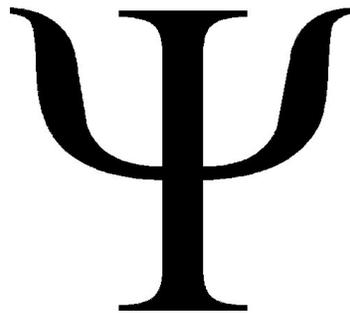




Bachelor of Science Program in Psychology



Student Handbook 2015-2016

**MARIA COLLEGE
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**MARIA COLLEGE
BACHELOR OF SCIENCE IN PSYCHOLOGY
STUDENT HANDBOOK**

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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_AcademicCatalog2015-2016.pdf.

MISSION STATEMENT

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.

VISION STATEMENT

The Psychology Program at Maria College will provide a collaborative and engaging environment that is committed to the educational excellence of each student. Major emphasis will be to align the program goals with the most current published APA goals designed for the undergraduate program in psychology. The Program is committed to provide both curriculum and extracurricular experiences that maximize each student's preparation for graduate school and career employment.

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 GOALS

The Psychology Program's Learning Goals

In 2013, the APA published a document called “The APA Guidelines for the Undergraduate Psychology Major: Guidelines 2.0.” In our efforts to develop and maintain a high-quality undergraduate psychology program, the Psychology program at Maria College has embraced this framework. This framework includes four skills-based goals and one content-focused goal. The framework provides five overarching goals or domains of effort that helps the Psychology program to be more comprehensive and well-articulated in both its learning outcomes and individual course learning objectives. This framework also helps the Psychology program with its assessment plans at the course and program levels so as to include manageable data collection strategies, appropriate interpretation of the results, and systematic review of the results to generate program improvements.

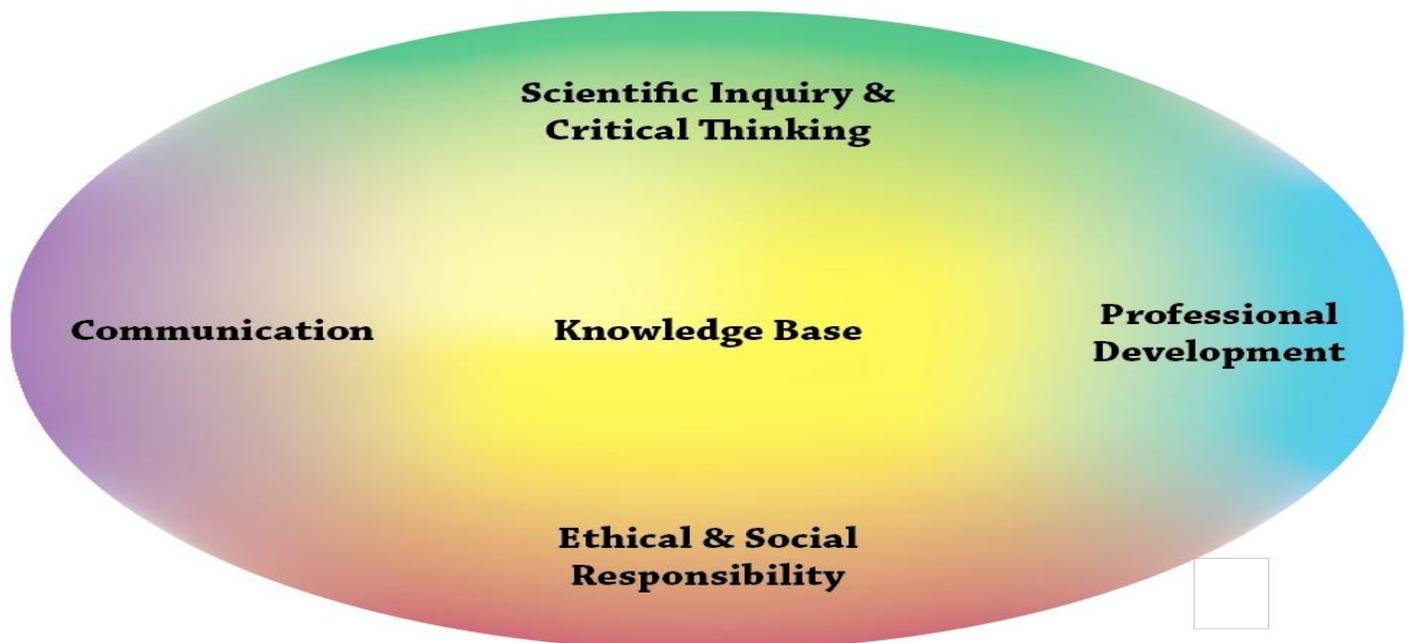
Goal 1: Knowledge Base in Psychology

Goal 2: Scientific Inquiry and Critical Thinking

Goal 3: Ethical and Social Responsibility in a Diverse World

Goal 4: Communication

Goal 5: Professional Development



Program Goals and Learning Outcomes

Each goal begins with a definition that describes the scope of the ideas contained in the overview of the goal. Each goal contains an appropriate range of explicit student learning outcomes that incorporate action verbs and measurement potential. A summary of each of the five learning goals and their associated outcomes follows. Keep in mind that the program goals are not directly measurable so that the next section will provide their corresponding learning outcomes. This movement is motivated by the needs of the Psychology program to be more comprehensive and well-articulated in its assessment objectives and to include both measurable objectives/indicators as well as promising practices used to assess achievement in the five goals.

Goal 1: Knowledge Base in Psychology.

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students completing foundation courses should demonstrate breadth of their knowledge and application of psychological ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.2 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of psychology

Goal 2: Scientific Inquiry and Critical thinking.

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing foundation-level courses should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about psychological phenomena; students completing a baccalaureate degree should focus on theory use as well as designing and executing research plans.

- 2.1 Use scientific reasoning to interpret psychological phenomena
- 2.2 Demonstrate psychology information literacy
- 2.3 Engage in innovative and integrative thinking and problem solving
- 2.4 Interpret, design, and conduct basic psychological research
- 2.5 Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World.

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their

heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

Goal 4: Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills. Students completing foundation-level courses should write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity. Students completing a baccalaureate degree should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others.

Goal 5: Professional Development

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. Foundation-level outcomes concentrate on the development of work habits and ethics to succeed in academic settings. The skills in this goal at the baccalaureate level refer to abilities that sharpen student readiness for post-baccalaureate employment, graduate school, or professional school. These skills can be developed and refined both in traditional academic settings and in extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning and pursuit. This emerging emphasis should not be construed as obligating psychology programs to obtain employment for their graduates but instead as encouraging programs to optimize the competitiveness of their graduates for securing places in the workforce.

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

Note: To help students better understand how the program goals and learning outcomes relate to individual courses, core psychology course syllabi, such as PSY 100, Psy 205 and Psy 350, can be found on the psychology home page <http://www.mariacollege.edu/academics/bachelor-degree-programs/psychology> Each of these syllabi's course learning objectives is coded and matched to the Program goals and learning outcomes.

PROGRAM FOR THE BACHELOR OF SCIENCE IN PSYCHOLOGY

BS Psychology Program

Total credits for the degree = 120

48 credits = Minimum number of credits in psychology

27 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 (27 credits)

PSY 100 Intro to Psychology	3 credit hours
PSY 102 Exploratory 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

2014-2015 COHORT (Program students admitted prior to 2015-2016 academic year)

First Year

Fall			Spring		
Course ID	Course Name	Credits	Course ID	Course Name	Credits
FYE I	First Year Experience	1	FYE II	First Year Experience	1
Eng 111	Composition I	3	Rel/Phi	Rel/Phi Elective	3
Free	Free Elective	3	Soc 100	Intro to Sociology	3
Rel 114	World Religions	3	Free	Free Elective	3
Mat 101	Foundations of Math I	3	Psy 205	Psychology of Interpersonal Relations	3
Psy 100	Intro to Psychology	3	Mat 102	Foundations of Math II	3
Total		16	Total		16

Second Year

Fall			Spring		
Course ID	Course Name	Credits	Course ID	Course Name	Credits
Eng 112	Composition II	3	Res/Phi 201	Contemporary Moral Issues	3
Psy 200's	Elective	3	Psy 200's	Elective	3
His 106	United States History I	3	His 107	U. S. History II	3
Mat 200	Statistics	3	Psy 200s	Elective	3
Psy 200s	Elective	3	Sci	Lab Science	4
Total		15	Total		16

Third Year

Fall			Spring		
Course ID	Course Name	Credits	Course ID	Course Name	Credits
Eng 300	Advanced Writing	3	Rel/Phi	Elective	3
Free	Free Elective	3	FREE	Free Elective 300/400	3
Psy 350	Research Methods I	3	Psy 360	Research Methods II	3
Psy 300's	Psychology Elective	3	Psy 300's	Psychology Elective	3
FREE	Free Elective	3	Cul 350	Cultural Studies I	3
Total		15	Total		15

Fourth Year

Fall			Spring		
Course ID	Course Name	Credits	Course ID	Course Name	Credits
Eng 420	Technical and Prof Communications	3	PSY 430	History & Systems in Psychology	3
Psy 300/400	Elective	3	Cul 450	Cultural Studies II	3
Psy 450	Capstone Seminar in Psychology	3	PSY 400	Co-op/Internship	6
FREE	Free Elective 300/400	3			
FREE	Free Elective 300/400	3			
Total		15	Total		12

120 total degree credits

BACHELOR'S DEGREE IN PSYCHOLOGY – FIRST YEAR COHORT 2015-2016 AY

First Year		FALL		Action		SPRING		Action	
Course ID	Course Name	Credits		Course ID	Course Name	Credits			
FYE I01	First Year Experience I	1		FYE I02	First Year Experience II	1			
ENG111	Composition I	3		Mat 106	College Algebra	3			
Rel 114	Word Religions	3		Psy 102	Exploratory Psychology	3			
Soc 101	Intro to Sociology	3		Psy 205	Psychology of Interpersonal Relations	3			
Psy 100	General Psychology	3		Rel/Phi	Rel/Phi Elective	3			
FREE	Free Elective	3		FREE	Free Elective	3			
	Total Credits	16			Total Credits	16			
Second Year		FALL		SPRING					
Eng 112	Composition II	3		Res/Phi 201	Contemporary Moral Issues	3			
His 106	United States History I	3		His 107	United States History II	3			
Mat 200	Statistics	3		Sci	Science Lab	4			
Psy 200's	Elective	3		Psy 200's	Elective	3			
Psy 200's	Elective	3		Psy 200's	Elective	3			
	Total Credits	15			Total Credits	16			
Third Year		FALL		SPRING					
Eng 300	Advanced Composition	3		His/Cul	Cultural Studies I	3			
Psy 300's	Elective	3		Psy 300's	Elective	3			
Psy 350	Research Methods I	3		Psy 360	Research Methods II	3			
FREE	Free Elective	3		Rel/Phi	Elective	3			
FREE	Free Elective	3		FREE	Free Elective	3			
	Total Credits	15			Total Credits	15			
Fourth Year		FALL		SPRING					
Eng 420	Technical & Professional Communication	3		His/Cul 450	Cultural Studies II	3			
Psy 300/400	Elective	3		Psy 400	Internship Experience	6			
Psy 450	Capstone Seminar in Psychology	3		Psy 430	History & Systems in Psychology	3			
FREE	Free Elective 33/400	3							
FREE	Free Elective 33/400	3							
	Total Credits	15			Total Credits	12			
				Total Degree Credits	120				

INTERNSHIPS AND COOPERATIVES

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 102 Exploratory Psychology

3 credit hours

This course explores several topics or areas from General Psychology in a more critical and in-depth process. The purpose of the course is to engage students in critical inquiry about contemporary significant and practical concerns in the field of psychology. It is expected that students will have greater awareness of and interest in specific fields of psychology.

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 4 credit hours
Cross listed as Edu 203
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 3 credit hours
Cross listed as Edu 260
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

Psy 300 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

Psy 310 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

PSY 315 Psychology of Criminal Behavior 3 credit hours

This course will cover the psychology of violent criminal behavior from multiple perspectives. The course begins by exploring the different theories behind criminal behavior, including the biological, the psychological, the sociological, and those that concern social learning and developmental risk. The course then moves beyond the theoretical to consider the relationship

between mental illness and criminal behavior, and the interface with the judicial system and the media. Students will examine an array of cases depicting perpetrators of violent crimes, and study and apply the methods used in the psychological profiling of criminals.

Psy 320 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

Psy 330 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.

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 440 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 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 Byrne, Professor and Program Chair

BS, SUNY, New Paltz

MS, University at Albany

PhD, University at Albany

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I pursued my graduate studies at the University at Albany in Educational Psychology and Methodology program, where I earned my doctorate in Educational Research and Statistics. My research interests include self-efficacy as related to student achievement and aspirations for college; assessment of learning and performance. During my 20 + years in teaching in higher education and in addition to Maria College, I have teaching experiences at several area colleges, both at the undergraduate and graduate levels, including University at Albany and The College of Saint Rose. I have a BS from SUNY New Paltz, where I studied mathematics, geology and

education and played varsity volleyball. My teaching philosophy is guided by two principles: (1) to actively engage students in understanding the role of psychology to advance their personal and professional aspirations in the capacity to help others, and (2) to actively engage students to fully realize the essential role of science to enhance or promote the integration of psychological knowledge into practice.

On a personal note, recently (2012) my college volleyball 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

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MS, The College of Saint Rose

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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 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.

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, developmental 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:

APA Applying to Graduate School website: <http://www.apa.org/education/grad/applying.aspx>

PROGRAM POLICIES

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 GPAThese 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:

Numerical average	Grade	Quality Points*
92.6 - 100 (93 - 100)	A	(4.0)
89.6 - 92.5 (90 - 92)	A-	(3.7)
86.6 - 89.5 (87 - 89)	B+	(3.3)
82.6 - 86.5 (83 - 86)	B	(3.0)
79.6 - 82.5 (80 - 82)	B-	(2.7)
76.6 - 79.5 (77 - 79)	C+	(2.3)
72.6 - 76.5 (73 - 76)	C	(2.0)
69.6 - 72.5 (70 - 72)	C-	(1.7)
66.6 - 69.5 (67 - 69)	D+	(1.3)
62.6 - 66.5 (63 - 66)	D	(1.0)
59.6 - 62.5 (60 - 62)	D-	(0.7)
59.5 (59) and lower	F	(0.0)

*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

Lisa Tobin, EdD – Director

Email: ltobin@mariacollege.edu

Phone: (518) 861-2522

Peer Tutoring Program – The mission is to promote academic success while encouraging students to become self-motivated and confident learners.

Jonathan Coller *Peer Tutor Coordinator*

Phone: (518) 861-2502

email: jcoller@mariacollege.edu

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. **is the Director.**

Location: Main Building, First floor

Phone: (518) 861-2515

Fax: (518) 453-1366

Email: library@mariacollege.edu

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 Government Association (SGA) - The SGA has set up an email address to serve as a campus wide suggestion box for event ideas, suggestions, issues or whatever you would like to bring to our attention. Please feel free to send your thoughts to sga@mariacollege.edu any time throughout the year.

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.