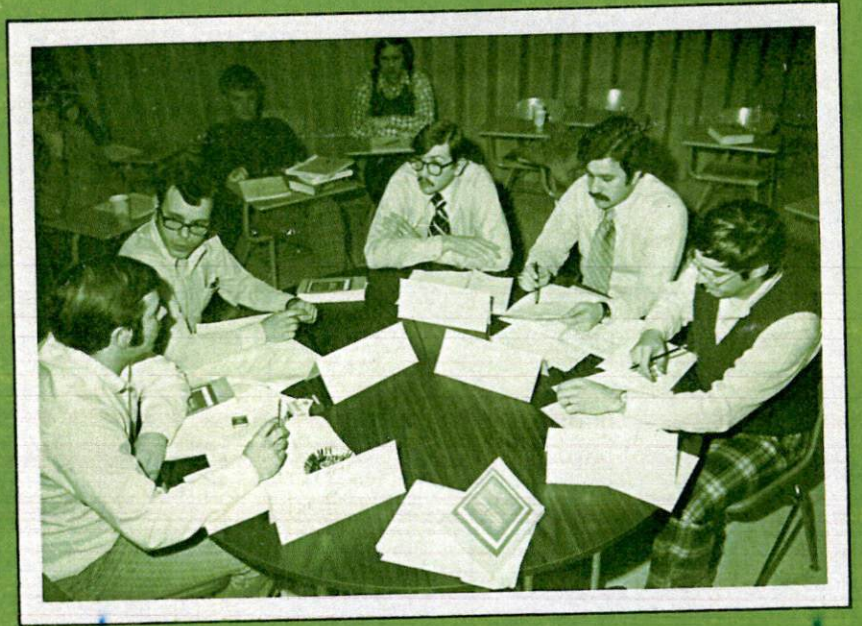


GRADUATE PROGRAMS



MARIST COLLEGE BULLETIN - 1974-75



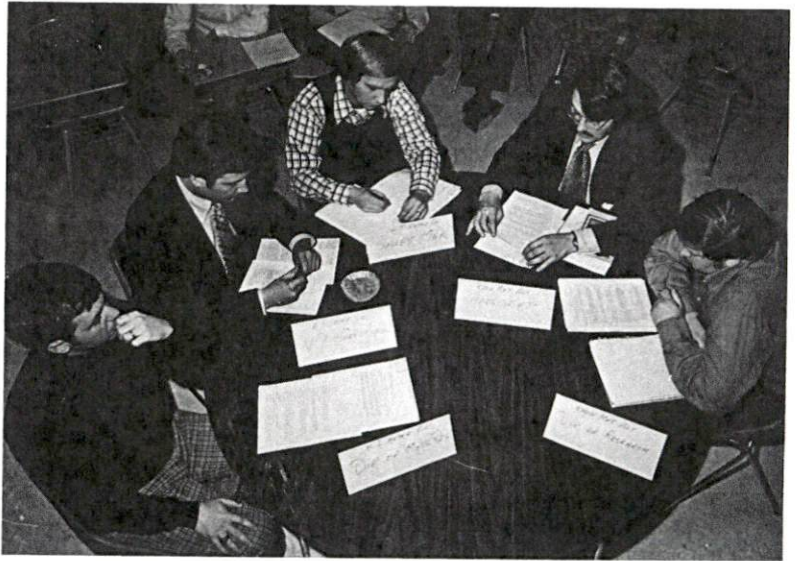
1974-75

Marist is a teaching College...

...YOU CAN LEARN AT MARIST

MARIST COLLEGE BULLETIN – 1974-75





THIS IS MARIST

Marist is a non-sectarian college for men and women. The campus overlooks the Hudson River immediately north of Poughkeepsie, New York.

Graduate programs in business administration and in psychology were instituted in 1972 when the State of New York authorized Marist to confer the degrees of master of business administration and master of arts in psychology.

Undergraduate students may earn either a bachelor of arts degree in one of twelve major study areas or a bachelor of science degree in one of four major areas. Undergraduate enrollment is about 1,500 full-time students.

The faculty of more than 90 maintains a close personal relationship with students. Teaching ability is the principal criterion in evaluating a professor. Community involvement is a characteristic of Marist College.

Origin

In 1929, the Marist Brothers established a two-year teacher-training institution on the site of the present college. A four-year undergraduate curriculum for men was established in 1946.

Non-Sectarian College

The evolution of modern day Marist started in 1950 when New

York State granted the College a permanent charter. Lay students first were enrolled in 1957, and during the next decade the ownership of both land and facilities was transferred from the Marist Brothers to the Marist College Educational Corporation. Today all assets are supervised by an independent Board of Trustees which is responsible for the management of College operations.

Growth

To accommodate a student body which has increased some 500 per cent in the past 10 years, Marist undertook a building program during the 1960's which provided the College with a physical plant valued at more than \$11 million in 1972. The campus consists of 100 rolling acres lying 70 miles north of New York City between Route 9 and the Hudson River. Modern architecture predominates—more than half of the buildings on campus were constructed within the past 10 years.

Philosophy

A spirit of open inquiry prevails at Marist. The traditional academic position that a college is an institution dedicated to the acquisition and dissemination of knowledge is embraced on the young campus. But Marist also holds to the contemporary view of colleges as centers of action for the solution of society's pressing and emerging problems. Its resources are pledged to improving the general welfare of man and the quality of his environment.

Library

Central to the educational process going on at Marist is the College library. The home of study and research, the library contains some 70,000 volumes, more than 1,200 microfilm reels and a permanent collection of about 650 periodicals. From 3,500 to 5,000 additional volumes are added each year, and this increment is rising as a result of budget allocations for graduate courses in business administration and psychology.

Located in Donnelly Hall, the library is a four-level facility with a basic open-shelf design. It occupies a space of 14,000 square feet, but this will be increased to 20,000 square feet with the anticipated transfer of the library to another campus building remodeled to house it.

Audio Visual and Television Center

The Audio Visual and Television Center is a modern communications laboratory. It is equipped with recording studio equipment and playback apparatus. Facilities are available for recording educational television off the air, and studio apparatus, including cameras and records, are used frequently in preparing material for use in classroom instruction. The center's audio visual equipment, including portable apparatus, also may be used by faculty and students who wish to experiment with the media. Arrangements can be made with the Director.

Computer Center

The Marist Computer Center, open to faculty and students during regular class hours and, upon request, at other periods, will be of special value to graduate students as many course requirements will necessitate the use of its facilities. Time will be reserved to anyone who is familiar with computer operations.

An IBM 1401, which is under study for replacement, is used for administrative and some instructional purposes at Marist. In addition, a number of terminals linked to a large scale IBM computer and employing the APL language are available for student use. Access to keypunch machines for the students own data preparation is readily available, and data cards and programs may be left for processing by the Computer Center staff.

Campus Center

Headquarters of student extra-curricular activity is the Campus Center located in Champagnat Hall. It houses the College theater, cafeteria, Rathskeller, bookstore, post office and lost and found office. A large number of other rooms for student use also are located there, and they can be reserved for meetings by contacting the Center Director.

Post Office

The Marist post office is located on the ground floor of the Campus Center. It is open from 9 a.m. to 4 p.m., Monday through Friday, and there are night drops for outgoing mail. Resident students automatically receive a mailbox, and any commuting student who wishes one may apply to the post office Director.

Bookstore

The bookstore, located on the lower level of the Campus Center, is open from noon to 5 p.m. every day and for several evenings early in each semester for the convenience of evening and graduate students. It carries all texts and required reading material needed for college courses as well as other books, stationery and notions.

Dining Facilities

The Marist cafeteria is located on the ground floor of the Campus Center. Dinner is served from 4:30 to 6:30 p.m., and guests are welcome. Located just one flight below the cafeteria, is the Rathskeller. It is open daily for light refreshments.

Religious Activities

Marist provides a program of religious activities designed to meet the needs of the individual student, of student groups, and of the college community as a

whole. Religious counseling is available for students of various persuasions. The campus chapel is always open for prayer and meditation.

Publications

The Reynard: Marist College yearbook.

The Circle: Campus Weekly.

Veterans

Marist College has the approval of the State Approval Agency for veterans' education. Questions concerning veteran benefits should be referred to the student's local veterans agency office. The office of the Registrar also can furnish information about veteran benefits.

GENERAL ACADEMIC INFORMATION

Academic Standing

The maintenance of a minimum cumulative index of 3.0 is required for good academic standing. A student must achieve and maintain a cumulative 3.0 after completion of one semester of full-time study or its equivalent. Any student whose index falls below that required for good standing, or who receives a letter grade of "F," will be subject to academic review. The review committee may either dismiss him from the program or place him on probation. A student placed on probation will receive a statement of the requirements necessary to achieve good standing, and he will be given a limited time period in which to meet these requirements. Failure to achieve the probationary requirements will result in the dismissal of the student.

Grading

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

A – Indicates outstanding work. For the grade of A, the student receives 4.0 quality points for each semester hour of credit.

B – Indicates good work. For the grade of B, the student receives 3.0 quality points for each semester hour of credit.

C – Indicates minimal passing work. For the grade of C, the student receives 2.0 quality points for each semester hour of credit.

The grades B+ and C+ are used to indicate that a student has shown more than the usual competency required for that grade. A student receives 3.5 quality points per credit hour for a grade of B+, and 2.5 quality points per credit hour for a grade of C+.

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

W – This grade is assigned to a student who officially withdraws from a course during the first six weeks of a semester. Withdrawal after this period results in a grade of F. Exceptions may be made by the appropriate department

chairman when circumstances warrant it.

I – The temporary grade of I (Incomplete) may be given by a professor when a student has not completed the requirements of the course at the end of the semester for serious reasons. It becomes the student's responsibility to resolve this grade within three weeks of the publication of final grades by completing the course requirements as determined by the professor. Failure to conform to this time limit results in a final grade of F.

S – This grade may be given only for the psychology practicums and indicates satisfactory performance.

P – This grade is awarded only in the psychology thesis course when the thesis has been completed and accepted by the department.

X – This grade is awarded only in the psychology thesis course when the thesis is still in progress at the end of the semester. The student must then register for this course in the following semester.

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

The student's cumulative index is computed by dividing the total number of quality points received by the total number of semester credit hours attempted. This index pertains only to courses in which a grade of A, B+, B, C+, C or F is received.

Maintenance of Matriculation

A student must maintain his status as a matriculated student every semester until attaining his degree. Such status is maintained by registering for at least one course every semester, or by applying for, and receiving, an official leave of absence and paying the maintenance of matriculation fee. Failure to comply with the above results in a student's having to re-apply for admission.

A student who is compelled to leave school for a semester or year may apply to his department for an official leave of absence. The granting of leaves of absence is at the discretion of the department and requires verification of the reason for the request.

Re-admission

A student who fails to maintain his status as a matriculated student every semester must re-apply for admission to the program. An application for re-admission should be submitted to the Director of Graduate Admission. It must be accompanied by any academic transcripts not already on file in the Graduate Admission Office, and if a student's matriculated status has lapsed for two years or more, he is required to re-submit all his credentials. A new application fee must be paid by the student. Upon acceptance in the program, the student must fulfill the degree requirements currently in existence.

Transfer Credit

Credit for completed work at other graduate schools will be determined by each graduate department as follows:

1. **The Graduate Program in Business.** The program requires a minimum of 30 credit hours to a maximum of 51 credit hours for the degree. Up to 21 credit hours may be waived by the department upon examination of a student's previous graduate or undergraduate work; however, a minimum of 30 credits must be taken at Marist College. Upon acceptance into the program, the student will receive from the department a list of the courses and credits required for his program.

2. **The Graduate Program in Psychology.** A maximum of 25% of the total credits required for the degree may be transferred to the program. Transfer credits must be from an accredited graduate school and must be in courses applicable to the program. Only courses in which a grade of B or better was received will be considered, and in the case of courses taken some years ago, the course is transferable only in the event that the department judges the treatment to have been sufficiently current to meet Marist standards.



TUITION AND FEES

| | |
|--|---------|
| Tuition (per semester hour) | \$75.00 |
| Matriculation Fee | 30.00 |
| This fee is payable immediately upon the student's acceptance and registration for a degree program. It is non-refundable. | |
| Maintenance of Matriculation Fee-per semester | 30.00 |
| This fee is to be paid to maintain a matriculated status during any semester in which the candidate for a degree is on an official leave of absence. | |
| Application Fee | 15.00 |
| Registration and College Services Fee—per semester (five dollars additional if registration is late) | 15.00 |
| Degree Fee | 30.00 |
| This fee is payable by all students upon completion of all degree requirements. | |
| Thesis Fee | 30.00 |
| Transcript Fee | 1.00 |
| Payable at time of request | |

Payment of Fees

All students are required to pay tuition and fees in full at the time of registration or prior to the first day of class.

Students whose accounts are in arrears will not be permitted to register, admitted to classes or examinations, and will not be given semester grades, a diploma, or a transcript of record.

Tuition Refunds

In the event a student withdraws from the College during the first week of instruction, the total amount of his tuition will be refunded. After the first week, and before the beginning of the fourth week, a refund of one-half tuition will be made. After this time, no refund will be allowed. (See Academic Calendar for specific dates concerning these refunds.)

To withdraw from a course or from the College, a student must notify the Registrar in writing. A form is provided for this purpose and may be obtained at the Registrar's Office. Simply notifying the classroom instructor or the Dean is insufficient. Procedures to be followed are outlined on this form. In computing the refund, the Business Office accepts the date that the completed form has been received in the Registrar's Office.

FINANCIAL AID

Financing an education is a problem for many people. Besides the usual sources—family assistance, personal savings, and occupational earnings, other ways to meet expenses exist, and the following types of aid are available to eligible and qualified graduate students who attend Marist:

Graduate Assistantships—Graduate Assistants help instructors in required laboratory courses. Stipend is \$1,500 for an academic year (9 months).

Resident Assistantships—Resident Assistants help Housemasters in the management of residences. Stipend is \$1,500 for an academic year (9 months).

Scholar Incentive Program—\$100 to \$600 per academic year.

College Work-Study Program (CWSP)—A federally funded program to provide part-time on- and off-campus employment opportunities for full-time students. Full-time students may work up to 15 hours per week during the regular academic year and up to 40 hours per week during vacations, summers or what is considered non-enrollment periods.

Operation Higher Education (OHE)—Provides financial assistance for residents of a Model City area.

National Defense Student Loan Program—Provides loans up to \$2,500 per year for students whose family income meets certain stipulated conditions.

The New York Higher Educational Assistance Corporation Loan Program—Makes available loans up to \$1,500 for one year of graduate study.

Students should contact the Financial Aid Office to determine eligibility requirements for specific programs. The staff is ready to discuss financial concerns with any Marist student. Appointments may be arranged through the Financial Aid Office, room 109, Donnelly Hall. Telephone (914) 471-3240, extension 232.

THE GRADUATE PROGRAM IN BUSINESS

Objectives

The purpose of the Marist College M.B.A. program is to provide preparation for the student who aspires to a responsible position in management. Although the quantitative aspects of the management sciences are included in the program, emphasis is on the behavioral influences so significantly affecting the successful operation of modern organizations. The program is structured to accommodate all holders of bachelor degrees, regardless of major, but primarily it focuses on the needs of the part-time student who is employed in the mid-Hudson region. Specifically, the program objectives are:

- (1) To insure an understanding of the basic functions of management, and to provide the opportunity for intensive study in selected fields.
- (2) To develop in students the necessary ability of rapid and incisive decision making in a constantly changing management environment.
- (3) To familiarize students with the relationships existing between organizations and their environment.
- (4) To instill in the future executive an awareness of his role with regard to effective and humane allocation of the world's natural and human resources.
- (5) To establish a foundation for continued self-education.

In keeping with these objectives, the department maintains a faculty representing a broad spectrum of management experience. It is the aim of the program to incorporate the various functions of the business organization into a total management perspective so that the student will be better prepared to meet the demands of an increasingly complex and rapidly changing world.

Admission Requirements

The overall scholastic record and potential of the applicant for admission is more important than his prior preparation in the area of business. The Admissions Committee is concerned with the interest, aptitude, leadership potential, and capacity for business study as indicated in the applicant's (1) previous academic record, (2) achievement on the Admissions Test for Graduate Study in Business, (3) performance in extra-curricular activities in college, job experience or military service, (4) evaluation by his professors and/or supervisors, and (5) a written personal statement of career goals.

Applications for admission may be obtained through the Office of Graduate Admissions. All correspondence should be addressed as follows:

Director of Graduate Admissions
Marist College
North Road, Poughkeepsie, New York 12601

Any student planning to enroll in the graduate program must:

- (1) Hold a Baccalaureate Degree from an accredited college or university
- (2) Complete the appropriate application form
- (3) Present a transcript of undergraduate and graduate academic records
- (4) Achieve an acceptable score on the Admission Test for Graduate Study in Business
- (5) Provide three letters of recommendation from supervisors or professors

Admission Test for Graduate Study in Business

The Admission Test for Graduate Study in Business (ATGSB) is a three-and-a-half-hour aptitude test designed to measure certain mental capabilities important in the study of business at the graduate level. It contains questions that test your ability to read, to understand, and to reason logically with both verbal and quantitative material. The test is not a measure of achievement or knowledge in any specific subject matter, and those who take it are neither required nor expected to have had undergraduate preparation in business subjects.

The ATGSB is sponsored and controlled by the Graduate Business Admissions Council, consisting of representatives of 30 graduate business schools. Educational Testing Service (ETS) consults with this council on matters of general policy, develops test material, administers the test, and carries out research projects aimed at improving the test.

The test is given five times a year, in November, February, April, June and August at numerous test sites throughout the U.S. Applications, including a \$12 registration fee, must be submitted to the Educational Testing Service at least one month in advance. Application blanks, the ATGSB Bulletin, and further information regarding the nature and administration of the test may be obtained from the Placement Office at Marist College or by writing to the following address:

Educational Testing Service
Box 966
Princeton, New Jersey 08540

Degree Requirements

To qualify for the Master of Business Administration degree, the student must successfully complete a minimum of 30 credit hours to a maximum of 51 credit hours of graduate work with a cumulative index of no less than 3.0. Candidates having no prior academic background in business may expect a curriculum requirement of 51 credit hours. Candidates with prior academic experience in business may receive waivers of course requirements totaling up to 21 credit hours but all candidates must take a minimum of 30 credit hours at Marist College. M.B.A. degree requirements must be completed within seven

years of acceptance into the program. Requests for an extension of the seven year limit must be made, in writing, to the department.

Each student, upon acceptance into the program, will receive a list of prescribed courses he must successfully complete to qualify for the degree. These courses will be designated as core courses or concentration courses. At present, the latter are offered in personnel management and organizational behavior, and accounting/finance. The terminal course for each student will be a seminar which will require extensive research and provide a mechanism for integrating previous knowledge. No thesis or comprehensive examinations, therefore, will be required of Marist M.B.A. candidates.



Students are professionally involved, they are goal oriented. Each has a clear view of a career path. You exchange ideas and learn from one another as well as from the instructor.

M.B.A. COURSE REQUIREMENTS

Core Courses

| | | | |
|-----|------|---|----|
| BUS | 1502 | Managerial Accounting | 3 |
| BUS | 1503 | Accounting Controls | 3 |
| BUS | 1506 | Mathematical Analysis for Business I | 3 |
| BUS | 1507 | Mathematical Analysis for Business II | 3 |
| BUS | 1508 | Statistical Analysis | 3 |
| BUS | 1510 | Macroeconomic Analysis | 3 |
| BUS | 1511 | Microeconomic Analysis | 3 |
| BUS | 1504 | Personnel Management | 3 |
| BUS | 1505 | Management of Finance | 3 |
| BUS | 1509 | Analysis of the Marketing Process | 3 |
| BUS | 1512 | Operations Management | 3 |
| BUS | 1500 | Human Behavior in Organizations | 3 |
| BUS | 1501 | Organization and the Environment | 3 |
| | | | 39 |

Requirements for M.B.A. with Concentration in PERSONNEL MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

Core Courses

| | | | |
|-----|------|--|----|
| | | | 39 |
| BUS | 1513 | Labor Economics and Wage Payment Systems | 3 |
| BUS | 1514 | Management and Collective Bargaining | 3 |
| BUS | 1515 | Organization and Management Development | 3 |
| BUS | 1519 | Seminar | 3 |
| | | | 51 |

Requirements for M.B.A. with Concentration in ACCOUNTING/FINANCE

Core Courses

| | | | |
|-----|------|-------------------------------|----|
| | | | 39 |
| BUS | 1516 | Auditing | 3 |
| BUS | 1517 | Federal Income Taxation | 3 |
| BUS | 1518 | Financial Planning | 3 |
| BUS | 1519 | Seminar | 3 |
| | | | 51 |

COURSES

CORE COURSES

BUS 1500 *Human Behavior in Organizations*

Introduces basic concepts of the individual in an organization and the organization as a system. Presents a framework for thinking about the human side of organizations. Examines a variety of topics including: leadership styles, motivation, managerial stress, political maneuvering, improving subordinates' performance, behavioral aspects of decision-making, managerial and organizational effectiveness. Case problems are extensively used.

Three Credits

BUS 1501 *Organization and the Environment*

A study of the relationships, interactions, and behavior of organizations with their environment from technological, legal, political, socio-cultural, and economic points of view. Attention is given to the changing nature and responsibilities of organizations with regard to current social problems and potential future problems and opportunities. Taught in seminar style and probes underlying structures.

Three Credits

BUS 1502 *Managerial Accounting*

A survey of accounting principles and practices. An in depth study of management uses of accounting

information as it affects the decision formulation processes. Among the topics reviewed are valuation approaches, costs concepts, income determination, interpretive techniques, fund flow analysis, and influence of the federal income tax on decisions.

Three Credits

BUS 1503 *Accounting Controls*

A treatment of cost analysis and control. Emphasis is placed on cost accounting methods and the uses of cost data by management in long-range plans, budgets, forecasts, and evaluation of the results of operations. Topics covered include job order, process and standard costing, cost volume analysis, by-product and joint product costing. Cost accounting is studied as a segment of an overall system of accounting controls.

Recommended prerequisite:
Managerial Accounting

Three Credits

BUS 1504 *Personnel Management*

This course includes discussion of those personnel functions common to any organization; establishing sound employee policies and procedures, staffing the organization, providing support to line management, and compensating the workforce. Emphasis is placed on critical or evolving areas of personnel administration, such as man-

power planning, employee appraisal, and compensation systems for technical, professional and managerial personnel.

Recommended prerequisite:
Human Behavior in Organizations
Three Credits

BUS 1505 *Management of Finance*

Presents a basis for an advanced understanding of the financial management functions of the enterprise. Develops ability in collecting and interpreting financial data in order to implement capital expenditure policies, solving short-term and long-term financing problems, establishing dividend policies, calculating out cost of capital, effecting mergers and consolidations, and adapting to trends in financial markets. Explains the role of the financial management system in relation to the total management system.

Recommended prerequisite:
Managerial Accounting and Statistical Analysis

Three Credits

BUS 1506 *Mathematical Analysis for Business I*

Mathematics essential for managerial competence in business. After a brief review of algebra, includes the study of sets, functions, vectors, linear equations, analytic geometry and selected concepts of calculus.

Three Credits

BUS 1507 *Mathematical Analysis for Business II*

An introduction to mathemati-

cal methods of decision theory and operations research. Topics included are mathematical models; linear programming techniques; simulation, game theory, and introduction to decision theory; queuing theory; and Markov processes.

Prerequisite: Math. Analysis I;
Statistical Analysis

Three Credits

BUS 1508 *Statistical Analysis*

An introduction to statistical concepts and methods. Topics include probability theory, sampling and sample survey methods, statistical inference, types of distributions, simple and multiple regression, correlation analysis, Bayesian theory, and time series.

Three Credits

BUS 1509 *Analysis of the Marketing Process*

An overview of the strategies and tactics used by the enterprise in the distribution of goods and services to satisfy organizational objectives and consumer desires. Topics include the marketing orientation of current management, product planning, selection of marketing channels, marketing research, packaging, promotion and price policies.

Three Credits

BUS 1510 *Macroeconomic Analysis*

A study of the important aggregates that establish the economic environment of business. Examines the influence of consumer and investment demand, government finance, and

monetary changes on the levels of national income, prices and employment. Considers the influence of current government policies on general business conditions.

Three Credits

BUS 1511 *Microeconomic Analysis*

A study of the economic influences directly confronting the individual firm and industry. Considers the determinants of consumer demand, the theory of production, the behavior of costs, and the determination of prices for goods and factors under various competitive conditions.

Three Credits

BUS 1512 *Operations Management*

Topics fundamental to the operations of the enterprise are studied. Product or process design; facility location and layout; and control of the process through techniques such as network planning, methods analysis, work measurement, and quality control. Important developments and concepts from the behavioral, economic, mathematical and production engineering fields are highlighted.

Prerequisite: Math. Analysis II; Accounting Controls

Three Credits

**COURSES IN PERSONNEL
MANAGEMENT AND ORGANIZATIONAL
BEHAVIOR CONCENTRATION**

BUS 1513 *Labor Economics and
Wage Payment Systems*

Beginning with an examination of the American labor market and relevant wage theory, the institutions influential in this market, government and labor, are then addressed. This is followed by a study of wage payment systems in the firm, including job evaluation, job pricing methods, and current practices in wage and salary administration.

Recommended prerequisite:
Personnel Management and Micro-
economic Analysis

Three Credits

BUS 1514 *Management and
Collective Bargaining*

Labor as an institution and a

political force is examined. Since the labor contract is the cornerstone of the American labor movement, its evolution through the collective bargaining process is studied. An important element of the course is attention to opportunities available to management to be more responsive to worker needs where collective bargaining is not practiced.

Recommended prerequisite: Per-
sonnel Management

Three Credits

BUS 1515 *Organization and
Management Development*

An analysis of the implications of technological change and the growing number of professionals on organizational structure and management. This is explored through a systematic examination of organization function-

ing, areas for organization improvement, a review of management performance and potential, coaching and counseling of subordinates, and the

provision of formal management training and development programs.

Prerequisite: Personnel Management

Three Credits

COURSES IN ACCOUNTING/FINANCE CONCENTRATION

BUS 1516 *Auditing*

Current auditing standards, practices, and problems are studied, emphasizing the internal auditor's role. The influences of external agencies on auditing approaches are also considered.

Prerequisite: Accounting Controls

Three Credits

BUS 1517 *Federal Income Taxation*

A study of federal income tax laws and regulations as they affect management decisions in the business firm.

Prerequisite: Managerial Ac-

counting; Management of Finance

Three Credits

BUS 1518 *Financial Planning*

This course examines techniques for estimating and evaluating expected returns on committed funds. Problems and cases illustrating specific applications of these procedures are reviewed in such decisions as plant and equipment acquisitions, make or buy, product line changes, mergers and acquisitions, sources of funds.

Prerequisites: Accounting Controls; Management of Finance

Three Credits

COORDINATING SEMINAR

BUS 1519 *Seminar*

This course is restricted to students finishing their program. For part-time students it should be the only course taken in one semester. It

will provide an integration of the material previously studied, and will permit in-depth, independent research into the students' area of concentration.

Three Credits

FACULTY OF THE DEPARTMENT OF BUSINESS AND ECONOMICS

- Charles A. Baulch, B.A., M.B.A. Lecturer in Business
Students explore broad relationships between government and business, with special emphasis for the social concerns of both.
- Kevin Carolan, B.A., M.S. Associate Professor of Mathematics
Whenever possible, the computer programming language, APL, is used to present traditional mathematics in a contemporary framework.
- Lester M. Cone, Jr., B.A., M.B.A., Ph. D. Associate Professor of Business
Managers face unstructured situations each day. By incorporating such occurrences into course work, students learn non-routine responses.
- James B. Fay, B.S., M.B.A. Lecturer in Business
As a matter of practice, I inject into my courses the happenings and problems of the industrial segment of the accounting profession.
- Robert P. Fried, B.S., M.S., PhD. Assistant Professor of Business
A Student should, from our program, be capable of developing his own professional concept of business and his area of interest.
- Ramesh C. Garg, B. Com. (India) M.B.A., Candidate D.B.A. Assistant Professor of Business
Research interests are in the field of International Finance with specialization in Latin American countries.
- Atilla Gonenli, Lic. Econ. (Turkey) M.B.A., PhD. Visiting Professor of Business
Through theories of financial management, a student understands the choices available to an individual, a firm, and the economy.
- Jeffrey Graham, B.A., J.D. Lecturer in Business
Comprehension of basic business law is essential to the individual. Housewives to corporate presidents are occupied with contract rights and liabilities.
- John J. Griffin, B.A., M.B.A., Candidate PhD., Assistant Professor of Economics
The ability to analyze economic conditions allows the student to understand the environment of business decisions.
- Frederick E. Jordan, B.S., M.B.A., C.P.A. Assistant Professor of Business
My area of concentration is to measure impacts of inflation on accounting, corporate tax planning, and individual tax planning.
- Saul D. Kassow, B.A., J.D., L.L.M., Lecturer in Business
The object of business law is to develop insights into legal reasoning as a distinct discipline and to highlight principals encountered in the business world.
- John C. Kelly, B.S.S., M.A., Candidate PhD., Associate Professor of Economics
Department Chairman
Research interests are the Soviet economic system and industrial location theory.

Gregory J. Kilgariff, B.S., M.A., Candidate PhD., Assistant Professor of Economics

The major task of the teaching economist is to demonstrate to students that the "ivory tower" theories can be readily applied to current problems.

Richard L. McCarty, B.S., M.B.A., Assistant Professor of Business

Marketing is a philosophy of business, its dimensions range from transnational to individual consumer. It is especially personal, students learn to market their ideas and themselves.

John P. McGovern, B.S., M.S., Lecturer in Business

Based on management experience, my major objective is to teach the use of analytical methods and familiarization with their applications.

John E. Mack, B.A., M.B.A., Lecturer in Business

Each business course may best achieve its practical objectives through a balance of student participation and instructor comment utilizing case study method.

Theodore O. Prenting, M.B.A., Associate Professor of Business

Principle research and consulting interest is in the human and technological problems of mass production assembly.

John Ritschdorff, B.A., M.S., Assistant Professor of Mathematics

Surrounded by diversity, importance lies not in what we study, but in the fact that what we study, we study well.

Cornelius Russell, B.A., M.A., Assistant Professor of Business

Accounting is a wedding of the practical and the theoretical. We bring real life experiences into the classroom illustrations.

George F. Supan, B.A., M.B.A. Lecturer in Business

Marketing focus begins with analysis of self, then learning to respond to human needs by adjustment and alignment of all corporate resources at a profit.

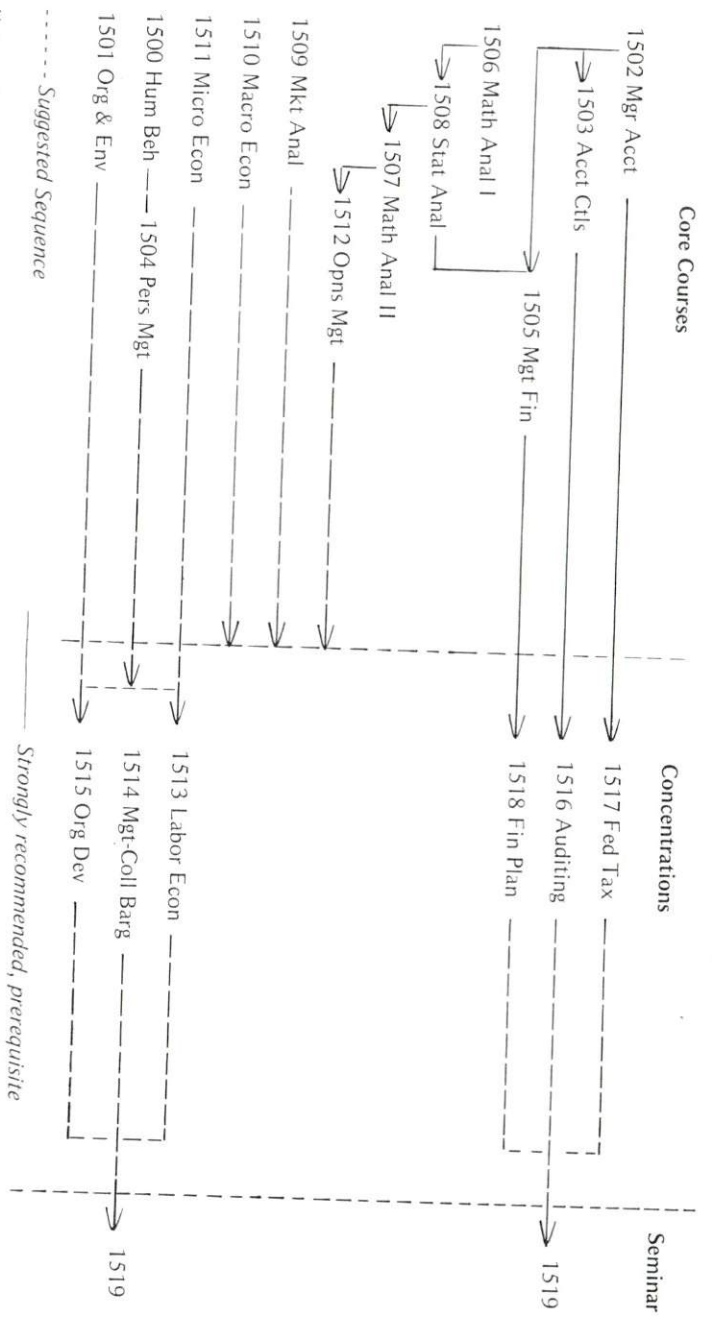
Ludwig A. zurNieden, Jr., B.S., M.B.A., C.P.A. Lecturer in Business

Major interest is to demonstrate to the student the relevance of financial theory to the real business world.



The thing that makes the Marist MBA program unique is the practical experience of our faculty. Quite honestly, this did not happen by design, it more or less evolved at Marist without the MBA program specifically in mind. Instructors have eight to ten years practical experience. Our MBA candidates gain benefits not available in any other program.

A SUGGESTED SEQUENCE FOR MBA COURSES



Note: In general, students should attempt to complete Core Courses, especially those related to their Concentration, before proceeding to the Concentration. The Seminar is a Capstone course and normally may not be taken until the last semester. For part-time students this should be the *only* course taken in the semester.

THE GRADUATE PROGRAM IN PSYCHOLOGY

Objectives

The graduate program in psychology is designed to give students a solid background in psychological principles and theory as well as provide them with useful, complex and identifiable skills. Theory courses are offered with the intention of producing generalists oriented toward problem-raising and problem-solving. Other courses, particularly laboratory courses in counseling and social psychology, will provide the student with practical experience and train him in the techniques of research and measurement. A core of community psychology courses is provided to enhance student knowledge and understanding of community activity and organization. Further, they are intended to prepare master's candidates to develop hard data and experimental designs for dealing with broad community problems. It is hoped that graduates will be able to transcend professional and agency allegiances in utilizing the resources of all community human service organizations to meet the needs of both individual and groups.

Admission Requirements

A baccalaureate degree from an accredited college or university is mandatory for admission to the graduate program in psychology. In addition, an applicant is expected to:

1. Complete courses in introductory psychology, statistics, testing, and experimental psychology.
2. Achieve a cumulative grade point average of 2.5 in undergraduate work based on a system in which 4.0 is equivalent to an "A" grade.
3. Make an acceptable score on the Graduate Record Examination and on the psychology advanced test.
4. Submit three letters of recommendation from faculty members.

Degree Requirements

To qualify for the master's degree in psychology, a graduate student must:

1. Complete all the requirements for the degree not later than five (5) years after matriculation.
2. Complete a total of forty-two (42) semester hour credits in courses, practicums and thesis (experimental-social).
3. Achieve a 3.00 cumulative grade point average in his graduate work.
4. Achieve a satisfactory grade on a written Comprehensive Examination in Psychology.
5. Submit and orally defend an acceptable master's thesis. (This requirement applies only to majors in experimental-social psychology.)
6. Be recommended for the master's degree by an evaluation committee appointed by the Director of the program.

Graduate Comprehensive Examination

Each student is required to take a Comprehensive Examination in Psychology after the completion of 33 credits. It is designed to examine him in the area of Community Psychology and his specialization: Clinical-Counseling, or Experimental-Social. When necessary, a second examination will be permitted. If an acceptable grade is not achieved, the student will not be allowed to complete the program.

CLINICAL-COUNSELING

The Comprehensive Examination in the Clinical-Counseling Program is intended to serve a twofold purpose:

1. To provide the student with an opportunity to demonstrate his mastery of the content and methodology of Community Psychology.
2. To contribute to the resolution of practical problems existent within local community.

The following information serves as a general guideline for the student in preparing for the Comprehensive Examination. More specific details can be obtained from the department chairman.

1. Identify an individual or social problem that exists in the community that can best be understood and resolved via a community psychology orientation.
2. Research the problem to determine the techniques that have been employed in the past to achieve it.
3. Functionally analyze the problem from the vantage point of Community Psychology.
4. Describe the specific procedures to be followed in resolving the problem.
5. Detail the evaluative procedures to be employed.

The "comprehensive project" must be discussed with the department chairman, who assigns a faculty committee to pass on its merits. Dates, format and other miscellaneous information will be published by the department.

Experimental-Social

The Comprehensive Examination in Experimental-Social will be given in two parts. The first part will include the presentation and acceptance of the thesis proposal. The second part will be a more traditional examination consisting of questions drawn from the course offerings. The latter will be a half day examination and will be given *during* April of the last semester.

THESIS

Students in the social-experimental concentration must submit and orally defend an acceptable community psychology master's thesis. Normally the student will present his thesis proposal to his mentor and reader by the end of the student's next-to-last semester of graduate study. The student must orally defend his proposal to members of the psychology department at the beginning of the final semester, and the satisfactory completion of the requirement is contingent upon the mentor's and reader's acceptance of the completed work.

Student Advisors

Each student will be assigned a faculty advisor who will have access to his academic file. At the start of the program, the student is expected to discuss and receive the advisor's approval for his comprehensive course plan. The student's progress will be evaluated and discussed each semester in required conferences.

Curriculum

The graduate program in psychology is designed to be completed in four semesters of full-time study. Transfer credits will be given for comparable courses taken at other colleges or universities, but 75 per cent of the total number of credits required for a degree must be taken at Marist.

Eleven credits in each of the first three semesters constitute the full-time student's credit load. Each student must take a core of three courses. Other courses are selected based on the student's area of specialization. Table I presents a curriculum plan for the four semester programs in counseling and experimental social psychology.

No formal provision has been made for offering courses during the summer session. Since both faculty strength and student enrollment are quite variable in the summer, courses would be held when and if they were requested by an adequate number of students and faculty members were available to teach them.

Admission to the graduate program in psychology will be allowed during the spring semester. The student who elects to enter then, however, is not likely to complete the program before his fall counterpart due to the sequence of certain courses and other requirements.

Field Experiences

In the undergraduate program the seniors work in a supervised psychological setting in their last semester. The response has been consistently enthusiastic from both the students and the supervising professionals. This experience has led us to regard field observations and practice as an integral part of the undergraduate curriculum. In the graduate program, it is planned to place the students in less structured and more community-based settings in the expectation that such experiences will provide the student with an increased awareness and knowledge of self.

The field experience utilizes the teaching function of the service organizations. The program does not require that a psychologist provide the supervision. Tentative arrangements have been completed with the local Commissioners of Mental Health and Public Health and the Director of Psychology at St. Francis Hospital for arranging laboratory and practicum experiences. Services available at the Mental Health complex include a children's clinic, an adult clinic, an alcohol and drug abuse clinic, and a rehabilitation school, clinic, and sheltered workshop for retarded persons and those afflicted with cerebral palsy. Within Public Health, the Divisions of Environmental Sanitation and Nursing provide a number of programs that would be of interest and value to graduate students. The St. Francis Hospital clinic is multi-disciplinary providing psychological, psychiatric, rehabilitative, educational and vocational services.

Student Voice

As is the case with the undergraduates, a designated student will represent the graduate students at departmental meetings. He will be expected to participate with faculty and staff in an annual evaluation of the curriculum and the program.



The fascinating thing is the wide range of experiences and ages represented in the classroom . . . everybody tries to help one another.

Curriculum Schedule by Semester in Counseling

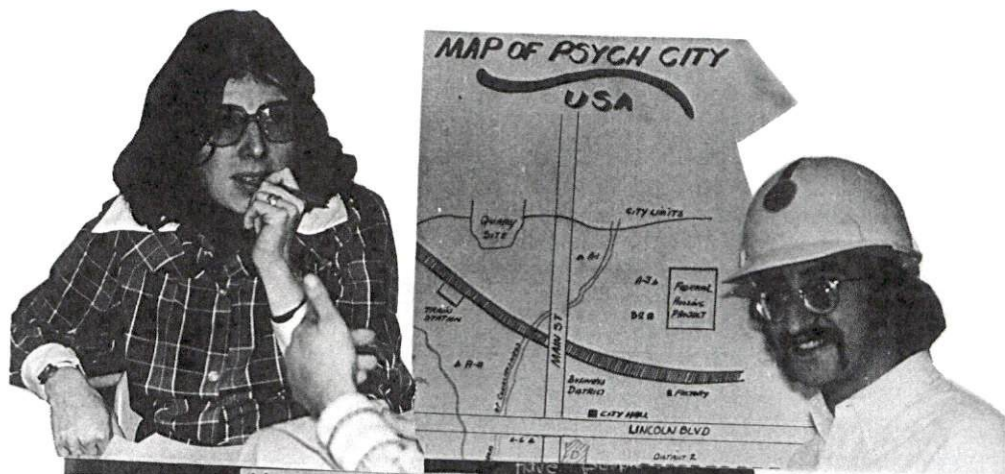
| First Year Student | | | |
|--|----------|---|---------------|
| Fall | | Spring | |
| 1300 Aptitude Assessment and Laboratory | 5 | 1302 Personality Assessment and Laboratory | 5 |
| 1316 Introduction to Community Psychology | 3 | 1317 Human Service Systems | 3 |
| 1301 Developmental Psychology | <u>3</u> | 1303 Abnormal Psychology | 3 |
| | 11cr. | | <u>11 cr.</u> |

| Second Year Student | | | |
|--|----------|-------------------------------------|-------------|
| Fall | | Spring | |
| 1306 Counseling Theory and Laboratory | 5 | 1304 Social Psychology of Groups | 3 |
| 1318 Community Mental Health | 3 | 1307 Counseling Internship | 6 |
| 1305 Learning | <u>3</u> | | <u>9cr.</u> |
| | 11cr. | Comprehensives | |

Curriculum Schedule by Semester in Social Psychology

| First Year Student | | | |
|--|--------------|--|--------------|
| Fall | | Spring | |
| 1308 Social Psychology and Laboratory | 5 | 1310 Experimental Design and Laboratory | 5 |
| 1316 Introduction to Community Psychology | 3 | 1317 Human Service Systems | 3 |
| 1309 Differential Psychology | 3 | 1304 Social Psychology of Groups | <u>3</u> |
| | <u>11cr.</u> | | <u>11cr.</u> |

| Second Year Student | | | |
|---|----------|--------------------------------------|-------------|
| Fall | | Spring | |
| 1312 Community Research and Laboratory | 5 | 1313 Social Psychology Internship | 6 |
| 1319 Community Public Health | 3 | 1315 Thesis | <u>3</u> |
| 1311 Interview | <u>3</u> | | <u>9cr.</u> |
| | 11cr. | Comprehensives | |



SOCIAL PSYCHOLOGY OF GROUPS:
An Innovative Learning Experience
Psych 1304

Graduate students in Social Psychology of Groups course participate in a role play simulation of town meetings. Learning objectives are (1) to experience role playing experiences, (2) to become aware of how another person thinks, feels, and behaves, (3) to gain an understanding of the dynamics involved in community gatherings, and (4) to relate social psychological concepts of group dynamics to group experience.

The town meeting simulation centers on the issue of welfare reform in Psych City. Assigned roles represent town residents, various special interest groups, public officials, and politicians of different persuasions. Roles are generally opposed to positions students would normally take on welfare reform. As a student in this course, you research your role and attempt to recreate values, motivations, interests, and opinions of the person whose role you are playing.

Students this past semester became very involved in Psych City. After six town meetings, many caucuses, and a great deal of behind the scenes "poli-ticking", they finally worked out a twelve point compromise welfare reform proposition. Seventy-five percent of the town members accepted this proposal.

In addition to experiencing and analyzing town meetings, you learn and apply major theories. You research group dynamics through small group discussions and lectures. You have the choice of (1) reading the literature, (2) analyzing human potential groups, or (3) organizing community.

Your instructor organizes a series of meetings with you before work begins to arrange the course to meet your needs, goals, and interests. This process is utilized to continually improve this and other courses. You have the opportunity to structure your learning experience to meet your own future career aspirations.



COURSES

The following courses will be offered in the master of arts program in psychology. The courses are divided into two majors—counseling and social psychology. Within each specialty, there are courses in community psychology, psychological skills and psychological theory courses supporting the specialty.

Required of All Students

1304 *Social Psychology of Groups*

Reviews conceptual models and research findings related to group processes: problem solving; power relationships; norms and conformity. Includes experiential learning exercises.

Three Credits

applications are on medium sized cities.

Three Credits

1317 *Community Human Service Organizations*

A study of the intra and inter-relationships among Health, Welfare and Educational Systems. Illustrations and applications are on medium sized communities. Accents intervention strategies.

Three Credits

1316 *Introduction to Community Psychology*

A multi-disciplinary approach to the formation, organization and structure of community. Illustrations and

Counseling Concentration

1300 *Aptitude Assessment and Laboratory*

Background, administration, scoring and interpretation of individual and group tests of ability. Illustration and discussion of culture-free tests. Test experience is acquired in field settings under staff supervision.

Five Credits

1302 *Personality Assessment and Laboratory*

Background, administration, scoring and interpretation of projective and objective personality measures. Test experience is acquired in field settings under staff supervision.

Five Credits

1301 *Developmental Psychology*

A study of the psychobiological and psychosocial changes from infancy to senility. Emphasis is placed on the transitional stages of adolescence and retirement.

Three Credits

1303 *Abnormal Psychology*

Focuses on behavior patterns that seriously disrupt community living, e.g. drug abuse and alcoholism. On a theoretical plane, compares the medical model of "mental health" and the functional model of "social competence."

Three Credits

1305 *Learning*

Reviews theory and research findings applied to human learning. Emphasis is placed on classroom learning and learning problems of the disadvantaged individual.

Three Credits

1306 *Counseling Theory and Laboratory*

Surveys therapeutic theories and methods. The laboratory experience consists of field observations and classroom participation and demonstration.

Five Credits

1307 *Counseling Internship*

Is a semester long culminating

applied experience. The student works on the staff and under supervision for ten hours a week. Student must have completed thirty (30) semester credit hours before accepted into the practicum.

Six Credits

1318 *Community Mental Health*

An historical and conceptual background to the community mental health movement. Examines the implications of the movement on professional and para-professional education and training. Considers the relationship between Community Psychology and Community Mental Health.

Three Credits

Social Concentration

1308 *Social Psychology and Laboratory*

A review of the theory and experimental findings in social psychology. Emphasis is placed on natural setting studies. Some laboratory experience takes place in field settings.

Five Credits

1309 *Differential Psychology*

A review of the literature on individual and group differences. The emphasis is on group differences as they relate to community problems.

Three Credits

1310 *Experimental Design and Laboratory*

A study of recent conceptual and methodological approaches to investigating broad social problems. Includes systems and systems analysis and program evaluation. Some laboratory experience takes place in field settings.

Five Credits

1311 *The Interview*

A theoretical and practical approach towards more effective communications. Points up the psychological *subtleties* in listening and speaking. Classroom demonstration and participation is an integral part of the course.

Three Credits

1312 *Community Research and Laboratory*

A study of specific methodological problems associated with researching a community. Some of the problems discussed and experimented with include polling, sampling and questionnaire construction. Some of the laboratory experience takes place in field settings.

Five Credits

1313 *Social Psychology Internship*

This is a semester-long culminating applied experience. The student serves on the staff and under supervision for ten hours a week.

Three Credits

1314 *Supervised Teaching Internship*

This experience is recommended for those who may be considering teaching as a career. The student receives teaching experience and exposure to the duties related to teaching.

The experience is supervised by a faculty member. Student must have completed thirty (30) semester credit hours before accepted into the practicum.

Three Credits

1315 *Thesis*

The thesis may be of a theoretical or empirical nature. The mentor must approve of the topic and satisfactory completion of the requirement is contingent upon the mentor's acceptance of the completed work.

Three Credits

1319 *Community Public Health*

Provides an historical conceptual background of the Public Health Service. Identifies and analyzes environmental factors that adversely affect community health and suggests strategies to deal with them.

Three Credits



There are no stationary reference points in today's world. One must learn to deal with varying relationships among dynamic processes. Education is continuous.

Faculty of the Department of Psychology

- COURTNEY BENNETT, Lecturer in Psychology
B.S., Colgate University
M.D., Columbia University
- ALBAN COGLAN, Lecturer in Psychology
A.B., DeLaSalle College, Waterford City, Ireland;
M.D., University College, Dublin, Ireland;
Psychiatric Resident, Menninger School of Psychiatry;
NIMH Post-Doctoral Fellow, Columbia University
- ALBERT DAVIS, Lecturer in Psychology
B.S., Fordham University
M.A., University of Connecticut
Ph.D., Pennsylvania State University
- WILLIAM R. EIDLE, Associate Professor of Psychology
B.A., Fordham College
Ph.D., Fordham University
- ERNEST M. GRUENBERG, Lecturer in Psychology
B.A., Swarthmore College
M.D., Johns Hopkins Medical School
M.P.H., Yale U. School of Public Health
Dr. Ph., Yale U. School of Public Health
- DANIEL HUEBNER, Lecturer in Psychology
B.A., Rutgers University;
M.A., New School for Social Research;
Ph.D., New School for Social Research
- DANIEL KIRK, Professor of Psychology, Chairman
B.A., Marist College;
M.A., St. John's University
Ph.D., St. John's University
- EDWARD J. O'KEEFE, Associate Professor of Psychology
M.A., Iona College;
Ph.D., Fordham University
- STEPHAN REDMOND, Lecturer in Psychology
B.S., Antioch College
M.D., New York University
M.P.H., University of California, Berkley
- MAURICE SATIN, Lecturer in Psychology
B.A., University of Evansville
Ph.D., University of Missouri
- JOHN SCILEPPI, Assistant Professor of Psychology
B.A., Marist College
Ph.D., Loyola, Chicago
- DANIELLE TURNS, Lecturer in Psychology
M.D., Faculte de Medecine de Lyon France

ACADEMIC CALENDAR – 1974-75

| 1974 | | Fall Semester | |
|-----------|-------|--------------------|--|
| September | 4 | Wednesday | Opening Day. Evening classes begin. Day classes begin. Last date for late registration, change of courses and course sections, 1/2 tuition refund after this date. |
| | 5 | Thursday | |
| | 11 | Wednesday | |
| October | 25 | Wednesday | No tuition refund after this date. Service charges are assessed on unpaid balances as of this date. Last date for reporting Pass-No Credit option and for dropping courses without penalty of failure. |
| | 7 | Monday | |
| | 18 | Friday | |
| November | 28,29 | Monday, Tuesday | Holidays. Mid-term grades are due. Last date for payment of fees. Spring 1975 registration. Approval for Special Topics courses or non-scheduled courses must be obtained during this week. Thanksgiving recess begins after last day class. |
| | 1 | Friday | |
| | 11-15 | Monday- Friday | |
| | 27 | Wednesday | |
| December | 2 | Monday | Classes resume. Fall semester ends. Final grades are due. |
| | 20 | Friday | |
| January | 2 | Thursday | |
| 1975 | | Spring Semester | |
| January | 20 | Monday | Classes begin. Deadline for Incompletes for Fall 1974. Last date for late registration, change of courses and course sections; 1/2 tuition refund after this date. |
| | 24 | Friday | |
| February | 10 | Monday | No tuition refund after this date. Last date for payment of fees. Spring recess. Mid-term grades are due. Last date for reporting Pass-No Credit option and for dropping courses without penalty of failure. |
| | 14 | Friday | |
| | 17-21 | Monday- Friday | |
| | 24 | Monday | |
| | 28 | Friday | |

| | | | |
|-------|------|---------------|---|
| March | 28 | Friday | Holiday |
| | 30 | Sunday | Easter |
| | 31 | Monday | Holiday |
| April | 7-11 | Monday-Friday | Fall 1975 registration. Approval for Special Topics courses or non-scheduled courses must be obtained during this week. |
| May | 6 | Tuesday | Friday classes meet on this day. |
| | 9 | Friday | Spring semester ends. |
| | 12 | Monday | Senior final grades are due. |
| | 19 | Monday | Final grades are due. |
| June | 17 | Saturday | Twenty-ninth Commencement. |
| | 13 | Friday | Deadline for Incompletes for Spring 1975. |
| | 25 | Wednesday | Freshman registration. |

OFFICES OF ADMINISTRATION

LINUS RICHARD FOY, Ph.D., LL.D. President

OFFICE OF THE ACADEMIC DEAN

RICHARD A. LAPIETRA, Ph.D. Academic Dean

KEVIN P. CAROLAN, M.S. Associate Dean

CAROL A. DEYO Director of Audio-Visual
and Television Center

NILUS V. DONNELLY, M.A. Director of Computer Center

EUGENE GUMIENNY Senior Programmer

THEODORE O. PRENTING, M.B.A. Systems Analyst

ADRIAN N. PERREAULT, M.L.S. Director of Library

MARIAN CHAMBERLAIN NICHOLS, M.L.S. . . . Associate Librarian

ELIZABETH BECHT, M.L.S. Assistant Librarian

JOHN DWYER, M.B.A. Registrar

NANCY R. O'BRIEN Assistant Registrar

DAVID M. FLYNN, B.A. Director of Admissions

BUSINESS OFFICE

ANTHONY V. CAMPILII, B.A.Business Manager
CORNELIUS J. RUSSELL, M.A.Controller
FRANK J. LAROSE, B.A.Office Manager
NILUS V. DONNELLY, M.A.Director of Planning
ANDREW F. PAVELKOSuperintendent of Grounds
E. RIMAI FISHER, B.A.Design Consultant
ANTHONY N. DANGELO, B.B.A.Bookstore Manager
RONALD ADERHOLDTDirector of Security

DEVELOPMENT OFFICE

JOHN J. DOUGHERTY, M.A.Development Director
SHAILEEN KOPEC, M.A. Alumni Director

OFFICE OF STUDENT PERSONNEL SERVICES

THOMAS W. WADE, M.S.Dean of Students

HOWARD GOLDMAN, Phys. Ed.D.Director of Athletics

URSULA FREERDirector of Campus Center

LEO GALLANT, S.M., M.S.Chaplain

R. RHYS WILLIAMS, Th.D.Assistant Chaplain

JOHN SHERLOCK, M.B.A.Director of Placement and
Financial Aid

FREDERICK LAMBERT, M.A.Student Residences

HELEN O'CONNOR, R.N.Nurse

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Many people are naturally concerned about returning to College after 10 or 20 years. I found it terribly exciting and fun.



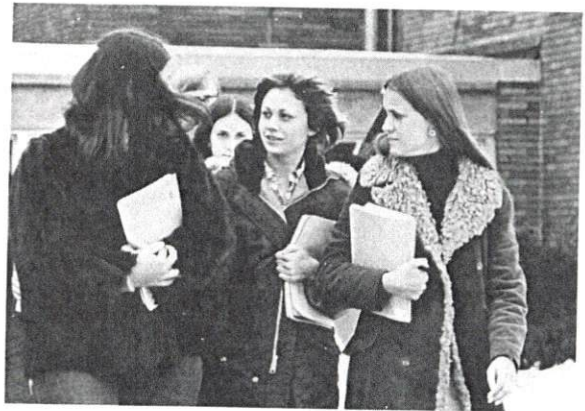
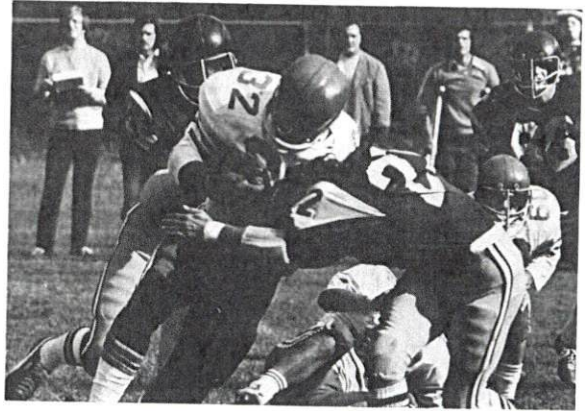
Experiences on the job are quite different from the knowledge gained in a College or University. You need both to succeed.

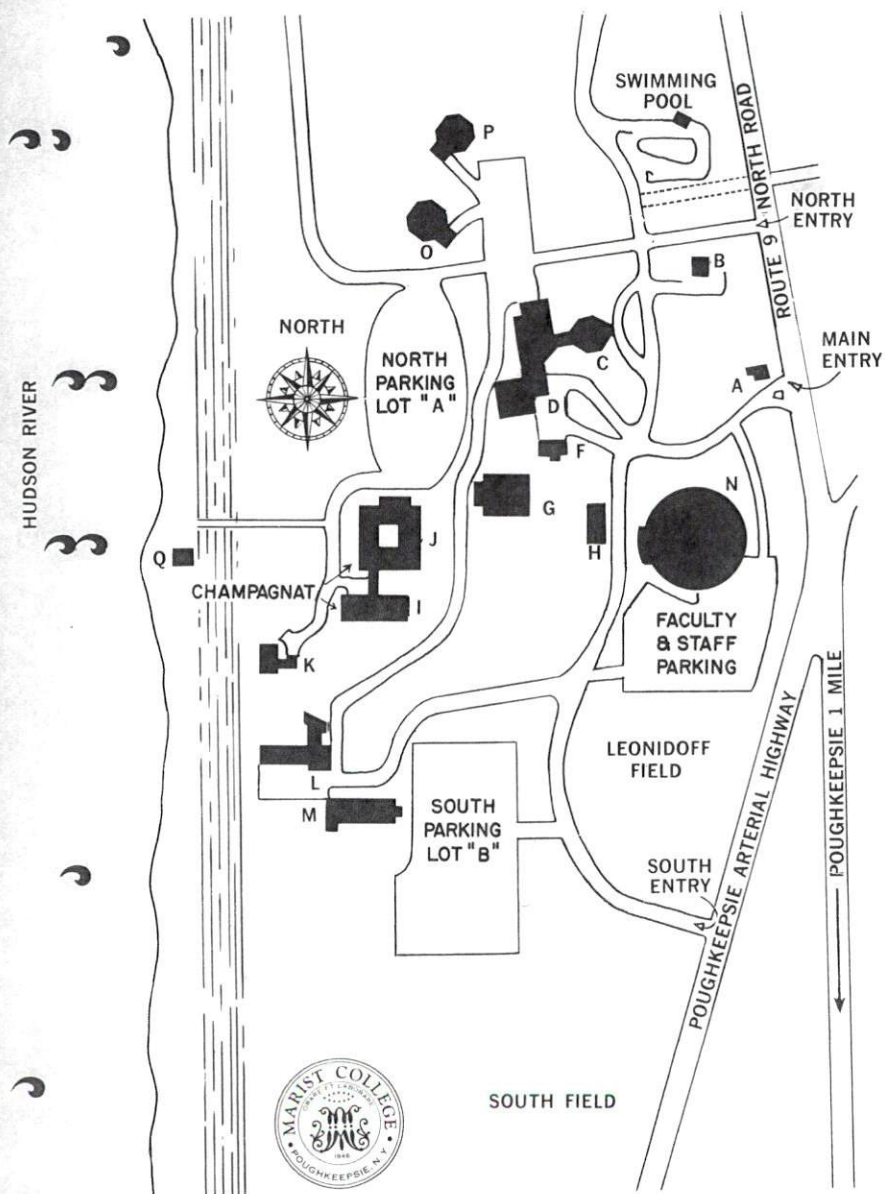


The professors are teachers, they listen to students, they are flexible and work to understand and to satisfy their students' needs.



The graduate programs, faculty and students, are, in a very real way, a part of the total community.





KEY

- | | |
|-------------------------|-----------------------------|
| A. Gate House | J. Champagnat Campus Center |
| B. St. Peter's | K. Byrne Residence |
| C. Chapel | L. Leo Hall |
| D. Fontaine Hall | M. Sheahan Hall |
| F. Greystone | N. Donnelly Hall |
| G. Gymnasium | O. Benoit House |
| H. Adrian Hall | P. Gregory House |
| I. Champagnat Dormitory | Q. Boat House |



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