

GRADUATE  
PROGRAMS  
75•76

BUSINESS  
ADMINISTRATION  
&  
COMMUNITY  
PSYCHOLOGY

MARIST COLLEGE



## Table of Contents

Academic Calendar . . . . .	2
Introduction to Marist . . . . .	5
General Academic Information . . . . .	9
Tuition and Fees . . . . .	12
Financial Aid . . . . .	14
The Graduate Program in Business . . . . .	15
Graduate Business Courses . . . . .	20
Faculty of the Department of Business and Economics . . . . .	24
The Graduate Program in Psychology . . . . .	26
Graduate Psychology Courses . . . . .	32
Faculty of the Department of Psychology . . . . .	35
Campus Map . . . . .	36
Administration . . . . .	37
Index . . . . .	39

GRADUATE  
PROGRAMS  
75•76

BUSINESS  
ADMINISTRATION  
&  
COMMUNITY  
PSYCHOLOGY

**MARIST COLLEGE**



# Academic Calendar

## SUMMER SESSION

June 2, 1975 through July 17, 1975

1975

May	5-9	Monday-Thursday	Summer School Registration
June	2	Monday	Classes begin
	9	Monday	Last date for late registration, change of courses or full tuition refund for withdrawals
	16	Monday	Last date for withdrawal with ½ tuition refund
July	30	Monday	Last date for dropping courses without penalty of failure
	10	Thursday	Summer classes end
	12	Saturday	ATGSB given at Marist
	14-17	Monday-Thursday	Final Examinations
Recess from July 19 through September 2			
August	15	Friday	Last day for admission for Fall semester

## FALL SEMESTER

September 3, 1975 through December 18, 1975

1975

September	2	Tuesday	Registration for new students
	3	Wednesday	Classes begin
	10	Wednesday	Last date for late registration, change of courses or full tuition refund for withdrawals
October	24	Wednesday	Last date for withdrawal with ½ tuition refund
	13	Monday	Holiday
	17	Friday	Last date for dropping courses without penalty of failure
	1	Saturday	GMAT given at Marist
November	10-14	Monday-Friday	Registration for Spring 1976 for current students
	27-28	Thursday-Friday	Thanksgiving recess

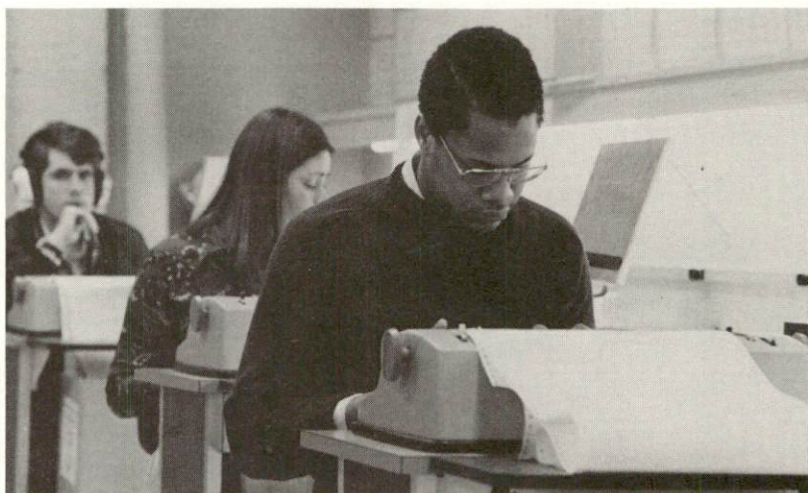
December	18	Thursday	Fall semester ends
Recess from December 19 through January 18			
	23	Tuesday	Last day for admission for Spring semester

**SPRING SEMESTER**  
**January 19, 1976 through May 6, 1976**

1976			
January	15	Thursday	Registration for new students
	19	Monday	Classes begin
	23	Friday	Last date for late registration, change of courses or full tuition refund for withdrawals
	26	Monday	Deadline for Incompletes from Fall 1975
	*31	Saturday	GMAT given at other test centers
February	9	Monday	Last date for withdrawal with ½ tuition refund
	27	Friday	Last date for dropping courses without penalty of failure
March	15-19	Monday-Friday	Spring recess
	*27	Saturday	GMAT given at Marist
April	5-9	Monday-Friday	Registration for Fall 1976
	15	Thursday	Final draft of the Psychology thesis to the mentor by April 15 of the last academic semester
	16	Friday	Holiday
	19	Monday	Holiday
May	6	Thursday	Semester ends
Summer Session June 7 - July 23			
*July	10	Saturday	GMAT given at Marist

\*Tentative date, subject to change at time of application to Educational Testing Service





## **Introduction to 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 can earn either a bachelor of arts degree in one of sixteen major study areas or a bachelor of science degree in one of four major areas. Undergraduate enrollment is about 1,500 full-time students.

### **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 \$13 million. 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 13 years.

Extension centers have been opened at various locations in the Mid-Hudson Valley area. Information concerning the location and registration procedures of these centers may be obtained from the Office of Continuing Education.

## **Membership and Approval**

Marist College is chartered by the Board of Regents of the University of the State of New York and is accredited by the State Department of Education and by the Middle States Association of Colleges and Universities. The College is also accredited by the United States Department of Justice for the training of foreign students. It has the approval of the State Approval Agency for Veterans' Education. The College is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and Scholar Incentive Awards.

Marist holds memberships in the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the Association of American Colleges. Marist is a charter member of the Associated Colleges of the Mid-Hudson Area (ACMHA) and a charter member of the Visiting Student Program sponsored by the Associated Colleges and Universities of the State of New York. Marist is also a member of the American Association of University Women, the Middle Atlantic Association for Colleges of Business Administration and the American Chemical Society.

## **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 at Marist is the College library. The home of study and research, the library contains more than 84,000 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 currently being remodeled to house it.



### **Audio-Visual/Television Center**

The AV-TV Center, located in lower Donnelly, is an academic service designed to enrich the learning experience through the application of visual and aural instructional materials. The Center's functions include media methods consultation, production of film, slides and video tape, dispensing of AV hardware, and the distribution of video programming. Hours are Monday through Friday 8:30 A.M. - 5:00 P.M., Monday through Thursday 6:00 P.M. - 10:00 P.M. For assistance, please contact the Director.

### **Computer Center**

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

An IBM 1401, which is under study for replacement, is currently used for administrative and 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**

Located in Champagnat Hall, the Campus Center is headquarters of student extra-curricular activity. 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 here; they can be reserved for meetings by contacting the Coordinator of Campus Activities.

#### **BOOKSTORE**

Located on the lower level of the Campus Center, the bookstore is open from noon to 5 P.M. every day, as well as for several evenings early in each semester for the convenience of evening and graduate students. It carries texts needed for college courses, as well as other books, stationery and notions.

#### **DINING FACILITIES**

The Marist dining hall 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 dining hall, is the Rathskeller. It is open daily for light refreshments.

### **Automobiles on Campus**

All cars to be parked on campus must be registered with the Director of Security and must bear a parking decal. There is no charge for this registration. Regulations concerning parking on campus will be provided at registration.

### **Athletic Facilities**

Athletic Facilities include a gymnasium, six tennis courts and an outdoor pool available for use by all students, unless previously reserved for scheduled programs. For further information, contact the Director of Athletics.

### **Veterans**

Marist College has the approval of the State Approval Agency for veterans' education. The office of the Registrar can provide information and counseling about veteran benefits. An Office of Veterans' Affairs, staffed by veteran students, is open evenings in the switchboard area in Donnelly Hall.

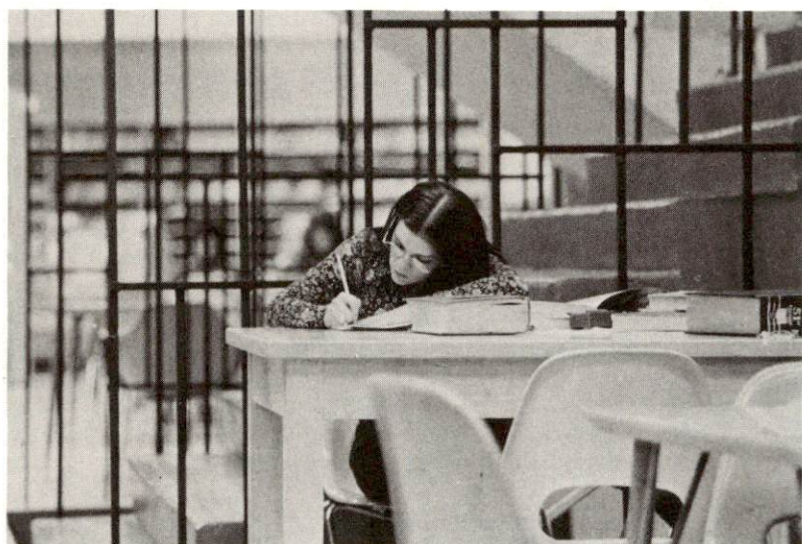
### **Cancellations**

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

### **Inclement Weather**

In the event of a severe snow or ice storm which creates hazardous driving conditions, it may be necessary to cancel classes.

Class cancellation notices will be made over Radio Stations WEOK and WKIP in Poughkeepsie, WHVW in Hyde Park, WBNR in Beacon, WGNV in Newburgh, WKOT and WGHQ in Kingston, WHUD and WLNA in Peekskill, WALL in Middletown and WFAS in White Plains.



## **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 and may be dismissed from the program or placed on probation. A student placed on probation will receive a statement of the requirements necessary to achieve good standing, and will be given a limited time period in which to meet these requirements. Failure to achieve the probationary requirements will result in 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 internships 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 grades of A, B+, B, C+, C or F are received.

### **Maintenance of Matriculation**

A student must maintain status as a matriculated student every semester until attaining the 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 a year may apply to the 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 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 the Graduate Program. It must be accompanied by any academic transcripts not already on file in the Registrar's Office. A reinstatement fee must be paid by the student.

If a student's matriculated status has lapsed for two years or more, he or she is required to re-submit all credentials. Upon acceptance in the program, the student must fulfill the degree requirements currently in existence.

## Special Students

An applicant may be admitted into the graduate program as a non-matriculated special student for one of the following reasons:

- (1) As a student pursuing courses for personal or job enrichment with no intention of pursuing a degree;
- (2) As a student matriculated in another graduate program, who desires to transfer the credits earned in the Marist College Graduate Program back to his/her home institution;
- (3) As a student who desires to matriculate, but is lacking the time to fully complete his/her application for admission. In such cases, the applicant must initially present a completed application form and a transcript of undergraduate academic record at least three weeks before registration to allow review of the application to be made by the Admissions Committee.

Special students must withdraw from the graduate program or complete their application and be accepted as a matriculated student when they complete six credits or one year in the program, whichever comes first. All decisions and exceptions regarding special students are made at the discretion of the Admissions Committee.

## 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, each student will receive from the department a list of the courses and credits required for the degree.

2. **The Graduate Program in Psychology.** A student may transfer up to six credits from a regionally approved graduate program. The student must have a letter Grade of B or better. The criterion for transfer is comparability between courses, as well as authorization from the appropriate course instructor. The request should be initiated with the Administrator of the Program.

## Tuition and Fees

Tuition (per semester hour) . . . . .	\$85.00
Application Fee . . . . .	15.00
Registration and College Services Fee — per semester . . . . . (\$5.00 additional if registration is late)	15.00
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 . . . . .	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.	
Reinstatement Fee . . . . .	30.00
This fee is to be paid by a student who has withdrawn from the program but has applied for, and received, re-admission into the program.	
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

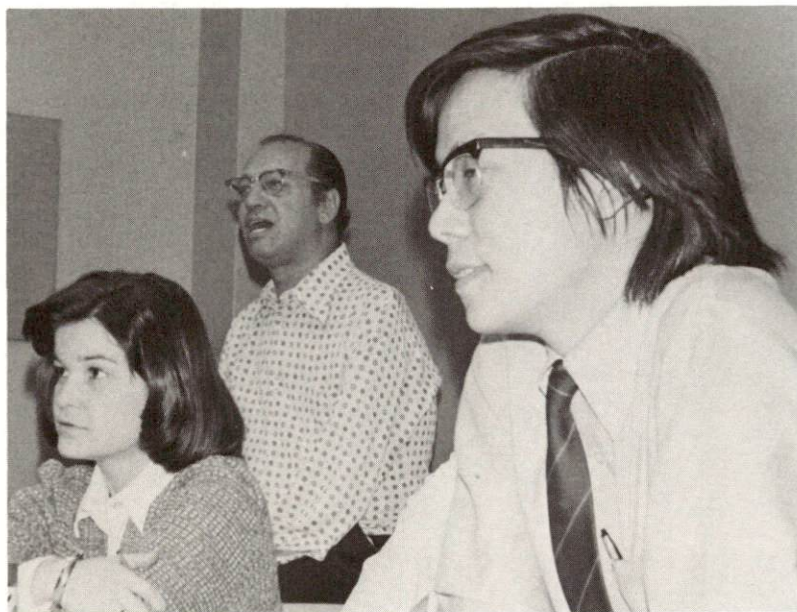
The student is required to pay tuition and fees in full for the first semester when registering. In subsequent semesters tuition and fees must be paid prior to the first day of class unless special arrangements have been made with the Business Office.

*Students whose accounts are in arrears 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 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 is insufficient. Procedures to be followed are outlined on the Withdrawal 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 — there are other ways to meet expenses. The following types of aid are available to eligible and qualified graduate students who attend Marist:

**Graduate Assistantships** — Graduate Assistants help instructors with required laboratory courses or engage in research activity. Stipend is \$1,500 for an academic year (nine months) and entails fifteen hours per week.

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

**Tuition Assistance Program** — Formerly Scholar Incentive Program, \$100 to \$600 per academic year for a full time student.

**College Work Study Program (CWSP)** — A federally funded program that provides part-time, on and off-campus employment opportunities for full and part-time students.

**National Defense Student Loan Program** — Provides loans up to \$2,000 per year for students whose family income meets certain stipulated conditions.

**The New York Higher Education Assistance Corporation Loan Program** — Makes available loans up to \$2,500 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 100A, Champagnat 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 future executives an awareness of their 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 or her prior preparation in the area of business. The Admissions Committee is concerned with the interest, aptitude and capacity for business study as indicated in the applicant's previous academic record, achievement on the Graduate Management Admission Test (GMAT, formerly ATGSB), and past experience.

Applications for admissions may be obtained through the Graduate Admissions Office. 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 Graduate Management Admission Test (GMAT);
- (5) Achieve an acceptable score on the Test of English as a Foreign Language (TOEFL) if a student's native language is other than English.

For information regarding the registration and test procedures for the TOEFL program please obtain the TOEFL Bulletin of Information for Candidates from:

TOEFL  
Box 899  
Princeton, New Jersey 08540

## Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) is a three-and-a-half-hour aptitude test designed to measure certain mental capabilities important in the study of management at the graduate level. It contains questions that test the 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 GMAT is sponsored and controlled by the Admission Council for Graduate Study in Management, consisting of representatives of 36 graduate business schools. Educational Testing Service (ETS) consults with this council on matters of general policy, develops test material, administers the test and conducts research projects aimed at improving the test.

The test is given four times a year, in November, January, March and July at numerous test sites throughout the U.S. Applications, including a \$12.50 registration fee, must be submitted to the Educational Testing Service at least one month in advance. Application blanks, the GMAT 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 can expect a curriculum requirement of 51 credit hours. Candidates with appropriate prior academic experience in business, economics or mathematics can receive waivers of course requirements totaling up to 21 credit hours. 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 any 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 to be successfully completed to qualify for the degree. Each course will be designated as a core course or a concentration course. At present, the latter are offered in personnel management and organizational behavior or accounting/finance. The terminal course for each student will be a seminar which requires extensive research and provides a mechanism for integrating previous knowledge. No thesis or comprehensive examinations are required of Marist M.B.A. candidates.



## 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

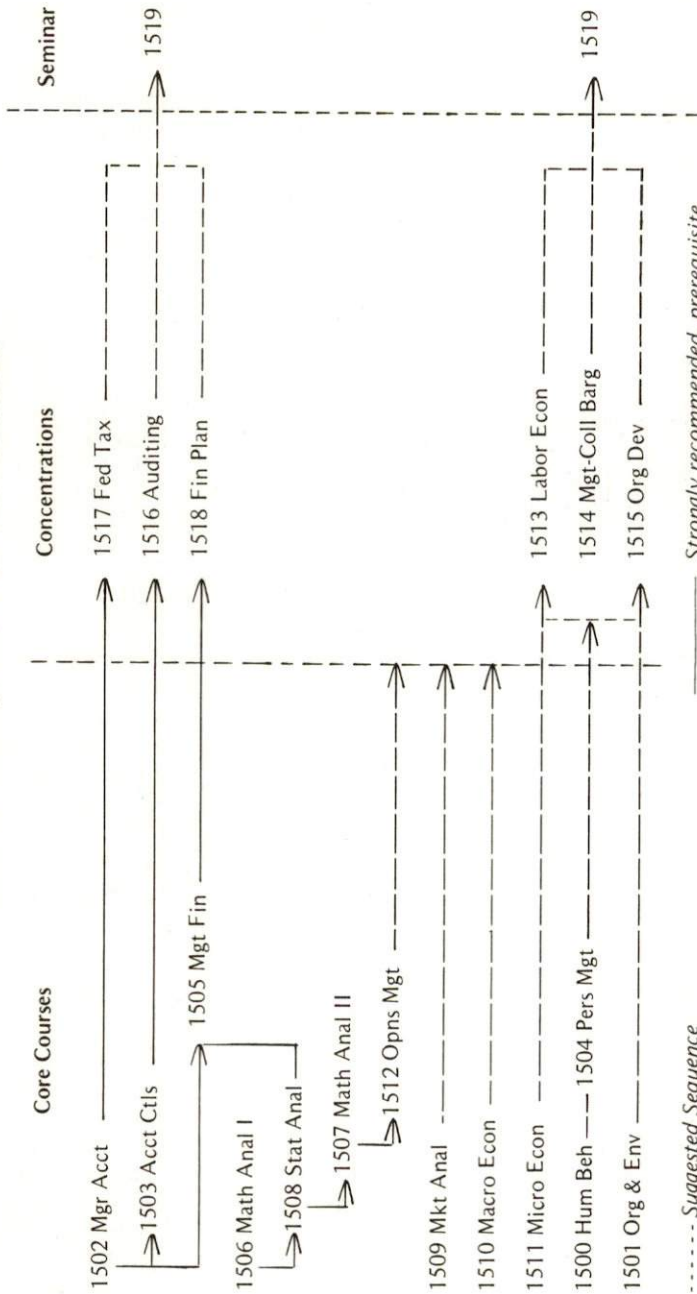
CORE COURSES . . . . .		39
BUS 1513	Labor Economics and Wage Payment Systems . . . . .	3
BUS 1514	Management and Collective Bargaining . . . . .	3
BUS 1515	Organization and Management Development . . . . .	3
BUS 1519	Seminar . . . . .	3
		51

### 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

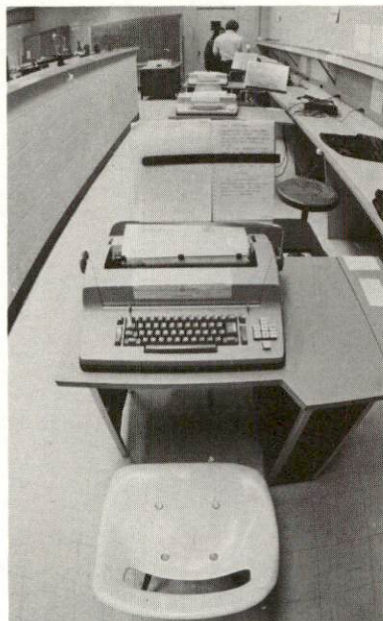


## A SUGGESTED SEQUENCE FOR MBA COURSES



**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.

## Graduate Business 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; 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 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 manpower 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 man-

agement system in relation to the total management system.

Recommended prerequisites: 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 mathematical 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.

Prerequisites: Mathematical Analysis I and 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*

This is an overview of marketing decision strategies and environmental factors. A wide spectrum of learning experiences is offered: cases, negotiations, consulting projects and several other exercises. The principal objectives are to understand marketing processes and to learn how to market your own ideas and services. Topics include marketing orientation of management personnel, research, product-mix, planning, packaging, physical distribution networks, market channels, sales, advertising, and pricing.  
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.

Prerequisites: Mathematical Analysis II and 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 prerequisites: Personnel Management and Microeconomic 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: Personnel 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 functioning, 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.

Prerequisites: Managerial Accounting and 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 and 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

- Lester M. Cone, Jr., B.A., M.B.A., Ph.D., Professor of Business  
*Managers face unstructured situations each day. By incorporating such occurrences into course work, students learn non-routine responses.*
- John M. Donoghue, A.B., J.D., Lecturer in Business  
*Law is an accommodation to the persistence of change.*
- 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., Ph.D., Associate Professor of Business  
*From our program, a student should be capable of developing his own professional concept of business and his area of interest.*
- Ramesh C. Garg, B. Com. (India), M.B.A., D.B.A., Assistant Professor of Business  
*Research interests are in the field of International Finance with specialization in Latin American countries.*
- Raymond P. Gila, B.S., M.B.A., Assistant Professor of Accounting  
*Accounting data becomes a control tool and a performance measurement in the hands of the properly trained industrialist. Financial management tools become invaluable aids in rendering logical solutions to complex business problems.*
- 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 Ph.D., Assistant Professor of Economics  
*The ability to analyze economic conditions allows the student to understand the environment of business decisions.*
- Frederick E. Jorden, 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 principles encountered in the business world.*
- John C. Kelly, B.S.S., Ph.D., Associate Professor of Economics and Department Chairman  
*Research interests are the Soviet economic system and industrial location theory.*

Gregory J. Kilgariff, B.S., M.A., Candidate Ph.D., 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., Candidate Ph.D., Assistant Professor of Business

*Marketing is a philosophy of business; its dimensions range from trans-national corporations 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 can best achieve its practical objectives through a balance of student participation and instructor comment utilizing case study method.*

Richard E. Ponton, A.B., M.B.A., Lecturer in Business

*The main task of an educator is not to fill buckets with facts, but to light a fire in the mind.*

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

*Principal 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.*

Stephen I. Welborn, B.S., M.P.A., Assistant Professor of Business

*An understanding of financial accounting concepts and practice is basic to a study of business management.*

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 Graduate Program in Psychology**

### **Objectives**

After three years experience with the graduate psychology program, several curriculum changes were put into effect in Fall, 1975. The conceptualizations and orientations remain the same, while the revised program combines the previous clinical-social concentrations and provides the student with more electives.

The courses in methodology are project-oriented and are designed to instruct the student in the techniques of measurement and research. The psychology courses enable students to study the relationship between theories and reported research findings. The community courses are aimed at creating student interest in community problems and the acquisition of knowledge about community structure and functioning.

Ideally, the graduate of the program will be able to demonstrate definite skills that are needed in the marketplace. The graduate will not be a technician, but a professional who applies knowledge that raises the right questions. Finally, the graduate will use the term "community" carefully and with clarity before taking steps aimed at community development.



### **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 undergraduate courses in general psychology, statistics, psychological testing and experimental psychology;
- (2) Achieve a 2.5 cumulative undergraduate grade point average based on a system in which 4.0 is equivalent to an "A" grade;
- (3) Achieve an acceptable score on the Graduate Record Examination (GRE) morning aptitude tests;
- (4) Submit three letters of recommendation, preferably from faculty members;
- (5) Participate in a group interview comprised of applicants, graduate students and faculty.

### **Degree Requirements**

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

- (1) Complete all requirements not later than five years after matriculation;
- (2) Complete a total of 43 or 44 credit hours in courses and internship or thesis;
- (3) Achieve a 3.0 cumulative grade point average in graduate courses;
- (4) Achieve either a grade of "S" for the internship, or a grade of "P" for the thesis.

### **Field Experiences**

In the undergraduate psychology program, Marist 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 the department 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 also provide students 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. Arrangements have been completed with the local Commissioners of Mental Health and Public Health and the Director of Psychology at St. Francis Hospital for clinical or research experiences.

Services available at the Mental Health complex include a children's and 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.

### **Internship**

The internship experience may be chosen by students who wish specific applied training in a setting distinct from their current professional positions or by students who have had little prior applied experience. In particular, the internship offers the advantages of supervised experience and the opportunity to test applications of community approaches gained from course instruction. Either clinical or research experience can be gained. Current settings for the internship are school systems, state hospitals, community mental health centers, and a university counseling center. The student negotiates the internship contract with the agency and the department, works two days a week in the setting, and prepares an evaluation report on the experience at the semester's end. The internship is taken in the last semester of the student's program.

### **Thesis**

The thesis provides the student with an opportunity to do independent community-related research. The thesis topic must be drawn from a problem area that has obvious and direct relevance to the community. It would be helpful if the problem was developed within the context of an existing community agency. The mentor must approve the topic, and the proposal must be accepted by the research committee. Satisfactory completion of the thesis is contingent upon the mentor's acceptance of the completed work.

### **Curriculum**

The graduate program in community psychology is designed to be completed in four semesters of full-time study. Part-time students must complete the program within five years.

For the first three semesters, a full-time student attends classes four days a week and takes ten or eleven credits; a half-time student attends classes twice a week and takes either five or six credits.

The curriculum consists of methodological courses, community courses, and psychology courses. Four of the methods courses are required (see Table I), and the student must elect at least two community and two psychology courses (see Table II). The remaining elective courses may be selected from methods, community and psychology courses. In the last semester, the student may select either the internship or a thesis. The credit requirement for graduation is either 43 or 44 credits.

All courses are offered in the evening. Methods courses meet twice a week from 5:30 to 7:00 p.m. The community and psychology courses meet one night a week from 7:30 to 10:10 p.m.

Courses will be offered starting in Summer, 1975. Classes meet two nights a week during June and July. A student will be limited to taking one course during the summer session.

### **Advisement**

At the time of matriculation, each student will be assigned a faculty advisor. A student thereafter may request a change of faculty advisor. Each student is urged to arrange a meeting with his or her faculty advisor prior to registration. Early advisement is recommended for the selection of the internship or the thesis.

### **Graduate Students**

Communication between students and faculty is felt through the areas of advisement, course evaluation, and curriculum revision. In a further attempt to intermingle the views and ideas among faculty, graduate and undergraduate students, a lounge facility is located in the Psychology Department. This area is not restricted to the academic aspect of learning, but serves as a social and community point of interaction.

### **Assistantships**

Applicants for assistantships must file a confidential financial statement with the Financial Aid Office. Eligibility based on need is made by the Director of Financial Aid. Eligible students must arrange interviews with faculty members, and final acceptance is contingent on approval by the faculty member. There were four assistantships available in 1974-75. Graduate students have served as interns to the President, Academic Dean and in the Marist Counseling Center.



## Research Survey: Methods 1340

The Research Survey course has gradually evolved into a course where a variety of methodological approaches to research problems is considered, but where the survey and questionnaire method is stressed. It is the intent that students as a group carry out an assigned research project, including design, data gathering, interpretation, and final write-up.

In the past, students have worked on several interesting and practical community problems. These included an analysis of the status of Marist alumni for the graduating years 1970 and 1971, as well as an opinion sample from several local professional groups as to the major reasons for people leaving the City of Poughkeepsie for the suburbs.

This year's class is working on an aspect of the more general problem area of people's vocational expectations. The class is primarily interested in observing the relationship between the workers' expectations and the expectations of the job-creating system. Such a study carries implications relative to the changing job market, changes in training requirements for a changing job market, and an understanding of the values people assign to work as well as the identification of potential differences in the world of work expectations between the workers and the job-creating system.

Current students have developed a questionnaire and have pretested it on several groups. The data is being submitted to an APL Crosstab study for final analysis. Next year's class will continue aspects of this general project for further clarification and study.

Table I – Curriculum Outline

REQUIRED COURSES					
FALL			SPRING		
		Credits			Credits
First Year					
1343	Individual Assessment	5	1343	Individual Assessment	5
	or			or	
1340	Research Survey	5	1340	Research Survey	5
Second Year					
1345	Program Evaluation	5	1345	Program Evaluation	5
	or			or	
1348	Counseling and Consultation	5	1348	Counseling and Consultation	5



ELECTIVE COURSES – COMMUNITY

	Credits		Credits
1316 Community Psychology	3	1316 Community Psychology	3
1321 Community Change	3	1321 Community Change	3
1319 Community Public Health	3	1324 Community Problems	3
1328 Community Research	3	1317 Community Service Systems	3

ELECTIVE COURSES – PSYCHOLOGY

1301 Developmental	3	1338 Experimental Social	3
1334 Communications	3	1305 Learning	3
1311 Interview	3	1303 Deviance	3
1330 Individual Behavior	3		

ELECTIVE METHODS

1350 Exper. Analysis of Behavior	5	1354 Research: Human Services	5
----------------------------------	---	-------------------------------	---

Table II – Schedule by Semesters

FALL		SPRING	
First Semester		Second Semester	
Methods	5 cr.	Alternative A	Alternative B
Community Psychology	3 cr.	Methods	5 cr.
	3 cr.	Community	3 cr.
	11 cr.	Psychology	3 cr.
			10 cr.
Third Semester		Fourth Semester	
Alternative A	Alternative B	Alternative A	Alternative B
Methods	5 cr.	Methods	5 cr.
Community	3 cr.	Internship	6 cr.
Psychology	3 cr.		Thesis
			Course
		11 cr.	3 cr.
			11 cr.
	11 cr.		
	10 cr.		

TOTAL CREDITS – 43 or 44

## Graduate Psychology Courses

### PSYCH 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

### PSYCH 1303 *Deviance*

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

### PSYCH 1305 *Psychology of Learning*

Emphasis is placed on the structure and function of the school system: classroom learning problems; and alternative modes of education.

Three Credits

### PSYCH 1311 *The Interview*

A theoretical and practical course in techniques for research and clinical interviewing. Skills are acquired through classroom demonstrations and participation.

Three Credits

### COMM 1316 *Introduction to Community Psychology*

Examines the history of the community mental health move-

ment, and the growth of community psychology, its central assumptions and its relation to other disciplines. Presents a multi-level approach to defining the community and developing models for intervention. Explores current critical issues in the field. Equal emphasis on application and research.

Three Credits

### COMM 1317 *Community Services Systems*

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

### COMM 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

### COMM 1321 *Community Change*

Identifies and analyzes the factors that impede community development. Illustrations are taken from the local community. The student is expected to participate in some type of field experience.

Three Credits

**COMM 1324** *Community Problems*

Community Problems is an in-depth treatment of a particular community problem. The instructor selects a particular topic from the areas of health, education or welfare.

Three Credits

**COMM 1328** *Community Research*

Community Research is an opportunity for the student to acquire research experience in a community problem. The instructor arranges and supervises the activities of the students.

Three Credits

**PSYCH 1330** *Social Behavior of the Individual*

The most unique and emergent system is the human individual whether quiescent, sentient, pensive or active; whether alone or in complex involvement with other persons. A primary object of the course is the relating of idiographic and the nomothetic, the conceptual and the pragmatic. A major focus is the problem of applying statistical averages and procedures in research, in the clinic, and in community programs, while sacrificing neither essentially unique data nor the humanistic wholeness of the individual.

Three Credits

**PSYCH 1334** *Psychology of Communications*

Covers the principles and skills of effective interpersonal communications. In addition to readings and

discussions of theory and techniques of communicating, students will engage in a variety of activities to enhance their ability to communicate. Since communication also involves self awareness, students may also participate in value clarification workshops and other small group experiences.

Three Credits

**PSYCH 1338** *Experimental Social Psychology*

An intensive study of the theories, principles, and research on social psychological issues which have potential applications to community psychology. Such topics would include social influence and persuasion, altruism and pro-social behavior, aggression and violence, group dynamics, and community organization.

Three Credits

**METHODS 1340** *Research Survey*

Research Survey has as its main thrust the development, design, and completion of a research project which uses the survey and questionnaire approach. It also provides a consideration of the experimental method in natural settings. Interviewing methods are reviewed, as are the ethical issues as applied to research. There is an attempt for the student to understand both the advantages and limitations of the survey and questionnaire approach as opposed to the other approaches listed.

Five Credits



**METHODS 1343** *Individual Assessment*

A review of the basic principles of test construction and the techniques for the assessment of aptitude and personality. Administration and interpretation of standard psychological tests, as well as report writing are required.

Five Credits

**METHODS 1345** *Program Evaluation*

Social and educational program evaluation and organizational development. Review of history and current status of the "art." Design of evaluation approaches; focus on "formative" evaluation and process variables; implementation, consultation, and organizational responsibility and change.

Five Credits

**METHODS 1348** *Counseling and Consultation*

A combination of academic and experiential modes of learning. Covers theories of personality and theories of change; client-centered and behavior therapy approaches; family therapies; human potential movement; crisis intervention. Types of consultation: role playing, videotaping, group experience, counselor or consultation experience. Criterion behaviors mutually determined.

Five Credits

**METHODS 1350** *Experimental Analysis of Behavior*

A behavioral approach to the understanding, prediction and con-

trol of human functioning. The techniques of behavioral assessment and treatment are stressed, with individual projects required.

Five Credits

**METHODS 1354** *Research Methods for Human Services*

An intermediate level course in theory and practice of research emphasizing the organization, analysis, and interpretation of data. The interdependence of conceptual problem, research design, and interpretation of results is examined. The course makes minimal use of inferential statistics and electronic data processing and is aimed at developing research competencies consistent with the modest contexts typical of small service organizations without compromising scientific rigor.

Five Credits

**INTERNSHIP 1360**

The internship is a semester-long, culminating, applied experience. The student selects the work setting and is under professional supervision for two days a week. The student can intern after all course work is completed or while the final methods course is being taken.

Six Credits

**THESIS 1365**

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

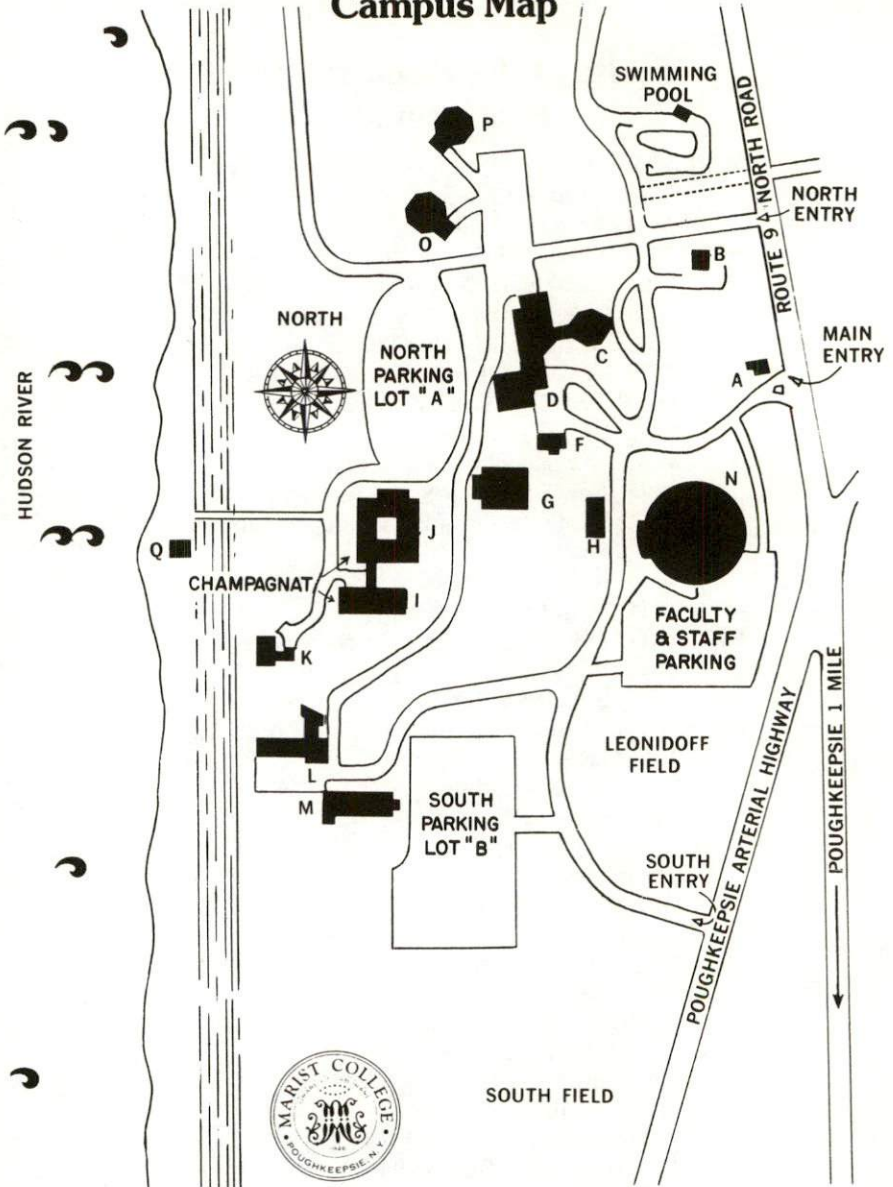
Three Credits



## Faculty of the Department of Psychology

- 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
- RICHARD LOWRY, Lecturer in Psychology  
B.A., Southern Methodist University  
Ph.D., Brandeis University
- CHRISTINE McLEAN, Assistant Professor of Psychology  
B.A., MacMurray College  
M.A., Peabody College  
Ph.D., Peabody College
- EDWARD J. O'KEEFE, Associate Professor of Psychology  
B.S., Iona College  
M.A., Ph.D., Fordham University
- STEPHEN REDMOND, Lecturer in Psychology  
B.S., Antioch College  
M.D., New York University  
M.P.H., University of California, Berkeley
- JUDAH RONCH, Lecturer in Psychology  
B.A., Hunter College  
Ph.D., Yeshiva University
- 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

# Campus Map



- |   |   |
|---|---|
| <p><b>KEY</b></p> <ul style="list-style-type: none"> <li>A. Gate House</li> <li>B. St. Peter's</li> <li>C. Chapel</li> <li>D. Fontaine Hall</li> <li>F. Greystone</li> <li>G. Gymnasium</li> <li>H. Adrian Hall</li> <li>I. Champagnat Dormitory</li> </ul> | <ul style="list-style-type: none"> <li>J. Champagnat Campus Center</li> <li>K. Byrne Residence</li> <li>L. Leo Hall</li> <li>M. Sheahan Hall</li> <li>N. Donnelly Hall</li> <li>O. Benoit House</li> <li>P. Gregory House</li> <li>Q. Boat House</li> </ul> |
|---|---|

# Administration

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

## OFFICE OF THE ACADEMIC DEAN

LOUIS C. ZUCCARELLO, Ph.D. . . . Academic Dean  
JOHN C. KELLY, Ph.D. . . . Administrator,  
Graduate Business Program  
DANIEL KIRK, Ph.D. . . . Administrator,  
Graduate Psychology Program  
DAVID M. FLYNN, B.A. . . . Director of Admissions  
STEPHEN M. PANKO, Ph.D. . . . Director of Continuing  
Education  
JOHN DWYER, M.B.A. . . . Registrar  
NANCY R. DONOHUE . . . Assistant Registrar  
VINCENT L. TOSCANO, M.A. . . . Director of Learning  
Resources  
CAROL A. DEYO . . . Director of Audio Visual/  
Television Center  
ADRIAN N. PERREAULT, M.L.S. . . . Director of Library  
MARIAN CHAMBERLIN NICHOLS, M.L.S. Associate Librarian  
ELIZABETH BECHT, M.L.S. . . . Assistant Librarian  
BARBARA BRENNER, M.L.S. . . . Assistant Librarian  
DOROTHY DIETRICH, B.A. . . . Library Research Assistant  
KEVIN J. CAROLAN, M.S. . . . Director of Computer Center  
EUGENE GUMIENNY . . . Senior Programmer  
THEODORE O. PRENTING, M.B.A. . . . Systems Analyst

## BUSINESS OFFICE

ANTHONY V. CAMPILII, B.A. . . . Business Manager  
FRANK J. LAROSE, B.A. . . . Bursar  
PHILIP C. MCCREADY . . . Director of Security  
NILUS V. DONNELLY, M.A. . . . Director of Planning  
ANDREW F. PAVELKO . . . Director of Maintenance  
E. RIMAI FISHER, B.A. . . . Design Consultant  
ANTHONY N. DANGELO, B.B.A. . . . Bookstore Manager



## DEVELOPMENT OFFICE

JOHN J. DOUGHERTY, M.A. . . . . Development Director  
SHAILEEN C. KOPEC, M.A. . . . . Communications Director  
JUDITH A. SAMOFF, B.A., B.S. . . . . Grants Research Coordinator  
LOUIS E. EMERY, B.A. . . . . Alumni Director

## OFFICE OF STUDENT PERSONNEL SERVICES

THOMAS W. WADE, M.S. . . . . Dean of Students  
FREDERICK A. LAMBERT, M.A. . . . . Director of Campus Life  
HOWARD GOLDMAN, Phys. Ed.D. . . . . Director of Athletics  
CAGLE L. MOORE, M.A. . . . . Director of Counseling Center  
LAWRENCE D. SNYDER, B.S. . . . . Career Counselor  
DOLLY RUSSELL, B.A. . . . . Coordinator of College  
Activities  
LEO GALLANT, S.M., M.S. . . . . Chaplain  
R. RHYS WILLIAMS, Th.D. . . . . Assistant Chaplain  
HELEN O'CONNOR, R.N. . . . . Nurse

## OFFICE OF SPECIAL COLLEGE PROGRAMS

EDWARD P. WATERS, M.A. . . . . Dean of Special College  
Programs  
ERNESTINE CHAPMAN, B.A. . . . . Programs Coordinator

## BOARD OF TRUSTEES

JACK A. McENROE . . . . . Chairman  
RALPH CONNOR . . . . . Vice Chairman  
GARY L. SMITH . . . . . Secretary  
LOUIS VOERMAN . . . . . Treasurer

# Index

Academic Standing . . . . .	9
Accounting/Finance, Concentration in . . . . .	23
Administration . . . . .	37
Admission Requirements	
Business . . . . .	16
Psychology . . . . .	27
Advisement, Psychology . . . . .	29
Assistantships, Psychology . . . . .	30
Athletic Facilities . . . . .	8
Audio Visual/Television Center . . . . .	7
Automobiles on Campus . . . . .	8
Bookstore . . . . .	7
Calendar . . . . .	2
Campus Center . . . . .	7
Cancellations & Inclement Weather . . . . .	8
Computer Center . . . . .	7
Coordinating Seminar, Business . . . . .	23
Course Requirements	
Business . . . . .	18
Psychology . . . . .	30
Courses of Instruction	
Business . . . . .	20
Psychology . . . . .	32
Course Sequence, Business . . . . .	19
Curriculum, Psychology . . . . .	28
Curriculum Outline, Psychology . . . . .	30
Degree Requirements	
Business . . . . .	17
Psychology . . . . .	27
Dining Facilities . . . . .	7
Faculty	
Business . . . . .	24
Psychology . . . . .	35

Fees . . . . .	12
Field Experiences, Psychology . . . . .	27
Financial Aid . . . . .	14
Grading . . . . .	9
Graduate Management Admission Test . . . . .	16
Graduate Students, Psychology . . . . .	29
Historical Statement . . . . .	5
Internship, Psychology . . . . .	28
Library . . . . .	6
Maintenance of Matriculation . . . . .	10
Map of Campus . . . . .	36
Membership and Approval . . . . .	6
Objectives	
Business . . . . .	15
Psychology . . . . .	26
Payment of Tuition and Fees . . . . .	13
Personnel Management and Organizational	
Behavior, Concentration in . . . . .	22
Re-Admission . . . . .	11
Research Survey: Methods 1340 . . . . .	30
Schedule by Semesters, Psychology . . . . .	31
Special Students . . . . .	11
Thesis, Psychology . . . . .	28
Transfer Credit	
Business . . . . .	11
Psychology . . . . .	12
Tuition . . . . .	12
Tuition Refund . . . . .	13
Veterans . . . . .	8



# MARIST COLLEGE

---

POUGHKEEPSIE, N. Y. 12601 (914) 471-3240