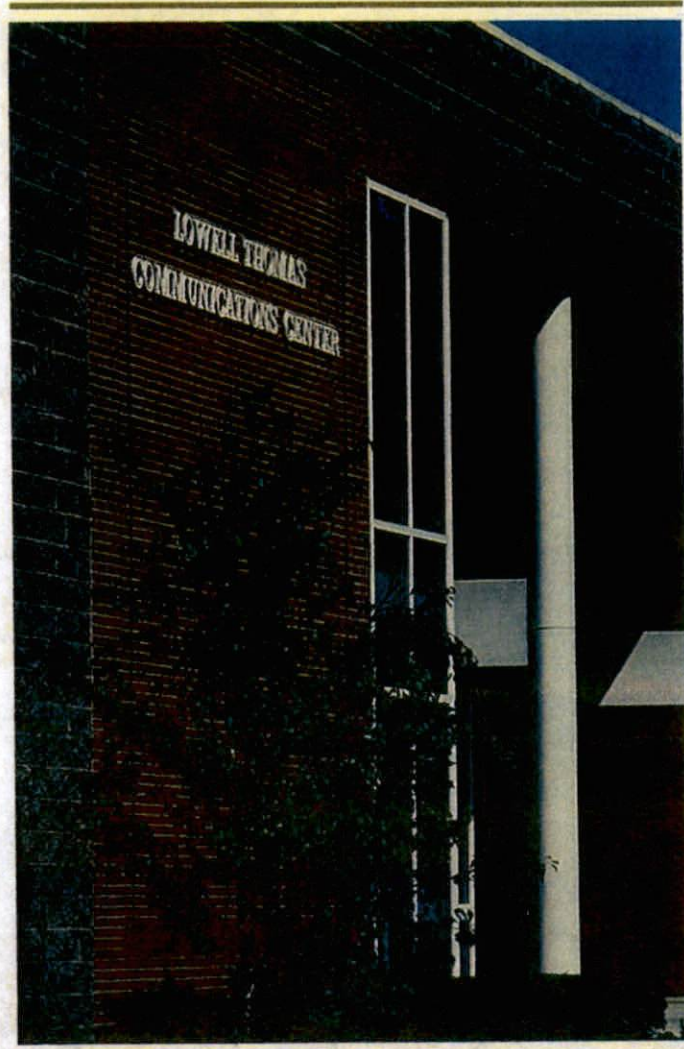




GRADUATE  
PROGRAMS

1991 ♦ 1992

**MARIST**  
C O L L E G E



**M**arist College offers six professionally-oriented graduate programs taught by outstanding faculty. Each program is housed in modern, attractive facilities, equipped with advanced information technology.

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*Directory of Graduate Programs*

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- 9 *Business*
- 17 *Computer Science/Information Systems*
- 23 *Computer Science/Software Development*
- 29 *Psychology*
- 34 *Educational Psychology*
- 37 *Public Administration*



**A**t Marist, we are committed to graduate education. We are linking the latest in technology to the human dimension of educating professionals for the challenges of our complex world.

## Message from the President

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Nineteen years ago, Marist College recognized the need to provide the Hudson Valley with accessible, top quality education. We have specialized in professional programs, first with a Master's degree in Business Administration, followed by a Master of Arts in Psychology, a Master of Public Administration, and more recently, two Master of Science degrees in Computer Science. This past year, in response to emerging needs, we introduced a Master of Arts in Educational Psychology, which emphasizes practical research skills in preparing teachers for the growing diversity in the classroom. Today, more than 630 individuals are enrolled in our graduate programs, many of whom will remain in the Hudson Valley area upon completion of their degrees. However, the advanced nature of the technology available at Marist is attracting an in-



creasing number of full-time students from beyond the region, and from overseas. Last year Marist granted Masters' degrees to 129 students.

Marist provides excellent and diverse educational opportunities for people throughout the Hudson Valley, one of the fastest growing areas in the State of New York, if not the nation. Our mission is to serve the educational needs of the community, assisted by the latest computer technology. Our use of technology is based on a commitment to understand and research the human factors involved in implementing integrated and advanced systems. We have

made a commitment to provide students with the best available facilities. Marist's graduate programs offer a strong mix of basic theory and practical application that has enabled many graduates to make great strides toward their career goals.

Marist is in the fourth year of a five-year joint study with the IBM Corporation (described later in the catalog). As a result of this, the college has computer facilities unparalleled among small colleges and many larger universities. The whole campus is now being linked fiber-optically to the mainframe computer, ensuring that the latest communication techniques are available to students, faculty, and administration. The library has also been made accessible for the electronic referencing of materials from any building on campus.

But perhaps our greatest asset is our faculty. We are fortunate to have a rich blend of individuals who possess both academic credentials and professional skills. While the majority of our graduate faculty are full-time professors, at Marist we also bring in working professionals from such fields as business, computer science, and government to complement our graduate offerings with their hands-on experience.

Marist has grown to prominence as one of the most vibrant and rapidly growing small colleges in the country. We have achieved this reputation by investing heavily in new facilities, by effectively employing the latest in information technology, and by retaining our belief in human values. These components are blended into an educational experience that prepares our students for an information-intensive society, but equipped with values derived from our rich tradition of caring and service.

Graduate education is a significant commitment for any student, but one I am confident you will not regret. I encourage you to join the hundreds of Marist graduates who have benefited from our programs and whose contributions are enriching society.

Dennis J. Murray, Ph.D.  
President

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**T**he Hudson Valley is one of the fastest growing areas in the State of New York, if not the nation. Our mission is to serve the educational needs of the community, assisted by the latest computer technology.

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# Marist College



Overlooking the Hudson River immediately north of Poughkeepsie, New York, Marist College is a private, non-sectarian liberal arts institution for men and women, offering both undergraduate and graduate programs of study.

Undergraduates can earn a Bachelor of Arts degree in one of 15 majors, a Bachelor of Science degree in one of 10 majors or a Bachelor of Professional Studies. Undergraduate enrollment is about 2,990 full-time students. Master's degree programs are offered in Business, Computer Science, Psychology and Public Administration.

Marist College traces its beginnings to 1905 with the arrival of the Marist Brothers in Dutchess County, New York. Settling on the east bank of the Hudson River in Poughkeepsie, the Brothers established their novitiate, St. Ann's Hermitage, on two adjacent riverside estates.

In 1929, the Marist Brothers established a two-year teacher-training institution on the site of the present campus. A four-year undergraduate curriculum for men was established in 1946, and in 1950 New York State granted the College a permanent charter. Lay students were first 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 Of The College

The campus consists of 120 rolling acres lying 75 miles north of New York City on the east bank of the Hudson River. Twenty buildings have been constructed in the past 26 years to respond to the growth of the College. Six dormitories, a major classroom facility, the James J. McCann Recreation Center and the Library complex are some of the more recent additions to the Marist campus. Most recently, 21 townhouses and a garden apartment complex were constructed on the north end of campus.

The Lowell Thomas Communications Center, dedicated to the renowned broadcaster and explorer who was an honorary alumnus of Marist, was completed in the spring of 1987. The \$4.5 million center features state of the art communications and computer science equipment.

The new Charles H. Dyson Center was completed in the Fall 1990. It incorporates some of the most advanced technologies to enrich the education of undergraduate and graduate students in management studies, social and behavioral sciences, and public administration. In addition, the Dyson Center houses adult and continuing education programs in a variety of disciplines.

### Graduate Programs

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. In 1979, a graduate program leading to the degree of Master of Public Administration was established. A Master of Science degree program in Computer Science was approved in 1982.

There are over 570 adults pursuing master's degrees at Marist with 50 students attending on a full-time basis. MBA Program Extension Sites have been operating at various locations in the

Mid-Hudson Valley area for over a decade. Currently, an Extension Site exists at Fishkill.

## Memberships and Accreditation

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 Schools. 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 Visiting Students 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, the American Assembly of Collegiate Schools of Business and the American Chemical Society.

## Academic Facilities

### Library

The Marist College Library is located at the north end of the campus. It is open approximately 100 hours per week during the academic year and has been designed with the needs of the handicapped in mind.

The Marist College Library has both print and non-print resources to meet the educational and recreational needs of the students and faculty. The Library's collections, representing arts and letters, the social and behavioral sciences, the applied sciences, the humanities, business, and mathematics and computer science, include approximately 118,000 volumes of books, 22,000 audio-visual materials, and 1,002 currently received periodical titles.

The Library offers extensive reference services, including term paper consultations, bibliographical instruction, and access to online (computerized) databases. As a member of OCLC, an international online library system and Southeastern New York Resource Library Council (SENYLRC), the Marist College Library has access to nearly 7000 other library collections with nearly 25 million titles. These materials may be borrowed by students and faculty.

The first phase of computerizing the library catalog has been completed. The IBM/DOBIS system will enable all holdings to be searched from terminals on and off campus.

Library hours during the academic year are:

Mon.-Thurs. 8:00 am - 12:00 midnight  
Fri. 8:00 am - 6:00 pm  
Sat. 10:00 am - 6:00 pm  
Sun. 12:00 noon - 12:00 midnight

Holiday and vacation hours vary. Scheduled changes are posted in the Library lobby.

### Media Center

The Media Center, located in the new Lowell Thomas Communications Center, is operated as an academic support service, and is designed to enrich the learning experience through the creation and application of visual and audio instructional materials.

The Center consists of a color television facility with full audio production capabilities, several formats of audio and video duplicating services, photographic and graphic production, and repair facilities for media hardware on campus. It supports an additional three media substations in Donnelly Hall, Marist East and the Campus Center.

### Computer Facilities

The Marist College Computer Center offers two mainframes and extensive related support. The Center provides 20,000 square feet for student laboratories, staff offices and mainframe machine rooms.

The new IBM 3090 mainframe provides users with over four billion gigabytes of disk storage space and sixty four million megabytes of main memory. This system is used by Marist College and other institutions for administrative applications, instruction, and research.

Students, faculty members and staff members can communicate with the computer through interactive terminals from various locations on and off campus. Four student terminal rooms house over 100 terminals for students use, and three classrooms are equipped with a terminal and monitors.

The software available on the system includes the programming languages VSAPL, PASCAL, ASSEMBLER, PROLOG, C, and APL/2, LISP, REXX as well as the following packages: SCRIPT, SAS, SPSS, STATPAK, COGO, POLYSOLVE, SQL, ADRS, GDDM, and a full-screen editor.

Two complete Personal Computer labs containing 48 color graphic units, plotters and printers are available to the Marist community. Additionally, the Computer Center houses a PC Support Center, as well as an extensive Software Library.

## The Lowell Thomas Communications Center

One of the most advanced facilities of its kind, the Lowell Thomas Communications Center was opened in 1987. Named in honor of the legendary broadcaster, the Center houses Marist's communication arts and computer science departments. Recognizing the profound impact of computer technology on the communications industry, Marist designed the Center to provide students with a state-of-the-art environment in which to engage in these interacting disciplines.

The Center includes five classrooms equipped with computer terminals and television monitors, two television studios, two broadcast production studios, a media presentation facility, print journalism rooms, and faculty offices. Just inside the main entrance to the Center is a public gallery with a permanent exhibition of memorabilia from Lowell Thomas' remarkable career as a pioneering broadcaster, world-famous explorer, author, filmmaker, and co-founder of Capital Cities Communications. The gallery also includes related artwork and a bronze bust of Lowell Thomas by sculptor Phil Kraczkowski.

An honorary alumnus of Marist, Lowell Thomas was a resident of Dutchess County for more than 50 years and took an active interest in the College's communication arts program.

## Graduate International Student Requirements

Please submit completed application, official transcripts, Test of English as a Foreign Language (TOEFL) and note that a Test of Written English (TWE) is also required.

Requirements: 550 on the TOEFL and 4.0 on the TWE.

A Financial Statement or Affidavit of Support is required stating that the student has sufficient means of supporting his or her education at Marist. \$13,000 a year is required.

An I-20 for F-1 Visa cannot be issued without a Financial Statement.

# Graduate Academic Calendar

## FALL SEMESTER

September 4, 1991 — December 21, 1991

### August 1991

29 **Thurs.** Registration and orientation for new students on campus

### September 1991

4 **Wed.** Classes begin for all graduate programs (MA, MBA, MPA, MS)  
 10 **Tues.** Last day for late registration or change of courses  
 24 **Tues.** Half tuition refund after this date  
 No tuition refund after this date

### October 1991

14 **Mon.** Service charges assessed on unpaid balances as of this date  
 19 **Sat.** GMAT given at Marist

### November 1991

1 **Fri.** Last day for withdrawal without penalty of WF grade  
 6-10 **Mon.-Fri.** Registration for Spring 1992 for current students  
 26 **Tues.** No evening classes  
 27-29 **Wed.-Fri.** Thanksgiving Recess

### December 1991

14 **Sat.** GRE given at Marist  
 14-20 **Sat.-Fri.** Final examinations

Recess from December 20 to January 22

## SPRING SEMESTER

January 20, 1992 — May 17, 1992

### January 1992

16 **Thurs.** Registration and orientation for new students on campus  
 18 **Sat.** GMAT given at Marist  
 22 **Wed.** Classes begin  
 28 **Tues.** Last date for late registration or change of courses  
 Half tuition refund after this date  
 Deadline for incompletes from Fall 1991

### February 1992

1 **Sat.** GRE given at Marist  
 11 **Tues.** No tuition refund after this date  
 24 **Mon.** A 2% service charge will be assessed on all outstanding balances

### March 1992

13 **Fri.** Final draft M.A. Thesis due  
 14-22 **Mon.-Fri.** HOLIDAY — Spring Recess  
 21 **Sat.** GMAT given at Marist  
 23-27 **Mon.-Thurs.** Registration for Summer and Fall 1992  
 31 **Tues.** Last date for withdrawal without penalty of WF grade

### April 1992

11 **Sat.** GRE given at Marist  
 16 **Thurs.** No evening classes  
 20 **Mon.** No day classes, evening classes meet

### May 1992

2-8 **Sat.-Fri.** Final examinations  
 16 **Sat.** Forty-Sixth Commencement

## SUMMER SESSION 1992

May 18, 1992 — August 6, 1992

### May 1992

14 **Thurs.** Registration and orientation for new students on campus  
 18 **Mon.** Twelve week session classes begin  
 22 **Fri.** Last date for late registration or change of courses  
 Half tuition refund after this date

### June 1992

1 **Mon.** Seven week session classes begin  
 3 **Wed.** Last date for late registration or change of course for 7-week session  
 No tuition refund after this date for 12-week session  
 5 **Fri.** Deadline for incompletes from Spring 1992  
 10 **Wed.** No tuition refund after this date for 7-week session  
 20 **Sat.** GMAT given at Marist  
 22 **Mon.** Last date for withdrawal without penalty of WF grade for 7 & 12 week sessions

### July 1992

13-16 **Mon.-Thurs.** Final examinations for seven week session

### August 1992

3-6 **Mon.-Thurs.** Final examinations for 12-week session

Recess from August 7 to September 9



## Academic Standing

The maintenance of a minimum cumulative index of 3.0 is required for good academic standing. A student must have 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 placed on probation or dismissed from the program. 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.

## Language Proficiency

All applicants, whose primary language is not English, must demonstrate English proficiency by submitting scores for the Test of Written English (TWE), and scores for both the written and verbal sections of the Test Of English as a Foreign Language (TOEFL).

In any case where a student's weak command of English is judged to be detrimental to academic progress, or where a student's TWE or TOEFL scores are marginal, the college reserves the right to require that student to undergo additional English language proficiency testing and/or to undertake remedial coursework in English language studies.

Note: The above language excludes the use of "foreign" or "international" in classifying the students. It generalizes to all applicants whose primary language is not English.

## 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 in writing from a course during the first eight weeks of a semester.

WF—This grade is assigned to a student who withdraws in writing from a course after the first eight weeks of a semester. Exceptions may be made by the program director 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 beyond the individual's control. 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. The grade of I is not assigned in a case where failure to complete course requirements on time is due to student delinquency.

S—This grade may be given only for 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, computer science thesis course or the computer science project course when the thesis or project is still in progress at the end of the semester.

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

The student's cumulative index is computed by dividing the number of total 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.

Any student who is compelled to leave school for even one semester must apply to his or her Program Director for an official leave of absence. Interruption of study beyond one year will require a student to re-apply for admission to the program.

## Re-Admission

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

## Non-Matriculated Students

Non-matriculated students, with the exception of those described in (2) and (3) below, are not admitted to the MBA Program. Non-matriculated students may be admitted into the other graduate programs in any of the following categories:

- (1) As a student who is lacking the time to fully complete his or her requirements for admission. In such cases, the applicant must initially present a completed application form and official transcripts of all previous college academic records, including two-year colleges, at least three weeks before registration to allow review of the application by the Admissions Committee;
- (2) As a student lacking *only* GMAT scores, but who satisfies *all* of the following criteria.
  - (a) *Neither* of the prerequisite courses are required.
  - (b) Successfully completed one year of college level math, including at least one semester of calculus, within the past five years.
  - (c) All official transcripts and application form are *complete*, and
  - (d) Application file was started after post-mark date to register for most recent GMAT exam.

No exceptions to the above criteria being met are allowed.
- (3) As a visiting student matriculated in another graduate program who desires to transfer the credits earned in the Marist College graduate program back to his or her home institution. Such students must complete the application form and pay the required fee. In lieu of other admissions materials, they must have a letter sent *directly* from their Dean or Program Director to the *Marist Program Director* stating that they are matriculated in a graduate program, are in good academic standing and that the parent institution will accept the specified course credits for transfer.

- (4) As a student who is required to complete undergraduate prerequisite courses in the MSCS/Software Development program. The number of such credits varies and is limited to a maximum of 24 undergraduate credit hours.

A non-matriculated student must withdraw from the graduate program or complete his or her application, be accepted as a matriculated student and pay the matriculation fee by the time of completion of the first three credits or first semester in the Program. To change from non-matriculated to matriculated status, the student must have completed all admissions requirements. All decisions and exceptions regarding non-matriculated students are made at the discretion of the Admissions Committee. Denial of permission to enroll as a non-matriculated student does not imply rejection, but indicates that the Admissions Committee has determined that the admissions decision should be deferred until all admissions materials are available.

#### Transfer Credits

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

##### 1. The Graduate Program in Business

The program requires as few as 33 credit hours, with 57 credit hours maximum, for the degree. As many as 24 credit hours may be waived by the program upon examination of a student's previous graduate or undergraduate work.

Criteria considered to *all* waivers and transfer credit are comparability to the Marist course, the grade received (customarily a B or better), semester lengths and credits, recency and the likelihood of use by the student. Generally, *two* undergraduate courses covering the same subject matter in increasing depth are required for one graduate course waiver, and an additional criterion is the level at which the course was taken (junior or senior college level).

A minimum of 33 credits must be taken at Marist College, 21 of these on campus, and upon acceptance into the program, each student will receive from the program a list of the courses and credits required for the degree. Once admitted, students may not transfer credits into their programs without the prior approval of the Program Director. Such approval will only be granted for substantial reason and graduate credit.

##### 2. The Graduate Program in Psychology and Educational 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 Director of the Program.

##### 3. The Graduate Program in Public Administration

The program requires that successful completion of 39 graduate level credits, at least 33 of which must be obtained at Marist College. Additional undergraduate prerequisites may be required depending upon a person's prior education. Upon acceptance into the program, each student will receive a list of courses and credits required for the degree.

##### 4. The Graduate Program in Computer Science: Information Systems and Software Development

A student may transfer up to six graduate credits from a regionally accredited graduate program. Only courses with grades of B or better will be accepted. Courses should be equivalent in content and credit value to courses offered in the Marist Program. The Directors of the Information Systems and Software Development Programs will determine the status of all applications which include previous graduate study.

#### Transfer to Other Marist Graduate Programs

Transfer to another Marist graduate program requires formal admissions application through the Graduate Admissions Office for the new program. All admissions materials required for the new program must be completed, including an up-to-date Marist transcript for the program currently, or last, enrolled in. The non-refundable application fee must be paid when the application is sent to the Graduate Admissions office. Admissions policies of the new program will apply.

#### Cancellations

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

# Tuition and Financial Aid

Financing a graduate education is a concern for many people. Besides the usual sources—family assistance, personal savings and occupational earnings—there are several financial aid programs available to assist in meeting college expenses.

To be considered for grants, assistantships and loans, incoming graduate students at Marist must complete the Financial Aid Form (FAF) or the Family Financial Statement (FFS). The application deadline for incoming graduate students is June 1. Returning graduate students must complete the FAF or FFS and the Marist College Application for Financial Aid. The application deadline for returning graduate students is April 15.

Recipients of financial aid must also provide the Financial Aid Office with the following: 1) Financial Aid Transcripts from previous institutions attended, and 2) signed photocopies of parents' and/or student/spouse's 1989 Federal Income Tax Returns.

With the exception of limited scholarship funds, financial aid is awarded on the basis of need and academic merit financial aid is awarded on the basis of need, academic merit and the number of credit hours registered per semester. Awards are made without reference to racial or ethnic origin, sex, age, religion, color, marital status or disability.

The following types of aid are available to eligible and qualified graduate students who attend Marist College:

## New York State Tuition Assistance Program (TAP)

Available to *full-time* matriculated graduate students, TAP awards range from \$100 to \$1,200 per academic year. Awards are based upon parent and/or student/spouse's New York State Net Taxable Income and satisfactory academic standing. To apply, students may complete section Q on the FAF or file the TAP Student Payment Application with the New York State Higher Education Services Corporation.

## Marist Graduate Grants-In-Aid

Grants for *full-time* graduate study range from \$500 to \$3,000 annually. Awards are *not* automatically renewed and students must re-apply every year. Students must maintain a 3.0 cumulative grade point index to qualify.

## GRADUATE TUITION AND FEES (1991-92)

Tuition (per semester hour).....	\$297.00
Subject to change—Applicant should seek current information from the Business Office.	
Application Fee (Non-Refundable).....	25.00
Registration and College Service Fee—per semester.....	15.00
\$10.00 additional if student fails to register on or before Registration Day.* Non-Refundable.	
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.....	15.00
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 (Non-Refundable).....	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 (Payable at Time of Request).....	3.00

\*No registration will be accepted after the first week of classes.

## Part-Time Graduate Grants-In-Aid

A limited amount of financial aid is available for part-time graduate students at Marist College. Assistance in the form of tuition scholarships will be awarded to students who meet the following criteria:

- (1) The student must be enrolled in a graduate program at Marist College;
- (2) The student must not receive tuition assistance or reimbursement from an employer;
- (3) The student must *not* have resided with parent(s) during 1989 nor have been claimed as an exemption on their parents' 1989 Federal Income Tax Return; and
- (4) The student must meet the Adjusted Gross Income criteria outlined on the Part-Time Grant application.

Those who meet the above criteria will be eligible for a partial tuition scholarship. Students must apply for the grant *each* semester. Applicants must also submit a signed photostatic copy of their 1989 Federal Tax Return along with the Part-Time Grant application to the Financial Aid Office. Applications are available from the Financial Aid Office and the Graduate Admissions Office.

## Graduate Assistantships

Assistantships are funded through the federal College Work-Study Program and the Marist Campus Employment Program. *Full-time* graduate students may earn up to \$3,000 per academic year. Graduate Assistants help instructors with required laboratory courses or engage in research activity. Graduate Assistantships require 20 hours of work per week for 28 weeks.

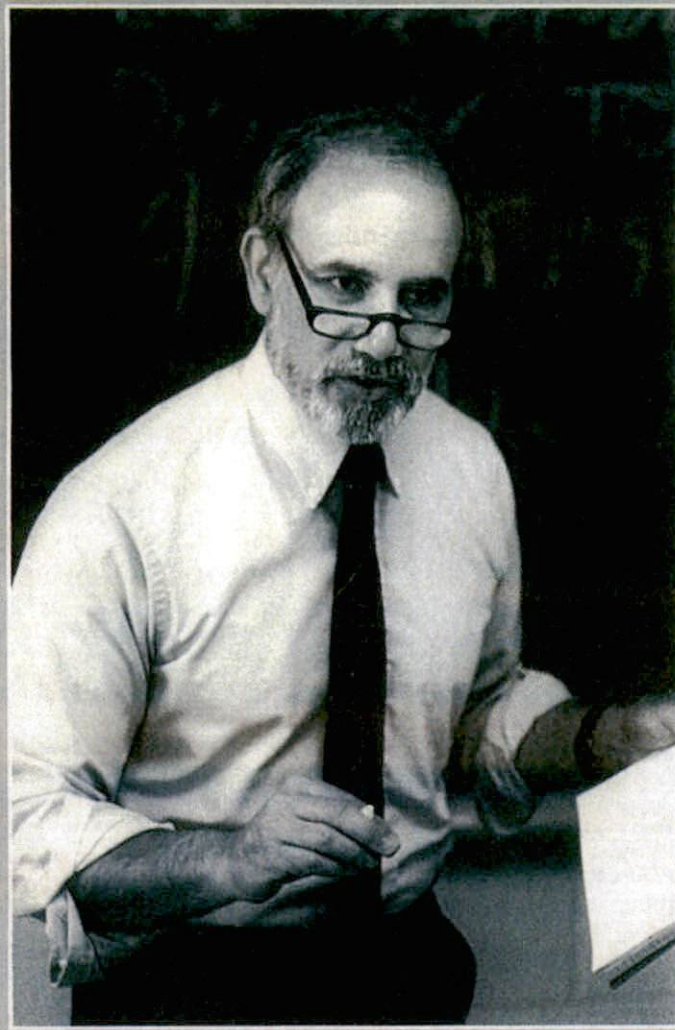
## Stafford Student Loan

SSL is a federal loan program which currently enables graduate students to borrow up to \$7,500 annually, with an aggregate loan limit of \$54,750 (inclusive of undergraduate GSL). There is a 6.0% origination fee. Students must be in at least *half-time* attendance. Applications can be obtained at most lending institutions and are to be submitted to the Financial Aid Office. Please allow six to eight weeks for processing.

## Supplemental Loans to Students

SLS is a student loan program designed to assist students who do not meet the financial qualifications for a GSL and for students whose need exceeds their GSL eligibility. SLS is *not* federally subsidized; the interest rate cannot exceed 12%. *Full-time* students may defer the principal but are required to make interest payments. *Part-time* students must begin repayment immediately. Students may borrow up to \$4,000 annually; \$20,000 is the aggregate loan limit exclusive of any SLS.

The Graduate Program in  
BUSINESS



**S**uccess in management is more than analysis; it is sensitivity to people, organizations and the environment. Our program combines the human and technical factors for managing in a dynamic world.

# THE GRADUATE PROGRAM IN Business

10

## 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 management process and 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. While it focuses on the needs of the part-time student who is employed in the Mid-Hudson region, a number of full-time students are encouraged to apply. Classes are held in the evening and on weekends. 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 program uses a predominantly full-time faculty representing a broad spectrum of significant 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. About 140 students are currently enrolled in the program.

## Admissions 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 of business study as indicated in the applicant's previous academic record, achievement on the Graduate Management Admission Test (GMAT, formerly ATGSB), and past experience.

Application for admission may be obtained through the Graduate Admissions Office. All



Theodore O. Prenting, M.B.A.  
Director

Master of Business  
Administration Degree (M.B.A.)

correspondence should be addressed as follows:

Director of Graduate Admissions  
Marist College  
Poughkeepsie, New York 12601

Students are accepted for all semesters—Fall, Spring and Summer. Application for these semesters should be completed by July 15, December 15, and April 15, respectively. Notification of status is made not later than two weeks prior to the start of each semester.

Any student planning to matriculate in the graduate program must:

- (1) Hold a baccalaureate degree from an accredited college or university;
- (2) Complete the appropriate application form;
- (3) Have satisfied prerequisite course requirements within the past five years in *College Algebra* (or *Pre Calculus*) and *Introduction to Computer Science* ("Systems" at Marist). These prerequisites may be satisfied by likely use in employment, e.g. engineering, computer science or by examination. If, on the basis of the admissions criteria mentioned earlier, the student appears otherwise admissible to the program, but lacks a prerequisite course, the student may be admitted to the program as a non-matriculated student pending satisfactory completion of the prerequisite in the first semester of the program of study.
- (4) Have official transcripts of all undergraduate, including two year, and graduate academic records sent to the Director of Graduate Admissions (transcripts must include satisfactory completion of prerequisite courses in (3) above). Students who earned undergraduate degrees, or took courses at Marist, must also request transcripts from the Registrar's Office to be sent to the Director, Graduate Admissions.

- (5) Achieve an acceptable score on the Graduate Management Admission Test (GMAT);
- (6) 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, request the TOEFL Bulletin of Information for Candidates from:

TOEFL  
Box 899  
Princeton, New Jersey 08541

## Graduate Management Admission Test

The Graduate Management Admission Test (GMAT) is an 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 41 graduate schools of management. The 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 October, January, March and June, at numerous test sites throughout the United States and abroad. Marist College is a test site and, due to high demand, early registration for this test is advised. Applications, including a registration fee, must be submitted to the Educational Testing Service five full weeks in advance. Application blanks, the GMAT Bulletin and further information regarding the nature and administration of the test may be obtained from the Director of Graduate Admissions, the Office of Career Development at Marist College or by writing to the following address:

Graduate Management Admission Test  
Educational Testing Service  
Box CNG103  
Princeton, New Jersey 08541

## Mathematical Competence

With the development and application of quantitative methods in management analysis and decision-making, the professional study of business requires a reasonable level of competence in mathematics. All applicants should have a good working knowledge of college algebra, or

the equivalent, *before* taking the GMAT examination. Mathematics courses should *not* be taken in intensive, shortened sessions, such as summer or intersessions.

#### Marist Computer System Familiarity

Familiarity with the use of the Marist computer system is *expected* of all students. Therefore, some students may be *required*, and most students are *strongly urged*, to take a twelve-hour workshop/seminar, non-credit, computer course. This course familiarizes students with the Marist system, setting up and editing files, using public library programs, especially statistical packages, word-processing and spreadsheet programs. This course does *not* satisfy the prerequisite computer course requirement.

Although most students should probably take this course, some may have sufficient computer background that it may be redundant. If you have a question about this, you may sit for a short "challenge" exam at the School of Adult Education Office to answer this question.

The course should be taken *before* the third semester for a part-time student, and before the second semester for a full-time student. It is offered during the Winter and Summer intersession periods, when regular MBA classes are not in session. Information and registration for the course is through the School of Adult Education Office.

#### Degree Requirements

To qualify for the Master of Business Administration degree, the student needs to complete as few as 33 credit hours to a maximum of 57 credit hours of graduate work. Candidates with appropriate prior academic experience in business and business-related fields can receive waivers of core course requirements totaling up to 24 credit hours. (See criteria considered for waivers under General Academic Information, Transfer Credits.) M.B.A. degree requirements must be completed within eight years of acceptance into the program, with a cumulative index of no less than 3.0. Requests for any extension of the eight year limit must be made in writing to the Program Director.

Each student, upon acceptance into the program, will receive a list of prescribed courses to be successfully completed to qualify for the degree. Required core and concentration courses will be so designated. The latter are offered in Accounting, Finance, Health Services Administration, Human Resources Management and Information Systems. All students must take three courses in one concentration, not previously studied at the undergraduate level, and five advanced level, elective or concentration courses in the MBA, or other Marist Graduate Programs.

## M.B.A. COURSE REQUIREMENTS

### CORE COURSES

MBA	501	Legal Environment of Business*	3
MBA	510	Macroeconomic Analysis*	3
MBA	512	Managerial Economics	3
MBA	520	Analysis of the Marketing Process*	3
MBA	530	Calculus for Management and Economics*	3
MBA	531	Statistical Analysis*	3
MBA	532	Quantitative Analysis for Managerial Decisions	3
MBA	540	Financial Accounting*	3
MBA	541	Management Accounting	3
MBA	550	Human Behavior in Organizations*	3
MBA	560	Operations Management*	3
MBA	570	Managerial Finance*	3
MSCS	527	Systems & Information Concepts in Organizations*	3
			Total Core

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### CONCENTRATIONS

Requirements for M.B.A. with Concentration in

#### Accounting

MBA	642	Internal Auditing	3
MBA	643	Federal Income Taxation	3
MBA	671	Corporate Financial Theory and Practice	3

Requirements for M.B.A. with Concentration in

#### Finance

MBA	671	Corporate Financial Theory and Practice	3
MBA	672	Financial Markets and Institutions	3
MBA	673	Investment Analysis and Portfolio Theory	3

Requirements for M.B.A. with Concentration in

#### Health Services Administration

MBA	681N	U.S. Health Care Systems and Policy	3
MBA	682L	Ethical and Legal Issues in Healthcare	3
MBA	683N	Critical Issues in Healthcare Operations	3

Requirements for M.B.A. with Concentration in

#### Human Resources Management

MBA	551	Personnel Management	3
and two of the following:			
MBA	652	Labor Economics and Wage Payment Systems	3
MBA	653	Management and Collective Bargaining	3
MBA	654	Organization and Management Development	3

Requirements for M.B.A. with Concentration in

#### Information Systems

MCSC	537	Data Management	3
MSCS	647	Information Analysis	3
MCSC	657	Systems Design	3
			Total Concentration

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### ELECTIVES

MBA	500	Organization and the Environment	3
MBA	621	Strategic Marketing Planning	3
Other		(Advanced or Concentration, in MBA or other Marist Graduate Programs)	
			Total Electives

6

### CAPSTONE COURSE

MBA	801	Business Policy Seminar	3
			Capstone

3

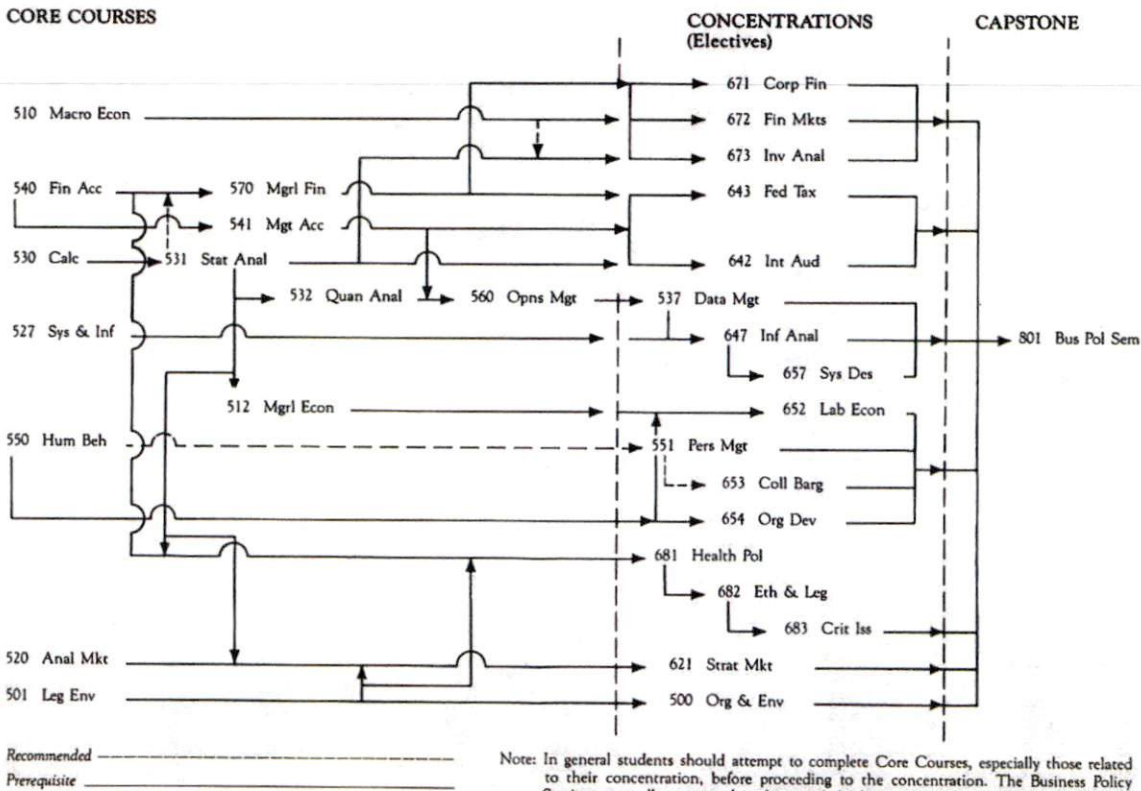
Total Credits 57

\*These courses may be waived due to a student's prior academic work in the subject area. Substitution for courses not starred (\*) may be required where a student already has the core equivalent, due to prior study.

# THE GRADUATE PROGRAM IN Business

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## MBA COURSE SEQUENCE



Note: In general students should attempt to complete Core Courses, especially those related to their concentration, before proceeding to the concentration. The Business Policy Seminar normally may not be taken until the last semester. For part-time students this is the only course permitted in this semester unless prior approval is granted by the Program Director.

The latter courses *must be* related to MBA study, but outside the field of concentration. Changes in concentration may only be made with the *prior* approval of the Program Director.

Elective courses, whether selected from those listed, other MBA concentrations, or other college offered graduate courses, cannot be courses which the student has previously taken at either the graduate or undergraduate level. Questions regarding this should be addressed to the Program Director *before* the courses are taken to assure compliance with graduation requirements.

Part-time students are limited to register for one course in their first semester, and in the semester in which the Business Policy Seminar is taken, unless prior approval is granted by the Program Director. The terminal course for each student is the Business Policy Seminar, which is designed to develop an executive level, entrepreneurial management perspective and to integrate previous knowledge. No thesis or comprehensive examination is required of Marist M.B.A. candidates.

### Summer Session

In addition to the regular academic semesters, an eleven week Summer Session is held from about May 20 to the first week of August. One to two classes are held on Friday evenings to make up for holidays and to reduce the length

of class session periods (usually about 3 hours). Typically, four or more courses are offered, and the course listing shows those expected to be offered.

### Weekend Classes

In addition to the regular Monday to Thursday evening offerings of the Program, weekend classes will be held at the Marist Fishkill Extension Center, RT 9 and I-84, Dutchess Mall (rear), commencing Fall 1990. It is anticipated that all core courses will be offered in the weekend program on a rotating basis, and depending upon enrollment, concentration courses may be offered in the future as well.

### Advisement

The Program Director serves as the advisor for all students in the MBA Program, and students should discuss any questions or concerns they may have about their studies, especially before such significant actions as withdrawal from a course or the Program are taken.

### Faculty Award

A plaque, facsimile of which hangs in the Division of Management Studies Office, is awarded annually at commencement by the faculty to the student achieving the highest cumulative average in their program of study for the MBA.

### Other Graduate Electives

The following courses offered by the other Marist Graduate Programs may have general or specific appeal to some MBA students. The course descriptions are listed under the respective programs elsewhere in this catalog. Questions on these, or other courses not listed, should be directed to the Program Director.

#### Graduate Program in Public Administration

MPA 504 Fund Accounting and Fiscal Controls  
Certain Electives

#### Graduate Program in Counseling/Community Psychology

Psychology 511 Personality  
Psychology 545 Psychology of Communications

#### Graduate Program in Computer Science

MSCS 537 Data Management  
MSCS 647 Information Analysis  
MSCS 657 Systems Design  
MSCS 653 Legal and Economic Issues in Computing

## CORE COURSES

### MBA 501

#### Legal Environment of Business

Foundations of the American legal system; basics of contract, agency, forms of business organization law, and consumer safety law; basics of administrative law and practice; regulation of competition; the influence of the structure of business on the morality of the business' behavior; the international legal environment; and currently emerging issues in the legal environment of business.

Fall semester & Summer 1992 *Three Credits*

### MBA 510

#### 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.

Recommended prerequisite:  
computer competency

Fall semester & Summer 1992 *Three Credits*

### MBA 512

#### Managerial Economics

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, decision-making, and the determination of prices for goods and factors under various competitive conditions.

Prerequisite: Statistical Analysis  
Spring semester & Summer 1992 *Three Credits*

### MBA 520

#### Analysis of the Marketing Process

The student will describe and identify characteristics of sound marketing management policies and strategies including the areas of system management; marketing potential assessment; marketing planning, organization and control; product policy, promotion and distribution policies; and pricing.

Spring semester & Summer 1992 *Three Credits*

### MBA 530

#### Calculus for Management and Economics

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

Prerequisite: College Algebra or Pre-Calculus  
Spring semester *Three Credits*

### MBA 531

#### Statistical Analysis

An introduction to statistical concepts and methods. Topics include probability theory, sampling and sample survey methods, statistical inference, types of distribution, simple and multiple regression, correlation analysis, Bayesian theory and time series. Applications in management and economics are emphasized.

Prerequisite: Calculus for Management and Economics; computer competency  
Fall semester & Summer 1991 *Three Credits*

### MBA 532

#### Quantitative Analysis for Managerial Decisions

An introduction to mathematical methods of decision theory and operations research. Topics included are vectors and matrices, mathematical models; linear programming techniques, simulation, game theory and introduction to decision theory; queuing theory; and Markov processes. The computer is extensively used in the application of these topics to management problems.

Prerequisite: Calculus and Statistical Analysis; computer competency  
Spring semester & Summer 1992 *Three Credits*

### MBA 540

#### Financial Accounting

A survey of accounting principles and practices used in preparing financial accounting information which fulfills management's public reporting responsibilities. Included is an intensive study of the preparation and meaning of financial statements and management's influence over them. Among the topics highlighted are accounting terminology and mechanics, valuation approaches, cost concepts, income determination, interpretive fund flow analysis and the influences of the federal income tax on decisions.

Fall semester & Summer 1993 *Three Credits*

### MBA 541

#### Management Accounting

A treatment of cost analysis and control. Emphasis is placed on cost accounting methods and the use 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. A knowledge of college algebra is assumed.

Prerequisite: Financial Accounting and computer competency  
Spring semester *Three Credits*



At Marist we are preparing managers for the challenges of the future. To do this we have recruited faculty who recognize the importance of using technology effectively, and have experience in business and industry. The new generation of managers must understand changes in global economics and politics, and be responsive to rapid and at times unanticipated change. In order to administer change, a combination of quantitative, managerial, and technological skills is essential.

John C. Kelly, Ph.D.  
Chairperson,  
Division of Management Studies



# Graduate Business Courses

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MBA 550

## 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 organization. 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.

Fall, Spring & Summer semester *Three Credits*

MBA 560

## 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, economics, mathematical and production engineering fields are highlighted.

Prerequisite: Quantitative Analysis for Managerial Decisions; Management Accounting; computer competency  
Fall & Spring semester *Three Credits*

MBA 570

## Managerial Finance

An examination of the major areas of finance reflecting the important developments in the field under the unifying theme of valuation, the basis for decisions. The following topics will be discussed: the financial markets and instruments, time value of money, capital budgeting, capital structure, cost of capital, dividend policy, financing decisions, mergers and financial reorganizations.

Prerequisite: Financial Accounting; Statistical Analysis recommended.  
Spring semester & Summer 1993 *Three Credits*

MSCS 527

## Systems & Information Concepts in Organizations

An identification and basic exploration of the systems point of view, the organization of a system, information flows and the nature of information systems in organizations. The relation between systems and information to organizational objectives is examined. Specific information system applications are explored. Examples may include accounting, operations, marketing, management control, decision making and/or others appropriate to the class population.

Fall & Spring semester *Three Credits*

## COURSES IN ACCOUNTING CONCENTRATION

MBA 642

### Internal 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.

Prerequisites: Management Accounting and Statistical Analysis  
Spring, 1992 *Three Credits*

MBA 643

### Federal Income Taxation

A study of federal income tax laws and regulations affecting management decisions, including corporate mergers, acquisitions and reorganizations, redemptions and liquidations, tax shelters and limited partnerships, closely-held corporations and U.S. taxation of foreign-related transactions.

Prerequisites: Management Accounting and Managerial Finance  
Fall, 1991 *Three Credits*

MBA 671

### Corporate Financial Theory and Practice

A study of the theory and practice of corporate finance illustrating through case studies how financial theory is used to solve practical problems. The following topics will be covered in detail: the modern approach to risk; the investment decision; the financing decision and market efficiency; the theory of capital structure; and the valuation of the different kinds of debt.

Prerequisite: Managerial Finance  
Fall, 1992 *Three Credits*

## COURSES IN FINANCE CONCENTRATION

MBA 671

### Corporate Financial Theory and Practice

A study of the theory and practice of corporate finance illustrating through case studies how financial theory is used to solve practical problems. The following topics will be covered in detail: the modern approach to risk; the investment decision; the financing decision and market efficiency; the theory of capital structure; and the valuation of the different kinds of debt.

Prerequisite: Managerial Finance  
Fall, 1992 *Three Credits*

MBA 672

### Financial Markets and Institutions

This course is an examination of the role of financial institutions and financial markets in an international framework. The following major topics will be covered in detail: the role of the federal reserve; money market instruments; the management of the portfolios of commercial banks and thrifts-asset-liability mix; fixed vs. floating exchange rates; the IMF.

Prerequisites: Managerial Finance, Macroeconomics  
Fall, 1991 *Three Credits*

MBA 673

### Investment Analysis and Portfolio Theory

This course is a study of investments, primarily in stocks and bonds, and of portfolio theory. Significant empirical studies will be covered to show how the theory of investment helps one to understand and to explain the movements of the financial markets. The following major topics will be examined in detail: the investment setting; modern developments in portfolio theory; security analysis; bond valuation and bond portfolio management; international diversification.

Prerequisites: Managerial Finance, Statistical Analysis  
Recommended: Macroeconomic Analysis  
Spring, 1992 *Three Credits*

## COURSES IN HEALTH SERVICES ADMINISTRATION CONCENTRATION

MBA 682

### Ethical and Legal Issues in Healthcare

This course will equip the student with a fundamental knowledge of the legal system as it relates to healthcare institutions. It provides an opportunity to integrate this understanding into the moral and ethical realities in the field of healthcare administration. The course will examine the function of the U.S. legal system as it affects the healthcare setting: tort law, contract law and administrative law. It identifies and examines the responsibilities, liabilities and immunities of each element of the healthcare provider system along with the ethical dilemmas involved. The course will finally analyze the legal and ethical rights of the patient as a consumer of healthcare and considers the patient's right to informed consent, confidentiality and the issue of involuntary commitment. Medical legal/ethical issues will be interwoven throughout the course.

Prerequisites: U.S. Healthcare Policies and Systems.  
Spring, 1993 *Three Credits*



## MBA 681

**U.S. Healthcare Policies and Systems**

This course is an extensive introduction to healthcare delivery systems, with special emphasis on the American system of healthcare and its major issues and challenges. The course describes in practical terms the institutional and social forces affecting the delivery and management of healthcare. It explores the dynamics of healthcare institutions such as hospitals, nursing homes and ambulatory care facilities that shape the delivery of healthcare. National trends in finance, costs, delivery trends and the role of government are analyzed and compared to the similar trends developing in other industrialized countries.

Prerequisite: Financial Accounting, Legal Environment, Statistical Analysis, Computer Competency  
Fall, 1992 *Three Credits*

## MBA 683

**Critical Issues in Healthcare Operations**

This course will provide an in-depth examination of some of the critical issues in operations facing the healthcare providers in today's society. Topics to be discussed will include such issues as: the impact of the AIDS crisis on providers and consumers; the prospective pricing system and the DRG's impact on access, quality of care and the operating margins of provider organizations; the role of competition and regulation in containing costs; recruitment and retention of professionals; the for-profit markets' impact on the delivery system; the rationing of health care, and strategies for intervention.

Prerequisites: U.S. Healthcare Policies; Ethical and Legal Issues in Healthcare.  
Fall, 1991 *Three Credits*

### COURSES IN HUMAN RESOURCES MANAGEMENT CONCENTRATION

## MBA 551

**Personnel Management**

This course includes a discussion of those personnel functions common to any organization: establishing sound employee policies and procedures, staffing and 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  
Fall & Spring semester *Three Credits*

## MBA 652

**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.

Prerequisite: Managerial Economics, with Personnel Management recommended.  
Spring, 1992 *Three Credits*

## MBA 653

**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 involvement 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  
Spring, 1993 *Three Credits*

## MBA 654

**Organization and Management Development**

Continuing change in the environment makes it essential that organizations meet and adapt to change to remain healthy and effective. Two dimensions of internal change are examined to understand significant areas and methods for organizational improvement to meet these constant changes:

1) organization development, which focuses heavily on group structure and process, e.g., team-building, intergroup conflict and other dimensions of group behavior; 2) management development, which focuses on improving the skills, abilities and effectiveness of individual managers. Here we are interested in exploring education, training and behavioral change that will benefit the manager.

Prerequisites: Human Behavior in Organizations and Personnel Management  
Fall, 1992 *Three Credits*

### COURSES IN INFORMATION SYSTEMS CONCENTRATION

## MSCS 537

**Data Management**

A study of the critical issues related to managing data in organizations. The concept of data as a resource, the data environment, the data base approach and the need for data modeling are examined in detail. The growing use of Data Base Management Systems in managing data is discussed. The Data Administration function, its relevance in evolving organizations and emerging issues are also addressed.

Prerequisite: Systems & Information Concepts in Organizations, with Quantitative Analysis recommended.  
Fall *Three Credits*

# Graduate Business Courses

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Ann Davis, Ph.D.  
Director

Center for Employment  
& Organizational Research

MSCS 647

## Information Analysis

An extensive examination of the strategies for developing information system applications, including a study of the system development life cycle for managing application development. Group dynamics and individual behavior in the development process are explored. Strategies for determining information requirements for an application, methods for analyzing requirements and the development of a general logic design are examined in detail.

Prerequisites: Data Management and Systems and Information Concepts in Organizations

Spring

Three Credits

MSCS 657

## Systems Design

A rigorous study of the design of information systems including specifications, design, implementation and testing. Both managerial and technological aspects of system design and implementation are considered. The process of planning for change, audits and post-implementation reviews are addressed. At the conclusion, the student will have the knowledge and skills necessary to develop a physical design and implement an operational system from the logical design.

Prerequisite: Information Analysis

Fall

Three Credits

## ELECTIVE COURSES

MBA 500

## 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 social problems and opportunities. Taught in seminar style, it probes underlying structures.

Fall, 1991

Three Credits

MBA 621

## Strategic Marketing Planning

This course develops an understanding of the concepts and techniques of contemporary strategic marketing planning. Major subject areas include: evolution of strategic corporate and marketing planning; the logic of the planning process; product and market analysis; definition of opportunities and threats; strategic selection based on product life-cycle; evaluation of marketing plans by discounted cash flows, net present value method, and internal rate of return method. The use of models to develop marketing strategies will also be examined. The course makes extensive use of the case study method and employs a "learning by doing" approach.

Prerequisites: Legal Environment of Business, Statistical Analysis and Analysis of the Marketing Process

Fall, 1992

Three Credits

## CAPSTONE COURSE

MBA 801

## Business Policy Seminar

Drawing upon information and skills learned in previous MBA courses, the *Seminar* requires the student to integrate and process, or synthesize that which has been learned in the past. Strategic management cases are typically employed, or comprehensive computer-oriented management games, which involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research, diagnose and make realistic long-range recommendations. Even students who may have done very well in more structured courses, including case-oriented ones, find the course particularly demanding. For these reasons, this is the *only* course permitted for part-time students in the semester taken, and full-time students should limit themselves to two additional courses. The course requires at least the equivalent of the amount of time ordinarily required by two courses, and students should be prepared for this.

Due to the limited enrollment permitted, students must register for the course at least two semesters prior to when they intend to take it. Further, as with all courses, the College does not guarantee admission if the course is closed due to over-registration. Students closed out are guaranteed space in the following semester's offering.

All students registering for the Seminar must have a 3.0 cumulative average. Those below this average must repeat courses starting with courses in which the lowest grade was received, until the 3.0 is achieved. If the cumulative average upon completion of the Seminar is less than 3.0, the seminar must be retaken.

Fall, Spring semesters

Three Credits

Semester in which courses are expected to be offered applies to Marist campus only, not to extension sites. The college reserves the right to cancel a course due to insufficient enrollment. Courses listed for summer are expected to be offered every *other* summer from that shown.

The Graduate Program in  
COMPUTER SCIENCE/INFORMATION SYSTEMS

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**W**e prepare thought leaders—the change agents of the new information technology era. The program combines technical, behavioral and quantitative knowledge with a strong managerial emphasis.

# THE GRADUATE PROGRAM IN Computer Science/Information Systems

The Information Systems (I.S.) master's program provides advanced training and experience in both computer science and business administration. For those who desire to be organizational change agents, innovators, and thought leaders of the future, this program is especially appropriate.

The program's primary goal is to help meet the incessant demand for knowledgeable personnel who possess a balanced combination of technical and managerial skills. By uniquely addressing technical, quantitative and behavioral dimensions of business and technology within the context of a comprehensive managerial focus, the program offers the necessary breadth and depth to help students achieve that goal.

The advanced education and training provided in this program prepares the graduating student to identify, analyze, and solve business problems using the systems approach. This includes defining the problem, gathering data to describe the problem, identifying alternatives to solve the problem, evaluating the alternatives, selecting the best alternative, and implementing the solution with appropriate follow-up.

The primary areas of study include information systems technology, system concepts and processes, and organization functions and management (including interpersonal and organizational behavior). The program places strong emphasis on both the technological and sociological implications of systems. Students are expected to participate in frequent team situations to enhance both their systemic thinking and interpersonal skill abilities.

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

This MS/IS degree program has been designed to prepare individuals for a working career in industry, government, or education. Specific career paths for the graduating student would include Systems Analyst and/or Designer, Business Analyst, Information Systems Project Manager, Data Administrator, Data Processing Auditor, Information Systems Manager or Consultant, as well as Educator.

For those already employed in related disciplines, the Information Systems master's program provides the advanced professional training necessary to enhance career development opportunities.



Jerome A. McBride, M.S.C.S.  
Director

Master of Science Degree (M.S.)—  
Major in Information Systems

### Admission Requirements

A baccalaureate degree from an accredited university or college is required for admission to the graduate program in Information Systems. Prospective students desiring admission for the Fall, Spring or Summer semesters should direct all of the following correspondence to:

Director of Graduate Admissions  
Marist College  
Poughkeepsie, New York 12601

- (1) Arrange to have official transcripts of all undergraduate (including two-year colleges) and graduate records sent to the Director of Graduate Admissions. Request(s) to the appropriate college(s) for such records should be completed by August 1, December 15 or April 15 respectively for planned Fall, Spring or Summer semester entry. Student's copies of these transcript records are not acceptable. A written summary of technical or professional non-credit courses attended should be submitted also.
- (2) Submit a formal application for admission to the Director of Graduate Admissions by August 15, January 1, or May 1 respectively for planned Fall, Spring or Summer semester entry. Applications are available by mail or in person from the Director of Graduate Admissions Office in Dyson Center.
- (3) Provide a written statement for the Admissions Committee which outlines the applicant's career objective(s), the reason(s) for selecting the Marist I.S. Program, and the applicant's personal as well as professional expectations from the program.

- (4) Submit evidence of satisfactory completion of undergraduate prerequisite courses in both Quantitative Methods and Computer Programming. See "Prerequisites for the I.S. Program" section.
- (5) International or other applicants, whose primary language is not English, must submit scores for both the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). Accepted applicants in this category are admitted conditionally pending English Language Proficiency testing by Marist. Applicants who fail to demonstrate proficiency, or students whose poor command of English is judged to be detrimental to academic progress, will be required to undertake remedial coursework in English prior to starting or continuing graduate courses.
- (6) International applicants must provide documentary evidence of financial resources and support.
- (7) International applicants should plan for entry in the Fall or Spring semester only.

All of the above applicable documents will be reviewed by the Admissions Committee to determine acceptance. It is imperative that applicants comply with the dates described in (1) and (2) above in order to ensure the timely receipt of the necessary materials for admissions processing by Marist for the requested semester. Failure to comply may result in a delayed acceptance and the deferral of class participation for one full semester.

### Transfer Credit

A student may transfer up to six (6) graduate credits from a regionally accredited graduate program. Only courses with grades of "B" or better will be accepted. Courses should be equivalent in content and credit value to courses offered in the Marist program. The Director of the I.S. Program will determine the status of all applications which include previous graduate study.

### Advisement

The I.S. Program Director serves as the primary advisor for all students in the program. The Program Director will regularly make specific recommendations on course sequences to be followed by individual students. The Program Director approves all program planning requests made by students, and recommendations made by assigned faculty advisors. Students should feel free to discuss with the Director any questions or concerns that they may have about their planned studies.

### Degree Requirements

To qualify for the Master of Science degree in Information Systems, a student must complete as few as 30 credit hours (up to the maximum of 48 credit hours) at the graduate level. This implies that the student may be granted waivers for up to 6 courses (18 credits) for course work of an applicable nature taken at Marist College or elsewhere *prior* to admission to the I.S. program (exclusive of transfer credit course work).

As a general rule, each student is expected to complete the I.S. program, as determined at the time of admission, at Marist College. Therefore, under normal circumstances, transfer credit or waiver requests, for graduate work taken elsewhere subsequent to admission to this program, will *not* be granted.

Specific undergraduate or graduate course work may be recommended to satisfy prerequisite requirements or remedy deficiencies as identified by the Admissions Committee. The MS/IS degree requirements must be completed within 9 years of acceptance into the program with a cumulative index of 3.0 or higher. Requests for any extension of the 9 year limitation must be made in writing to the I.S. Program Director.

Each student, upon acceptance into the program, will receive a list of prescribed courses to be successfully completed. Graduate students are assigned a faculty advisor to assist in program planning. The Program Director approves all program planning requests and recommendations.

Part-time students are limited to registering for one graduate course during their first semester, unless other arrangements are approved in advance by the Program Director. Full-time study is defined by a semester load of at least 9 graduate credits. Financial Aid definitions may differ.

### Course Scheduling

All courses leading to the MS/IS degree are offered in the late afternoon and evening in order to serve the needs of the working adult. Since this limits the number of available slots for scheduling courses, students desiring full-time enrollment may occasionally encounter scheduling problems. The Program Director will attempt in good faith to resolve such problems whenever they occur, if possible. Students are responsible for taking courses in the scheduled semesters.

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

### Course requirements for the Masters degree in Information Systems (MS/IS):

MSCS 507	Computer Concepts & Software Systems
MSCS 517	Program, Data & File Structures
MSCS 527	Systems & Information Concepts in Organizations
MBA 500*	Organization and the Environment; or,
MBA 501*	Legal Environment of Business; or,
MBA 512*	Managerial Economics
MSCS 537	Data Management
MSCS 647	Information Analysis
MBA 540	Financial Accounting
MBA 550	Human Behavior in Organizations
MSCS 567	Data Communications
MSCS 637	Decision Support Systems
MSCS 657	Systems Design
MBA 520	Analysis of the Marketing Process
MBA 560	Operations Management
MBA 570	Managerial Finance
MSCS 720	Information Systems Project
MSCS 730	Information Systems Policy

\*Only 1 of these 3 courses is required.

### Course Sequencing

The above courses are listed in groups of four (4) which represents the suggested sequence of courses for a full-time graduate student taking four (4) courses per semester. The actual scheduling of courses may not comply with the scenario shown. All courses in the program provide three (3) graduate credits.

The MSCS courses above appear in the ACM-recommended sequence (i.e. the above MSCS course sequence corresponds to the ACM's IS-1 through IS-10). Since this order includes the appropriate course dependencies, it is expected that each student will take the MSCS courses chronologically as shown whenever possible so as to avoid negative impacts.

### Capstone Activity

The Information Systems Project Course (MSCS 720) and the Information Systems Policy Course (MSCS 730) are used to demonstrate a satisfactory level of competence in writing, speaking and research in the Information Systems discipline. Because the Policy course is a capping for conceptual I.S. concepts and the Project course is a capping for the physical I.S. concepts, it is expected that all other required courses will have been completed before the student enters these courses. This will maximize the student's experience in each course while minimizing peer knowledge differences.

### Matriculated Status

Applicants who satisfy all requirements, including any undergraduate prerequisite courses for admission into the graduate program, are admitted as matriculated students. Those applicants who are required to complete undergraduate prerequisite courses are admitted as non-matriculated students. Graduate students must matriculate upon completion of prerequisite courses. Matriculation ensures that the catalog in effect at the time of matriculation governs the student's degree requirements.

### Philosophy Regarding Computer Programming

The best and most valuable Systems Analysts know how to program. Thus, multiple courses in the I.S. program employ programming as a means to fortify a student's logical thought processes and problem-solving skills. The involvement ranges from low level to application development languages.

Since the Information Systems student will be involved with programming in one form or another after graduating (ex: working as an Analyst/Programmer or in directing/managing programmers), the I.S. Program philosophy is to prepare the student for this exposure in advance.

### Effective Communication Skills

As a Computer Science graduate student majoring in Information Systems, you should be aware that *effective communication is a critical skill required of every student*. In order to further develop and nurture both oral and written communication skills in each student, the Marist pedagogy includes the following as critical success factors for students in Information Systems:

- (1) Dialogue, *not* lecture, is the primary teaching method used. Most of the courses in this program will require you to verbally inter-

## THE GRADUATE PROGRAM IN Computer Science/Information Systems

act with the instructor and/or your peers on a regular basis in class.

- (2) You will be expected to participate frequently in small group or team situations. These are designed to help to develop your systemic thinking and to enhance your interpersonal skills both in and out of the classroom.
- (3) Many of the courses will require that you make one or more oral presentations to your instructor, your class or to a potential client. These may be either formal or informal and would summarize your own work or that of some team of which you would be a member.
- (4) Numerous courses will require written reports or research papers which will help evaluate the effectiveness of your written communication skills and to provide feedback for improving them.

The above demands and/or standards will be applied universally to all students in the Information Systems program regardless of the student's race, creed or ethnic origin.

### Prerequisites for the I.S. Program

Applicants for the program are expected to possess a reasonable proficiency in both computer programming and computational methods, since knowledge and skills in these areas is expected and will be used throughout the program.

Proficiency in computer programming can be satisfied with a B or better grade in the Marist undergraduate course "Computer Science I" (CMSC 105) or its equivalent taken elsewhere. Modula/2 is the assumed programming language since the graduate course "Program, Data & File Structures" (MSCS 517) is taught using Modula/2.

Proficiency in computational methods can be satisfied with a B or better grade in the Marist graduate course "Quantitative Analysis for Managerial Decisions" (MBA 532) or its equivalent taken elsewhere. For this course, the prerequisites are "Calculus for Management and Economics" (MBA 530) and "Statistical Analysis" (MBA 531) or their equivalent taken elsewhere for students who lack this background.

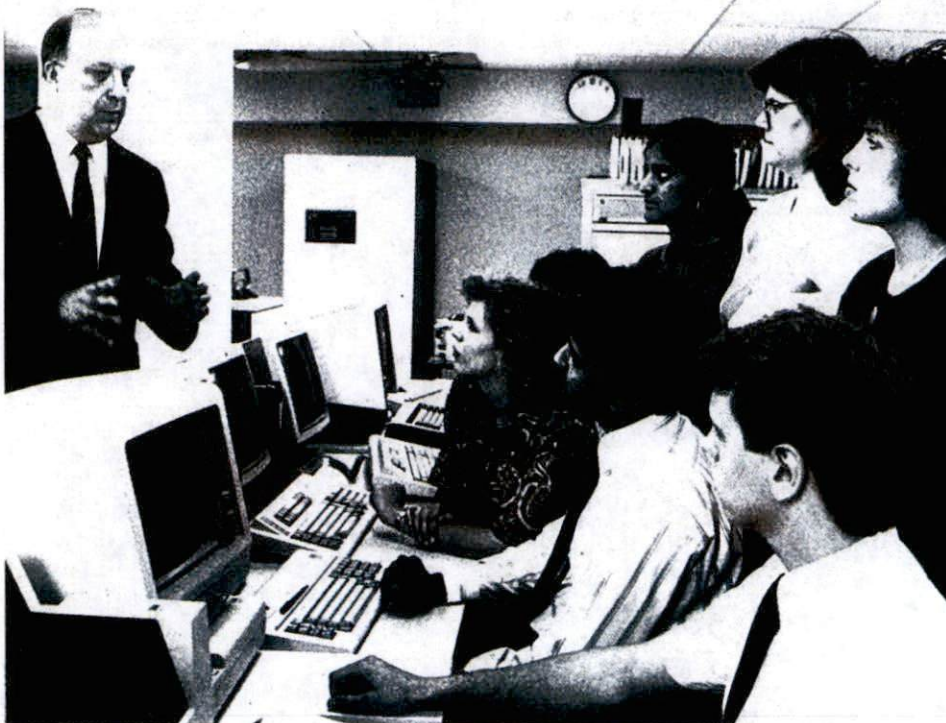
### Course Planning

The semester for which courses are expected to be offered applies to the Marist College main campus only. Courses listed for particular summers are expected to be offered every other summer from that shown. The I.S. Graduate Office should be contacted each semester to determine the list of additional courses to be offered at extension sites during the following semester.

The college reserves the right to cancel a course due to insufficient enrollment, and to add additional courses during other than the listed semesters as student demand may warrant consistent with instructor availability.

All students requesting enrollment in the Capstone Courses must have a 3.0 or higher cumulative index. Those below this average must repeat courses, starting with the courses in which the lowest grades were received, until a 3.0 or higher is achieved. If a failing grade is obtained in a course, that course must be repeated at the next scheduled offering. If upon completion of the capstone courses, the cumulative index falls below 3.0 then the capstone course(s) affecting the average must be taken again.

Students who fall below a 3.0 cumulative index during a particular semester will be warned and placed on academic probation. The student will be given up to two (2) semesters (at the I.S. Program Director's discretion) to recover the average to 3.0 or higher. Should the student fail to do so, the student will be automatically dismissed from the program.



## Alternate Courses

The normal requirements may be reduced by as much as 24 credit hours due to transfer credit and/or waivers granted for a student's prior academic work in a specific subject area. In certain cases, the Program Director may include one or more alternate courses in a specific student's program in lieu of granting a course waiver. Examples of such alternate courses might be:

MBA 510	Macroeconomic Analysis
MBA 532	Quantitative Analysis for Managerial Decisions
MBA 541	Management Accounting
MBA 551	Personnel Management
MBA 654	Organization and Management Development
MSCS 542	Data Base Management
MSCS 560	Communication Networks I
MSCS 640	Distributed Data Base Systems
MSCS 650	Artificial Intelligence
MSCS 652	Modeling & Simulation
PSYC 545	Psychology of Communication

Although not limited to the above examples, whenever such alternate courses are included in a specific student's program, they become part of the degree requirements for that student. Descriptions of the above courses may be found in other sections of this catalog under the MBA, Software Development, or Psychology programs.

### MSCS 507

#### Computer Concepts & Software Systems

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

Prerequisites: Computer Science I and Operational Models or their equivalent.

Spring semester (IS-1) Three Credits

### MSCS 517

#### Program, Data & File Structures

An examination of the logical and physical structure of both programs and data. Emphasis is on discipline in program design (including structured programming), data organization and accessing, algorithmic analysis, and the basic aspects of string processing, recursion and simple data structures. A project will be developed during the semester.

Prerequisites: Computer Science I and Operational Models or their equivalent.

Fall semester (IS-2) Three Credits

### MSCS 527

#### Systems & Information Concepts in Organizations

An identification and basic exploration of the systems point of view, the organization of a system, information flows, and the nature of information systems in organizations. The relation between systems and information to organizational objectives is examined. Functional information systems are explored including marketing, manufacturing and finance. The distinction is made between Management Information Systems and Decision Support Systems. Team exercises and multiple case problems are used.

Fall & Spring semesters (IS-3) Three Credits

### MBA 500

#### Organization and the Environment

A study of the relationships, interactions and behavior of organizations with their environment from the 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 opportunities. Taught in seminar style, it probes underlying structures.

Fall 1991 & Spring 1993 Three Credits

### MBA 501

#### Legal Environment of Business

Foundations of the American legal system; basics of contract, agency, forms of business organization law, and consumer safety law; basics of administrative law and practice; regulation of competition; the influence of the structure of business on the morality of the business' behavior, the international legal environment; and currently emerging issues in the legal environment of business.

Fall semester & Summer 1992 Three Credits

### MBA 512

#### Managerial Economics

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, decision-making, and the determination of prices for goods and factors under various competitive conditions.

Prerequisite: Operational Models

Spring semester & Summer 1993 Three Credits

### MSCS 537

#### Data Management

A study of the critical issues related to managing data in organizations. The concept of data as a resource, the data environment, the data base approach and the need for data modeling are examined in detail. The growing use of Data Base Management Systems in managing data is discussed. The Data Administration function, its relevance in evolving organizations and emerging issues are also addressed.

Prerequisites: Systems & Information Concepts in Organizations, Computer Competency Workshop, (Program, Data, & File Structures recommended).

Spring semester recommended for graduate students. Fall & Spring semester (IS-4) Three Credits

### MSCS 647

#### Information Analysis

An examination of the strategies for developing information systems including a study of the system development life cycle for managing application development. Group dynamics and individual behavior in the development process are explored. Techniques for eliciting information requirements, methods for analyzing requirements and the development of a general logical design are examined and employed in a major team exercise.

Prerequisites: Systems & Information Concepts in Organizations and Data Management.

Fall & Spring semester (IS-5) Three Credits

### MBA 540

#### Financial Accounting

A survey of accounting principles and practices used in preparing financial accounting information which fulfills management's public reporting responsibilities. Included is an intensive study of the preparation and meaning of financial statements and management's influence over them. Among the topics highlighted are accounting terminology and mechanics, valuation approaches, cost concepts, income determination, interpretive fund flow analysis and the influence of the federal income tax on decisions.

Fall semester & Summer 1993 Three Credits

### MBA 550

#### Human Behavior in Organizations

Introduces the 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 subordinate's performance, behavioral aspects of decision making, managerial and organizational effectiveness. Case problems are extensively used.

Fall & Spring semester Three Credits

### MSCS 567

#### Data Communications

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

Prerequisites: Operational Models, System & Information Concepts in Organizations

Spring semester (IS-6) Three Credits



# Graduate Information Systems Courses

22

MSCS 637

## Decision Support Systems

A study of support systems for decision making in complex, technologically rich environments. The focus is on decision theory principles, problem identification, model formulation and solution procedures. The distinction between decision support systems and transactional modes of processing information is examined. Sample quantitative and qualitative tools will be employed to study the behavioral aspects of decision making in a decision support environment. At least one expert system will be examined.

Prerequisites: Operational Models, Systems & Information Concepts in Organizations, and Data Management.

Fall semester

(IS-7) Three Credits

MSCS 657

## Systems Design

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

Prerequisite: Information Analysis.

Fall & Spring semester

(IS-8) Three Credits

MBA 520

## Analysis of the Marketing Process

The student will describe and identify characteristics of sound marketing management policies and strategies including the areas of systems management; marketing potential assessment; market planning, organization, and control; product policy; promotion and distribution policies; and pricing.

Spring semester & Summer 1992

Three Credits

MBA 560

## Operations Management

Topics fundamental to the operations of the enterprise are studied including 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 from the behavioral, economic, mathematical and production engineering fields are highlighted.

Prerequisites: Operational Models (or Quantitative Analysis for Managerial Decisions) and Financial Accounting.

Fall & Spring semester

Three Credits

MBA 570

## Managerial Finance

An examination of the major areas of finance reflecting the important developments in the field under the unifying theme of valuation, the basis for decisions. The following topics will be discussed: the financial markets and instruments, time value of money, capital budgeting, capital structure, cost of capital, dividend policy, financing decisions, mergers and financial reorganizations.

Prerequisite: Financial Accounting; Statistical Analysis recommended.

Spring semester & Summer 1993

Three Credits

## CAPSTONE COURSES

MSCS 720

## Information Systems Project

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

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

The student's ability to apply the systems approach to the project as a whole and to individual components will be very closely evaluated. The student's ability to be spontaneous and dynamic in acquiring ancillary knowledge and skills, which may be required to execute the development process, will also be closely observed and evaluated.

Prerequisites: Completion of as many prior courses in the I.S. Program as is possible (excluding the Information Systems Policy Course) unless an exception is made by the I.S. Program Director. Students are expected to register for this course in the Fall semester so that it will be completed *prior* to starting the Information Systems Policy course. A written request outlining the proposed project is required to obtain permission to enroll. This request must be submitted to the I.S. Program Director at least one semester prior to the semester for which project credit is being sought. Specific details (including the required format of the project proposal) are available from the I.S. Director's Graduate Office.

Fall semester

(IS-10) Three Credits

MSCS 730

## Information Systems Policy

This course builds on previous courses in the I.S. Program and is integrative in nature. It provides closure on the multitude of diverse subjects found in the program.

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

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

Alternative structures for matching an information systems department to the structure and behavior of an organization are examined. The Information Center, Decision Support Center, End-User Computing, and other concepts emerging from the evolution of information technology are discussed.

A major Research Paper based on a thorough literature search of primary sources in the information systems and related fields is required of each student.

Prerequisites: Completion of all prior courses in the I.S. Program (including the Information Systems Project course if possible) unless an exception is made by the I.S. Program Director. Potential enrollees for this course must notify the I.S. Graduate Office in writing at least two (2) semesters prior to when they intend to take it. The permission of the I.S. Program Director is required to enroll. Enrollment will be limited. Those students closed out of one semester are guaranteed entry for the following offering.

Spring semester

(IS-9) Three Credits



**T**hrough the blending of concepts, theory and practice and using our state-of-the-art facilities, we prepare people to function in a dynamically changing environment in industry, government or education.

# THE GRADUATE PROGRAM IN Computer Science/Software Development

The purpose of the Master's degree in Computer Science-Major in Software Development-is to provide advanced learning and experience in the various disciplines of computer science to individuals who hold a Bachelor's degree in computer science, mathematics, physics, engineering or some other closely allied field.

A natural extension of the undergraduate program, Marist's MSCS/SD program is designed to prepare individuals for a working career in industry or government, as well as to assist those who are already employed within the industry, and to acquire advanced professional training necessary in today's rapidly changing technological environment. This latter group consists of applications programmers, design engineers, managers, materials scientists, manufacturing specialists, field engineers, test specialists, and others who wish to broaden their understanding of the computer science field, particularly in the rapidly developing disciplines known collectively as software development.

Another equally important goal of the program is to prepare students for advanced work in the discipline.

### Admission Requirements

A baccalaureate degree from an accredited college or university is required for admission to the graduate program in computer science. In addition to filing a formal application, each student must:

- (1) Arrange to have official transcripts of all undergraduate (including two-year colleges) and graduate academic records sent to the Director of Graduate Admissions.
- (2) Conform to the requirements of the section labelled *Prerequisites*.
- (3) Foreign applicants are required to submit scores on the Test of English as a Foreign Language (TOEFL). Documentation of financial resources and support is also required of all foreign applicants.

Applications for admission may be obtained through the Graduate Admissions Office located in Dyson Center. All correspondence should be addressed as follows:

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

Students are accepted for all semesters—Fall, Spring and Summer. Application for these semesters should be completed by August 1, December 15 and May 1, respectively.

Formal admission to the Master's degree program will be granted only to students who have satisfied these requirements. Some students may, however, be permitted to enroll in graduate courses as a non-matriculated student upon satis-



Onkar P. Sharma, Ph.D.  
*Director (Acting)*

Master of Science Degree (M.S.)  
Major in Software Development

factory completion of specific prerequisites. The maximum number of graduate credits that can be earned by a non-matriculated student is six. Questions concerning mathematical/computer science competency and non-matriculated status should be directed to the Graduate Program Director.

### Transfer Credit

A student may transfer up to six (6) graduate credits from a regionally accredited graduate program. Only courses with grades of "B" or better will be accepted. Courses should be equivalent in content and credit value to courses offered in the Marist Program. The Director of the MSCS/SD Program will determine the status of all applications which include previous graduate study.

### Advisement

The Program Director serves as the advisor for all students in the S.D. Program, and students should discuss any questions or concerns they may have about their studies with the Director.

### Facilities and Equipment

An IBM 3090-200E, located in Donnelly Hall, supports the Marist College time-sharing system. This system is used for administrative applications, instruction and research.

Students, faculty members and staff members can communicate with the computer through interactive terminals from various locations on campus. The student terminal rooms house over 100 terminals for student use and three classrooms are equipped with a terminal and monitor to facilitate instruction.

*Continued on page 25*

## PREREQUISITES

### Mathematical/Computer Science Competency

It is expected that all applicants will have demonstrated proficiency in certain topics related to computer programming, computer architecture, and mathematics. The level of competence can ordinarily be demonstrated by undergraduate credits in the amount shown. The Program Director may in his discretion accept work experience in place of undergraduate academic credit. The Program Director may also waive general requirements for matriculation as set forth in the section of this catalog labelled GENERAL ACACADEMIC INFORMATION. Prerequisites for specific graduate courses may be waived by the appropriate instructor.

#### Undergraduate Prerequisites:

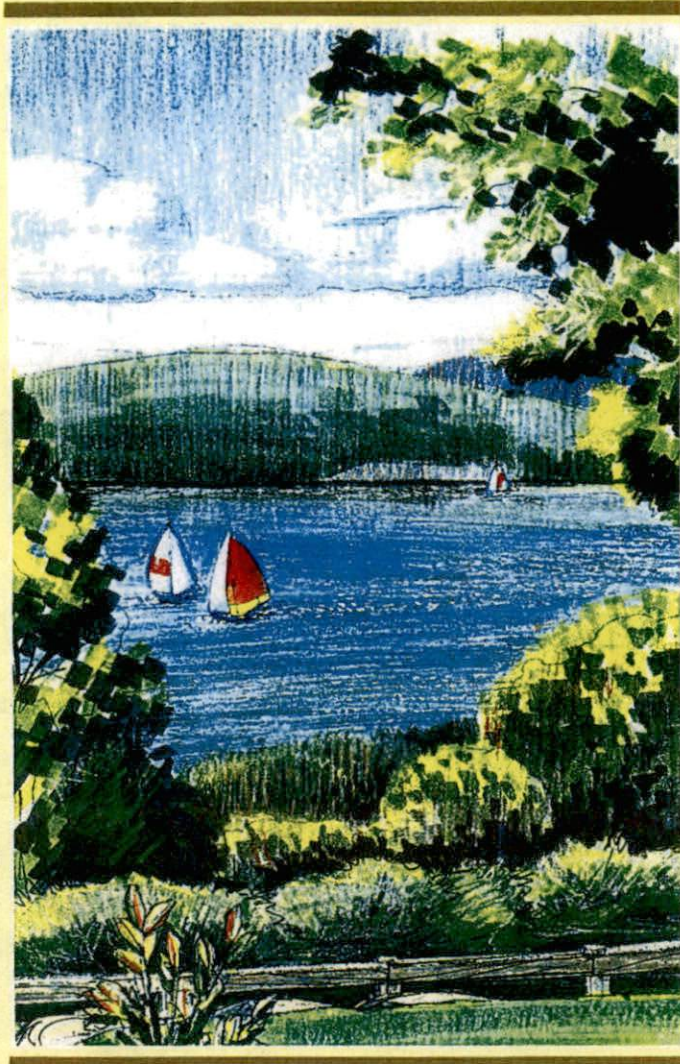
##### Computer Science

	Credits
D1. Problem Solving, Data Structures and Programming	9
D2. Assembly Language	3
D3. Computer Organization/Computer Architecture	3
	15

##### Mathematics

D4. Differential and Integral Calculus	3
D5. Discrete Mathematics	3
D6. Probability/Statistics	3
	9

**Total: 24 credits**



*View from Gartland Commons,  
Marist College Campus, looking west.*

# MARIST

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C O L L E G E

Poughkeepsie, New York 12601

## LOWELL THOMAS COMMUNICATIONS CENTER



Lowell Thomas

Born in the small town of Woodington, Ohio in 1892, Lowell Thomas graduated with degrees from Princeton, the University of Northern Indiana and the University of Denver. In 1918 he met and befriended T.W. Lawrence, the legendary Englishman who fought with the Arabs against the Turks in World War I. After World War II, Thomas and his son were among the first Americans to enter Tibet where they met the Dalai Lama.

Thomas was also a pioneer in aviation, participating in the first flight across the Antarctic from Africa to Australia.

Lowell Thomas began his broadcasting career in 1925, and he broadcast every weeknight for over forty six years, the longest run in the history of network broadcasting.

Thomas offered the keynote speech at the Marist College Commencement in 1981 and was awarded the Doctor of Law degree. He died three months later in his Pawling home.



The Lowell Thomas Communications Center is a worthy tribute to the legendary author, speaker, radio, and television commentator. Fittingly, it houses Marist's Communication Arts and Computer Science departments. Marist has anticipated the growing dependence of communication systems on computer technology, and the needs of organizations that are relying on integrated desktop systems for their internal functioning. Our students are taught to think through the communication problems and develop practical solutions. Marist has designed the Lowell Thomas Communications Center to provide students with a modern environment in which to explore these interacting technologies.

The Center includes five classrooms with computer and television access, print journalism rooms with film processing areas, faculty offices, two television studios, two radio broadcast production rooms, and a media presentation facility. The Communication Arts program at Marist attracts nearly seven hundred students and offers one

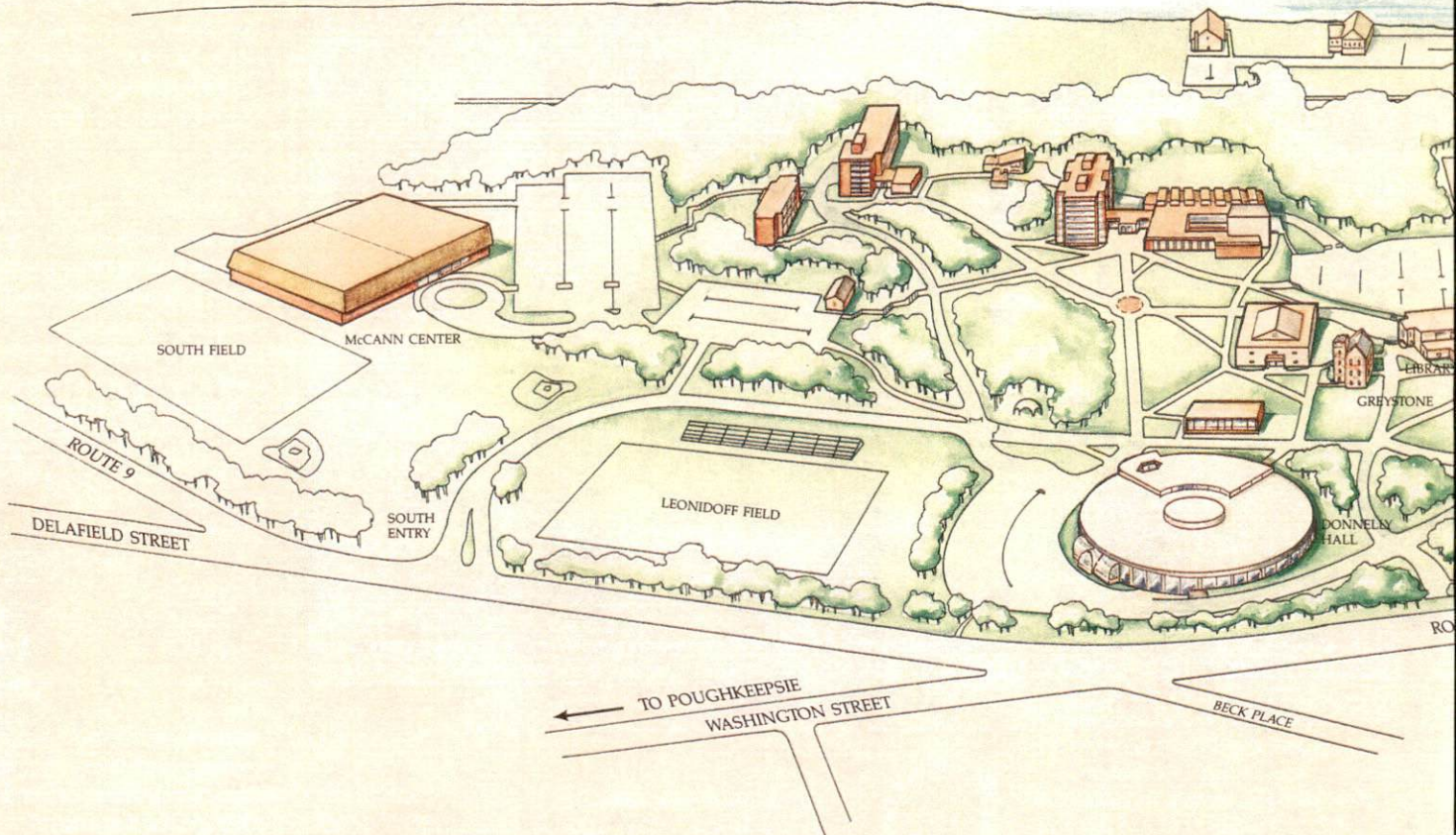
of the largest communications internship programs in the country.

The Computer Science major started eight years ago and has rapidly achieved prominence in the community. In 1984, the College established graduate programs in Computer Science, in Information Systems and also in Software Development. Presently, these programs enroll nearly two hundred and fifty graduate students; most come from the Hudson Valley Region, but some come from India, China, and Turkey.

Marist students have access to an impressive range of computer technology valued at more than \$20 million — resources unmatched by many colleges and universities several times the size of Marist.



# Excellence Resides in the Hudson



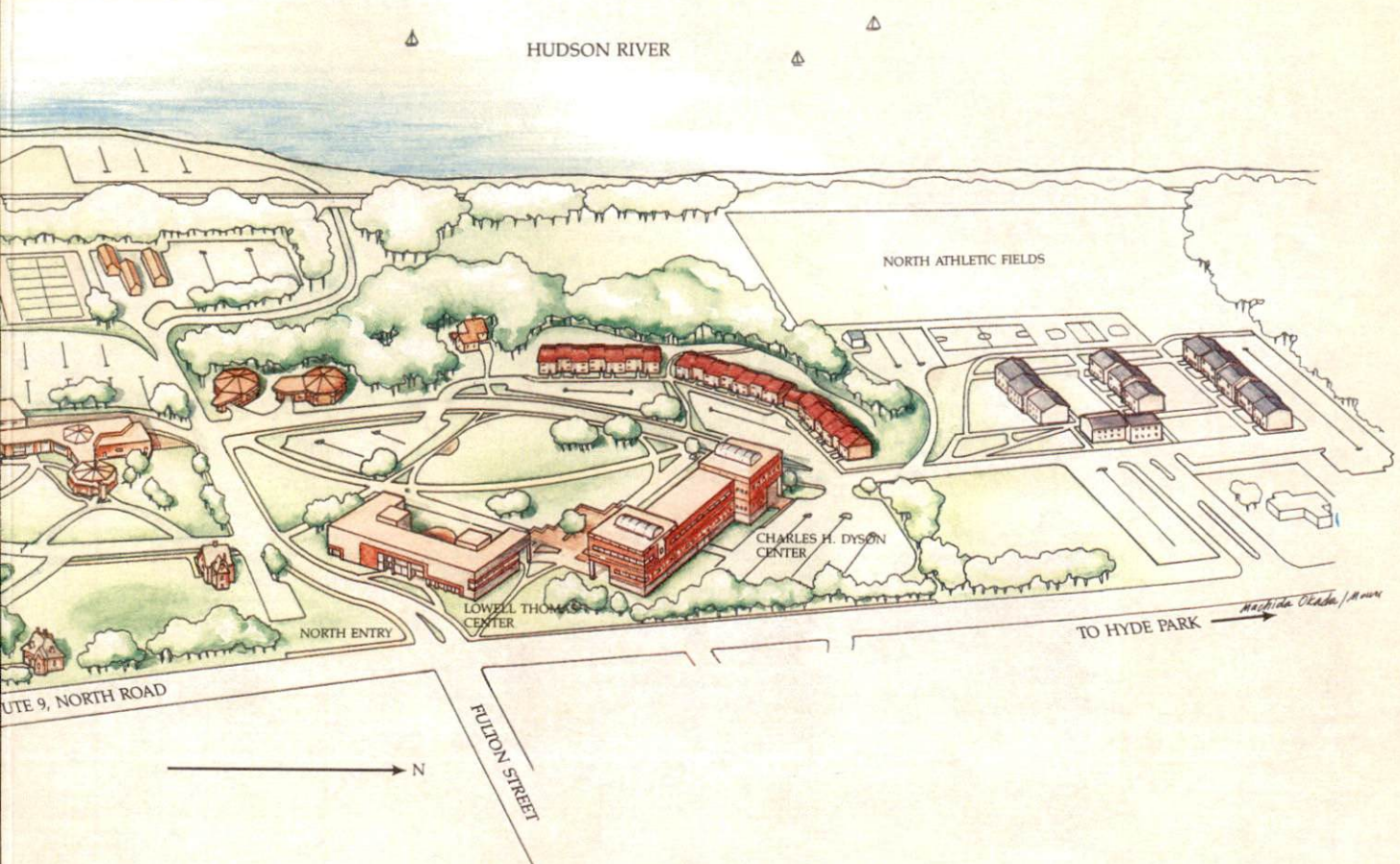
Marist College, established in 1929, is an independent liberal arts college on 120 river front acres. It enrolls more than 4,500 undergraduate, graduate, and adult students from 25 states and twelve countries. Leading majors among Marist's 24 undergraduate programs are communication arts, computer science, business, accounting, and fashion design. Graduate degrees are awarded in

business administration, psychology, public administration, and computer science with concentrations in information systems and software development.

During the 1980s, Marist College was noted as one of the fastest growing liberal arts colleges in the country. Between 1978 and 1988 enrollment among colleges and universities nationally rose 15 percent, but at Marist enrollment rose 133 percent. The College's physical expansion and its willingness to orient new career preparation programs into the liberal arts tradition has contributed to this success. At the undergraduate level Marist offers twenty four majors and pre-professional programs in law, medicine, dentistry, paralegal, public administration, professional writing, special education, elementary education (in cooperation with Vassar College), secondary teacher education, bilingual education, and coaching.



# Valley



## The IBM/Marist Joint Study

Marist is engaged with the IBM Corporation in a five year joint study. The purpose of the study is to create the college of the future, with fully integrated information and communication sharing. The buildings on campus, including the dormitories, will soon be linked by a fiber-optic cable so that students, faculty, and administration have electronic communication capabilities for teaching, learning, and administrative functions. Desktop publishing, data bases, and a completely computerized library catalog system are all available at Marist.

Another facet of the IBM/Marist joint study is its use as a major research undertaking to better understand the human factors involved in the use of computer technology. Study outcomes are likely to affect the design of future hardware, technology

use and the impact of integrated systems on people and the work environment. New courses are being developed which explore the human factors in computer utilization.

Additionally, satellite access to overseas television and local cable will be a feature of the classrooms.



## THE CHARLES H. DYSON CENTER

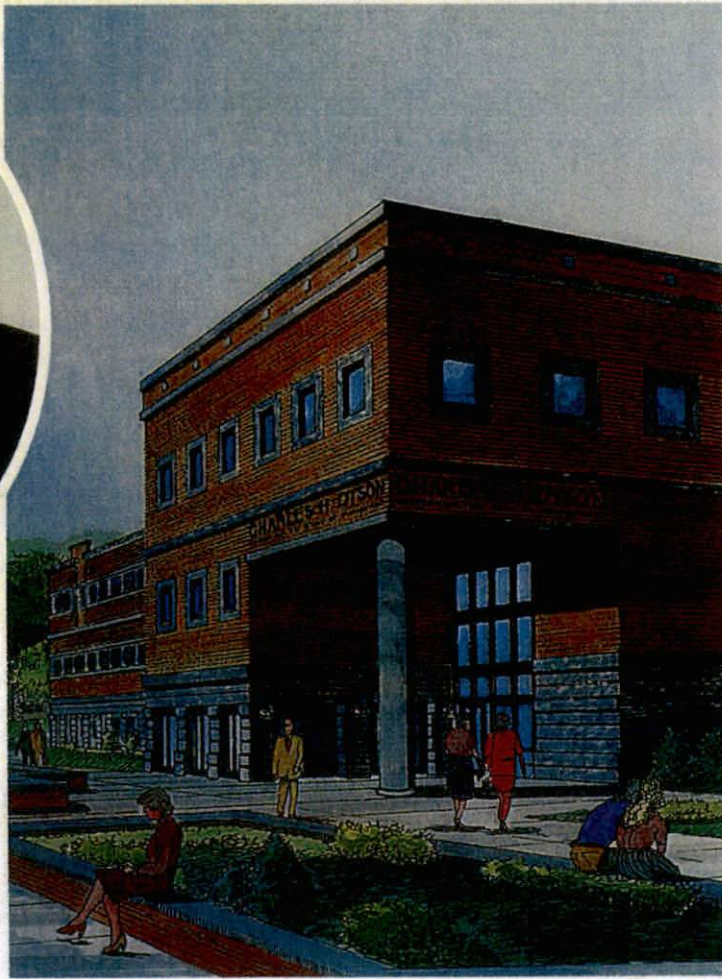


Charles H. Dyson

Charles Dyson is the co-founder and Chairman Emeritus of the board of The Dyson - Kissner - Moran Corporation. A community leader and philanthropist, he has served on the boards of many organizations. Charles Dyson has demonstrated the personal philosophy of community service and dedication to learning that Marist College is committed to fostering in its students.

Receiving an honorary Doctor of Laws degree from Marist in 1986, Mr. Dyson delivered the Commencement address. He talked about success, and expressed the belief that sound judgment, initiative, and courage were necessary ingredients to achieving it. He added that one of the most important ingredients in success is the ability to communicate effectively and to always treat people with respect. His life is a demonstration of these qualities.

The Dyson family is a major sponsor of Marist's newest project, the Charles H. Dyson Center. And Robert Dyson, the son of Charles and Margaret Dyson, is a member of the Marist Board of Trustees.

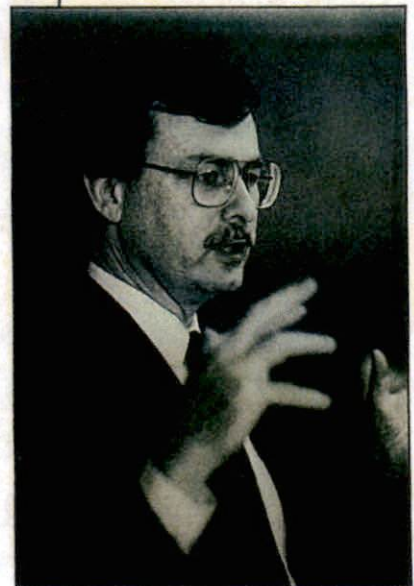


The Charles H. Dyson Center was designed by the architectural firm of Einhorn, Yaffee, Prescott. The firm has received national acclaim for their recent renovation for Fleet/Norstar Bancorp of the historic Union Railway Station in Albany, which now houses the corporate offices. Other recent clients have included Cornell University, Skidmore College, IBM, and the United States Academy at West Point. The architect's purpose in the design of the Dyson Center was to solidify a campus identity in keeping with regional architecture. By using grey stone and brick, they have linked their design with existing buildings on campus from the original Beck Estate, namely Greystone, St. Peter's, and the Gatehouse.

The Dyson Center is slated to be the premier academic building on the Marist campus and will house the divisions of Management Studies and the Social and Behavioral Sciences, with both their graduate and undergraduate programs. The Graduate Admissions office and the Adult, Corporate, and Continuing Education units of the College will also share the building. The new Graduate Center for

Public Policy and Administration, along with other Marist responses to perceived needs will be housed there as well. The building has three floors covering 53,000 square feet; included are twenty-one classrooms, seminar rooms, a computer lab, a dining room, and fifty-five faculty offices. The Dyson Center is located at the northern end of the campus, adjacent to the Lowell Thomas Communications Center.

The classrooms, offices, and seminar rooms will be linked through fiber-optic cable to the mainframe computer housed in Donnelly Hall. Computer-based simulations will be used to assist group learning and improve problem solving skills. Also being included is equipment for voice and data transmission, and for the receiving of information and programs from national and international sources, via satellite and cable communication systems.





## DONNELLY HALL



Brother Nilus Vincent Donnelly

The College owes its origins to the Marist Brothers, a teaching order that originated in France two hundred years ago. Many of the Brothers who came to Poughkeepsie in the early days of the college were fine craftsmen who became active in the College's construction program, building many of the campus buildings themselves. Brother Nilus Vincent Donnelly is generally credited with the planning and construction of many college buildings and Donnelly Hall, which he helped to construct, was named after him. In the Fall of 1957, twelve lay students were admitted for the first time and the mission of the College began to evolve. The expansion which followed was remarkable in many ways, and the growth in the number of Marist students brought about a greater diversity in programs over the years. The current student body is drawn from twenty states, and twenty-one countries. Today, Marist still offers quality professional education, rooted in the teaching of critical thinking, persuasive communication, and effective action.



**D**onnelly Hall is an unusual building, completely circular in layout, with large lecture theatres at its center and classrooms around the perimeter. At one time it also housed the College library, the bookstore, and the television studio.

Construction on Donnelly began in the summer of 1958, and the building quickly took shape over the ensuing months. Classes started in November of 1959. The faith and vision of the original Marist Brothers has been justified by the subsequent growth of the College.

Donnelly Hall is now being remodelled at a cost of about \$3.5 million. The outside wall has been extended to give the entire building more classroom space and a completely modern, energy efficient exterior. Donnelly now houses beautifully appointed classrooms, lecture halls, science offices, laboratories and a cafeteria.

Upon entering the Hall by the northwest entrance on the right, one encounters a glass enclosed lounge area for students and visitors, and to the left, the rapidly emerging Fashion Design department. The emphasis on quality and professionalism is immediately apparent in the work displayed there. The culmination

of the students' work each year is to be seen in the annual Silver Needle Award Fashion Show, held at the Radisson Hotel in Poughkeepsie each April. Some of New York's best known designers advise the students as they prepare their designs for the show, and at the show itself, the designer's selections will be seen.

Donnelly epitomizes Marist's values. This can be experienced by walking further round the Donnelly circle in a clockwise direction and looking in on classes where philosophy, history, environmental science, ethics, or any of the many other subjects might be under discussion. A Marist education, with whatever professional outcome, challenges a person to think critically, to develop values, and to acquire a sense of human responsibility.

Continuing round the circle you will find administrative offices, student support services, the cafeteria with its new atrium, and then the main entrance with another large sitting area for studying, resting, or socializing.

The College Computer Center, with its 3090-200E-IBM mainframe computer and support facilities is also housed here. The Computer Center also offers a P.C. support laboratory, a mainframe classroom, and a large area with thirty mainframe terminals and twenty personal computers, which are available for students and faculty.

Four microcomputer laboratories, housing over 75 microcomputers are available for student use. Additionally, the Computer Science/Software Development program, in conjunction with the undergraduate computer science discipline, maintains the Software Development Laboratory which includes eight IBM PS/2 Model 80s.

The software available on the IBM 3090-200E includes programming languages APL, ASSEMBLER, COBOL, FORTRAN, PASCAL, MODULA-2, PL/I, REXX, LISP, and PROLOG, statistical packages POLYSOLVE, STATPAK, SAS, MINITAB, and SPSS, graphics package GDDM, data retrieval packages SQL and QMF, and the modeling and simulation package GPSS, and RESQ.

The software available in the Software Development Laboratory includes programming languages MODULA-2, PASCAL, ADA, C, PROLOG, LISP, and EUCLID, the modeling and simulation language SLIM-2, and a number of AI packages.

**Degree Requirements**

To qualify for the Master of Computer Science degree, a student must complete 30 credits at the graduate level as described below. Additional undergraduate coursework may be required to satisfy prerequisite requirements or remedy deficiencies as identified by the Graduate Program Director. M.S. degree requirements must be satisfied within seven years of acceptance into the program, with a cumulative index of no less than 3.0. Requests for any extension of the seven year limitation must be made, in writing, to the Program Director.

All courses leading to the M.S. degree are offered in the late afternoon and evening in order to serve the needs of the working adult. Part-time students are limited to registering for one course during their first semester unless prior approval is granted by the Program Director. Full-time study is defined by a semester load of 9 or more credits.

**Matriculated Status**

Applicants who satisfy all requirements, including undergraduate prerequisite courses for admission into the graduate program, are admitted as matriculated students. Those applicants who are required to complete undergraduate prerequisite courses are admitted as non-matriculated students. Graduate students must matriculate upon completion of prerequisite courses. It is the responsibility of the student to determine when matriculated status should be requested.

**Course Distribution**

**Core**

MSCS 510	Software Design and Development
MSCS 530	Algorithms
MSCS 531	Automata, Computability & Formal Languages
MSCS 610	Advanced Theory of Programming Languages
MSCS 611	Formal Methods in Programming Languages

**Area Concentrations:**

**1. Systems Software**

MSCS 515	Operating Systems
MSCS 516	Concurrent Programming
MSCS 518	Compiler Design I
MSCS 521	Large Computer Architecture
MSCS 596	Special Topics in Computer Science (Systems Software)
MSCS 618	Compiler Design II

**2. Computer Architecture**

MSCS 520	Performance Evaluation
MSCS 521	Large Computer Architecture
MSCS 560	Computer Networks I
MSCS 597	Special Topics in Computer Science (Computer Architecture)
MSCS 652	Modeling & Simulation
MSCS 660	Computer Networks II

**3. Database**

MSCS 542	Database Management
MSCS 560	Computer Networks I
MSCS 598	Special Topics in Computer Science (Database)
MSCS 640	Distributed Database System

**4. Artificial Intelligence**

MSCS 545	Logic Programming
MSCS 550	Artificial Intelligence
MSCS 599	Special Topics in Computer Science (Artificial Intelligence)
MSCS 670	Applied Artificial Intelligence

**Non-Matriculated Status**

An individual who wishes to take for credit a graduate course in the Software Development program, but does not presently intend to seek the graduate degree, may do so by paying the appropriate tuition and fees and applying to the Program Director for admission as a non-matriculated student.

There is no limit to the number of graduate courses which an individual may take while remaining in this non-matriculated status. However, if the student later decides to become a degree candidate, he/she must then satisfy the requirements for matriculation. It is also important to note that a maximum of only 6 credits can be applied toward degree using courses taken while in non-matriculated status.

**Graduation Requirements**

To qualify for the Master of Science in Computer Science with a major in Software Development, all candidates must complete thirty credits of graduate work according to the requirements shown below.

- 1. Core ..... 12 credits
- 2. One of the four area concentrations ..... 9 credits
  - Systems Software
  - Computer Architecture
  - Database
  - Artificial Intelligence
- 3. Electives ..... 9 credits

A single course cannot be used to meet more than one requirement. Elective courses may be selected from the software development courses listed in the graduate catalog including the Project and Thesis courses. Occasional Special Topics courses will also be offered.

# Graduate Software Development Courses

## Proposed Course Offering Schedule

Course Name	Core	Sys	Arch	DbA	AI
<b>FALL</b>					
MSCS 510 Software Design & Dev.	x				
MSCS 515 Operating Systems		x			
MSCS 516 Concurrent Programming		x			
MSCS 520 Performance Evaluation			x		
MSCS 531 Automata, Computability & Formal Languages	x				
MSCS 545 Logic Programming					x
MSCS 550 Artificial Intelligence					x
MSCS 555 Computer Graphics I					
MSCS 560 Computer Networks I			x	x	
MSCS 640 Distributed Database System				x	
<b>SPRING</b>					
MSCS 518 Compiler Design I		x			
MSCS 521 Large Comp. Architecture		x	x		
MSCS 530 Algorithms	x				
MSCS 542 Database Management				x	
MSCS 610 Adv. Theory of Prog. Lang.	x				
MSCS 611 Formal Methods in Prog. Lang.	x				
MSCS 652 Modeling & Simulation			x		
MSCS 670 Applied Artificial Intelligence					x
Choose	4	3	3	3	3

Concentration Codes:

Sys = Systems Software      DbA = Database  
 Arch = Computer Architecture      AI = Artificial Intelligence

**MSCS 510**  
**Software Design and Development**  
 This course presents a formal approach to state-of-the-art techniques in software design and development, and provides a means for students to apply the techniques.  
 Prerequisite: D1, D5      *Three Credits*

**MSCS 515**  
**Operating Systems**  
 Operating Systems provide service to users to simplify their programming and data processing tasks, and they also manage systems resources to assure their efficient utilization. In order to gain hands-on practical experience, students will write a multiprogramming operating systems as an integral part of the course.  
 Prerequisite: D1 through D6      *Three Credits*

**MSCS 516**  
**Concurrent Programming**  
 This course introduces the technique of concurrent programming. Concurrent programming deals with programming in which several activities are being processed in parallel. It is essential in the design of operating systems. Students will write concurrent programs using the language Concurrent Euclid.  
 Prerequisite: D1, D2, D3, D5      *Three Credits*

**MSCS 518**  
**Compiler Design I**  
 Both the design and implementation of compilers will be studied. The lexical, syntactic, and semantic analyses of formal languages will be developed. Theoretical tools such as finite-state and pushdown automata, and regular and context-free grammars will be presented as needed. Additionally, symbol table construction and code generation techniques will be considered. Each student will be required to develop a compiler for a selected subset of an instructor-specified small programming language.  
 Prerequisite: D1, D2, D3, D5      *Three Credits*

**MSCS 520**  
**Performance Evaluation**  
 A survey of techniques of modeling concurrent processes and the resources they share. Includes levels and types of system simulation, performance prediction, benchmarking and synthetic loading, hardware and software monitors.  
 Prerequisite: D1 through D6      *Three Credits*

**MSCS 521**  
**Large Computer Architecture**  
 A study of large computer systems which have been developed to make special types of processing more efficient or reliable. Examples include pipelined machines and array processing. Tightly coupled multiprocessors will be covered.  
 Prerequisite: D1, D3, D4      *Three Credits*

**MSCS 530**  
**Algorithms**  
 This course will develop students abilities as writers and critics of programs. The student will be introduced to a variety of program design techniques, including recursion, heuristics, divide-and-conquer and dynamic programming. Methods of performance analysis with respect to space and time will also be covered.  
 Prerequisite: D1, D4, D5, D6      *Three Credits*

**MSCS 531**  
**Automata, Computability and Formal Languages**  
 This course offers a diverse sampling of the areas of theoretical computer science and their hierarchical interconnections. Basic results relating to formal models of computation will be introduced.  
 Prerequisite: D1, D4, D5, D6      *Three Credits*

**MSCS 532**  
**Applied Combinatorics and Graph Theory**  
 A study of combinatorial and graphical techniques for complexity analysis including generating functions, recurrence relations, Polya's theory of counting, planar directed and undirected graphs and NP complete problems. Applications of the techniques to analysis of algorithms in graph theory and sorting and searching.  
 Prerequisite: D1, D4, D5, D6      *Three Credits*

**MSCS 542**  
**Database Management**  
 A study of the concepts and issues related to managing data in an information system. The evolution of computerized information systems from early file systems to current decision support systems is examined. Major database design philosophies along with their corresponding data models are explored. Specific examples of current database management systems are examined, as well as issues such as recovery, integrity, concurrency and security are discussed.  
 Prerequisite: D1, D5      *Three Credits*

**MSCS 545****Logic Programming**

This course will present an overview of logic programming, especially as it relates to the programming language PROLOG. The main emphasis of the course will be on the theoretical aspects of logic programming with applications of PROLOG playing a secondary role.

Prerequisite: D1, D4, D5, D6 *Three Credits*

**MSCS 550****Artificial Intelligence**

This course introduces students to basic concepts and techniques of artificial intelligence, or intelligent systems, and gives insights into active research areas and applications. Emphasis is placed on representation as a central and necessary concept for work in intelligent systems.

Prerequisite: D1, D5, D6 *Three Credits*

**MSCS 555****Computer Graphics I**

An overview of the software, hardware, and techniques used in computer graphics, including two-dimensional transformations, clipping, windowing, display files and input devices, as well as the three types of graphics hardware: refresh, storage and raster scan.

Prerequisite: D1, D4, D5 *Three Credits*

**MSCS 560****Computer Networks I**

This course will acquaint the student with the fundamentals of ensuring reliable data transfer between autonomous processors. The requirements of various types of traffic: voice, data, video, and fax will be compared, and the choice of different media, different switching techniques, and different shared media access schemes will be examined. The OSI reference model will be used as an outline for presenting the course topics. Various commercial and public data networks will be used as examples of the implementation of some of the techniques presented, and emerging international and Defense Department standards will be discussed.

Prerequisite: D1, D3, D4, D6 *Three Credits*

**MSCS Special Topics****MSCS 596 Systems Software****MSCS 597 Computer Architecture****MSCS 598 Database****MSCS 599 Artificial Intelligence****MSCS 600 Computer Science**

Topics courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered upon demand. All courses listed above except 24600 satisfy area concentration as shown above.

Prerequisite: Permission of instructor

*Three Credits*

**MSCS 610****Advanced Theory of Programming Languages**

Data and control abstractions are considered. Advanced control constructs including backtracking and nondeterminism are covered. Emphasis is on machine-independent implementation of programming language constructs.

Prerequisite: D1, D2, D3, D5 *Three Credits*

**MSCS 611****Formal Methods in Programming Languages**

This course deals with the formal representation of programming language constructs, which are then utilized to describe the major methods for proving programs correct and for giving formal program specifications.

Prerequisite: D1, D4, D5, D6 *Three Credits*

**MSCS 618****Compiler Design II**

The topics covered in Compiler Design I will be reviewed followed by the consideration of type and scope analyses. A more detailed study of code generation will be conducted with regard to code optimization. Error recovery strategies and run-time environments will be discussed. As time permits, recent advances in compiler design will be reviewed. Each student will engage in a project agreed upon jointly by both the instructor and student.

Prerequisite: MSCS 518 *Three Credits*

**MSCS 630****Theory of Computation**

A survey of formal models of computation, including Turing Machines, partial recursive functions, recursive and recursively enumerable sets, the recursion theorem, abstract complexity theory, program schemes and concrete complexity.

Prerequisite: MSCS 531 *Three Credits*

**MSCS 640****Distributed Database Systems**

A consideration of the problems and opportunities inherent in distributed databases on a network computer system. Includes file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization and fault tolerance.

Prerequisite: MSCS 542 *Three Credits*

**MSCS 652****Modeling and Simulation**

A study of the construction of models which simulate real systems. The methodology of solution will include probability and distribution theory, statistical estimation and inference, the use of random variates and validation procedures. A simulation language will be used for the solution of typical problems.

Prerequisite: D1, D4, D5, D6 *Three Credits*



Within an academic environment supported by leading edge technologies, each graduate student has the unique opportunity to learn classic fundamentals of computer science and to make personal course selections in evolving areas of theoretical and applied computer science.

Onkar P. Sharma, Ph.D.

Chairperson,

Division of Computer Science and Math

# Graduate Software Development Courses



## MSCS 655 Computer Graphics II

This course will cover individual topics in computer graphics such as three dimensional graphics, hidden line and surface removal and animation.

Prerequisite: MSCS 555 *Three Credits*

## MSCS 660 Computer Networks II

The investigation in more depth of some of the topics introduced in the first course. Among some the topics chosen by the instructor and the class to be the main concentration for that particular semester: queuing theory, performance analysis of basic access protocols, a detailed analyses of routing algorithms, flow control and buffer allocation algorithms, internetworking, protocol verification and encryption techniques.

Prerequisite: MSCS 560 *Three Credits*

## MSCS 670 Applied Artificial Intelligence

This course builds upon the first level AI course by concentrating on a limited number of topics from AI, investigating these topics to considerable depth, and emphasizing the design and implementation of software pertaining to these topics. Selection of specific topics to be pursued would be determined by the instructor in consultation with the students in the class.

Prerequisite: MSCS 510, MSCS 550 *Three Credits*

## MSCS 700 Thesis

Thesis can only be taken by a student who has completed project.

During the semester prior to enrollment in Thesis, the following must take place:

1. The student submits a thesis proposal to his project advisor or graduate director six weeks prior to the end of the semester for approval to register for thesis.
2. If approved, the project advisor, the graduate director and the student, acting together, solicit two additional faculty members to act as members of the student's thesis committee. The three faculty members constituting the committee may include not more than one adjunct faculty member.

During the semester in which Thesis is taken for credit, the following must take place:

1. As the thesis course progresses, the student works on his/her thesis under the guidance of his/her thesis advisor. The student meets with his/her advisor periodically, as determined by the latter, to seek guidance and submit progress reports.
2. The student submits the completed thesis to the three faculty members of his/her committee by the tenth week of the semester.
3. The thesis must be found acceptable by the thesis advisor and at least one additional committee member.
4. In the event that revision of the thesis is recommended, it may be necessary to issue an incomplete grade (a grade of X). This grade may be changed at any point in the future after the requirement of 3 above has been satisfied. The student will then receive a regular grade for thesis.

Prerequisite: MSCS 710 *Three Credits*

## MSCS 710 Project

Any student can take this course but must arrange with a faculty member to be the project advisor. It is recommended that this course should not be taken before completing a minimum of 18 graduate credits.

A project should consist of a study of a particular Computer Science area of concentration which either  
a. results in the development of an implemented computing system

or

b. results in a publishable quality paper which includes but is not necessarily limited to a review of the current work being done at the time of writing.

*Three Credits*

The Graduate Program in  
PSYCHOLOGY

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**W**e equip administrators and practitioners to handle the complex range of mental health issues encountered in modern agencies. Our program provides a life span developmental emphasis in a community systems context.

## THE GRADUATE PROGRAM IN Psychology

Graduate education in psychology at Marist culminates in a generic Master's degree with emphasis on counseling and community psychology. Required core courses ensure basic knowledge of contemporary theory, stress research methodology, and provide students with a lifespan developmental framework for viewing human behavior.

Both idiosyncratic and community systems perspectives are studied with frequent opportunities for hands-on experience provided. Ethical behavior, stressed in all courses, is particularly emphasized in courses which train students in the utilization of psychological technology in applied settings.

Students are advised that in New York State a Master's degree in psychology does not qualify graduates for licensure as psychologists nor does the program's externship earn credit toward such licensure.

### 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 and experimental psychology. Recommended, but not required, is a course in psychological testing;
- (2) Achieve a 3.0 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. Applicants who can demonstrate the successful completion of substantive graduate work elsewhere may be exempted from the GRE.
- (4) Submit three letters of recommendation from former faculty members or employment supervisors;
- (5) Be interviewed on campus with the Program Director.

### Degree Requirements

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

- (1) Complete all requirements not later than five years after matriculation;
- (2) Complete a total of 45 credit hours in courses and externship or thesis;
- (3) Achieve a 3.0 cumulative grade point average in graduate courses;
- (4) Achieve either a grade of "S" for the externship or a grade of "P" for the thesis.



John Scileppi, Ph.D.  
Director

Master of Arts Degree  
in Psychology (M.A.):

Emphasis on Counseling/  
Community Psychology

### Marist Computer System Familiarity

Familiarity with the use of the Marist computer system is *expected* of all students. Therefore, some students may be *required*, and all students are *strongly urged*, to take a twelve-hour workshop/seminar, non-credit, computer course. This course familiarizes students with the Marist system, setting up and editing files, using public library programs, especially statistical packages, and word-processing using SCRIPT.

The course should be taken *before* the third semester for a part-time student, and before the second semester for a full-time student. It is offered during the Winter, Spring and Summer intersession periods, when regular graduate classes are not in session. Information and registration for the course is through the School of Adult Education Office.

### Statement of Probationary Status

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

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

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

Probation/Dismissal can also occur for non-academic reasons. The M.A. Program in Psychology educates/trains practitioners, and in this regard has a responsibility to safeguard the welfare of the public. Many graduates of this program will take positions as counselors in the community, necessitating the highest level of ethical functioning and personal adjustment. In order to insure the community well-being, the department reserves the right to put on probation or dismiss from the program any student it judges to be ethically or psychologically unfit to function as a professional. Such judgments can be made at any time during the program, but students will be advised as soon as faculty are aware of potential problems.

### Externship Option

The department has acquired an extensive list of placements covering all populations and providing either clinical or research experience and supervision. The graduate externship occurs in the last two semesters and consists of a one day per week experience in a professional setting during the first semester and the equivalent of two work days per week during the second semester. A contract is drawn between the student and the professional supervising the externship ensuring an educational experience. A full-time faculty member is assigned to coordinate each student's externship.

### Thesis Option

For those choosing the thesis option, the steps to be followed in fulfilling the thesis requirement are:

- (1) The student must submit a proposal to the Psychology Department by the beginning of the next to last semester of graduate study.
- (2) The thesis proposal will be circulated among the full-time graduate faculty members, and among others who may be involved. Each faculty member may comment on the proposal's feasibility, logical consistency and value. Each faculty member may ask that the proposal be revised. A simple majority of the faculty approving the proposal constitutes acceptance of the Department. Step 2 should take no more than 10 days.
- (3) If there is any question regarding the ethical acceptability of the research, the thesis proposal must then be submitted to a committee for review. Upon successful review of this committee, the program director will inform the student by letter that his/her

### Curriculum Summary

REQUIRED COMPONENTS		CREDITS
(1) Core	Assessment I and II .....	6
	Developmental I and II .....	6
	Counseling I and II .....	6
	Personality & Psychopathology .....	6
		<hr/>
(2) Research	Survey and Program Evaluation .....	6
(3) Community	Community Psych and Elective (I) .....	6
		<hr/>
		36
(4) Externship	(I and II) or Thesis .....	6
		<hr/>
		42
(5) Elective	(General) .....	3
		<hr/>
		45

### Curriculum Sequence

#### FIRST YEAR

R Assess I	3	R Assess II	3
R Develop I	3	R Develop II	3
R Research I (Survey-Interview)	3	R Psychopathology	3
R Personality	3	R Comm. Psych.	3
	<hr/>		<hr/>
	12		12

#### SECOND YEAR

E Community Elective or General Elective	3	E Community or General Elective	3
R Counseling I	3	R Counseling II	3
R Research II	3	Thesis	6
Externship I	3	or Externship II	3
	<hr/>		<hr/>
	12		9
			or 12

proposal is accepted, and that he/she may proceed with the research.

- (4) The student's thesis committee will be formed as follows: the student selects two faculty members to serve as the supervisor and the reader of the thesis. The graduate program director appoints two additional faculty members.
- (5) The student must submit his/her completed thesis to the committee by the middle of the last semester of graduate study. The format of the thesis is to follow APA Format. The thesis must be acceptable to at least three of the four members of the committee.
- (6) After the written thesis has been found acceptable, the graduate student has the option to orally present and summarize his/her thesis at a meeting to which the psychology faculty and graduate students have been invited.
- (7) After successful completion of all of the above, the student is to submit four copies of the thesis, one each to the supervisor, the reader, the department and the library, by the beginning of the last week of the last semester of graduate study.

#### Schedules

The graduate program in 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 evenings a week and takes twelve credits.

Each course is offered in the evening and meets one night a week from 6:15 to 9 p.m.

Summer classes meet either two nights a week during June and July or once per week for 12 weeks beginning in late May. A student is strongly advised to limit courses to one during the summer session.

#### Advisement

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

#### Graduate Student Association

Academic and social functions are arranged throughout the academic year by the graduate students. The association has a budget to sponsor talks, symposia and workshops of interest to the student, faculty and community. The officers have been successful in obtaining a diverse array of speakers to address the students.

#### Financial Aid

Both full-time and part-time students may qualify for financial aid. Graduate assistantships are available each year in addition to student loans, TAP, Marist grants, etc. Partial tuition reimbursements are available to students who meet qualifications.



# Graduate Psychology Courses

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PSYG 507

## Rehabilitation of the Neurologically Impaired Individual

Lecture, discussion and readings will broadly address the state of the art in rehabilitation medicine, rehabilitation psychology and neuropsychology. Emphasis will be placed on the rehabilitation needs of a neurologically impaired population having principle diagnoses of stroke, head injury, and spinal cord injury. Theories of psychological adjustment to neurological and physical disability will be examined and integrated within a framework for assessment and treatment delivered on a rehabilitation unit as well as through outpatient services. Exploration of assessment and treatment techniques will focus on the patient's cognitive, emotional, behavioral, environmental, and vocational status following onset of disability.

Prerequisite: 6 grad. credits

Three Credits

PSYG 511

## Personality

Examination of human personality from three broad perspectives: psychoanalytic, learning-theory and humanistic-existential. Primary and secondary sources are used. Implications for psychotherapy are explored.

Fall semester

Three Credits

PSYG 545

## Psychology of Communication

Covers the principles of effective interpersonal communication in dyads, small groups and community settings. In addition to readings and discussion of theory and techniques of communicating, students will practice skills of self-disclosure, active listening, confrontation and persuasive communication. Since communication also involves self-awareness, students may also participate in value clarification workshops, role play simulations and other small group experiences. Opportunities for groups of students to investigate optional related topics such as non-verbal communication, transactional analysis, communicating through the mass media and constructive patterns of communications in work groups, families, couples and other social systems will be provided.

Spring session

Three Credits

PSYG 548

## Multimodal Therapy: Assessment and Treatment

Holistic assessment and treatment of human problems as exemplified by the multimodal therapy of Arnold Lazarus is the focus of this course. Particular attention is given to the application of the multimodal model to the development of self-management in students as part of an affective education program.

Offered annually

Three Credits

PSYG 605

## Research Methods I: Survey/Interview

The use of questionnaires and interviews as information gathering devices for a research project are considered. Course includes the development and construction of questions, selecting a sample of persons, administering the survey, analyzing and interpreting data, writing report of results. Theoretical issues and practical applications are examined.

Fall semester

Three Credits

PSYG 606

## Research Methods II: Program Evaluation

The course focuses on the techniques of program evaluation in human services, including needs assessment, outcome, cost/benefit and quality assurance. Also included are discussions of the politics of evaluation, approaches to increase utilization and publishing of results. Case examples from the literature are analyzed.

Fall semester

Three Credits

PSYG 607

## Psychopathology

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

Spring semester

Three Credits

PSYG 609

## Clinical Services for Children and Adolescents: Linkage with Related Services in Schools

Goals include: (1) Developing professional identity as a psychologist working in schools and clinical situations; (2) Understanding the ramifications of Public Law 94-142 and the Committee of Special Education (CSE) in New York State; (3) Applying psychological assessment to areas such as mental retardation, autism, learning disabilities, and emotional disturbance; and (4) Pursuing a greater understanding of services and resources available to children and families in the community.

Biannually

Three Credits

PSYG 610

## Developmental Disabilities

A survey course designed for those without prior didactic exposure to the field of developmental disabilities. Current issues in developmental disabilities will be examined in a historical context. Definitions, etiological factors and classification systems will be examined from both a theoretical and practical perspective. Problems relating to family impact as well as services and advocacy will be examined with particular emphasis on state and local programs.

Three Credits

PSYG 611

## Developmental Psychology I

The study of changes in human behavior with increased age is accomplished through discussion in some detail of basic concepts, research methodology, current empirical evidence and theoretical formulations which constitute contemporary developmental psychology. This course provides a life-span perspective on development with particular emphasis on adolescence as a period in which the foundations of adult decision-making are set down. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur.

Fall semester

Three Credits

PSYG 612

## Developmental Psychology II

Life-span development with emphasis on adulthood and aging is the focus of this course. Course material deals with the transition from adolescence to young adulthood and subsequent physical and personality change as one proceeds through the adult years. Attention is given to non-normative, as well as normative, events which have been demonstrated to affect adult development. Current empirical evidence on changes in sensation, perception, learning, memory and motivation, generally associated with increasing age, will be considered. Social factors, such as changes in the family, educational, economic and social support systems will be examined with reference to their impact on varying cohorts. It is expected that greater knowledge of normal adult development will provide students with a framework within which to make better judgments with reference to abnormal adult development.

Spring semester

Three Credits

PSYG 613

## Assessment I

The foundation of all psychological assessment is laid by integrating theory, treatment and assessment via a "holistic" model of human functioning. A review of the basic principles of test construction, analysis and interpretation provides for the use of formal psychometric measures, as well as clinical judgment. Particular emphasis is placed on cognitive functioning, through the use of the Wechsler, Binet and McCarthy Scales. Aptitude, achievement and interest inventories are included in addition to self rating scales of cognitive style. Practical experience and report writing is emphasized, as is life span assessment.

Fall semester

Three Credits

**PSYG 614****Assessment II**

This course serves as the logical extension of the "holistic" approach developed in Assessment I. Psychometric and clinical assessment across behavioral, affective, sensory, imaginal and interpersonal modalities is detailed throughout the entire life span. Practical experience with traditional projective tests (Rorschach, TAT, CAT, Drawings, etc.), personality inventories and rating scales is included, in addition to the use of functional analysis, self-observation and imaginal techniques. Comprehensive report writing is required.

Spring semester

*Three Credits***COMM 625****Learning:****A Community Systems Approach**

This course consists of three components relevant to a community psychological approach to education. The first component, "Why Can't Johnny Learn?" consists of a systems approach to the factors affecting learning in schools. In this approach, the class will consider the individual and family, classroom, school and community level factors and their interactions and effects on academic achievement. The second component, Educational Innovations, includes strategies for intervening in the schools to promote system changes which will enhance learning. Students will propose a hypothetical intervention to enhance learning. In the final part of the course, Community Mental Health, the issue of how a community psychologist can work in the schools to promote the mental health of the student will be addressed.

Fall semester

*Three Credits***PSYG 701****Counseling I**

This course will examine the process involved in individual counseling and psychotherapy. Supportive, re-educative, and reconstructive approaches to therapeutic interaction will be explored. Various theoretical approaches to understanding personality change will be examined. These will include behavioral, psychodynamic and client centered orientations. This course will assume a life-span perspective on therapeutic interaction. As such, techniques for counseling child, adolescent, adult, and aged populations will be discussed.

Prerequisite: 24 grad. credits

Fall semester

*Three Credits***PSYG 702****Counseling II**

This course is designed to introduce students to theories and methods of group and conjoint (marriage and family) interventions. The course will examine historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies. The course will also provide students with an in-class group experience where they will explore their feelings concerning specific issues related to the counseling profession.

Prerequisite: PSYG 701

Spring semester

*Three Credits***CAPPING ALTERNATIVES****EXTERNSHIP 703**

The externship is a semester long culminating experience for five year students. The student is required to build on undergraduate internship experience by working two days per week in his/her final semester of graduate study under professional supervision.

*Six Credits***EXTERNSHIP 708 and 709**

The externship is a two semester, culminating, applied experience. The student selects the work setting and is under professional supervision for one day per week in the first semester and two days a week during the second semester. The student may extern after all course work is completed or while the final course is being taken.

PSYG 708 and 709

*Three Credits***THESIS 705**

The thesis may be of a theoretical or empirical nature. The final draft of the thesis must be submitted by the middle of April for May graduation.

See calendar for precise date

*Six Credits***COMMUNITY COURSES****COMM 520****Community Psychology**

Studies the impact of public policy (e.g. deinstitutionalization) on clinical psychology. Traces the extension of community mental health into other areas within psychology and related disciplines. Examines the new methodologies employed in the emerging field of community psychology.

Spring semester

*Three Credits***COMM 521****Community Change**

Identifies psychological theories and findings that may contribute to community change. Considers facilitating and impeding factors to community change. Emphasizes strategies for change for emerging social problems. Reviews ethical issues involved in community change.

*Three Credits***COMM 522****Community Public Health**

Approaches the study and analysis of the community from the Public Health model. A strong emphasis is placed on a disease-prevention orientation and strategic planning. The empirical component is composed of reviews and discussions of epidemiology research studies. The administration and organization component is viewed from the county level of government.

*Three Credits***COMM 523****Community Human Services Systems**

Traces the rapid and diversified expansion of government-sponsored social welfare services (health, housing, education, etc.). Theoretically, it considers the tensions between government control and power, and individual privacy and liberty. Practically, it considers the problems of organization and administration of human service programs. Judicial decisions are included for illustrative purposes.

*Three Credits***COMM 524 and 525****Community Problems I & II**

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 526****Community and the Aged**

The relationship between policymaking and the operation of programs for the aged is the focus of this course. Lectures and discussions focus on a re-appraisal of the federal role in the allotment of financial resources and the network of delivery systems. Autonomy and responsibility within the system are examined with an eye to training administrative skills. Program development and future planning discussions focus on such problem areas as health care, housing, income maintenance, legal services, transportation and meaningful communications.

*Three Credits***COMM 527****Multimodal Psychology: Applications in the Community**

The principles and techniques of Multimodal Therapy are applied to the problems that are encountered in a variety of settings: social service agencies, schools, corporations, etc. Applications beyond individual therapy are also explored; for example, self-help groups, self-management courses, addiction problems. Students are encouraged to develop their own creative applications in a term project.

*Three Credits*

# THE GRADUATE PROGRAM IN Educational Psychology

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The master's of arts degree in educational psychology has been designed for provisionally certified teachers and others who are interested in significant issues currently associated with teaching in a culturally diverse society. The degree may be used by N.Y. State provisionally certified teachers who are in need of a functionally related master's degree to complete the requirements for their permanent N.Y. State certification.

Under the over-arching focus of cultural pluralism, the program seeks to weave an integrating thread among a cluster of related educational foci. This is done by providing a context of theoretical knowledge in life-span development from which students can move to discover ways for linking learning theory to the formulation of applied classroom strategies and methodologies. To assist this application, students are trained to become classroom researchers. That is, they are prepared to draw upon their theoretical knowledge in educational psychology and their practical classroom experience in order to develop and test educational practices appropriate for facilitating learning in today's culturally diverse classroom. Further, the curriculum provides a course for helping teachers educate toward the facilitation of values acquisition. Rather than teaching specific values, this course sensitizes teachers to help students discover and identify meaningful life—directing values for themselves.

## Admission Requirements

The admission requirements for the MA program in educational psychology are as follows:

- (1) Earned baccalaureate degree from an accredited university.
- (2) Courses:
  - Introduction to Psychology
  - Introductory Statistics
  - Research Methods: Psychological or Social Science
- (3) Provisional Teaching Certificate if intending to pursue permanent teaching certification
- (4) Achievement of acceptable scores on the Graduate Record Examination morning aptitude test or the National Teachers Examination
- (5) Two letters of recommendation from former faculty members
- (6) Where applicable, letter of recommendation from building principal
- (7) An on-campus interview with the program director



Bro. James Kearney, M.A.

Director

Master of Arts Degree  
in Educational Psychology (M.A.)

## Degree Requirements

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

- (1) Complete all requirements not later than five years after matriculation;
- (2) Complete a total of 30 credits as prescribed in the curriculum requirements including a final classroom or school based research project
- (3) Achieve a 3.0 cumulative grade point average in graduate courses.

## Program and Class Schedule

The program is designed to be completed by a full-time student in two semesters and two summers, or two semesters and one summer and one intersession. The final project, which is planned during the spring semester, is completed during the following summer.

Part-time students must complete the program within five years.

A full-time student attends classes four evenings a week and takes twelve credits a semester. Each course is worth three credits and meets one evening a week. Summer courses meet two nights a week during June and July.

## Advisement

At the time of matriculation, each student is assigned a faculty advisor. A student thereafter may request a change in faculty advisor. Students are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning.

## Probationary Status

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

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

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

## Financial Aid

Both full and part time students may qualify for financial aid. Graduate assistantships are available in addition to student loans, TAP, Marist grants, etc. Partial tuition reimbursements are available to students who meet qualifications.

# Educational Psychology Courses

## Curriculum Summary

COURSES	CREDITS
EPSY 611L Developmental Psychology I: Child & Adolescence ..... (Dual Listed Psyg 611)	3
EPSY 612L Developmental Psychology II: Adulthood & Aging ..... (Dual Listed Psyg 612)	3
EPSY 505L Educational Psychology: Classroom Instruction & Organization .....	3
EPSY 510L The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom .....	3
EPSY 605L Psycho-Educational Assessment .....	3
EPSY 701L Community Systems Approach to Learning I: Cultural Pluralism .....	3
EPSY 702L Community Systems Approach to Learning II: Cultural Pluralism, Designing a Classroom Intervention .....	3
EPSY 703L* Community Systems Approach to Learning III: Cultural Pluralism, Applied Research Project .....	3
EPSY 660L Interpretation & Evaluation of Educational Research .....	3
EPSY 670L Educating toward the Facilitation of Values Acquisition .....	3
<b>TOTAL</b>	<b>30</b>

**EPSY 611L**  
(Dual Listed PSYG 611L)  
**Developmental Psychology I:  
Child & Adolescence**

The study of changes in human behavior with increased age is accomplished through discussion in some detail of basic concepts, research methodology, current empirical evidence and theoretical formulations which constitute contemporary developmental psychology. This course provides a life-span perspective on development with particular emphasis on adolescence as a period in which the foundations of adult decision-making are set down. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur.

*Three Credits*

**EPSY 612L**  
(Dual Listed PSYG 612L)  
**Developmental Psychology II:  
Adulthood & Aging**

Life-span development with emphasis on adulthood and aging is the focus of this course. Course material deals with the transition from adolescence to young adulthood and subsequent physical and personality change as one proceeds through the adult years. Attention is given to non-normative, as well as normative, events which have been demonstrated to affect adult development. Current empirical evidence on changes in sensation, perception, learning, memory and motivation, generally associated with increasing age, will be considered. Social factors, such as changes in the family, educational, economic and social support systems will be examined with reference to their impact on varying cohorts. It is expected that greater knowledge of normal adult development will provide students with a framework within which to make better judgments with reference to abnormal adult development.

*Three Credits*

**EPSY 505L**  
**Educational Psychology:  
Classroom Instruction and Organization**

Instruction and Organization are interdependent in effective classrooms: the orderliness that derives from good management allows learning to occur in the social setting of the classroom, and carefully planned instruction helps students remain engaged in academic work. This course will explore the ways order is established and maintained in classrooms, across a variety of tasks and groupings, in order to provide instruction that is effective for all students, including those with cultural differences and educational handicaps.

*Three Credits*

**EPSY 510L**  
**The Integration of Learning Theory  
and Teaching Methodologies:  
Applications to the Classroom**

This course has as its main focus the application of psychological principles and research to the learning-teaching process in the classroom. Students will discuss concepts derived from the behavioristic, cognitive and humanistic perspectives and will develop specific applications to enhance both academic learning and classroom management. Recent research evaluating the effectiveness of applying learning theories in the classroom will also be discussed.

*Three Credits*

**EPSY 605L**  
**Psycho-Educational Assessment**

This course is designed to help educators develop a fuller understanding of several major questions including: (1) Why do we measure and evaluate students? (2) How can I best evaluate a student's mastery of the curriculum? (3) How do I select an appropriate standardized test? and (4) How can I use information gathered from teacher-made and standardized tests to interpret a student's performance and to improve my instructions? We will take an in-depth look at the typical measurement topics such as: derived scores, reliability, validity, test construction, standardized tests, mental ability testing, personality assessment, and computer applications. Computer topics will include: item analysis, test banking, tailor-made tests, and computerized standardized test scoring and interpretations. Latent-trait theory's application to practical measurement problems will also be discussed. We will examine the new trends in criteria-referenced and minimum com-

petency testing. We will analyze the special concerns and debates focusing around biases in testing, particularly multi-cultural biases. This topic along with other topics will move us into looking at the role measurement and evaluation will be playing in education in the future.

*Three Credits*

**EPSY 701L, 702L, 703L**  
**Community Systems Approach  
to Learning:  
Cultural Pluralism I, II, III**

This is a series of courses which address the causes of low student achievement among children. Participants first develop an understanding of the psychological and sociological factors in the educational system which affect achievement, and they then develop and implement an actual school or classroom level intervention to enhance the learning of students.

*Three Credits*

\*A classroom or school based research project is required of all students for completion of this program. Students will have the opportunity to develop ideas for their research project from coursework throughout the curriculum, but most specifically in EPSY 701 Community Systems Approach to Learning I: Cultural Pluralism. Research Methodology appropriate for the research project will be covered in EPSY 702 Community Systems Approach to Learning II: Cultural Pluralism, Designing a Classroom Intervention. The research project will be implemented and completed during EPSY 703 Community Systems Approach to Learning III: Cultural Pluralism, Applied Research Project.



**F**aculty in both our M.A. in Psychology, and M.A. in Educational Psychology Programs, are attentive to the professional needs of psychologists and teachers who practice and teach in our communities. They regularly seek input for curriculum enhancements from students and practicing professionals

William R. Eidle, Ph.D.  
Chairperson,  
Division of Social and Behavioral Sciences

## EPSY 701L Community Systems Approach to Learning I: Cultural Pluralism

This course utilizes a social system and cultural pluralistic approach to investigate "Why can't Johnny learn?" The class will consider factors at the individual, family, classroom, school and community levels, and their interactive effects on learning. In addition, students will learn the strategies for intervening in the schools to promote systematic changes which will enhance learning. At the end of the course, students will propose specific intervention which could be attempted in local schools.

*Three Credits*

## EPSY 702L Community Systems Approach to Learning II: Cultural Pluralism, Designing a Classroom Intervention

This course intends to assist the participant-student in developing more fully the innovation researched in the first course with the goal of implementing the cultural pluralistic program in the classroom during the third course in the sequence. Students learn the sequential methods and strategies involved in planning, implementing, evaluating, and disseminating beneficial innovation. By the conclusion of this course participants will have developed a concrete intervention to enhance learning.

Prerequisite: EPSY 701L

*Three Credits*

## EPSY 703L Community Systems Approach to Learning III: Cultural Pluralism, Applied Research Project

Building upon the activities during the prior two courses in the sequence, participants will implement an intervention in their classrooms or schools. They will also evaluate the effectiveness of the program, and will prepare a final report. If the innovation was successful, the student will design a dissemination plan. If it was not successful, the student will suggest modification to the program based on the experience of implementing the innovation.

Prerequisites: EPSY 701L, 702L

*Three Credits*

## EPSY 660L Interpretation and Evaluation of Educational Research

Assigned readings and class discussions will include examining "classical" studies as well as a sampling of contemporary educational research. Students will be asked to apply methodological and statistical knowledge to evaluate the quality and/or limitations of the research. The course will specifically include research topics that have direct practical application for developing "Master Teachers." We will take a look at new areas that are emerging in the educational research area including: special needs of multiculturally diverse students, the technology of classroom management, the influence of educational sociology, Piagetian concepts and the relationship to teaching and curriculum, preschool programs and the relationship to later school experiences, computer assisted instruction, cognitive theories, potential contribution to teaching and learning, etc. Students will be encouraged to recognize the importance of the classroom teacher being actively engaged in classroom research. In addition, students will move through the process of taking classroom problems and attempt to solve them through systematic research of the problems.

*Three Credits*

## EPSY 670L Educating Towards the Facilitation of Values Acquisition

Course includes students' self-assessment of their current understanding of values, and modes of value acquisition in their own lives. Various approaches to value education will be reviewed and critiqued with special reference to the development of the value oriented existential person as described by Bernard Lonergan, value critique as described by Richard Morrill, teaching methodology towards the acquisition of values as suggested by Frederick Crowe and topics associated with value education in the schools as they have been elaborated through the Baltimore County Project and National Conferences sponsored by New York State Education Department on values education. Students will be responsible for proposing a values education project which is to be critiqued in class and subsequently revised.

*Three Credits*

The Graduate Program in  
PUBLIC ADMINISTRATION

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**O**ur graduate public administration program relates how the worlds of knowledge and experience come together in making sound managerial decisions. We offer the basic conceptual framework for effective public service.

# THE GRADUATE PROGRAM IN Public Administration

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The purpose of the M.P.A. program is to provide students with the necessary skills and knowledge for a successful career in government and not-for-profit organizations. Its goal is to meet the demand for skilled public administrators by providing professional education to men and women who wish to prepare for careers in public service or to enable those now working in the public sector to enhance their skills.

The curriculum reflects a dual orientation. Students are exposed to basic conceptual issues of public administration as well as to the practices, skills and techniques of the field. The program is interdisciplinary—drawing from the behavioral and social sciences, and the managerial disciplines. In addition, students take some of their concentration courses in other graduate programs at Marist.

Candidates for full-time enrollment are encouraged to apply. The program is also structured to facilitate part-time enrollment. Accordingly, classes are held in the evening.

### Admission Requirements

The Admissions Committee will review applications of students regardless of their undergraduate major. The overall scholastic record and potential of the applicant is assessed. In addition, achievement on the Graduate Records Examination (GRE) and prior experience is considered. Students without prior work experience in an administrative capacity will be required to satisfy this condition before admission.

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

Director of Graduate Admissions  
Marist College  
Poughkeepsie, New York 12601

Students are accepted for fall, spring and summer semesters. Notification of status is made not later than 10 days prior to the start of the semester.

To matriculate in the graduate program a student must:

- (1) Hold a baccalaureate degree from an accredited college or university.
- (2) Complete the appropriate application form and personal statement;
- (3) Have *official* transcripts of *all* undergraduate, including two year colleges, and graduate academic records sent to the Director of Graduate Admissions;
- (4) Achieve an acceptable score on the Graduate Records Examination (GRE) morning aptitude tests (verbal, quantitative and analytical).



Margaret Thompson, M.P.A.  
Program Director

Master of Public  
Administration Degree (M.P.A.)

- (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, request the TOEFL Bulletin of Information for Candidates from:

TOEFL  
Box 899  
Princeton, New Jersey 08541.

Students may be admitted on a *non-matriculated* basis and be allowed to take up to nine credits of course work. Students will not be allowed to continue in the program unless GRE scores are received prior to taking their third course.



Donald J. Calista, Ed.D., M.P.A.  
Director, Graduate Center for  
Public Policy & Administration

### Computer Competency

Students are expected to be familiar with the Marist computer system. A computer workshop is available through the School of Adult Education and students are strongly urged to enroll upon acceptance in the Program. Students must take the workshop prior to enrolling in MPA 75515.

### Degree Requirements

To qualify for the Master of Public Administration degree, a student must complete 39 credits of graduate work. M.P.A. degree requirements must be completed within seven years of acceptance into the program, with a cumulative index of no less than 3.0. Request for any extension of this seven year limit must be made, in writing, to the Program Director.

Each student, upon acceptance into the program, will receive a list of prescribed courses to be successfully completed. Each course will be designated as either a prerequisite, core, elective or concentration course.

Course requirements are explained on the next page. Students may choose among six concentrations in: Human Services Administration, Personnel/Human Resources, Information Systems, Criminal Justice, Financial Management and Health Services Administration.

Part-time students who are not fully matriculated in their first semester may not take more than one course unless approved by the Program Director. No thesis or comprehensive examinations are required. *Seminar in Public Administration* is the terminal course for each student. Students must achieve a 3.0 index to be admitted to the *Seminar*.

# Graduate Public Administration Courses

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## MPA COURSE REQUIREMENTS

### INTRODUCTORY COURSES (6 Credits)

(Waivers may be granted based on prior academic work)

- MPA 514L Issues in Politics and Economics of Government  
MPA 515N Introduction to Computer Processes and Statistics

### CORE PROGRAM (24 Credits)

- MPA 500L Concepts and Problems of Public Administration  
MPA 501L Administration and the Policy Process  
MPA 504N Fund Accounting and Fiscal Controls  
MPA 506N Administrative Law  
MPA 516L Research Methods and Statistics for Public Administration  
MPA 550N Human Behavior in Organizations  
MPA 551N Personnel Management  
MPA 600L Seminar in Public Administration (last course to be completed)

### CONCENTRATIONS (6-12 Credits)

Each student must complete one concentration. The Program Director may approve of appropriate substitutions of courses from the other graduate programs.

#### CONCENTRATION IN PERSONNEL/HUMAN RESOURCES MANAGEMENT (6 Credits)

- MPA 513L Program Planning and Evaluation, or  
MBA 653N Management and Collective Bargaining, or  
MBA 654N Organization and Management Development

#### CONCENTRATION IN CRIMINAL JUSTICE ADMINISTRATION (6 Credits)

- MPA 509N Principles and Processes of Criminal Justice Administration  
MPA 510L Practices and Problems of Criminal Justice Administration

#### CONCENTRATION IN HUMAN SERVICE ADMINISTRATION (6 Credits)

- MPA 511L Concepts of Human Service Administration  
MPA 512L Problems and Cases in Human Service Administration

#### CONCENTRATION IN HEALTH SERVICES ADMINISTRATION

- MPA 681N U.S. Healthcare Policies and Systems  
MPA 682L Ethical and Legal Issues in Healthcare  
MPA 683N Critical Issues in Healthcare Operations

#### CONCENTRATION IN INFORMATION SYSTEMS (12 Credits)

Students in this concentration must complete an additional prerequisite, Math 58115 Calculus with Management Applications. They are not required to take MPA 75506 Administrative Law or MPA 75551 Personnel Management. Instead they must complete the following four courses for a total of 39 graduate credits.

- MSCS 527L Systems and Information Concepts in Organizations  
MSCS 537L Data Management  
MSCS 647L Information Analysis  
MSCS 657N Systems Design

#### FINANCIAL MANAGEMENT (6 Credits)

- MBA 570N Managerial Finance  
MBA 540N Financial Accounting

#### ELECTIVE (3 Credits)

Three credits. Chosen among *Current Issues in Public Administration* or area of student interest. Students may use this course to develop an appropriate field internship.

## CORE COURSES

### MPA 500L Concepts and Problems of Public Administration

A general overview of the field of public administration and its important theoretical literature. Characteristics of American bureaucracy are discussed to illuminate the complex problems of contemporary governmental administration. Among topics considered are: the historical development of Public Administration and examination of major organizational theories, the contributions of social science to understanding organizations and ethical issues involved in contemporary government activities.

Fall, Spring semester as needed *Three Credits*

### MPA 501L Administration and the Policy Process

An investigation into the relationship of bureaucracy to the policy process with emphasis on institutional structures and experience. An examination of the ways in which the political sector conditions bureaucratic behavior and the mechanisms which keep administration responsible and responsive. Emphasis is also placed on the nature of program formulation and implementation within the policy-making process.

Prerequisite: Concepts and Problems of Public Administration.

Annually *Three Credits*

### MPA 600L Seminar in Public Administration

This course is intended to provide an integrating experience for students. Emphasis will be placed upon specific problems. Extensive research and analysis of public policy will be conducted. (Note: This is the final course in the MPA Program. Students must obtain a 3.0 index to enroll in this course.)

Annually *Three Credits*

### MPA 504N Fund Accounting and Fiscal Controls

This course will present two fiscal control devices currently utilized in government: program planning and budgeting and municipal accounting. The theory of these systems and related illustrations will be studied. In addition, several problem solutions will be required to enable the student to apply these concepts in practical situations.

Offered every two years *Three Credits*



# Graduate Public Administration Courses

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MPA 506N

## Administrative Law

This course involves the study of the legal framework of public administration. Basic principles of constitutional law and the institutions of American government are reviewed. The development of the administrative agency as a contemporary legal and social phenomenon and its relationship to other branches of government are considered. The structure of an administrative agency, its jurisdiction, powers, processes and accountability are analyzed.

Fall semester

Three Credits

MPA 550N

## 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. Public Administration emphasis.

Annually

Three Credits

MPA 551N

## Personnel Management

This course includes discussion of those personnel functions common to any organization: Providing support to line management, establishing sound employee policies and procedures, staffing the organization 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. Public Administration emphasis.

Annually

Three Credits

MSCS 527L

## Systems & Information Concepts in Organizations

An identification and basic exploration of the systems point of view, the organization of a system, information flows and the nature of information systems in organizations. The relation between systems and information to organizational objectives is examined. Specific information system applications are explored. Examples may include accounting, operations, marketing, management control, decision making and/or others appropriate to the class population.

Annually

Three Credits

MPA 513L

## Program Planning, Analysis and Evaluation

An analysis of the steps and decision making needed to develop public and non-profit policies and programs. Examines the significance of political, economic, social and legal phenomena as they impact on policy development. Skills in analytical methods to plan, implement, monitor and evaluate public programs are covered. Special attention is directed at PERT, survey research, questionnaire design and other assessment techniques.

Offered when there is sufficient enrollment

Three Credits

MPA 509N

## Principles and Processes of Criminal Justice Administration

This course is for students and criminal justice practitioners who wish to improve their managerial effectiveness and efficiency. It provides an overview of the fundamental concepts of public administration with particular relevance to law enforcement agencies, youth and correctional services, probation and parole. Topics to be covered include organizational structure and behavior, human resources management, leadership style, group dynamics, policy analysis and formulation, organizational development, conflict resolution, cost-effectiveness and evaluation

Offered when there is sufficient enrollment

Three Credits

MPA 510L

## Practices and Problems Criminal Justice Administration

This course examines contemporary crises and challenges facing the criminal justice system. Areas of concern are: public demands for greater productivity and accountability in a period of diminishing resources; decision-making at a time of uncertainty and rapid social change; and the long range, comprehensive planning process in the criminal justice system. Organizational adaptability to such factors as increased inmate law suits and affirmative action requirements is explored.

Prerequisite: Principles and Processes of Criminal Justice Administration.

Offered when there is sufficient enrollment

Three Credits

MPA 511L

## Concepts of Human Services Administration

The purpose of this course is to develop an understanding of the dynamics inherent in the functioning of human service organizations. By identifying what underlies its daily activities, appropriate management concepts designed to improve service effectiveness may be developed. A number of key organizational typologies are studied. A systematic framework for analysis will be integrated, identifying significant organizational factors, their range of variability, their relationship to each other, and how these factors may function to bring about patterns of effective service.

Offered when there is sufficient enrollment

Three Credits

MPA 512L

## Human Services Administration: Problems and Cases

This course involves the specific application of the management concepts developed in Intro to Human Services Administration to the functions of the Human Service Organization. It examines what needs to be achieved and avoided in such management functions as budgeting, program evaluation, staff development and community organization. Specific attention will be given to the relationship of organizational and professional goals, the role of personnel, staff and line functions and the limitations of the human service technology in achieving management functions. Case studies are used to illustrate the essential dynamics of organizational functions.

Prerequisite: Introduction to Human Service Administration.

Offered when there is sufficient enrollment

Three Credits

MBA 653N

## Management and Collective Bargaining

Labor as an institution and 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.

Every other year

Three Credits

MPA 514L

## Issues in Politics and Economics of Government

Theory and practices of American governmental processes as they affect public administration. Overview of federalism, intergovernmental processes, regulatory functions and public sector finance, including taxation, grant application and budget processes.

Annually

Three Credits

**MPA 515N****Introduction to Computer Processes**

A survey of the concepts and principles of computers as they relate to a management position in the non-profit or public sector. The fundamentals of information systems are presented covering the early history of data processing to the future impact of the technology on society. Applications using micro-computers and emerging managerial issues are stressed.

Annually *Three Credits*

**MPA 516L****Research Methods and Statistics for Public Administration**

An overview of the scientific framework and empirical approaches to conducting and evaluating research studies. The course emphasizes the application of quantitative techniques to decision making and problem solving. Topics include: descriptive statistics, probability, sampling plans, research design, analytical methods for hypothesis testing, regression analysis and an introduction to management science techniques. Computer applications are also utilized to gain an understanding of important statistical concepts.

Annually *Three Credits*

**MPA 601L****Directed Readings**

As needed *Three Credits*

**MPA 602L****Independent Study**

As needed *Three Credits*

**MPA 603L****Special Topics**

As needed *Three Credits*

**MPA 616L****Current Issues in Public Administration**

Short courses designed to cover topics of contemporary and controversial nature in such areas as budgetmaking, health, housing, transportation, environment, planning, employee assistance programs, quality of working life, civil service reform, management information systems, and ethics. Students may elect to take three of these courses to fulfill their three credit elective.

Annually *One Credit Each*

**MSCS 537L****Data Management**

A study of the critical issues related to managing data in organizations. The concept of data as a resource, the data environment, the data base approach and the need for data modeling are examined in detail. The growing use of Data Base Management Systems in managing data is discussed. The Data Administration function, its relevance in evolving organizations and emerging issues are also addressed.

Prerequisites: Systems & Information Concepts in Organizations, Computer Competency Workshop.

Fall semester *Three Credits*

**MSCS 647L****Information Analysis**

An extensive examination of the strategies for developing information system applications including a study of the system development life cycle for managing application development. Group dynamics and individual behavior in the development process are explored. Strategies for determining information requirements for an application, methods for analyzing requirements and the development of a general logical design are examined in detail.

Prerequisite: Data Management and Systems and Information Concepts in Organizations.

Spring semester *Three Credits*

**MSCS 657N****Systems Design**

A rigorous study of the design of information systems including specifications, design, implementation and testing. Both managerial and technological aspects of system design and implementation are considered. The processes of planning for change, audits and post-implementation reviews are addressed. At the conclusion, the student will have the knowledge and skills necessary to develop a physical design and implement an operational system from the logical design.

Prerequisite: Information Analysis.

Fall semester *Three Credits*

**MBA 540N****Financial Accounting**

A survey of accounting principles and practices used in preparing financial accounting information which fulfills management's public reporting responsibilities. Included is an intensive study of the preparation and meaning of financial statements and management's influence over them. Among the topics highlighted are accounting terminology and mechanics, valuation approaches, cost concepts, income determination, interpretive fund flow analysis and the influence of the federal income tax on decision.

Fall semester *Three Credits*

**MBA 570N****Managerial Finance**

An examination of the major areas of finance reflecting the important developments in the field under the unifying theme of valuation, the basis for decisions. The following topics will be discussed: the financial markets and instruments, time value and money, capital budgeting, capital structure, cost of capital, dividend policy, financing decisions, mergers and financial reorganizations.

Prerequisite: Financial Accounting; Statistical Analysis recommended.

Spring & Summer semesters *Three Credits*

**MPA 681N****U.S. Healthcare Policies and Systems**

This course is an extensive introduction to healthcare delivery systems, with special emphasis on the American system of healthcare and its major issues and challenges. The course describes in practical terms the institutional and social forces affecting the delivery and management of healthcare. It explores the dynamics of healthcare institutions such as hospitals, nursing homes and ambulatory care facilities that shape the delivery of healthcare. National trends in finance, costs delivery trends and the role of government are analyzed and compared to the similar trends developing in other industrialized countries.

Prerequisites: Fund Accounting and Fiscal Control; Administrative Law; and Introduction to Computer Processes and Statistics.

Fall semester *Three Credits*

**MPA 682L****Ethical and Legal Issues in Healthcare**

This course will equip the student with a fundamental knowledge of the legal system as it relates to healthcare institutions. It provides an opportunity to integrate this understanding into the moral and ethical realities in the field of healthcare administration. The course will examine the function of the U.S. legal system as it affects the healthcare setting: tort law, contract law and administrative law. It identifies and examines the responsibilities, liabilities and immunities of each element of the healthcare provider system along with the ethical dilemmas involved. The course will finally analyze the legal and ethical rights of the patient as a consumer of healthcare and considers the patient's right to informed consent, confidentiality and the issue of involuntary commitment. Medical legal/ethical issues will be interwoven throughout the course.

Prerequisites: Introduction to computer processes and statistics; Fund accounting and fiscal controls; administrative law; U.S. healthcare policies and systems.

Spring semester *Three Credits*

**MPA 683N****Critical Issues in Healthcare Operation**

This course will provide an in-depth examination of some of the critical issues in operations facing the healthcare providers in today's society. Topics to be discussed will include such issues as: the impact of the AIDS crisis on providers and consumers; the prospective pricing system and the DRG's impact on access, quality of care and the operating margins of provider organizations; the role of competition and regulation in containing costs; recruitment and retention of professionals; the for-profit markets' impact on the delivery system; the rationing of health care, and strategies for intervention.

Prerequisites: U.S. Healthcare Policies; Ethical and Legal Issues in Healthcare.

Fall, 1991 *Three Credits*

# Campus Information

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## Campus Center

Located adjacent to Champagnat Hall, the Campus Center is an organizational center for student extracurricular activity. It houses the College Theatre, dining facilities, meeting rooms, The Barge deli, River Room, Game Room, bookstore and post office.

Rooms can be reserved for meetings by contacting the Office of College Activities, Room 273, Ext. 3279.

## Bookstore

Located on the lower level of the Campus Center, the bookstore is open from 10:00 a.m. to 4:55 p.m. every day. The bookstore will be open until 8:00 p.m. for the first three weeks of the Fall semester and for the first two weeks of the Spring 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 mid-level of the Campus Center. Dinner is served from 4:30 to 6:00 p.m. and guests are welcome. There is a snack bar located in Donnelly Hall, Room 218. In the evening The Barge deli and the River Room are open. They are both located in Campus Center.

## Athletic Facilities

Athletic facilities include a sports complex—the James J. McCann Recreation Center—which features a pool with a diving well, and areas for basketball, track, racquetball, dance and many other activities. In addition, the fieldhouse can host 3,000 spectators for home basketball games or special events. Other facilities include the Martin Boathouse for crew and sailing, and the Leonidoff Field for soccer and football and six outdoor tennis courts.

Graduate students wishing to purchase a semester's membership in the McCann Center should apply directly to the office of the Director of Athletics (ext. 2304) for information about special student rates.

## Veterans

Marist College has the approval of the State Approval Agency for veterans' education. The V.A. certifying official is located in the Office of the Registrar, Room 203, in Donnelly Hall.

## Inclement Weather/Cancellation

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 (or delays) will be made over radio stations WEOK, WPDH, WKIP and WSPK in Poughkeepsie, WHVW and WCZX in Hyde Park, WGNV in Newburgh, WGHQ, WBPM and WFGB in Kingston, WALL in Middletown, WHUD/WLNA in Peekskill, WFAS in White Plains and WABC and WCBS in New York City.

## Safety and Security

Safety and Security is an administrative service provided to benefit the students and the College as a whole. The service oversees the enforcement of safety standards, including the maintenance of adequate fire alarm systems and fire extinguishers (for the purpose of fire only) and proper service of elevators. Security is maintained 24 hours a day to insure protection of persons and property. The campus security extension is 2282; the emergency night number is 471-1822. Safety and Security is also responsible for automobiles on campus.

## Automobiles on Campus

All cars to be parked on campus must be registered annually and bear a parking decal. Registration can be accomplished at the office of Safety and Security during the day or in the MBA Program Office during the evening.

## Parking Regulations

Parking regulations are strictly enforced and the cooperation of all concerned is expected.

All parking lots have been color coded to match your parking permit. You must park in the lot matching your permit. All cars parked not displaying a valid Marist College Parking Permit will be towed away.

There will be NO student parking in the following lots: Sheahan, Donnelly, St. Peter's, Gatehouse, Lowell Thomas, and the Dyson Center. Any student car found in these lots will be booted (\$30) or towed (\$55 plus \$10 storage per day.) Towing and booting will be strictly enforced.

All fire lanes, roadways, and gates must be kept clear at all times.

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STD Vice President and  
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& General Manager  
Communication Systems  
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Senior Vice President  
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Principal, Mount Saint Michael Academy  
Bronx, NY
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Class of 1953  
Distinguished Professor of Education  
Marist College  
Poughkeepsie, NY
- LOU LEWIS  
Class of 1964  
Attorney, Lewis & Greer, P.C.  
Poughkeepsie, NY
- DONALD P. LOVE  
Financial Consultant  
Poughkeepsie, NY
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Taconic Newspapers  
Millbrook, NY
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Class of 1968  
Senior Vice President  
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Retired New York State Senator  
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Class of 1963  
Manager, Market Development  
IBM Corporation  
Kingston, NY
- HENRIETTA T. SMITH, Ph.D.  
Professor of Psychology  
Vassar College  
Poughkeepsie, NY
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Retired  
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- RICHARD FOY, Ph.D.  
Class of 1950  
Senior Vice President,  
Finance/Administration & Treasurer  
Boyden International  
New York, NY
- PATRICK MAGEE, F.M.S.  
Class of 1947  
Director of Development  
& Alumni Relations  
Mount Saint Michael Academy  
Bronx, NY

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Director of Career Development & Field Experience

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Director of M.P.A. Program

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Assistant Director of Admissions  
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Manager, Systems Software Services

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Coordinator, Human Resources  
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Coordinator, Health Benefits  
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Director of Physical Plant  
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Supervisor of Mechanical Services  
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Assistant Director of Safety and Security

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Coordinator of Counseling Services  
Sister Eileen Halloran, F.S.P., B.A.  
Director of Campus Ministry  
Rev. Luke McCann, Ph.D.  
Chaplain  
Eugene Doris, M.B.A.  
Director of Athletics

# Graduate Faculty

## COMPUTER SCIENCE/ SOFTWARE DEVELOPMENT

### LYNNE DOTY

*Associate Professor of Mathematics*  
B.S., East Stroudsburg State College  
M.A., The State University of New Paltz  
Ph.D., Stevens Institute of Technology  
*Graph Theory, Network Reliability*

### STUART GREENFIELD

*Assistant Professor of Computer Science*  
B.E.E., The City College of New York  
M.E.E., The City College of New York  
M.S.C.S., Marist College  
*Programming Languages, Software  
Development, and Compiler Design*

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B.A., College of St. Elizabeth  
M.S., Fordham University  
M.S.C.S., Syracuse University  
*Automata & Computability*

### JOHN E. MACDONALD

*Professor of Computer Science  
Linus R. Foy Chair*  
B.S.E.E., Purdue University  
M.E.E., Syracuse University  
Ph.D.E.E., University of Illinois  
*Analytical Performance Modeling,  
Logical Design and Information Theory*

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B.S., University of Massachusetts  
M.A., Brandeis University  
M. Phil., Syracuse University  
*Semantics, Programming Languages,  
Programming Logics*

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B.A., Marist College  
M.S., New York University  
Ph.D., New York University  
*Artificial Intelligence, Machine Learning,  
and Operations Research*

### G. SAMPATH

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B.S.E.E., University of Madras  
M.S.E.E., Indian Institute of Technology,  
New Delhi  
Ph.D., Indian Institute of Technology,  
Madras  
*Neural Modeling*

### ONKAR P. SHARMA

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Chair, Computer Science &  
Mathematics Division  
Director (Acting)  
Software Development  
Graduate Program*  
B.S.E., Bihar Institute of Technology  
M.S., University of California, Berkeley  
Ph.D., New York University  
*Systems Programming & Architecture*

### JAMES TEN EYCK

*Assistant Professor of Computer Science*  
B.S., Lafayette College  
M.S., Ph.D., Syracuse University  
*Computer Networks, Simulation*



**G**raduate education at Marist College is integral to the mission and ambition of the institution: to be professional, to be first rate, and to be responsive to society's educational needs. Excellence in education resides in the faculty. We believe that we have the right faculty in our Graduate Programs to work with our students who intend to create their own future in our competitive technological environment.

Marc A. vanderHeyden, Ph.D.  
*Vice President for Academic Affairs*

# Graduate Faculty

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## COMPUTER SCIENCE/ INFORMATION SYSTEMS

### FREDRICK BENFER

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B.S., Marist College  
M.S., Marist College  
*Database, Software Engineering*

### BENJAMIN DIAMANT

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B.A.E., New York University  
M.S.M.E., University of Pennsylvania  
Ph.D., Catholic University of America  
*Systems Information Concepts,  
Systems Analysis and Design,  
Organizational Behavior*

### CRAIG FISHER

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B.S., SUNY Oswego  
M.A., Ball State University (IN)  
*System & Information Concepts, COBOL,  
Systems Analysis & Design,  
Database Management*

### JAN L. HARRINGTON

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B.S., University of Washington  
M.L., University of Washington  
Ph.D., Drexel University  
*Date Management, System Architecture,  
UNIX*

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B.S., City College of New York  
M.S., Marist College  
Ph.D., Purdue University (IN)  
*Operations Research, Decision Support  
Systems, Expert Systems*

### GLENN R. MARCHI

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B.S., Indiana University  
M.S., Marist College  
*Data Management*

### JEROME A. MCBRIDE

*Associate Professor of Computer Science*  
*Director, Information Systems Graduate  
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B.S., Manhattan College  
M.S.C.S., Purdue University  
*Information Systems in Organizations,  
Data Base Management Systems,  
Decision Support Systems, Systems Analysis  
and Design, and Management Science*

### EDWARD WONG

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B.A., Fordham University  
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*Switching Automata Theory, Algorithms,  
Software Engineering*

### STEVEN G. ZEOLI

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B.S., New York Institute of Technology  
M.S., Marist College  
*Operations Management,  
Data Communications and System Design*

## BUSINESS & PUBLIC ADMINISTRATION FACULTY

### DONALD J. CALISTA

*Associate Professor of Sociology and  
Public Administration, 1977*  
*Director of Graduate Center for  
Public Policy and Administration*  
B.A., Brooklyn College  
M.A., Washington University  
Ed.D., University of Sarasota  
M.P.A., The State University at Albany

### ANN E. DAVIS

*Assistant Professor of Economics, 1981*  
*Director, Center for Employment and  
Organizational Research*  
B.A., Barnard College  
M.A., Northeastern University  
Ph.D., Boston College

### FRANK DeSIERVO

*Adjunct Instructor of  
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B.S.W., State University of New York  
at Brockport  
M.S.W., Syracuse University

### HELMY H. EL-SHERIF

*Adjunct Professor of Business, 1982*  
B.S., Ain Shams University  
M.S., Michigan State University  
M.B.A., Harvard Business School  
Ph.D., Michigan State University

### JOSEPH FIELDING

*Assistant Professor of Business, 1985*  
M.A., Pace University  
M.B.A., Baruch College of CUNY

### MATTHEW FITZGERALD

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B.B.A., City College of New York  
M.S.W., Fordham University

### THOMAS FOREHAND

*Assistant Professor of Accounting, 1985*  
B.S., Syracuse University  
M.B.A., Michigan State University  
C.P.A., Michigan

### RONALD R. GAUCH

*Assistant Professor of  
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B.S., Miami University  
M.S., Wayne State University  
Ph.D., New York University

### RAYMOND P. GILA

*Assistant Professor of Accounting, 1974*  
B.S., Lehigh University  
M.B.A., Lehigh University  
C.P.A., New York



**ROBERT GROSSMAN**

*Associate Professor of Business, 1983*  
 B.A., Hobart College  
 J.D., The State University at Buffalo  
 Law School  
 L.L.M., New York University of Law

**MARY B. HAGERTY**

*Adjunct Professor of  
 Public Administration, 1991*  
 B.S., Cornell University  
 M.A., State University of New York  
 at Albany  
 Ph.D., State University of New York  
 at Albany

**DONALD G. HESTER**

*Adjunct Professor of  
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 M.C.I.O.B., Willesden College of  
 Technology, London  
 M.A., Colgate University  
 M.S., State University of New York  
 at Albany  
 Ed.D., State University of New York  
 at Albany

**ASHOK K. KAPOOR**

*Assistant Professor of Business, 1987*  
 B.A., University of Delhi  
 M.A., University of Delhi  
 M.A., University of Minnesota  
 M.B.A., University of Minnesota  
 C.F.A., The Institute of Chartered  
 Financial Analysts

**JOHN C. KELLY**

*Associate Professor of Economics, 1962*  
*Chairman of the Division of  
 Management Studies*  
 B.S.S., Fairfield University  
 Ph.D., Boston College

**CHESTER KOBOS**

*Assistant Professor of Business, 1982*  
 B.A., Canisius College  
 M.A., Ph.D., Fordham University  
 M.B.A., New York University

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*Director, Information Systems Program*  
 B.S., Manhattan College  
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 of Business, 1979*  
 A.B., New York University  
 M.S., New York University  
 M.S.I.A., Union College

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 B.A., Clark University  
 Ph.D., Massachusetts Institute  
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 M.A., Ph.D., Rensselaer Polytechnic  
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 M.A., Christian College, India  
 M.B.A., Pace University  
 Ph.D., Vikram University, India

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*Assistant Professor of Business, 1978*  
 B.S., Bucknell University  
 E.E., Bucknell University  
 M.Met.E., Polytechnic Institute of Brooklyn  
 M.S., Stevens Institute of Technology  
 M.B.A., Iona College

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 M.S., Fordham University  
 Ph.D., Fordham University

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 M.B.A., University of Chicago

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 M.A., Manhattan College  
 Ph.D., Graduate Faculty, New School of  
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 B.Tech.E.E., India Institute of Technology,  
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 M.A.Sc., University of Waterloo,  
 Ontario, Canada  
 M.B.A., California State University  
 Hayward, California  
 Ph.D., E.E., University of California  
 at Davis

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 M.S., Polytechnic Institute of New York  
 Ph.D., The Union for Experimenting  
 Colleges and Universities

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*Executive Vice President*  
 B.S., University of Rhode Island  
 M.P.A., Syracuse Maxwell Graduate School  
 of Public Affairs  
 Ed.D., Harvard Graduate School  
 of Education

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 M.P.A., Syracuse University  
 Ph.D., University of Illinois

**LOUIS ZUCCARELLO**

*Professor of Political Science*  
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 M.A., Fordham University  
 M.S., Fordham University  
 Ph.D., Fordham University

**PSYCHOLOGY FACULTY****MICHAEL ANDERSON**

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 B.A., SUNY New Paltz  
 M.A., Marist College  
 Ph.D., Union Institute

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 B.S., Hofstra University  
 M.A., Hofstra University  
 Ph.D., Hofstra University  
 Post-doctoral Fellow,  
 New York University

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 Ed.D., University of Tennessee

**ANNE CONSTANTINOPE**

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 B.A., Smith College  
 Ph.D., University of Rochester



# Campus Directory

- LINDA L. DUNLAP**  
*Assistant Professor of Psychology, 1984*  
 B.A., Kansas State University  
 Ph.D., University of Iowa
- WILLIAM R. EIDLE**  
*Associate Professor of Psychology, 1965*  
*Chairperson*  
 B.A., Fordham University  
 M.A., Fordham University  
 Ph.D., Fordham University
- JOAN M. ENGEL**  
*Visiting Assistant Professor of Psychology*  
 B.A., University of Massachusetts  
 M.A., New School of Social Research  
 Ph.D., Fordham University
- BRO. JAMES KEARNEY**  
*Visiting Distinguished Professor of Education*  
*Director, Educational Psychology Program*  
 B.A., Marist College  
 M.A., St. John's University  
 M.A., Teacher's College, Columbia University
- FRED McMANUS**  
*Assistant Professor of Psychology, 1981*  
 B.A., The State University of New York at Plattsburgh  
 Ph.D., The State University of New York at Stony Brook
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*Professor of Psychology, 1961*  
 B.S., Iona College  
 M.A., Fordham University  
 Ph.D., Fordham University
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 M.S., Fairfield University  
 Ph.D., CUNY Graduate Center

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*Associate Professor of Psychology, 1975*  
 B.A., Marist College  
 M.S., University of Bridgeport  
 Ph.D., Fordham University
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*Professor of Psychology, 1973*  
*Director, Community Psychology Program*  
 B.A., Marist College  
 M.A., Loyola University  
 Ph.D., Loyola University
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 M.A., Fordham University  
 Ph.D., Fordham University
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*Assistant Professor of Special Education, 1985*  
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 M.A., Assumption College  
 Ph.D., the State University of New York at Albany
- WILLIAM E. VAN ORNUM**  
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 Ph.D., Loyola University
- DOLORES C. WHITAKER**  
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 Ed.D., Teachers College, Columbia University
- ROYCE WHITE**  
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 Ph.D., University of Florida



Marist College supports the principle of equal opportunity. All applications are accepted and reviewed without regard to race, religion, sex, age, color, disability or national origin.

It is also the policy of Marist College to recruit, employ, promote and compensate all employees and applicants for employment without regard to race, religion, sex, age, color, disability or national origin.

Furthermore, it is the policy of the College to operate and support all of its educational programs and activities in such a way as does not discriminate against any individual on the basis of those characteristics stated above.

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 Poughkeepsie, NY 12601-1387  
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 Fax (914) 471-6213

**Main number: (914) 575-3000**

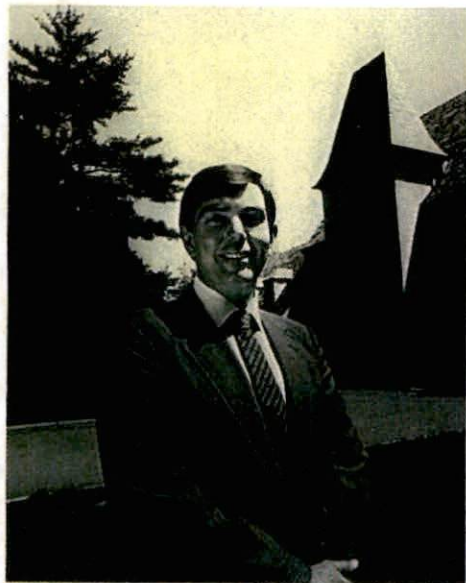
Office	Location	Tel. Ext.
Business Office	Donnelly	3312
Campus Center	Champagnat	3279
Career Counseling/Placement	Donnelly	3547
Financial Aid	Donnelly	3230
Graduate Admissions	Dyson	3530
Housing	Champagnat	3307
Program Office, MA Psychology	Dyson	2297
Program Office, MBA	Dyson	3225
Program Office, MPA	Dyson	3343
Program Office, MSCS	Lowell Thomas	2610
Security	Donnelly	2282
Student Accounts	Donnelly	3231
Veterans	Donnelly	2468

**MARIST**  
 C O L L E G E

Poughkeepsie, New York 12601

# Alumni/ae

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FRED APERS

*Counseling/Community Psychology*

"Learning to be a better Executive Director is something that I work at every day," says Fred Apers, the Executive Director at Cardinal Hayes Home in Millbrook, New York. Cardinal Hayes Home is a Catholic agency that provides residential care and services for developmentally disabled children and young adults.

Fred graduated from the Master of Arts program in Counseling/Community Psychology in 1975, and believes that his graduate training at Marist has had a very positive effect on the formation of his values and perspectives regarding quality of life issues, and quality care of individuals in need. He says, "the Marist program stresses a systems approach to addressing community needs and has proved particularly helpful in my job. Shaping programs for the developmentally disabled requires an understanding of the whole person, as well as an appreciation for the environment in which the individual must function, and the provision of appropriate support services. This type of holistic approach reflects the Community Psychology training I received at Marist."

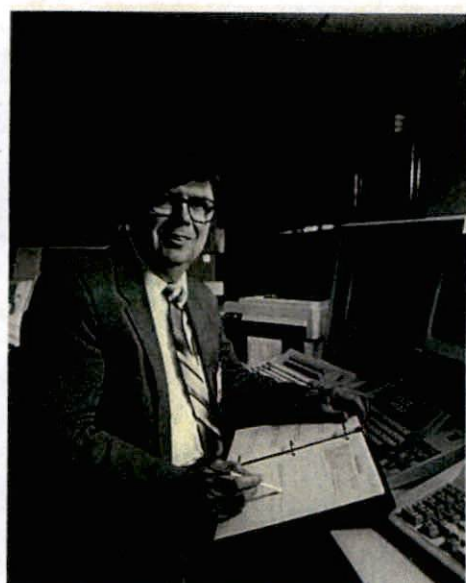


JACQUELYN APPELDORN

*Business Administration*

Jacquelyn Appeldorn enrolled in the MBA program in 1983 while working at Mohonk Mountain House in New Paltz, NY, famous since Victorian days as an extraordinary resort center. She says that "the experience of working while pursuing the MBA degree afforded me the extraordinary opportunity of learning the practical applications of the various business theories and practices I studied, while improving my understanding and effectiveness in the work in which I was engaged on a daily basis."

Jacquelyn received many promotions, achieving that of Vice President, even before she completed her degree. She is presently planning the next stage of her career in which she hopes to combine her business and education skills. Her plan is to be involved with business education and training in the academic and corporate settings. Jacquelyn strongly believes that to a significant extent, she can attribute her success in business, and her readiness to pursue her present goals, to her MBA studies at Marist.



FRED BENFER

*Software Development*

After graduating from the Computer Science program in Software Development in 1986, Fred continued to pursue his interest in research in the area of Software Design and Development. He returned to Marist as an adjunct instructor in the graduate Software Development program, while continuing his employment at IBM. Management also recognized his knowledge and talent, so he began teaching Software Engineering. Presently, he is part of the IBM Corporate Education staff, and in addition to Software Engineering, also teaches Software Analysis and Design.

Fred was first attracted to Marist as an undergraduate by its warm and friendly atmosphere. He looks back on his time with happiness, and appreciates the opportunities that have come to him as a result of his education. He says, "My knowledge gained at Marist and IBM, has opened many doors that otherwise would have remained closed. Many times while I am on campus I stop and think to myself, it all started here at Marist College."

# Alumni/ae

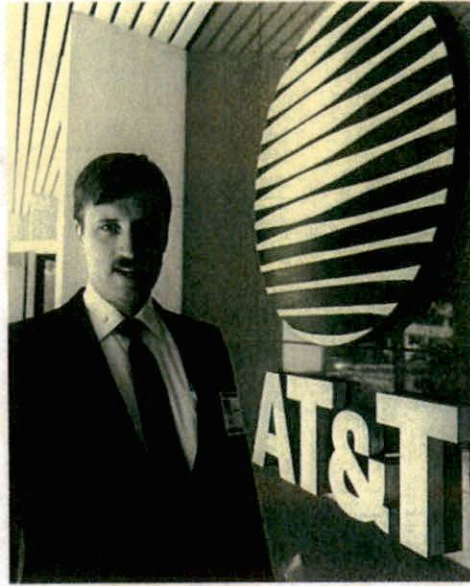
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LARRY COLLINS  
*Public Administration*

Larry graduated from the Master's program in Public Administration in 1990, with a concentration in Human Services. He currently works at the New York State Department of Correctional Services in the Fishkill Facility. As the Education Supervisor of Special Subjects, Larry supervises and develops the music, art, handicrafts, and recreation programs. The programs are designed to meet the leisure-time pursuits of incarcerated individuals, while emphasizing the importance of proper techniques needed for the successful acquisition of skills in the particular area chosen.

Larry believes that the Public Administration program has developed his viewpoint on public agencies and extended his ability to see organizations systemically. He now understands the implications of structural configuration on function. Knowledge gained during the program has advanced his career. Larry was promoted shortly before graduation and is confident that his graduate education will contribute to further success.



RICHARD MURPHY  
*Business Administration & Information Systems*

Richard Murphy's educational experience at Marist spans over two decades, graduating first with a Bachelor of Science degree in Business Administration in 1973. He was drawn back to Marist by a flier that he received advertising the graduate programs. At that time he set out to become a "bright young MBA." This goal he accomplished in 1980 with a specialization in Personnel.

Richard's career path has taken him through six progressive management positions at AT&T where he has spent more than sixteen years. Early on, he became involved with several corporate data systems and discovered he had a knack for using and understanding them. His decision to learn more about computer systems coincided with another flier from Marist on the Computer Science programs at the college.

Currently, Richard is Business Automation Platform Manager at AT&T. His goals for the future include moving from the management of projects to the management of those who lead project teams. He has found that his degrees from Marist have been important to the shaping of his career thus far and says, "The MBA opened an important door for me, allowing me to move into management. The MSCS has caused others in the company to expect much, and has assisted me in my new position in information management services. These credentials command a great deal of respect where I work, and the deference shown me and my abilities still amazes me!"



BARBARA SEITH  
*Information Systems*

Barbara Seith graduated with the first class in Information Systems in 1986. She started working as a Systems Manager for Mutual of New York in the corporate systems area. Within one year she moved into the investment sector and eventually became the Systems Vice President.

"The keys to my advancement were simple, a blend of systems knowledge, business acumen, and a service orientation," says Barbara. She believes that the Information Systems program at Marist was the fundamental base for these three elements coming together for her. The program emphasizes the synergy between these elements and shaped her perspective accordingly. Barbara says, "This perspective has given me a competitive edge over my colleagues who are either strictly technically or business oriented."