, and Advanced Auditing. Further, applicants must have completed the following Foundation courses as part of their undergraduate degree program: Macro and Micro Economics, Marketing, Statistics, Business Management, and Financial Management, with grades of "B" or better. Next, the MBA for Accountants program admissions committee takes into account an applicant's achievement on either the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE) General Test. At minimum, applicants must earn a score of 450 on the GMAT (and a comparable score on the GRE) to qualify for the MBA for Accountants program. Finally, the admissions committee considers the applicant's resume and letters of recommendation if applicable.

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application
- A $50.00 non-refundable application fee made payable to Marist College
- Official transcripts from all undergraduate institutions attended
- A current résumé
- 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
- Proof of MMR immunity (if born on or after January 1, 1957) – upon enrollment in the program.

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 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. Students wishing to pursue the program assume responsibility for remaining in compliance with immigration regulations. Please visit *www.marist.edu/graduate* for complete international admissions criteria.

REGISTRATION PROCEDURES

Registration and payment is done online.

MBA PROGRAM ACADEMIC POLICIES

To remain in good standing in the MBA for Accountants program, students must maintain a minimum cumulative GPA of 3.0 throughout the program and to graduate. The Graduate Program Director will review the academic status of any student whose GPA falls below 3.0 to determine whether that person can continue in the program. Any student who earns a grade of F for any course will be dismissed from the program. (Please refer to the Student Handbook for additional policies and procedures not covered in this section.)

Graduate Courses for MBA for Accountants Program

MBA 610
Global Environment of Business
This course analyzes the broad range of forces shaping the global environment for the conduct of business – with a focus on issues that are increasingly critical for successful business managers. This course includes a survey of core functions of international businesses to illustrate the unique challenges faced by international business managers, and analyzes techniques managers have adopted to respond to these challenges. Topics addressed include the nature and scope of international business; the political, cultural, legal, ethical, and economic considerations of international business; international trade and foreign direct investment, global operations, including production, marketing, strategic planning and human resource management, as well as issues in international accounting.

MBA 614
**Accounting Research
and Communications**
This course is designed to provide students with an understanding of how to perform professional accounting and tax research using electronic accounting and tax research services and the Internet. Techniques of identifying issues, locating and evaluating relevant authority, and effectively communicating in writing the conclusions and recommendations of the research are emphasized.

MBA 621
Strategic Marketing Planning
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.

MBA 635
**Business Analysis for Effective
Decision-Making**
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.

MBA 654
Managing Organizational Change
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 experiences and the experiences of others regarding change.

MBA 661
Operational Excellence
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.

MBA 671
Corporate Financial Theory
& Practice

A study of the theory and practice of corporate finance with attention to financial theory as it refers to the decision-making process. The following topics are covered in detail: the modern approach to risk, the investment decision, and the theory of capital structure, dividend policy, short term financial management, and financial forecasting.

MBA 688
Ethical Management of 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 also learn to apply these frameworks using moral decision-making techniques to real world case studies. The class will offer students practical tools to help them recognize and address challenging ethical decisions.

MBA 699
Current Issues in Professional
Accounting

This course provides an integrative experience for students who are planning on a career in professional accounting. Issues of a contemporary and controversial nature will be examined in depth with an emphasis on the professional and social responsibilities of the accountant.

MBA 801
Strategic Management

Drawing upon information and skills learned in previous MBA courses, the capstone requires the student to integrate and process all that has been learned in the previous courses. Strategic management cases or typically comprehensive computer oriented management games are employed. These involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research and diagnose in order to make realistic long range recommendations.

Master of Business Administration Faculty

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

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

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

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

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

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

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

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ASSOCIATE DEAN, MPA PROGRAM DIRECTOR
School of Management
Elizabeth M. Doherty, 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 courses(s), and, (3) with approval of the Program Director 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 Program Director. 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

Prerequisite for all: MPA 530 Organizational Theory and Change

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

Prerequisite for all: MPA 530 Organizational Theory and Change

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 MPA Program Director and are accepted at the Director's discretion.

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

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

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

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

To qualify for the MPA degree from Marist College, a student must complete 39 credits of graduate work or 42 credits for those needing an internship. Candidates must complete the MPA degree requirements within seven years of acceptance into the program. Students who exceed the time limit to complete the MPA program will be dismissed. Any candidate who seeks an extension beyond the seven-year limit must submit their request in writing to the Program Director. Extensions may only be granted for unusual and serious cases and may require re-application.

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
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 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.
Prerequisite: MPA 530 Organizational Theory and Change

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.
Prerequisite: MPA 530 Organizational Theory and Change

MPA 683
Critical Issues in Health Care
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.
Prerequisite: MPA 530 Organizational Theory and Change

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 takes an in-depth look at the power and influence a leader has over the organization and its members.
Prerequisite: MPA 530 Organizational Theory and Change

MPA 685
Negotiations and Conflict Management
This course is an introduction to the theory and practice of interpersonal bargaining. The course will examines types of bargaining strategies, planning for negotiations, how to handle negotiation breakdowns, communications, power, persuasion, and ethics in negotiations, as well as international dimensions of bargaining. The pedagogical approach will largely be through experiential learning exercises based on weekly readings. Evaluations of student efforts will be based upon self-reflections, self-assessment, and personal portfolio construction, as well as in-class performance in negotiation sessions and debriefing discussions.
Prerequisite: MPA 530 Organizational Theory and Change

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.
Prerequisite: MPA 530 Organizational Theory and Change

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

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GRADUATE DIRECTOR
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MISSION AND OBJECTIVES

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

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

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

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

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

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

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

EFFECTIVE COMMUNICATION SKILLS

As an information-systems graduate student, you should be aware that effective communication is a critical skill required of every student. In order to further develop

and nurture a student's oral and written communication skills, the Marist pedagogy includes the following as critical success factors for students in information systems:

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

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

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

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

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

ADMISSIONS REQUIREMENTS

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

- a current résumé;

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

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

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

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

PREREQUISITES

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

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

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

TRANSFER CREDIT

A student may transfer up to six graduate credits from a regionally accredited graduate program. Only courses with grades of B or better will be accepted. Courses should be equivalent in content and credit value to courses offered in the Marist program.

The graduate director of the IS program will determine the status of all transfer requests at the time of the application that includes previous graduate study.

DEGREE REQUIREMENTS

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

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

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

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

COURSE WAIVERS

If a student's prior academic work of a relatively recent nature in a specific subject area is judged to be equivalent in intensity and rigor to Marist courses, including both the theoretical and practical dimensions of subject matter involved, then the student may be granted a course waiver for that subject. Since the student has already demonstrated an academic mastery of the pertinent subject matter, the specific course will be removed from the student's program requirements. No more than 2 course waivers (6 credits) may be granted.

Prior professional experience in a given subject area and/or undergraduate course work are not considered in granting course waivers at the graduate level.

ADVISEMENT

The IS graduate director serves as the primary advisor to all students in the program. The graduate 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.

COURSE SCHEDULING

All courses leading to the IS degree are offered in the late afternoon and evening. Since this limits the number of available times for classes, full-time students may occasionally encounter scheduling problems. The graduate director will attempt in

good faith to resolve such problems whenever they occur. Students are responsible for taking courses in the scheduled semesters.

For part-time students, it is recommended that two courses per semester be established as the normal objective. Benefits to the student are that initial personal motivation is better sustained, program completion occurs more quickly, odds on finishing are greatly increased, and the rewards of the effort are gained much sooner.

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 Information Systems Policy Course (MSIS 730) is used to demonstrate a satisfactory level of competence in writing, speaking, and research in the information-systems discipline. Because the policy course is a capping course, it is expected that all other required 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.

COURSE PLANNING

The semester in which courses are expected to be offered applies to the Marist College main campus only. The IS Graduate Office should be contacted each semester to determine the list of additional courses to be offered at extension sites during the following semester.

The college reserves the right to cancel a course due to insufficient enrollment, and to add additional courses as per student demand and instructor availability.

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 IS graduate 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 graduate director as needs mandate.

IS PROGRAM OVERVIEW:

The IS graduate program offers two specializations. Each specialization will consist of six required common IS core courses and three required specialization-specific courses. One specialization is the Information Systems Management track (ISM), which has a business-application focus. The other specialization, Information Technology Management track (ITM), has an Information Technology focus. **NOTE:** It is strongly recommended that full-time graduate students work closely with the graduate director in order to accommodate any changes in scheduling that may become necessary.

SUBSTITUTE COURSES

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

MASTER OF SCIENCE IN INFORMATION SYSTEMS
COURSE REQUIREMENTS:

MSIS Core Required Courses (18 Credits)

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 730	Information Systems Policy	3 credits

Specializations – choose one:

ISM Required Courses (9 credits)

MBA 525	Marketing Foundations	3 credits
MBA 555	Management Foundations	3 credits
MBA 575	Finance Foundations	3 credits

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

Prerequisite:

MATH 130	Introduction to Statistics

ITM Required Courses (16 credits)

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

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

Prerequisites:

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

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

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

Graduate Courses in Information Systems

MSIS 500 (ITM)
Fundamentals of Object-oriented Programming
3 Credits

The purpose of this course is to introduce the student to programming in an object-oriented programming environment. The student will study the object-oriented programming paradigm and develop programs using an object-oriented programming language. Abstraction, encapsulation, inheritance, and polymorphism will be covered. Students will also be introduced to the concept of an abstract data type (such as a stack or queue) and implementation. Programming projects will be assigned throughout the semester. **Prerequisite:** Graduate standing in either the Information Systems or the Software Development program. No previous programming experience is required. Fall semester

MSIS 507 (ITM)
Computer Concepts and Software Systems
3 Credits

An introduction to the functional organization of computer systems including both hardware and software components. The role of operating systems in directing and controlling the different systems resources is examined in detail. Computer terminology, physical computer implementations, and the operating environment for application programs are discussed. Fall and spring semesters

MSIS 517 (ITM)
Web technologies
3 Credits

This course gives students a chance to gain experience with many of the technologies which drive the World-Wide Web. While the Web began as a collection of static, linked documents, it has evolved to include robust applications which deliver dynamic content and rich, interactive experiences. Students will be introduced to various cutting-edge technologies and have projects assigned for each.

Prerequisite: MSIS 500 Fundamentals of Object-Oriented Programming (C++) OR its equivalent. Spring semester

MSIS 527 (Core)
Systems and Information Concepts in Organizations
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.

Prerequisite: Graduate IS standing. Fall semester

MSIS 537 (Core)
Data Management I
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.

Fall and spring semesters. (Spring semester recommended.)

MSIS 557 (Elective)
Data Quality in Information Systems
3 Credits

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

MSIS 567 (Core)
Data Communications
3 Credits

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

MSIS 591 (Elective)
Data Mining & Predictive Analytics
3 Credits

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

MSIS 594 (Elective)
Introduction to Data Analysis and Computational Statistics
3 Credits

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

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

MSIS 647 (Core)
Information Analysis
3 Credits

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

MSIS 657 (Core)
Systems Design
3 Credits

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

MSIS 693, 694, 695
Graduate Internship in Information Systems
(One, two, and three credits respectively)

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

MSIS 720 (Elective)
Information Systems Project
3 Credits

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

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

The student's ability to apply the systems approach to the project as a whole and to individual components will be very closely evaluated.

Prerequisites: Completion of MSIS 537, MSIS 567, MSIS 647, and MSIS 657. Offered at least every other year.

Capstone course

MSIS 730 (Core)
Information Systems Policy
3 Credits
This course builds on previous courses in the IS program and is integrative in nature. It provides closure on the multitude of diverse subjects found in the program.

Taught in seminar style, the critical thinking of students related to current and strategic issues in information management is thoroughly examined. The executive perspective is demanded, thus forcing all students to analyze, synthesize, and respond at the highest organizational level. Entrepreneurial views are valued and encouraged.

Emphasis is placed on the overall information needs of an organization and what role information systems play in meeting those needs. Students explore critical issues relating to managing and administrating the information-systems function.

Alternative structures for matching an information-systems department to the structure and behavior of an organization are examined. The information center, decision-support center, end-user computing, and other concepts emerging from the evolution of information technology are discussed.

A major research paper based on a thorough literature search of primary sources in information systems and related fields is required of each student.
Prerequisites: Completion of MSIS 537, MSIS 567, MSIS 647, and MSIS 657. Spring semester or as needs otherwise dictate.

Advanced Certificate in Information Systems

The 18-credit Advanced Certificate in Information Systems is designed to satisfy the professional needs of students who wish to acquire graduate-level knowledge in Information Systems (IS), but who do not wish to pursue a full graduate degree. It is offered for students who already possess a Master of Business Administration, a Master of Public Administration, or some other Master's degree program that contains or has been supplemented by a significant management-related component. The certificate program allows individuals who generally have little or no formal education in IS to develop an expanded graduate-level background in IS as an adjunct to their prior degree. Candidates who have taken an IS concentration at the graduate level at Marist are ineligible for this certificate.

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

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

CERTIFICATE REQUIREMENTS

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

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

ADMISSIONS REQUIREMENTS

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

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

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

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

Advanced Certificate in Business Analytics

The 12-credit Advanced Certificate in Business Analytics is aimed at helping 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 594	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 645	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

Computer Science/Software Development and Information Systems Faculty

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

BENJAMIN CARLE Assistant Professor of Computer Science, 2009. *Degrees:* B.S., Ph.D., State University of New York at Albany. *Specialties:* Algorithms, Artificial Intelligence

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.

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. *Specialties:* Data Quality; Problem Solving & Programming; Systems Analysis & Design; Database Management

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

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

ALAN G. LABOUSEUR Senior Professional Lecturer of Information Technology, 2003. *Degrees:* B.S., Marist College; M.S., Pace University. *Specialties:* Software Development, Database Systems, Internet-enabled Applications

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. *Specialties:* Data Management; Business Intelligence; Decision Support Systems; Data Mining & Predictive Analytics; Machine Learning; IT Implementation

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. 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 Associate Professor 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

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

**DIRECTOR, SOFTWARE DEVELOPMENT PROGRAM,
COMPUTER SCIENCE**

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MISSION AND OBJECTIVES

The 31-credit Master of Science in Computer Science/Software Development (SD) program is designed to provide advanced knowledge and experience in the various disciplines of computer science to individuals who hold a bachelor's degree in computer science, mathematics, physics, engineering, or a closely allied field.

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

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

ADVANCED TECHNOLOGY SUPPORT

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

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

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

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

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

APPLICATION REQUIREMENTS

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

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

Admissions requirements for international students include:

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

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

MATRICULATION STATUS

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

DEGREE REQUIREMENTS

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

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

ADVISEMENT

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

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.

Computer Science

Programming and Data Structures in JAVA
Assembly Language Programming
Logic Design and Computer Architecture
Advanced Data Structures

Mathematics

Discrete Mathematics
Probability/Statistics
Differential and Integral Calculus

Graduate Courses in Software Development

MASTER OF SCIENCE IN COMPUTER SCIENCE/
SOFTWARE DEVELOPMENT

Course Requirements

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

Core Courses (15 credits)		**Semester Offered**
MSCS 510	Software Design and Development	Spring
MSCS 530	Algorithms	Spring
MSCS 560	Computer Networks I	Fall
MSCS 610	Advanced Theory of Programming Languages	Spring
MSCS 620	Distributed Systems	Fall

Laboratory Course (1 Credit)		
MSCS 561	Computer Networks Laboratory	Fall, Spring

Elective Courses (12 credits/select 4 courses)		
MSCS 515	Operating Systems	Fall
MSCS 518	Compiler Design	Spring
MSCS 521	Computer Architecture	Spring
MSCS 531	Automata, Computability & Formal Languages	Fall
MSCS 542	Database Management	Spring

MSCS 550	Artificial Intelligence	Fall
MSCS 555	Computer Graphics I	Fall

Additional Electives (offered when there is sufficient demand)

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

Project Course (3 credits)

MSCS 710	Project	Fall

Internship Courses

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

Although not required, students may elect to pursue a concentration in Systems Software by taking elective courses in operating systems, compiler design, and computer architecture; or a concentration in Applications by taking elective courses in database management, artificial intelligence, and computer graphics. Elective courses may be selected from the software-development courses listed in the graduate catalog, including the Thesis and Special Topics courses. Internship courses do not satisfy the Elective requirement.

Description of Courses

MSCS 510
Software Design and Development
3 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 515
Operating Systems
3 Credits
Operating systems provide service to users to simplify their programming and data processing tasks, and they also manage systems resources to assure their efficient utilization. This course mainly presents operating systems as resource managers. In order to gain hands-on practical experience, students design and implement a multiprogramming operating system as an integral part of the course. (*Offered: fall semester*)
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture

MSCS 518
Compiler Design
3 Credits
Both the design and implementation of compilers will be studied. The lexical, syntactic, and semantic analyses of formal languages will be developed. Theoretical tools such as finite-state and push-down automata, and regular and context-free grammars will be presented as needed. Additionally, symbol-table construction and code-generation techniques will be required to develop a compiler

for a selected subset of an instructor-specified small programming language. (*Offered: spring semester*)
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture

MSCS 521
Computer Architecture
3 Credits
The objective of this course is to introduce concepts related to the organization and structure of the major hardware components. The functions and implementations of, and communication between, the major components of a computer system are described.

Developments to make special types of processing more efficient or reliable such as pipe lining, array processing, and multicore processors are covered. Special emphasis is placed on RISC and multiprocessing architectures. (*Offered: spring semester*)
Prerequisites: CMSC 330 Logic Design; MATH 221 Differential and Integral Calculus

MSCS 530
Algorithms
3 Credits
This course will develop students' abilities as writers and critics of programs. The student will be introduced to a variety of program-design techniques including recursion, heuristics, divide-and-conquer, and dynamic programming. Methods of performance analysis and the theory of NP-completeness will be covered. (*Offered: spring semester*)
Prerequisite: CMSC 335 Advanced Data Structures

MSCS 531
Automata, Computability &
Formal Languages
3 Credits
Formal language theory will be presented, including the Chomsky hierarchy of formal languages with their corresponding grammars and automata. The study of formal language leads naturally to considerations

related to the notion of algorithm and to the nature of the limits of algorithmic computation. Various forms of models of computation will be explored. (*Offered: fall semester*)
Prerequisite: CMSC 335 Advanced Data Structures

MSCS 542
Database Management
3 Credits
A study of the issues related to the design and administration of modern database systems, with special emphasis on relational database systems. This course will study data modeling, query languages, schema refinement and tuning of existing databases, physical implementation of databases, and systems issues in the management of data. (*Offered: spring semester*)
Prerequisites: MATH 250 Discrete Mathematics; CMSC 335 Advanced Data Structures

MSCS 550
Artificial Intelligence
3 Credits
This course introduces students to basic concepts and techniques of artificial intelligence or intelligent systems, and gives insight into active research areas and applications. Emphasis is placed on representation as a central and necessary concept for work in intelligent systems. (*Offered: fall semester*)
Prerequisite: CMSC 335 Advanced Data Structures

MSCS 555
Computer Graphics I
3 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. (*Offered: fall semester*)
Prerequisites: CMSC 310 Object-Oriented Programming Using C++; MATH 221 Differential and Integral Calculus

MSCS 560
Computer Networks I
3 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 multicarting. (*Offered: fall semester*)
Prerequisites: CMSC 415 Computer Architecture; MATH 221 Calculus I; MATH 130 or 330 Probability/Statistics
Recommended Corequisite: MSCS 561 Computer Networking Laboratory

MSCS 561
Computer Networks Laboratory
3 Credits
This is a hands-on course in the building and troubleshooting of both peer-to-peer and client/server networks at all levels of the OSI and Internet Network models. The course consists of two halves: the first focuses on networking basics and peer-to-peer networks, the second on client/server networks. Microsoft Windows NT 4.0 combined with the Back Office Small Business Server is the platform for the client/server portion. The objective will be to develop a typical Intranet as would be used by a small business or department that provides web serving, e-mail, proxy/firewall protection, and DNS. This course provides the student with the hands-on knowledge and experience to allow the building, development, and troubleshooting of an Intranet Network for the typical small business or department. (*Offered: fall and spring semesters*)
Corequisite: MSCS 560 Computer Networks I

MSCS
Special Topics
3 Credits
MSCS 596 Systems Software
MSCS 597 Computer Architecture
MSCS 598 Database
MSCS 599 Artificial Intelligence
MSCS 600 Computer Science
Special-topics courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. (*Offered upon demand or instructor interest in spring semester.*)
Prerequisite: Permission of instructor

MSCS 610
Advanced Theory (Structure)
of Programming Languages
3 Credits
Data and control abstractions are considered. Advanced control constructs including backtracking and non-determinism are covered. Emphasis is on machine-independent implementation of programming language constructs. (*Offered: spring semester*)
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture

MSCS 620
Distributed Systems
3 Credits
This course studies Open Standards distributed systems based on the TCP/IP protocol. The course exposes students to Internet addresses, sockets, streams, universal character codes, threads, and Internet protocols like SMTP, HTTP, MIME, etc. The course also investigates several object and service distribution methods like Remote Method Invocation (RMI), Common Object Request Broker (CORBA), Java Spaces, and Jinni. The course pursues a practical approach to these ideas through simple Java programs as well as a larger project written in Java in which small student teams analyze, design, and build a distributed system using software-development practices. (*Offered: fall semester*)

Prerequisites: MSCS 510 Software Design and Development; MSCS 560 Computer Networks I

MSCS 640
Distributed Database Systems
3 Credits
Consideration of the problems and opportunities inherent in distributed databases on a network computer system. Topics covered include file allocation, directory systems, dead-lock detection and prevention, synchronization, query optimization, and fault tolerance.
Prerequisites: MSCS 542 Database Management; CMSC 335 Advanced Data Structures

MSCS 655
Computer Graphics II
3 Credits
This course introduces advanced modeling and viewing techniques in computer graphics such as surface patches, solid modeling, hidden surface removal, ray tracing, radiosity, and animation.
Prerequisite: MSCS 555 Computer Graphics I

MSCS 660
Computer Networks II
3 Credits
The investigation in more depth of some of the topics introduced in Computer Networks I. Among some of the topics chosen by the instructor and the class to be the main concentration for that particular semester: queueing theory, wireless protocols, multimedia, compression, security and encryption.
Prerequisite: MSCS 560 Computer Networks I

MSCS 670
Applied Artificial Intelligence
3 Credits
This course builds upon the first level AI course by concentrating on a limited number of topics from AI, investigating these topics to considerable depth, and emphasizing the design and implementation of software pertaining to these topics. Selection of specific

topics to be pursued will be determined by the instructor.

Prerequisite: MSCS 550 Artificial Intelligence

MSCS 690, 691, 692
Graduate Internship in
Software Development

One, two, and three credits respectively

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

Prerequisites: Completion of 12 graduate credits and 3.0 GPA

MSCS 710
Project

3 Credits

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

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

MSCS 720
Thesis

3 Credits

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

Prerequisite: MSCS 710 Project

Computer Science/Software Development and Information Systems Faculty

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

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

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

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

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

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

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

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

ANNE B. MATHEUS Professional Lecturer in Information Systems and Information Technology; Information Systems Internship Coordinator; Director of Computer Literacy, 2001. *Degrees:* B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College; A.B.D., SUNY Albany. *Specialties:* Information Decision Systems; Organizational Studies; Information Quality

NORA MISIOLEK Assistant Professor of Information Systems, 2006. *Degrees:* B.A., Syracuse University; M.B.A., Syracuse University; Ph.D., Syracuse University. *Specialties:* Virtual Collaboration, Innovation Management, Management Information Systems, Systems Analysis and Design, Virtual Organizations as Sociotechnical Systems, Human-Computer Interaction.

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

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

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

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

PROGRAM DIRECTORS

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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 student's career development that can lead to Senior Technology Executive roles. Alternatively these individuals may work in the role of consultants to traditional business managers in the application of technology 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 manage-rial 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 sys-tems and interpersonal processes of managing, this program provides an integrative, applied perspective for facilitating operational and strategic decision making with technology resources (in the form of IT and other modern technologies). The goal is for managers to create value for the organization by leveraging human, knowledge, and technology assets. As such, this program offers unique capstone experiences to achieve this by building capabilities in managing technology workers and processes as well as planning for the future. A two-semester capstone experience focuses on building analytical and strategic thinking through case study and then applying what is learned in real-world team and individual projects that focus on building the business 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

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

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

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

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

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

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

4. A practitioner-scientist approach through the application of research methods and critical thinking skills relevant to the practice of mental health counseling, such as in needs assessment and program evaluation.

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

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

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for the fall semester start in the MA Mental Health Counseling program are available through the Office of Graduate and Adult Enrollment or online at *www.marist.edu/sbs/graduate/mamhc/admissions.html*. 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.

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 externship;
- maintain a 3.0 cumulative GPA in graduate courses;
- achieve a grade of "P" (Pass) for all field experiences (Counseling Practicum and Counseling Internships).

TRANSFER CREDIT

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

COUNSELING FIELD EXPERIENCE REQUIREMENTS

The Mental Health Counseling Program maintains a list of placements providing mental health counseling to a variety of client populations, and providing supervision by a licensed professional. The graduate Counseling Practicum and Counseling Internship placements and clinical experiences must meet NY State Licensure Requirements as well as Marist's Program requirements. These counseling field experiences are designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings. 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 of 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.

REVIEW OF STUDENT PERFORMANCE: PROBATION AND DISMISSAL

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

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

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

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

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

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

SCHEDULE

Full-time students starting during a summer or fall semester may complete the program in two years. Full-time students take four courses (12 credits total) during the fall and spring semesters, and two courses (6 credits total) during the two summer semesters. During the first year, courses are scheduled in both afternoon and evening time slots. During the second year, courses are scheduled in the evenings in order to reserve 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 con-
ferences. Funds are available to support student research and presentations.

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

THE MASTER OF ARTS, MENTAL HEALTH COUNSELING

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 Internship1
	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 its relationship with psychotherapy, pharmacotherapy, and multicultural and gender issues.

COUN 508L
Psychopharmacology
3 Credits

This course introduces students to the biochemical 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 507L Psychopathology; COUN 613L Assessment in Counseling

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; 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 710N Counseling Internship 1; 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 700L
Counseling Practicum
3 Credits
Counseling Practicum requires the completion of a minimum of 100 hours of supervised practice of mental health counseling. At least 40 of the hours must be direct service. The practicum is designed to integrate the theory, knowledge, and skills from the classroom with the experiential learning taking place through supervised counseling practice at mental health settings.
Prerequisites: COUN 600L Foundations and Ethics of Professional Counseling; COUN 610L Counseling Theory & Practice; COUN 612L Counseling Techniques; COUN 507L Psychopathology; COUN 613L Assessment in Counseling
NOTE: Counseling Practicum is intended to be taken prior to Counseling Internship 1

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

Mental Health Counseling Faculty

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

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

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

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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 ascribes to 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 psycho-metricians. 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 62 semester hours of graduate study inclusive of a college-supervised internship in the field of school psychology. Within the total program of preparation as a school psychologist, the candidate must complete a master's degree. Marist College's NYSED-approved 68-credit MA in School Psychology meets the above-cited criteria.

In addition to coursework, candidates must meet three New York State Education requirements during the first year of the program that are necessary for certification as a school psychologist. They must attend the Child Abuse Identification and Standards in Violence Prevention seminars; both seminars are offered on campus and participation in these sessions is included on candidate transcripts. Students who opt to make their own arrangements to meet these two requirements must submit verification to the Program Director. Candidates must also complete the required fingerprinting process. Coursework continues through the second year and candidates complete a 240 hour practicum in the schools.

In the third year of the program, candidates register for the School Psychology Internship/Seminars concurrently; seminars meet on a weekly basis during both fall and spring semesters. While completion of all coursework is recommended before beginning the internship, a minimum of 47 credit hours must be completed, including the following courses: Professional Orientation & Ethics in School Psychology (PSYH 600), Cognitive Assessment and Academic Assessment (PSYH 616 and PSYH 617), Individual Counseling and Group Counseling (PSYH 705 and PSYH 706), Cognitive Behavioral Therapy with Children & Adolescents (PSYH 625) or Play Therapy (PSYH 630), Consultation in the Schools (PSYH 602), Learning Disabilities (PSYH 601), Advanced Educational Psychology (EPSY 505), Integration

of Learning Theories and Teaching Methodologies (EPSY 510), and Practicum I and II (PSYH 610 and 611). Candidates take PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring. Internships require 1,200 hours (600 hours each 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 school setting and may not be completed concurrently with duties associated with employment in a particular setting. Candidates in the School Psychology Program complete the internship in June and receive their degrees in August after successfully completing all program requirements. Marist no longer offers the option of completing a 600 hour part-time internship.

ADMISSIONS REQUIREMENTS

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

DEGREE REQUIREMENTS

To qualify for the master's degree in school psychology, a candidate must:
- complete all requirements not later than seven years after matriculation;
- complete a total of 68 credits as prescribed in the curriculum requirements, including an approved school psychology internship;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- successfully complete the candidate portfolio no later than May 1 of the calendar year in which the candidate expects to graduate;
- complete NYS Child Abuse Identification Seminar, Project SAVE seminar, and NYS Fingerprinting process;
- complete the School Psychology Praxis II Examination.

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 on an individual basis. A grade of B or better is required for acceptance of any transfer credits. A maximum

of 15 graduate credits can be transferred into the program from another accredited institution.

ADVISEMENT

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, & Behavioral Assessment	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 of Counseling	3 credits
PSYH 625	Cog. Behav. Therapy w/Children & Adolescents OR	
PSYH 630	Play Therapy	3 credits
EPSY 510	Integration of Learning Theory	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 6:30 PM to 9:00 PM. A full-time student normally attends classes four evenings per week and takes 12 credits. 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		PSYH 601	Learning Disabilities	
PSYG 511	Personality		PSYG 607	Psychopathology	
PSYH 616	Cognitive Assessment		PSYG 617	Academic Assessment	

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

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

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 a historical perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored.

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

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

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. Spring semester.

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 set-

tings and enable students to apply skills acquired through coursework. Students are required to complete 120 hours on site during each practicum. Students register for Practicum I (fall) and Practicum II (spring) respectively.

Prerequisites: 24 graduate credits including PSYH 600, PSYH 616, PSYH 617, completion of the Child Abuse Identification and Violence Prevention Workshops, and completion of the fingerprinting process through the NYS Education Department.

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. Fall semester.

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 tests which may include Wechsler, Stanford-Binet, Kaufman, and Woodcock Johnson. Preparation of a report 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. 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 pro-

cesses 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. Summer session.

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. Research-based effective remedial interventions will also be discussed. Summer session.

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 in a state-approved public school setting during the academic year. Students register for PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring semester. All placements must be approved by the internship coordinator.   Marist no longer offers the option of completing a 600 hour part-time internship.

Prerequisites: PSYH 600, PSYH 601, PSYH 602, PSYH 610, PSYH 611, PSYH 616, PSYH 617, PSYH 625 or PSYH 630, PSYH 705, PSYH 706, EPSY 505, and EPSY 510

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

Prerequisite: 24 graduate credits. Fall semester.

PSYH 706
Group Counseling
3 Credits

This course introduces students to theories and methods of group interventions with children and adolescents. The course examines historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies. The course also provides students with an in-class group experience where they will explore their feelings concerning specific issues related to the counseling profession.

Prerequisite: PSYH 705 Individual Counseling. Spring semester.

School Psychology Program Faculty

DONNA BERGER Adjunct Professor, Teacher Education. *Degree:* Ph.D. University at Albany, SUNY

TRACIE MARIE CACCAVALE Adjunct Professor of Psychology. *Degree:* Ph.D. Pacific Graduate School of Psychology. *Certifications:* Penn. FBA Certification, Washington State Registered Counselor

SHERRY DINGMAN Associate Professor of Psychology *Degree:* Ph.D., University of Montana

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

DAVID GIANNASCOLI Adjunct Professor of Psychology. *Degree:* Ph.D., New York University. *Certifications:*Nationally Certified School Psychologist, New York State Certified School Psychologist, New Jersey State Certified School Psychologist

DANIEL HURLEY Adjunct Professor of Psychology. *Degree:* M.A., Advanced Certification in School Psychology, SUNY Plattsburgh. *Certifications:* New York State Certified School Psychologist.

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

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

SALVATORE P. MASSA Adjunct Professor of Psychology. *Degree:* Ph.D., St. John's University. *Certifications:* Nationally Certified School Psychologist, New York State Certified School Psychologist, New York State Licensed Psychologist

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

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

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

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

DIRECTOR, GRADUATE EDUCATION PROGRAMS
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MISSION AND OBJECTIVES

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

The 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: Social Studies, Science (Biology or Chemistry), Mathematics, Languages (French or Spanish), and English. Also, the second track meets the academic requirements for initial and professional certification in Middle School Extension (grades 5-6). Upon completing the M.A. in Educational Psychology program, 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 teacher 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 semester 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, submit, and defend their electronic portfolio in front of an evaluation committee, no later than five years from matriculation. Completion is recorded when the portfolio is passed. Passing the electronic portfolio is a requirement for the Masters degree.

The teacher 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: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: The candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

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

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

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

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

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

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

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

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

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

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

Advanced Teaching 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 rep-

resenting. Furthermore, teachers learn to appreciate how the acquisition of critical literacy is a necessary requisite for a lifetime of growth and empowerment. A wide variety of theoretical and practical matters pertaining to literacy are explored in this domain.

4. Foundations, Context, and Purpose

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

5. Research and Inquiry

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

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

ADMISSIONS REQUIREMENTS

Admissions requirements for the Master of 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, and 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.

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 disposi-

tions that are in obvious deviation from the teacher candidate dispositions stated in accordance with our Conceptual Framework and teaching standards may result in assignment of probationary status or dismissal. The candidate will be informed of any decision or recommendation by the TECRB. Teacher candidates will be presented with a list of expected dispositions at matriculation to the program.

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

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

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

On campus model: takes place on the Poughkeepsie campus, and coursework may be completed either through full-time or part-time study. Candidates are accepted in the fall, spring, and summer. A limited number of courses are offered in the summers. The program is designed so that it can be completed by a full-time student in three to four semesters, completing 9 or 12 credits each semester. A full-time student usually attends evening classes and takes 9 credits per semester. Each course is worth three credits and meets one evening per week, with some online course opportunities. Part-time students must complete the program within five years from first matriculation in the program. Study plans can be customized for individual student needs. Some courses are offered both fall and spring, other courses are offered only fall or only spring. The study plans will reflect the order of course offerings. Since graduate education students are currently accepted three times per year (fall, spring, and summer), and students can register as full-time and 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.

<u>5 year BA/MA in Educational Psychology model:</u> 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 Psycholog   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, seeks 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 develop-

ment, 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

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

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

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

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

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

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

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

MARIE LEMY Adjunct Instructor. *Degrees:* B.S., CUNY Hunter College; M.S. Ed., Long Island University; Ph.D., Seton Hall University

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DIRECTOR, GRADUATE EDUCATION PROGRAMS

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MISSION AND OBJECTIVES

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

The Conceptual Framework of the Teacher Education programs identifies its purpose 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:
1. Use critical thinking and creative problem-solving in their professional practice.
2. Are reflective professionals who examine their practice and seek to improve it in a process of continual professional development.
3. Use evidence-based practices, adapted to the demands of the specific professional contexts.

Sense of Community

In keeping with Marist's commitment to a sense of community, the program strives to prepare school professionals who:
4. Are active members of collaborative teams, and work across disciplines.
5. Build relationships that support student learning and well-being.

Commitment to Service

In keeping with Marist's commitment to service and promoting the dignity and value of every human being, the program strives to prepare school professionals who:
6. Promote justice, equity, and access for all students while working to improve schools.

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

Marist Initial Teaching Standards
Marist Initial Teaching Standards are based on the INTASC standards and NY State requirements and closely represent our Conceptual Framework in the following 12 standards:

Standard 1: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: The candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

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

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

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

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

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

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

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

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

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

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

Advanced Teaching 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.

Candidates seeking the M.Ed. with initial teacher certification in Adolescence Education complete a minimum of 36 graduate credits as described below. Consistent with state regulations, this graduate program concurrently meets the master's degree requirements for professional certification. Because each teaching field has course distribution requirements specified by the state, candidates who do not have an undergraduate major in the field in which they are seeking certification are advised to ascertain needed course requirements in the content area (a minimum of 30 credit hours in the content area) **before** entering the program.

   All candidates will complete the Pedagogical Core requirements and other required courses described below. While in the program, teacher candidates also complete a minimum of 100 hours of field experience (usually classroom observation in grades 7-12, tutoring, afterschool educational activities, etc.), before entering the student teaching practicum. Field experience hours are related to assignments in three courses in the M. Ed. program. The teaching practicum takes place in the last semester in the program, and is school day long, five days per week, for 15 weeks teaching in Middle and High Schools.

   In addition, all teacher 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 semester 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, submit, and defend their electronic portfolio in front of an evaluation committee, no later than five years from matriculation. Completion is recorded when the portfolio is passed. Passing the electronic portfolio is a requirement for the Masters degree.

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

The pedagogical core domains are described as follows:

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

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

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

4. Foundations, Context, and Purpose
The purpose and meaning of any educational activity is not a given, but must be constructed, articulated, and justified within the particular context in which it occurs. Teachers and other educational professionals must, therefore, have a deep aware-

ness of this context—including its cultural, historical, linguistic, technological, and philosophical roots—in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry

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

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

ADMISSIONS REQUIREMENTS

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

- Earned baccalaureate degree from an accredited institution with a cumulative grade-point average of minimum 3.0;
- Completion of an academic major or its equivalent in the area of certification sought; or a minimum of 30 credit hours in the content area completed before admission to the program;
- A current résumé;
- Submission of a written personal essay describing the applicant's background, experiences, and goals, and how these factors relate to the person's future work in education;
- Two letters of recommendation (preferred 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 of Education Degree, a candidate must:
- Complete all program requirements not later than five years after matriculation;
- Maintain a 3.0 cumulative grade-point average, and maintain appropriate dispositions necessary to assume the responsibilities of a classroom teacher;
- Complete, present, defend, and pass an electronic portfolio to the satisfaction of the portfolio evaluation committee during the candidate's final semester.

To qualify for New York state certification candidates must also pass a series of state-required exams including: the Liberal Arts and Science Test (LAST), a Content Specialty Test (CST), and the Assessment of Teaching Skills-Performance (ATS-P), and edTPA. Marist candidates have a very high passing rate on these exams and graduates are teaching in many districts in the region as well as across the country.

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

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

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

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

A student is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the student will be dismissed from the program. Any dispositions that are in obvious deviation from the teacher candidate dispositions stated in

accordance with our Conceptual Framework and teaching standards may result in assignment of probationary status or dismissal. The candidate will be informed of any decision or recommendation by the TECRB. Teacher candidates will be presented with a list of expected dispositions at matriculation to the program.

GRADUATE ASSISTANTSHIPS

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

APPLICATION DEADLINES

Fall – April 15
Spring – December 1

PROGRAM FORMAT

The program is a combination of coursework on campus in Poughkeepsie, New York, possible online course offering, and 100 hours of field experiences in nearby schools in the Hudson River Valley region. Coursework may be completed either through full-time or part-time study. Candidates are accepted to the M.Ed. program in the fall and spring. A very limited number of courses are offered in the summers; for this reason candidates are advised to start fall or spring semester. The program is designed so that it can be completed by a full-time student in three to four semesters, completing 9 or 12 credits each semester. A full-time student usually takes 9 credits per semester. Each course is worth three credits and meets one evening per week; at this point we offer on-campus evening classes (Monday to Thursday, 6:30-9 p.m.), and a few online courses depending on each student's study plan and course offerings. Part-time graduate students/candidates must complete the program within five years from matriculation in the program. Study plans can be customized for individual student needs. Some courses are offered both fall and spring, other courses are offered only fall or only spring. The study plans will reflect the order of course offerings. Since candidates are currently accepted mainly with fall or spring start (summer possible with a reduced number of courses), and candidates can register as full-time or part-time, at this time there are no specifically coordinated cohorts. 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.

MASTER OF EDUCATION CURRICULUM SUMMARY

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

Marist Core Domain – Art and Science of Teaching:

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

Marist Core Domain – The Learner:

MEDU 510	Foundations of Inclusive Education	3 credits

Marist Core Domain – Literacy:

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

Marist Core Domain – Foundations, Context, and Purpose:

EPSY 640	Social Foundations of Education	3 credits

Marist Core Domain – Research and Inquiry:

MEDU 565	Educational Action Research	3 credits

Other Required Courses:

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

Content Methods – Candidates complete <u>one (1)</u> of the following:

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

Teaching Practicum

MEDU 664	Teaching Practicum	6 credits
TOTAL		**36 credits**

Graduate Courses in Education

EPSY 505
Advanced Educational Psychology
3 Credits

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

EPSY 506
Content Area Assessment and Portfolio Development
3 Credits

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

EPSY 630
Teaching Content Area Literacy
3 Credits

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

EPSY 640
Social Foundations of Education
3 Credits

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

MEDU 510
Foundations of Inclusive Education
3 Credits

This course is an introduction to the philosophical and historical foundations of special education. Students will explore the fundamental elements of special education with emphasis on educational theories, philosophies, and legal issues. The current and emerging issues in special education will be discussed from historical, legislative, and policy perspectives. The impact of current legislation on contemporary school practices and policy that guide services for students with disabilities will be discussed within the con-

text of the developmental processes of childhood and adolescence, general education, and the status of special education in society. This background will provide a foundation for application of current research and evidence-based practices in inclusive settings, including Universal Design for Learning, assistive technology support, collaboration among educators, family and community, and models of support delivery, including tiered behavior and instructional support. A field experience of 25 hours is required.

MEDU 520
Methods of Teaching Social Studies in Secondary Schools
3 Credits
The course seeks to identify and demonstrate appropriate teaching techniques for secondary social-studies classes. Course topics include teaching controversial issues, social studies in the total curriculum, values and objectives in the social studies, the use of instructional technology in the social-studies curriculum, and student assessment. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience may be required to complete some assignments in this course. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 420)

MEDU 522
Methods of Teaching Science in Secondary Schools
3 Credits
A course concerned with objectives; classroom strategies and procedures; preparation of unit and lesson plans; use of demonstration; student laboratory experiences; science curriculum and evaluation; choosing texts and reference materials; the appropriate use of instructional technology; programs for advanced students; testing; construction and evaluation of classroom tests. Students will design and teach demonstration lessons congruent with the New York State Learning

Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience may be required to complete some assignments in this course. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 422)

MEDU 524
Methods of Teaching Mathematics in Secondary Schools
3 Credits
The course focuses on current trends in mathematics education, including studies of analytical reasoning and problem-solving strategies; the role of instructional technology; real-world applications of mathematics; and interdisciplinary approaches to teaching mathematics. A study of secondary-level mathematics syllabi will also include ways of restructuring instruction and evaluation in light of the curriculum and evaluation standards of the National Council of Mathematics Teachers (NCTM). Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience may be required to complete some assignments in this course. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 424)

MEDU 526
Methods of Teaching Languages in Secondary Schools
3 Credits
An examination of lesson and unit planning; motivational techniques; instructional technology; classroom management; and evaluation techniques as they relate to the objectives of foreign-language study. Recent trends and developments in language teaching to secondary-school students are also explored. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis

on meeting the needs of diverse learners. A field-placement experience may be required to complete some assignments in this course. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 426)

MEDU 528
Methods of Teaching English in Secondary Schools
3 Credits

This course will demonstrate approaches to and methods of teaching the various aspects of the English curriculum in the secondary school, including unit and lesson planning; recent trends in language-arts instruction; the appropriate use of instructional technology; test construction; and student assessment. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience may be required to complete some assignments in this course. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 428)

MEDU 565
Educational Action Research
3 Credits

This course is designed to familiarize students with educational research, focusing on action 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. The course will cover action research as 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 25 hours is required. (Cross listed with EPSY 660)

MEDU 631
Literacy for Diverse Learners
3 Credits

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

MEDU 664
Teaching Practicum
6 Credits

This is an advanced course to develop and assess teaching skills that teacher candidates practice in Middle and High School settings under supervision in the field. Candidates will have conferences to review teaching materials, strategies, and techniques. Teacher candidates serve a full-time supervised internship five days weekly in a local Middle school and High school, by completing two separate placements of half semester each.

NOTE: Student teaching practicum is completed in the last semester in the program; students can register for only one (1) graduate 3-credit course in addition to student teaching, in the same semester.

MEDU 665
Classroom Management and
Field Experience
3 Credits
This course focuses on a range of classroom management issues encountered by teachers as related to classroom instruction: classroom management, planning issues, professional ethics, etc. Students will analyze how class-room management techniques can be used to create a positive learning environment. Students will complete a field experience of at least 75 hours, where they will observe Middle School and High School classroom teaching and reflect on how a teacher can increase the probability that students will participate actively in learning and engage in positive classroom and social behaviors. Knowledge derived from research on teach-ing will be emphasized, targeting develop-ment of critical thinking to provide useful skills for describing, analyzing, and modify-ing the teaching practice. Students will draw upon their knowledge and experience to develop a teaching statement.

Graduate Education Faculty

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

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

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

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

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

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

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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- and part-time students will take exams in 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 January of the following 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 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 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 entirely online, enabling students to complete the degree in two years. Part-time students enroll in two eight-week courses in the fall and spring semesters, and one course during the summer session. Comprehensive exams are scheduled in August after the completion of the final seminar. Those writing a thesis can 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 601 Interpersonal Communication

Spring II

COMG 620 The Role of Communication in Conflict & Negotiation

MPA 530 Managing Organizational Change

Summer II

COMG 602 Seminar in Communication & Comprehensive Exams OR

COMG 700 Thesis

Graduate Courses in Communication

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

COMG 501
Research 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

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

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

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

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

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

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

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

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

DIRECTOR, GRADUATE PROGRAM

Subir Sengupta, Ph.D.
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ABOUT THE PROGRAM

The Master of Arts in Integrated Marketing Communication (IMC) is a fully online, 30-credit hour graduate degree program that provides students with a cross-disciplinary educational experience that mirrors workplace dynamics in the 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
- Be able to demonstrate strong research, analytical and strategic decision-making skills
- Be able to 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
- Be able to 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. Summer semesters have two rounds, each of six-week duration.

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 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 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 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 6 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 6 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	IMC Capstone	
Third Year	Brand Management		

Full-Time

Full-Time Fall Start	Fall *Two Rounds* *8 weeks each*	Spring *Two Rounds* *8 weeks each*	Summer *Two Rounds* *6 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* *6 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	IMC Capstone	
	Advertising Management		
	Marketing Foundations		
	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 it relates 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

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

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

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

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