Bachelor of Science Program in Psychology


MARIA COLLEGE
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Albany, New York 12208
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Welcome

A. Mission and Program Description .............................................. 4
B. Program Objectives .................................................................... 5-8
C. Program for the BS Degree in Psychology ................................ 9-11
   1. Curriculum Plan
   2. Internships and Cooperatives
   3. Certifications and Specialization
D. Course Descriptions ................................................................. 12-17
E. Program Faculty ........................................................................ 18-20
F. Psychology Society ................................................................. 21
G. Applying to Graduate School .................................................... 22-24
H. Program Policies ........................................................................ 25-30
   1. Professor-Student Expectations
   2. Students with Disabilities Policy
   3. Conduct Code for Students
   4. Deficiency Warning Letters
   5. Attendance and Punctuality
   6. Missed Tests or Quizzes
   7. Class Assignments
   8. Extra-Credit Policy
   9. Withdrawing from a Class
   10. Program Dismissal and Readmission
   11. Communication Devices
   12. Phi Theta Kappa
I. Student Support Services ........................................................... 31-34
WELCOME

Welcome to the Psychology Program at the Maria College. You have selected a program which places great emphasis on conceptual as well as applied aspects of psychology.

We value your contribution to the Program and want you to make full use of the facilities and services that are available. Get to know your faculty, advisors, staff, and fellow students. Attend as many curricular functions as you can. Be connected with your program and, most definitely, learn as much as you can while pursuing your degree.

This handbook is intended to be used in conjunction with the College Catalog which is available online at: http://www.mariacollege.edu/sites/default/files/Maria_College_AcademicCatalog2014-2015.pdf.
MISSION

The Psychology Program at Maria College is strongly student-centered and committed to engaging students in the understanding of behavior, cognition, emotion, and social interaction.

Major emphasis is placed on the development of critical thinking and analytical skills so students become adept at formulating meaningful questions, implementing strategies to enhance growth and development, and solving problems of individual and group behavior. Students are encouraged to understand, appreciate, and embrace diversity and the need for community involvement.

The program promotes self-awareness and life-long learning aimed at developing well-rounded, resourceful, ethical, competent, and compassionate graduates.

PROGRAM DESCRIPTION

The purpose of the Bachelor of Science Degree Program in psychology at Maria College is to provide a current and relevant curriculum that engages the role of science, research, and scholarly endeavors that enable students to move seamlessly into any number of employment areas including business, government, health, non-profit organizations, or into graduate school.
PROGRAM OBJECTIVES

The educational objectives of the Program reflect the American Psychological Association’s 10 learning outcomes recommended for an undergraduate program in psychology (Guidelines; APA, 2007). These 10 outcomes include the following:

GOAL 1: Knowledge Base of Psychology: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
1.1 Characterize the nature of psychology as a discipline.
1.2 Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology (e.g., learning and cognition, individual differences, biological bases of behavior, developmental changes in behavior).
1.3 Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
1.4 Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

GOAL 2: Research Methods in Psychology: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
2.1 Describe the basic characteristics of the science of psychology.
2.2 Explain different research methods used by psychologists.
2.3 Evaluate the appropriateness of conclusions derived from psychological research.
2.4 Design and conduct basic studies to address psychological questions using appropriate research methods.
2.5 Follow the APA Ethics Code in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.
2.6 Generalize research conclusions appropriately based on the parameters of particular research methods.

GOAL 3: Critical Thinking Skills in Psychology: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
3.1 Use critical thinking effectively.
3.2 Engage in creative thinking.
3.3 Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
3.4 Approach problems effectively.
GOAL 4: Application of Psychology: Understand and apply psychological principles to personal, social, and organizational issues.
4.1 Describe major applied areas (e.g., clinical, counseling, industrial/organizational, school, etc.) and emerging (e.g., health, forensics, media, military, etc.) applied areas of psychology.
4.2 Identify appropriate applications of psychology in solving problems.
4.3 Articulate how psychological principles can be used to explain social issues and inform public policy.
4.4 Apply psychological concepts, theories, and research findings as these relate to everyday life.
4.5 Recognize that ethically complex situations can develop in the application of psychological principles.

GOAL 5: Values in Psychology: Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
5.1 Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
5.2 Demonstrate reasonable skepticism & intellectual curiosity by asking questions about causes of behavior.
5.3 Seek and evaluate scientific evidence for psychological claims.
5.4 Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
5.5 Recognize and respect human diversity.
5.6 Assess and justify their engagement with respect to civic, social, and global responsibilities.
5.7 Understand the limitations of their psychological knowledge and skills.

GOAL 6: Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
6.1 Demonstrate information competence at each stage in the following process: formulate a researchable topic; locate and choose relevant sources from appropriate media, use selected sources after evaluating their suitability; read and accurately summarize the general scientific literature of psychology.
6.2 Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.
6.3 Use information and technology ethically and responsibly.
6.4 Demonstrate these computer skills: use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.
GOAL 7: Communication Skills: Communicate effectively in a variety of formats.
7.1 Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).
7.2 Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).
7.3 Exhibit quantitative literacy.
7.4 Demonstrate effective interpersonal communication skills.
7.5 Exhibit the ability to collaborate effectively.

GOAL 8: Sociocultural and International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.
8.1 Interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.
8.2 Examine the sociocultural and international contexts that influence individual differences.
8.3 Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
8.4 Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
8.5 Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and in others.
8.6 Predict how interaction among diverse people can challenge conventional understanding of psychological processes and behavior.

GOAL 9: Personal Development: Develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management and self-improvement.
9.1 Reflect on their experiences and find meaning in them.
9.2 Apply psychological principles to promote personal development.
9.3 Enact self-management strategies that maximize healthy outcomes.
9.4 Display high standards of personal integrity with others.
9.5 Seek input from and experiences with diverse people to enhance the quality of solutions.

GOAL 10: Career Planning and Development: Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.
10.1 Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) when formulating career choices.
10.2 Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, post-baccalaureate education, or both.

10.3 Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.

10.4 Identify and develop skills and experiences relevant to achieving selected career goals.

10.5 Articulate how changing societal needs can influence career opportunities and foster flexibility about managing changing conditions.

10.6 Demonstrate an understanding of the importance of lifelong learning and personal flexibility to sustain personal and professional development as the nature of work evolves.
BS Psychology Program
Total credits for the degree = 120
48 credits = Minimum number of credits in psychology
    24 required psychology credit hours
    21 elective psychology credit hours
    A minimum of 30 credits must be at the 300 level or above
52 credits = liberal arts core requirements
45 credits = out of the total 120 credit hours must be at the 300/400 level
21 credits = free electives of which 6 credits must be at the 300/400 level

Psychology Core for Requirements (24 credits)
PSY 100 Intro to Psychology 3 credit hours
PSY 205 Interpersonal Psychology 3 credit hours
PSY 350 Research I 3 credit hours
PSY 360 Research II 3 credit hours
PSY 400 Seminar Capstone Course 3 credit hours
PSY 430 History & Systems 3 credit hours
PSY 450 Cooperative/Internship in Psychology 6 credit hours

Psychology Electives Course Options (21 credits)
9 credits at 300 or 400 level
PSY 200 Lifespan Development 3 credit hours
PSY 201 Psychology of Learning 3 credit hours
PSY 202 Adolescence Psychology 3 credit hours
PSY 203 Child Psychology 3 credit hours
PSY 204 Psychology of Abnormal Behavior 3 credit hours
PSY 209 Psychology of Aging 3 credit hours
PSY 232 Positive Psychology 3 credit hours
PSY 260 Educational Psychology 3 credit hours
PSY 270 Social Psychology 3 credit hours
PSY 300 Organizational Psychology 3 credit hours
PSY 305 Psychology of Food and Eating 3 credit hours
PSY 310 Psychology of Information Technology 3 credit hours
PSY 320 Psychology and the Media 3 credit hours
PSY 330 Psychology of Terrorism 3 credit hours
PSY 340 Cognitive Psychology 3 credit hours
PSY 410 Developmental Psychopathology 3 credit hours
PSY 420 Human Factors Psychology 3 credit hours

Liberal Arts and Sciences Courses (52 credit hours)
English 12 credits—Eng 111, Eng 112, Eng 300, Eng 420
Rel/Phi 12 credits—Res/Phi, 201, Res 114, Res/Phi elec., Res/Phi elec.
Sci/Mat 13 credits—Mat 101, Mat 102, Mat 200, Sci w/lab elective
His/Soc/Cul 15 credits—His 106, His 107, Cultural Studies I, Cultural Studies II 300/400

Free Electives = 21 credits
15 credits at any level  / 6 credits at the 300/400 level

First Year Experience (2 credits)
Fye I, II
# BACHELOR’S DEGREE IN PSYCHOLOGY SAMPLE CURRICULUM PLAN

## First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Course ID</td>
<td>Course Name</td>
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<tr>
<td>FYE I</td>
<td>First Year Experience</td>
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<tr>
<td>Eng 111</td>
<td>Composition I</td>
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<td>Free</td>
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<td>Rel 114</td>
<td>World Religions</td>
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<tr>
<td>Mat 101</td>
<td>Foundations of Math I</td>
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<tr>
<td>Psy 100</td>
<td>Intro to Psychology</td>
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<td><strong>Total</strong></td>
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## Second Year

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<tr>
<td>Course ID</td>
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<tr>
<td>Eng 112</td>
<td>Composition II</td>
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<tr>
<td>Psy 200’s</td>
<td>Elective</td>
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<tr>
<td>His 106</td>
<td>United States History I</td>
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<td>Mat 200</td>
<td>Statistics</td>
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<tr>
<td>Psy 200s</td>
<td>Elective</td>
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## Third Year

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<td>Course ID</td>
<td>Course Name</td>
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<tr>
<td>Eng 300</td>
<td>Advanced Writing</td>
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<tr>
<td>Free</td>
<td>Free Elective</td>
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<tr>
<td>Psy 300’s</td>
<td>Research Methods I</td>
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<tr>
<td>Psy 300’s</td>
<td>Psychology Elective</td>
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<tr>
<td>Free</td>
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## Fourth Year

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<td>Course ID</td>
<td>Course Name</td>
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<tr>
<td>Eng 420</td>
<td>Technical and Prof Communications</td>
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<tr>
<td>Psy 300/400</td>
<td>Elective</td>
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<tr>
<td>Psy 400</td>
<td>Capstone Seminar in Psychology</td>
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<tr>
<td>Free</td>
<td>Free Elective 300/400</td>
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**120 total degree credits**
The program strongly encourages students to explore internships and/or work co-op programs because these field experiences broaden and enhance the knowledge obtained in formal psychology classes. Seniors in good academic standing (with a GPA of at least 2.75, both overall and in psychology courses) and who have permission of the program chair may participate in this program. Students who do not meet the academic standing requirement must take six credits of upper division coursework by advisement.

An internship/co-op involves actual work in a professional setting that meets the student's needs (the choice is made jointly by program faculty and the student). Student interns are expected to fulfill the time schedules and responsibilities arranged by the host agency supervisor. Evidence of repeated failure to fulfill internship responsibilities will result in a lower final grade.

The Career Services can assist in resume and cover letter preparation as well as interviewing skills. In addition, Career Services can help identify careers and internships related to the unique interests and skills of each student.

CERTIFICATIONS AND SPECIALIZATION

If you're interested in how psychology intersects with Gerontology or Bereavement, you might consider obtaining a certificate in one of these program areas. It is possible to complete a certificate program without taking additional credits beyond the 120 required for the bachelor’s degree.

You may also elect to specialize in Industrial and Organizational Psychology. Students interested in this specialization should complete PSY 300 Organizational Psychology and then meet with their academic advisor to select appropriate courses in the Management Degree Program.
### COURSE DESCRIPTIONS

**Psy 100  General Psychology  3 credit hours**
An introduction to psychology as a science: a study of cognitive, biological and social processes in understanding the dynamics of human behavior.

**Psy 200  Developmental Psychology  3 credit hours**
The scientific study of the individual across the life span: a study and application of physical, cognitive and behavioral processes across contexts.
*Prerequisite: Psy 100 with a grade of “C” or better*

**Psy 201  Psychology of Learning  3 credit hours**
Study of the principles of psychology applied to education, including consideration of the various aspects of development, the learning process, individual differences, motivation, study habits and the teacher’s role in effective learning.
*Prerequisite: Psy 100*

**Psy 202  Adolescent Psychology  3 credit hours**
A survey of the various adjustments encountered by adolescents: psychosexual problems, dependence and independence conflicts, inferiority feelings, drug abuse and the problems of the self-image.
*Prerequisite: Psy 100*

**Psy 203  Child Psychology  3 credit hours**
Practical application of scientific knowledge to an understanding of the child as a developing personality. The phases of development, major mental aspects and their determination, interest and behavior patterns are examined.
*Prerequisite: Psy 100 or consent of instructor*

**Psy 204  Psychology of Abnormal Behavior  3 credit hours**
Minor and major variants of behavior. History of treatment of disordered personalities. The nature of maladjustment, neuroses, psychoses and other variances from normal behavior are considered.
*Prerequisite: Psy 100*

**Psy 205  Psychology of Interpersonal Relations  3 credit hours**
The application of basic principles and concepts of interpersonal relationships. Topics include verbal and nonverbal communication, personality styles and levels of maturity.
*Prerequisite: Psy 100 or consent of instructor*

**Psy 209  Psychology of Aging  3 credit hours**
Study of the psychological effects that events such as retirement, illness, loss of capacity and the prospect of death have on the elderly. It will also examine physiological, sociological, economic and psychological changes the elderly
will encounter.
*Prerequisite: Psy 100*

**Psy 215  Child and Adolescent Development**  
*Cross listed as Edu 203*  
4 credit hours

This course will examine childhood from conception through adolescence, with a general theoretical overview emphasis on the areas of emotional, social, cognitive, language and physical development. Topics include the impact of culture and diversity on learning.  
*Prerequisite: Psy 100 and permission of instructor*

**Psy 220  Independent Study**  
1-6 credit hours

An opportunity for seniors with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**Psy 232  Positive Psychology**  
3 credit hours

This course will examine the scientific research on happiness and its application in the areas of positive individual traits, positive emotions and positive institutions. Productivity, health, successful aging, spirituality and national well-being are all functions of happiness. Students will explore the practical ways to promote and maintain happiness, compassion, optimism, wellness, gratitude, mindfulness, creativity and flow, and how to strengthen positive character traits in themselves and others.  
*Prerequisite: Psy 100*

**Psy 260  Educational Psychology**  
*Cross listed as Edu 260*  
3 credit hours

Application of the teaching-learning process to education covering human learning in school settings, evaluation and measurement of learning outcomes, individual capabilities and motivations, developmental factors and learning, and social factors of learning.  
*Prerequisite: Psy 100*

**Psy 270  Social Psychology**  
3 credit hours

This course introduces the student to the scientific study of how individuals think, feel and behave in social situations. It applies the scientific method of systematic observation, description, and measurement in the study of the human condition. This course, while relating the foundations of social psychology, will give special attention to understanding the applications of social-psychological knowledge that have been implemented, extending the reach of the field. Social psychologists are often called on to make contributions in business, medicine, law and other fields.  
*Prerequisite: Psy 100*
Ps300  Organizational Psychology 3 credit hours
This is a course in organizational psychology or the study of how individuals working in organizations think and feel about, relate to, and influence one another based on individual, group and organizational processes. Generally, this course will provide students with a background in organizational psychology and an opportunity to learn about various theoretical, conceptual, practical and empirical organizational psychological issues.
Prerequisite: Psy 100; Mat 200

Psy 305  The Psychology of Food and Eating 3 credits
This course will explore the psychological meanings of food and eating and its effects on the health and wellness of humans. Some of the topics to explore include: the cultural evolution of food and eating, learning processes and eating behaviors, social and developmental influences on eating and food preference, the brain; mood, cravings, addiction, obesity, eating disorders and body image.
Prerequisite: Any Psy 200 level course

Ps310  Psychology of Information Technology 3 credit hours
Information technology is becoming increasingly pervasive and capable. you’ll continue to interact with IT daily, and so will your clients, customers, colleagues, family and friends. So, what principles can help guide us to better understand people’s reactions to and interactions with IT? How can we use these principles to better think about IT and its design? The answers are neither obvious nor easy, but are essential to improve practices and products. In this course we will view the latest research and theories. We look at cases and examples that range from web pages and common business applications, to games, agents and robots. This will lead us to better understand the impact and the effects of technology on individuals and society.
Prerequisite: Psy 100; Mat 200

Ps320  Psychology and the Media 3 credit hours
This course explores the evolution of the media and its influence on human behavior. Students will analyze the relationship between media and psychology in relationship to culture, ethical and legal issues, advertising, the news, pro-social behavior, violence, sex, pornography and politics. Students also examine ethical and legal issues related to the psychology and the media. Current and future trends and challenges will be discussed as well as media’s impact on social change.
Prerequisite: Any Psy 200 level course

Ps330  Psychology of Terrorism 3 credit hours
Psychology is often characterized as a social science meaning that it is a discipline that seeks to understand human social behavior using scientific theories and methods. After September 11, it seems that one of the primary goals of all social scientific disciplines is now to help people understand terrorism and, ultimately, to
help eliminate it. That goal may well be quite similar to the goal of reducing intergroup, cultural, religious and ethnic conflict. Toward this end, this course will address several areas of academic psychology in an attempt to help provide such insights into the underpinnings of terrorism. Overall, this class is designed to be an intense, high-level, multidisciplinary experience designed to help you develop your academic skills while also developing a deep understanding of terrorism and its psychological underpinnings.

Prerequisite: Any Psy 200 level course

**Psy 340  Cognitive Psychology  3 credit hours**
Cognitive Psychology is an upper-division course on human cognition. It is the study of internal mental processes, including perception, attention, memory, knowledge, language, decision making and problem solving. The course will cover basic theoretical models, classic and recent research, new developments in theory, and applications in several areas including design, education and training. The course is designed to provide a solid and broad introduction to human cognition.

Prerequisite: Any Psy 200 level course

**Psy 350  Research Methods I  3 credit hours**
This course provides students with the foundation they will need to be discerning consumers of psychological research. Emphasis will be on the theoretical and practical aspects of the research techniques used in this field. Topics included will be the methods used by psychologists to obtain information; the properties essential in using these methods for forming appropriate conclusions; and the statistical analysis employed that shapes the interpretation that psychologists use to communicate their findings.

Prerequisites: Psy 100, Mat 200

**Psy 360  Research Methods II  3 credit hours**
The course continues the work from research Methods I. The focus will be on more advanced statistical analyses of data and their interpretations and uses. The essential parts of a research proposal will be stressed and students will be trained on how to critically analyze research works. They will be provided with the tools necessary to carry out a proposal.

Prerequisites: Psy 350

**Psy 400  Co-op Seminar  6 credit hours**
Students in the Psychology Program who want to earn academic credit for a co-op must enroll in this seminar. This seminar is designed to supplement the co-op internship experience by assisting students to clarify their career options, explore and analyze organizational and work functions, as well as to share the learning experiences of other students. Through lectures, group discussions, mock interviews and other role-playing exercises, students will be introduced to the dynamic forces and practices that exist in the 21st century global economy.

Prerequisites: Students must be in their final year of the Psychology program.
Psy 410    Psychopathology       3 credit hours
This course explores psychopathology, recognizing that pathology expresses itself in different ways at different ages and stages of development. Concepts such as risk and resilience and early predictors of better and worse outcomes will be integrated with a review of the major types of psychopathology seen in children, adolescents and adults. This course is intended to provide a framework for understanding psychological disorders of childhood, adolescence and adulthood. We will focus on the definitions of, and treatments for, a number of disorders. These include cognitive disorders first expressed in childhood and then later in life as dementia and Alzheimer’s, attention deficit and hyperactivity disorder, thought disorders, mood disorders and anxiety disorders. In addition, we will consider the contexts, developmental processes, and environmental/genetic/neurobiological factors that have been found to be associated with the onset of these disorders.

Prerequisites: Any PSY 300 level course

Psy 420    Human Factors Analysis       3 credit hours
Human Factors is a specialization of psychology that studies how humans interact with technology and how those interactions may be made better (e.g., more safe, efficient, easy to learn, intuitive, enjoyable, etc.). This course reviews human perception, cognition, memory, attention, biomechanics and motor control, and learning to address ways to take advantage of users’ strengths and to compensate for their limitations. We also consider ways to prevent accidents and injuries and so-called “human error.” This course is designed around three core topics: (1) the history and development of Human Factors, (2) the cognitive psychology and attributes of humans, and (3) an introduction to product evaluation techniques. emphasis is on the application of human factors and ergonomics principles to solve real-world problems (e.g., helping people understand directions on prescription medicine bottles; helping people figure out how to use self-service checkout stations). This course considers the design of tools/equipment, tasks/jobs and work/living environments from the perspective of the person who will use them. The class is an entry-level survey of the field of human factors.

Prerequisites: Psy 360

Psy 430    History and Systems of Psychology       3 credit hours
This course provides students with an overview of the historical antecedents and major theoretical systems found in psychology. It surveys the history of psychology from the early Greek philosophers, through the predecessors of the psychological movement, to the beginning of psychology and its contemporary form.

Prerequisite: Students must be in their final year of the Psychology program.

Psy 450    Capstone Seminar       3 credit hours
In an architectural context, a capstone is the top-most stone that completes a building. In an academic context, a capstone is the final class that completes a
student’s curriculum. Capstone classes provide students with an opportunity “to demonstrate comprehensive learning in their major through some type of product or performance” (Palomba & Banta, 1999, p. 124). In other words, a capstone is a class in which senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate that they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research and write in APA style). This process serves a dual purpose. First, it allows psychology majors a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. Second, it provides the Psychology program with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors. 

*Prerequisites: Students must be in their final year of the Psychology program.*
PROGRAM FACULTY

Full-Time Faculty

Bobby Bui, Assistant Professor
BA, University of California, Riverside
MA, New York University
PhD, New York University

Office: Main Hall Room 219
Phone: (518) 861-2554
Email: bbui@mariacollege.edu

I have experience teaching and practicing psychology in a variety of academic and clinical settings. Before coming to Maria College, I held teaching appointments at the State University of New York, Delhi, The City University of New York, Brooklyn College and New York University, where I received my doctorate in the APA accredited School/Child Psychology Program. I am fascinated by the human condition. My goal as an instructor is to cultivate this interest in my students. Whether I am teaching students who are majoring in psychology or those who are only taking my course to fulfill a requirement, my aim is two-fold. First, I want to get students to appreciate the science of psychology, and second, to enhance their self-awareness and understanding of the world around them and the people in it. My research interest is in understanding the lives of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth in non-urban communities (rural and suburban) and how these communities support or fail to support these individuals. I am also interested in understanding how our capacity to be alone (“alonetime”) influences mental health and is affected by technology.

Peter J. Byrne, Professor and Program Chair
BS, SUNY, New Paltz
MS, University at Albany
PhD, University at Albany

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Phone: (518) 861-2564
Email: pbyrne@mariacollege.edu

My doctorate is in Educational Research and Statistics from the University at Albany. My research interests include self-efficacy as related to student achievement and aspirations for college; assessment of learning and performance. I have a BS from SUNY New Paltz, where I studied mathematics, geology and education and played varsity volleyball. Recently (2012) my teams covering three years were inducted into SUNY New Paltz’s Athletics Hall of Fame. I continue to enjoy playing volleyball.
Holly West, Assistant Professor
BA, SUNY, Oswego
MS, The College of Saint Rose
Office: Main Hall, Room 218
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Email: hollyd@mariacollege.edu

I have over 25 years of experience teaching at the college level. I earned my Bachelor’s Degree from The State University of New York at Oswego where I studied psychology, art and education. I did some part-time graduate study in Educational Psychology at SUNY Albany before earning my Master’s Degree from The College of Saint Rose where I studied teacher education. I’ve always been fascinated by “how” people learn and then finding ways to make course curriculum accessible to everyone. I really enjoy making topics relevant and meaningful to students. I believe that a large part of my role is as an educator is to create a risk taking atmosphere in the classroom where students feel comfortable asking questions and sharing ideas.

Part-time Faculty

Kara Hogan
BA, SUNY, Oneonta
MA, College of Saint Rose
ABD, SUNY, Albany

I am a new adjunct professor here at Maria College. I am currently finishing my PhD in Educational Psychology and Methodology at the University of Albany, where my research focus has been self-regulated learning in online environments. Before that, I received bachelor’s degrees in English and Adolescent Education in English from SUNY Oneonta and a master’s degree in Educational Psychology at the College of Saint Rose. Because I initially was studying to be a high school teacher, my teaching style is very active and involves a lot of class discussion and activities.

Cynthia Matias
BA, The College of Saint Rose
MS, The College of Saint Rose

I am from the capital region of NY where I continue to reside and raise my two children. I obtained my Masters of Science in Education from the College of Saint Rose specializing in Educational Psychology and my undergraduate degree in Psychology. I have been teaching at Maria College for the last nine years as a part-time instructor. I also created a parenting course titled “Creative Parenting Strategies,” which I have taught in many educational arenas including on a volunteer basis through Alpha Pregnancy Care Center. On a more personal level I love to
spend time with my two boys whom are ages 9 and 5. I enjoy traveling, tennis, the art of dance and spending time at the ocean.

Jeff Van Syckle
BA, University of Pennsylvania
MSEd, University of Pennsylvania
ABD, University of Pennsylvania

I’m currently teaching General Psychology and Organizational Psychology. I’m also an instructor at SUNY Broome Community College, where I’ve taught both online and face-to-face classes since 2000. I have an M.S. Ed. in Psychological Services from the University of Pennsylvania. I worked for over 15 years as an addictions counselor specializing in college and young adult populations and was the first person to present at the Pennsylvania State Addictions Conference (1993) on using brief, solution-oriented therapy with chemically dependent clients. I was certified as an Addictions Counselor in Pennsylvania and served as an Evaluator on the Pennsylvania Chemical Abuse Certification Board. I trained in sex therapy with Dr. William Stayton and specialized in working with addictions issues in the transgender community. From 2004-2007 I worked as a Multimedia Instructional Designer collaborating with faculty in the design and delivery of online courses and presenting workshops in pedagogical philosophy and application. My academic and applied interests have been primarily in the areas of Possibility Oriented therapies and Clinical Epistemology, and more recently in Strengths-Based development in college students and organizational settings. After a lifetime of interest in photography, graphic arts and illustration I have spent the last few years developing that “part” of myself. I produce an ongoing “graphic memoir” (comic) titled, “a lifetime thinking . . .”, as well as digital pieces which are shown online, in the “real world,” and have been showcased in art and literary publications.

Donna Vaughn
BS, SUNY, Empire State College
MSW, SUNY, Albany
LCSW

I have lived in the Capital District Area all of my life, and received my Master of Social Work degree at SUNY Albany (Rockefeller School of Social Welfare). I have many years of experience working with a variety of populations, including persons with mental illness, development and physical disabilities, geriatrics, substance abuse, veterans and the homeless. I have practiced individual and group psychotherapy, and case management, in a variety of settings. I have taught at Maria College for over 8 years, as a part-time instructor in the Gerontology Program, and now in the Psychology Program as an instructor in Psychology of Aging, a course that I developed. In my spare time I've done extensive research on my family tree, and have taught several genealogy workshops in the local area.
PSYCHOLOGY SOCIETY

Psychology Society, the psychology club, at Maria College is an active club that works to promote psychology awareness on campus. The Psychology Society is open to all students and it engages students and the greater community to enjoy and explore the exciting field of psychology through activities, talks, discussions, community service activities, and more. We encourage students to get involved in the society early in their coursework and to connect to the many opportunities available to members. Club officers will be elected annually. The program is in the process of applying for a PSI CHI (National Honor Society in Psychology) chapter on campus. For more information contact the society’s faculty adviser, Professor Bobby Bui, at bbui@mariacollege.edu
APPLYING TO GRADUATE SCHOOL

The decision to attend graduate school is an important one, especially for psychology graduates. Many helping professions (i.e. social work, counseling, therapy, research, etc.) require at least a Masters degree in order to work at a professional capacity. Many students question if graduate school is right for them, and if it is, which program(s) to apply to and how to get in. We hope that this FAQ will help you to answer some of the common questions you may have as you begin the process of exploring graduate school. Students planning to apply to graduate school should make this known to their academic adviser.

FAQ

Q: What do I want to study and what direction should I pursue?
A: Most areas that psychology graduates are looking into fall into one of two categories: Applied or Research. Applied jobs, such as counseling, therapy, psychiatry, and social work, involve helping people in a community or mental health setting. Research positions, like being a professor, involve teaching, researching new areas of study, and assessment. You should think about what kind of work you want to do and that will help you find the degree that is right for you.

Q: What degree will I need?
A: Master’s degrees are needed by people who wish to work as counselors or social workers in the community and typically take 2 to 3 years to complete. A doctoral level degree is typically not needed in these professions because individuals are considered professionals with a masters degree. A Ph.D. or similar doctoral level degree is required by psychologists to be at the professional level and usually take 5 to 6 years to complete. For those interested in Psychiatry, an M.D. is required. A PsyD is a Doctor of Psychology and is for those people who are interested in clinical work and not in research. You should think about what level of education you want to attain and also how long it might take to get that degree.

Q: What kind of GPA do I need to get into Graduate School?
A: Typically, Masters programs look for GPAs in the 3.2 - 3.5 range. If you are looking into a Ph.D. program, the GPAs are usually 3.6 or higher.

Q: What is included in a typical graduate school application?
A: There are several different parts to an application and each one requires care and preparation.

Transcripts: Transcripts are available through your school and must be sent officially. There is usually a small fee associated with this.
Test Scores: Most graduate programs require you to take the Graduate Record Exam. You should try to sign up for the GRE soon as you can because test dates are varied and you will need time to prepare and study.
Letters of Recommendation: Letters of recommendation are an important part of the application because they give acceptance committees a chance to hear what other people think of your work ethic and potential for success in graduate school. When thinking of whom you will want to ask to write for you, you should consider professors and professionals in the community with whom you have worked closely and who would speak highly and professionally of you. Many graduate schools prefer that you have professors write the letters, so if you have people from outside the college who you would like to write for you, try to use them sparingly. Remember that these people are very busy and may be being asked to write other letters for other students. You should always give your letter writers 6 to 8 weeks advanced notice for when you will need them. You should give them a copy of your CV or resume so that they will be able to list some of the things you have accomplished in their letter for you. It is also a good idea to write thank you notes to anyone who writes for you thanking them for their time.

Resume: Your resume or curriculum vitae (CV) is different when applying to graduate school than when you are applying to a job. Your CV should list your professional and education accomplishments rather than the places you have worked. This is the place to list any and all honors, awards, research experience, professional memberships like Psi Chi, presentations, publications, leadership, and volunteer work. List any special positions like officers or lead research assistant. Keep it short and sweet and try not to go into long descriptions of what you have done. That is what your statement of purpose is for. Google examples of CVs for your area of study so you can see what a professional CV looks like.

Statement of Purpose: This gives you the opportunity to tell the selection committee why you belong in the program. This should be well written and completely free of grammatical and spelling errors because they will reflect poorly on you. Remember that committees are reading dozens if not hundreds of these letters, so try to make yours stand out by talking about meaningful experiences you have had, leadership you have shown, or goals you have. This is the time to show the committee your own personality and share your experience and interests, not to list your accomplishments. That is what your CV is for. It is also helpful to mention what research areas you are interested in to show how you might fit into the graduate program. Even mentioning professors’ work that you find interesting will show the selection committee that you are interested and committed to being part of their program.

Q: When should I apply?
A: Deadlines vary from program to program but usually the end between November and December for Doctoral programs, and February and March for Master’s programs. In searching for programs you should always make note of when the application deadlines are so they don’t slip by you. Remember that creating an application is time consuming work so you should be ready to go several weeks before the deadlines end. You will also need to give whoever is writing your letters of recommendation at least 6 to 8 weeks to write their letters. Deadlines are the absolute last day that programs accept applications, so feel free to apply well before then.

Q: What sort of things should I get involved with as an undergraduate to help my application?
A: At Maria College, you should consider joining the Psychology Society, Phi Theta Kappa International Honor Society and the soon to be established National Honor Society in Psychology (PSI CHI). Students should also apply to be research assistants. Working with faculty not only strengthens your resume but also give you people to ask for letters of recommendation. The program also offers internship/cooperative opportunities that gives students hands on experience in an area they may be interested in.

**Resource:**
1. **Professor/Student Expectations**

Professor – In teaching courses, your instructor agrees to strive to:
- come to every class on time, prepared with thoughtful, relevant, and up-to-date material
- be highly motivated to teach as creatively and energetically as possible
- be fair, reasonable, and treat each student with respect
- return student work in a timely manner

Student – By enrolling in a course, a student agrees to
- attend every class
- be on time (in the classroom, seated, and prepared to begin at scheduled start time for class)
- complete all assigned work
- be prepared to think, listen, question, and participate.
- treat the professor, other students, the educational setting, and the educational process with dignity and respect
- seriously commit to engaging in the level of work that a course demands
- utilize academic and student services (including but not limited to study groups, tutoring, the Learning Resource Center, and other services included in the Student Handbook) to maximize learning and success
- schedule to or visit instructor during office hours to further engage course material or share personal information that is inappropriate in a classroom or hallway context

Results – When the professor/student expectations are met:
- a professional, comfortable teaching/learning environment exists
- an instructor can teach with minimal or no disruption
- a student can learn with minimal or no disruption
- a consistent teaching/learning environment exists across the curriculum

Online students
-- Successful online learners have self-direction and good time-management skills. Students must be self-starters, have a desire to learn, take a personal initiative, be resourceful, and be persistent. Online learners work well alone, are not
procrastinators, have good reading comprehension skills, resist distractions, and are comfortable without the social elements of traditional education.

--Online students need some basic skills to successfully take an online course:
   **E-mail:** How to use the basics of an e-mail system  
   **Internet:** How to use the basics of the Internet  
   **Windows:** How to use an operating system, i.e. creating folders, zipping files, and managing files  
   **Word Processing:** How to use the basics of Microsoft Word  
   **APA Style:** How to properly format an assignment and document sources

2. **Students with Disabilities Policy**

The Dean of Student Services coordinates support services for students who identify themselves as having a physical, psychological or learning disability. Maria College is proud to be an educational institution that welcomes and supports a diverse student body. It is committed to providing a supportive environment for students with disabilities. Students who seek “reasonable accommodations” under the ADA or Section 504 are responsible for notifying the College of their disability and for documenting the disability. “A reasonable accommodation is one that does not alter the essential nature of a course or program and does not cause undue hardship” (Rehabilitation Act of 1973).

It is the responsibility of the student who is in need of classroom assistance or modifications under the Americans with Disabilities Act to inform the instructors individually as no special accommodations can be made unless this information is shared with the student’s instructors.

3. **Conduct Code for Students**

Maria College expects that its students will act as responsible, courteous, and law-abiding citizens. Further, as members of an intellectual community, students are expected to maintain standards of personal and academic honesty in all course work and examinations.

**Academic misconduct** includes plagiarism, cheating, forgery or alteration of institutional records and use of electronic communicative or storage devices (Internet) during testing.

**Disruptive classroom behavior** is the refusal to behave civilly so that teaching and learning within the classroom are obstructed. Disruptive classroom behavior may be physical or verbal abuse, threats, intimidation, harassment, coercion and/or conduct that prevent other students from learning and the instructor from teaching.
Prohibited behaviors are the violation of College policies and regulations and violation of federal, state and local laws. These include, but are not limited to, irresponsible use of computers and other campus facilities, violence, sexual harassment and abuse, possession of alcoholic beverages or illegal substances, unauthorized possession of firearms, disorderly conduct, and theft.

4. **Deficiency Warning Letters**

Deficiency Warning letters are sent to students taking this course who have shown a weakness in one or more of the areas of the course that make up the final grade. The intent of this letter is to offer you help to improve your performance in this course. If you receive a Deficiency Warning letter, please talk to me about it. Your advisor will also contact you, and you will receive a call from the Office of Student Services. It is part of the Maria College mission to provide students with a supportive environment. Please understand that the Deficiency Warning letter is a way that the College is attempting to help you be a successful student.

5. **Attendance and Punctuality**

Students are expected to attend all classes since in-class work is a significant step in succeeding academically. It is equally important that students arrive on time for each scheduled class. If illness or other extenuating circumstances prevent attendance, it is the student’s responsibility to make up the work. To expedite this, the student should contact the instructor. If the absence, for whatever reason, makes it impossible for the student to complete the work, withdrawal from the course may be necessary. Attendance/participation may be calculated into final course grades according to the guidelines presented in each course syllabus.

“A meta-analysis of the relationship between class attendance in college and college grades reveals that attendance has strong relationships with both class grades…and GPA ….These relationships make class attendance a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests such as the SAT, high school GPA, study habits, and study skills.” FROM *Review of Educational Research*

6. **Missed Tests or Quizzes**

Tests and quizzes are important forms of measuring learning. You are expected to take all scheduled tests and quizzes. Policies for missed tests and penalties for arriving late for a test or quiz will be indicated on each course syllabus.

7. **Class Assignments**
Class assignments are due on the dates indicated on the course syllabus/calendar for each course. Any penalties for late assignments will be indicated there as well. Unless otherwise indicated by an instructor, class assignments should be typed on 8.5 by 11 inch white paper using a font size of 12, the standard font style of Times New Roman, and one-inch margins on the sides of the page.

In addition, Maria College requires that assignments (unless otherwise indicated by an instructor) be completed using the style created by the American Psychological Association (APA) which includes both typing guidelines as well as guidelines for crediting sources used for research. The APA style is presented in Language Skills and Composition I classes. As well, the Learning Resource Center and the Maria College web page have information on applying APA style to assignments.

8. Extra-Credit Policy

Rarely is extra-credit work is allowed in any Psychology Program courses. Course grades are primarily based on the criteria in course syllabi.

9. Withdrawing from a Class

Students may withdraw from courses upon consultation with their academic advisors. To officially withdraw from a course, students must complete and submit a Course Withdrawal form with the required signatures of their advisor and the Business Office to the Registrar’s office by the end of the tenth week of the semester. A grade of W will be recorded for the course(s) listed on the withdrawal form. When program policies require a minimum standard of performance in a course, a grade of WS or WU will be assigned. Students who withdraw from a course after the ten week course withdrawal period and before completing final examinations will receive a grade of W, WS or WU if there are documented extenuating circumstances of record at this time. These must be stated in writing and they require the signature of the advisor and the Vice President for Academic Affairs. Students who do not follow the official withdrawal process are considered enrolled students and their grades will be recorded. This regulation may be waived by the Vice President for Academic Affairs when circumstances warrant.

NOTE: If you are receiving financial aid or student loans, you will need to talk to the Financial Aid Office to determine any effects the withdrawal will have on your current aid and future aid.

10. Program Dismissal and Readmission

Any student who has a cumulative average less than 2.0 at the end of a semester is placed on academic probation (See the Probation, Suspension and Dismissal: Policy in the general Maria College Student Handbook).
11. Communication Devices

All electronic communication devices should be turned off and put away while students are in all College learning environments, such as classrooms, the Library, the Learning Resource Center, and the Computer Room. Cell phone use is permitted in halls, the cafeteria, and lounges providing that the conversation does not disturb others. If there is an extenuating circumstance requiring a cell phone be kept on, the student must speak with the instructor prior to class. The use of other electronic devices for educational purposes will be at the discretion of course instructors as stated in course

12. Grading Scale:

<table>
<thead>
<tr>
<th>Numerical average</th>
<th>Grade</th>
<th>Quality Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.6 - 100</td>
<td>A</td>
<td>(4.0)</td>
</tr>
<tr>
<td>89.6 - 92.5</td>
<td>A-</td>
<td>(3.7)</td>
</tr>
<tr>
<td>86.6 - 89.5</td>
<td>B+</td>
<td>(3.3)</td>
</tr>
<tr>
<td>82.6 - 86.5</td>
<td>B</td>
<td>(3.0)</td>
</tr>
<tr>
<td>79.6 - 82.5</td>
<td>B-</td>
<td>(2.7)</td>
</tr>
<tr>
<td>76.6 - 79.5</td>
<td>C+</td>
<td>(2.3)</td>
</tr>
<tr>
<td>72.6 - 76.5</td>
<td>C</td>
<td>(2.0)</td>
</tr>
<tr>
<td>69.6 - 72.5</td>
<td>C-</td>
<td>(1.7)</td>
</tr>
<tr>
<td>66.6 - 69.5</td>
<td>D+</td>
<td>(1.3)</td>
</tr>
<tr>
<td>62.6 - 66.5</td>
<td>D</td>
<td>(1.0)</td>
</tr>
<tr>
<td>59.6 - 62.5</td>
<td>D-</td>
<td>(0.7)</td>
</tr>
<tr>
<td>59.5 (59) and lower</td>
<td>F</td>
<td>(0.0)</td>
</tr>
</tbody>
</table>

*Quality points computed by dividing the total number of quality points by total credits completed.

Grade designations are defined as follows:
A represents outstanding distinction, superior achievement of learning outcomes, demonstrating comprehensive, in-depth understanding of subject matter
B signifies levels of solid accomplishment, very good understanding of subject matter and very good demonstration of learning outcomes
C signifies average, adequate demonstration of learning outcomes and satisfactory understanding of subject matter
D represents marginal demonstration of learning outcomes, fragmented and mediocre understanding of subject matter
F is failure, unacceptable demonstration of learning outcomes, failed understanding of subject matter
P is used for acceptable academic work when a course is graded on a pass/fail basis; no quality points are assigned to this grade designation.
I designates an incomplete grade and is assigned to a student who for acceptable reasons is unable to complete the course work. In order to receive this grade, a student must be passing the course (grade of D- or higher) and must obtain permission from the instructor and department chair or program director. If work not completed within three months after the end of the semester, the grade will automatically change to a grade of F, unless an extension is granted by the department chair or program director.  

S is given for satisfactory work comparable to a grade of C or better in developmental courses where no academic credit is assigned. 

U is given for unsatisfactory work comparable to a grade of C- or lower in developmental courses where no academic credit is assigned. 

W is used for a student who withdraws from a course within the established timeframe for course withdrawal.  

WS is used for a student who withdraws from a course and who at the time of withdrawal is performing at the course-specific standard of performance required for an academic program (for example, grade of C or better in BIO 205).  

WU is used for a student who withdraws from a course and who at the time of withdrawal is not performing at the course-specific standard of performance required for an academic program (for example, grade of C- or lower in BIO 205).

13. **Phi Theta Kappa International Honor Society:**

Phi Theta Kappa is an international honor society of two-year colleges and two-year academic programs offered by four-year colleges. The American Association of Community Colleges recognizes Phi Theta Kappa as the official honor society for community colleges. Founded in 1918, it is the largest honor society in American higher education, with more than two million members located in all 50 states and abroad. Phi Theta Kappa is also one of the largest collegiate honor societies worldwide. The Beta Rho Kappa Chapter at Maria College recognizes and encourages outstanding academic achievement among part-time and full-time students. The invitation to join the Society is extended to students enrolled at the College who have successfully completed a minimum of 12 credits that could be applied toward an associate degree, and who have a cumulative grade point average (GPA) of 3.5 or higher (not including transfer credits, remedial, or non-credit coursework). One-time local, regional, and international fees are required to be paid at the time of induction into the society. Members enjoy unique opportunities to apply for scholarships from Phi Theta Kappa, partnering senior colleges, universities and foundations. One-time membership fees are due. Notation of membership is placed on each member’s transcript and diploma.
STUDENT SUPPORT SERVICES

One of the goals of the College is to “be alert for the needs of the student population that can best be served by a small college with close faculty/student relationships.”

**Blackboard** -- Maria uses *Blackboard* as a course management tool and to deliver online courses. The Office of Student Records supplies students with a username and password. Any questions or concerns about using Blackboard can be directed to the Director of Online Learning, **Sharon Hope**.

- **Location:** Main Building, Room 209
- **Email:** shope@mariacollege.edu
- **Phone:** (518) 861-2585

**Bookstore** – The Maria College Bookstore sells texts for each semester’s courses as well as student supplies such as USBs, calculators, stethoscopes along with all sorts of Maria College logo items including sweatshirts, t-shirts, and totes. **Mary Riker** is the manager of the Bookstore.

- **Location:** Main Building, just past the Library

**Career Services** – The Career Services Office is a resource for individuals who need help formulating career plans, obtaining post-graduate employment, or transferring to four-year institutions. Students can schedule an appointment with the Director, **Andrew Ledoux** or just drop in.

- **Location:** Main Building, Room 101A
- **Email:** aledoux@mariacollege.edu
- **Phone:** (518) 861-2560

**Computer Facilities** – Computers are available for general student use in Room 103 in the Main Building. The computers run Microsoft software for word processing and are equipped with complete Internet access. A printer is available for printing valid school assignments. The Learning Resource Center and Library also have student-accessible computers. Two science laboratories on the second floor of the Main Building provide computer access to the ADAM software used for Anatomy and Physiology.

**Counseling Center** – Students may use the Counseling Center at no charge for assistance with personal concerns. All information is kept strictly confidential and does not become part of the student’s college record. Students can drop in, or make an appointment.

- **Office Location:** Marian Hall, First floor, Room 100
Deb Corrigan, LCSW – Dean of Student Services, Psychological Counseling Officer
The Dean of Student Services also coordinates support services for students who identify themselves as having a physical, psychological or learning disability. Maria College provides a supportive environment for students with disabilities under the Americans with Disabilities Act (ADA) and Section 504 of The Rehabilitation Act of 1973.

Email: debc@mariacollege.edu
Phone: (518) 861-2550

Teri Reinhardt, LMSW – Social Worker
Email: treinhardt@mariacollege.edu
Phone: (518) 861-2559

Evening and Weekend College – Students may choose to take evening, or weekend courses. Kate McGrath is the Director of Evening/Weekend College and can be found in the Main Building on the evenings and weekends when courses are in session.

Email: mcgrathk@mariacollege.edu
Phone: (518) 861-2533

Financial Aid Office – The mission of the Financial Aid Office is to facilitate educational access and foster success by helping students fund a Maria education.

Location: Main Building, First floor, Room 100
Email: finaid@mariacollege.edu
Phone: (518) 438-3111 Ext. 229

Food – On the first floor of the Main Building, the Maria College Café provides all sorts of food and beverages in the POD from coffee and warm soup to sandwiches and salads. The lower-level of the Main Building has vending machines and microwaves. The lower-level of Marian Hall has a vending machine and microwave as well. Students are within quick walking distance to many locations for food and beverage options on “The Strip” – across the street from St. Peter’s Hospital.

Learning Resource Center – The mission of the Learning Resource Center is to provide academic support to students enrolled in all programs at Maria College so that they can successfully complete their course work.

Location: Main Building, First floor, Room 101
Library - The mission of the library is to support the educational programs at Maria College and facilitate learning and research activities among students, faculty and staff. Sister Rose Hobbs, RSM is the Director.

Location: Main Building, First floor
Phone: (518) 438-3111, ext. 215
Fax: (518) 453-1366
Email: boucharde@mariacollege.edu (Thurs. evenings/weekends)
guadronm@mariacollege.edu (Mon.-Wed. evenings)
roseh@mariacollege.edu (days)

Registrar – The Registrar’s Office provides students with information and services that help them navigate the educational landscape including, among other things, transfer credit and transcripts. The Registrar is Kari Bennett. The Registrar also oversees Web Services, and supplies each student with a username and password. Through Web Services students can view their class schedule, grades at the end of the semester, tuition and fee charges, financial aid funds and degree audit, and can use it register for classes after receiving the advisor’s approval.

Location: Main Building, First floor, Room 100
Email: registrar@mariacollege.edu
Phone: (518) 861-2524
Fax: (518) 453-1366

Student-Faculty Committee – The mission of the Committee is to provide an avenue of communication between the faculty, the student body, and Administration. It provides students with a vehicle to express their concerns about issues relevant to the College through student representatives on the Committee.

Student Lounges – Lounges are available for the use of students for study and quiet conversation. Main Building Campus Cafe: first floor, past the LRC and Computer Room. Marian Hall: second floor, Room 203.
**Student Outdoor Spaces** – Beautiful outdoor spaces are available to students in good weather. There is a courtyard space between the wings of the Main Building, with picnic tables and Adirondack-style chairs. There is also a courtyard space with benches and fountain between the wings of Marian Hall.

**Wireless Network** – Maria’s wireless network is available to you across campus. You can connect to the network if you have a wireless enabled computer/device. Your computer/device will automatically detect MariaNet. The wireless network is password protected and you will need to enter the password, **merciful**, all in lowercase letters.