Graduate Programs

1993/95

Many years ago, Marist College identified the need for accessible, high quality graduate education in the Hudson Valley. Today, Marist offers seven master's programs and several graduate level certificate programs that combine information technology with the human dimension of educating and training professionals to meet the challenges of an increasingly complex world.

DENNIS J. MURRAY
PRESIDENT
MARIST COLLEGE

Business Administration

Computer Science/ Information Systems

Computer Science/ Software Development

Educational Psychology

Psychology

Public Administration

School Psychology

MARIST
COLLEGE

GRADUATE ACADEMIC CALENDAR 1993-1994

FALL SEMESTER

September 7, 1993—December 22, 1993

September

7	Tues.	Day and evening classes begin; MBA Module Session I classes begin; Late registration
7-13	Tues.-Mon.	Course change period
13	Mon.	Last date for course changes; Half tuition refund after this date
20	Mon.	No tuition refund after this date

October

16	Sat.	GMAT given at Marist
22-24	Fri.-Sun.	Mid-semester break; no classes held
25	Mon.	Final day for MBA Module Session I classes
28	Thurs.	MBA Module Session II classes begin

November

10	Wed.	Last day for dropping courses without penalty of WF grade
24	Wed.	Day classes held; no evening classes
25-28	Thurs.-Sun.	Thanksgiving; no classes held

December

11	Sat.	GRE given at Marist
14	Tues.	Last day of fall 1993 classes
16-22	Thurs.-Wed.	Final Exams; finals for Wed. evening classes will be held on December 15; Sat. exams will be scheduled
22	Wed.	Final day for MBA Module Session II classes
27	Mon.	Final grades due by 10:00 a.m.

SPRING SEMESTER 1994

January 20, 1994—May 12, 1994

January

15	Sat.	GMAT given at Marist
20	Thurs.	Spring semester begins; Day & evening classes held; MBA Module Session I classes begin
20-26	Thurs.-Wed.	Course change period
26	Wed.	Last date for course changes; Half tuition refund after this date; Last date for incompletes & grade changes for fall 1993

February

5	Sat.	GRE given at Marist
9	Wed.	No tuition refund after this date

March

9	Wed.	Final day for MBA Module Session I classes
12	Sat.	MBA Module Session II classes begin
12-20	Sat.-Sun.	Mid-semester break; no classes held
19	Sat.	GMAT given at Marist
25	Fri.	Last day for dropping courses without penalty of WF grade
31	Thurs.	Day classes held; no evening classes

April

1-3	Fri.-Sun.	Easter observance; no classes held
4	Mon.	No day classes held; classes resume with evening classes
9	Sat.	GRE given at Marist

May

4	Wed.	Last day of classes
6-12	Fri.-Thurs.	Final exam period; Sat. exams will be scheduled
12	Thurs.	Final day for MBA Module Session II classes
13	Fri.	Final grades due by 10:00 a.m. for those graduating
21	Sat.	FORTY-EIGHTH COMMENCEMENT
24	Tues.	Final grades due by noon

SUMMER SESSION 1994

May 23, 1994—August 11, 1994

May

23	Mon.	Twelve-week session classes begin
27	Fri.	Last date for late registration or change of courses; half tuition refund after this date

June

8	Wed.	No tuition refund after this date for 12-week session
17	Fri.	Last date for grade changes and resolving incompletes for spring 1994
18	Sat.	GMAT given at Marist

August

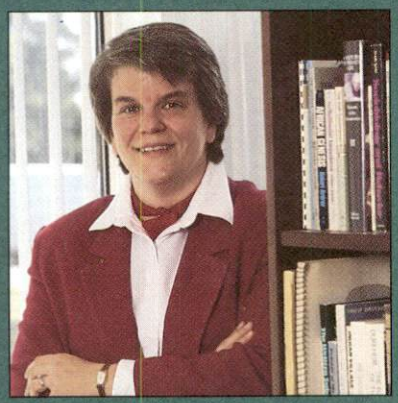
8-11	Mon.-Thurs.	Final Exam Period for 12-week session

DIRECTORY OF GRADUATE PROGRAMS

Knowledge conquered by labor becomes a possession—a property entirely our own.

THOMAS CARLYLE

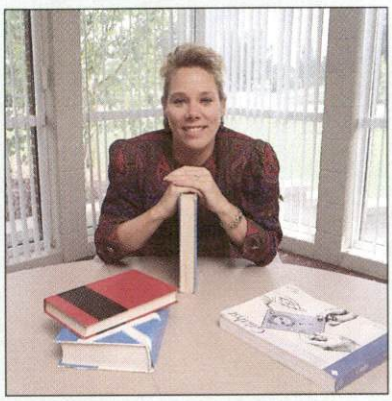
AS HIGHLY MOTIVATED PROFESSIONALS SEEKING CAREER ADVANCEMENT, GRADUATE STUDENTS ARE VERY DEMANDING OF THE PROGRAM THEY HAVE CHOSEN TO PURSUE. IN RETURN, FACULTY EXPECTATIONS OF WHAT GRADUATE STUDENTS CAN ACCOMPLISH ARE EQUALLY HIGH. MARIST COLLEGE WELCOMES ITS GRADUATE STUDENTS INTO A SUPPORTIVE LEARNING COMMUNITY OF FACULTY, STAFF AND PEERS. WITHIN THIS ENVIRONMENT, STUDENTS WHO SHOW A GREAT DEAL OF INDEPENDENCE, PERSISTENCE AND COMMITMENT, FIND THAT GRADUATE STUDY BECOMES ONE OF THE MOST EXCITING AND INTELLECTUALLY STIMULATING EXPERIENCES ONE COULD POSSIBLY IMAGINE.



LINDA COOL
Associate Academic Vice President

Psychology

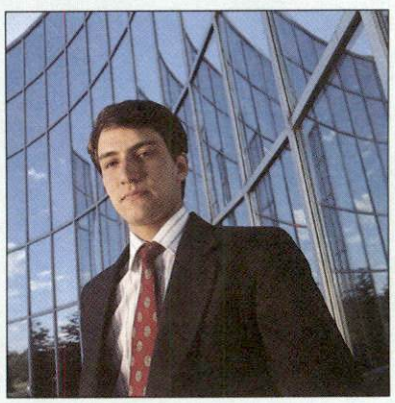
KATHY ZRALY
Master of Arts in Psychology



As an educator and communicator, I feel that I couldn't have gotten a better graduate education than I received at Marist. The personal attention from faculty, the diversity of people I met in the program, and the quality of the coursework all combined to make my Marist experience top-notch.

Computer Science Software Development

ANTHONY WILLIAMS
Master of Science in Computer Science: Concentration in Software Development



I know that the new job I just got was as a direct result of the degree I received from Marist. The program provided me with advanced knowledge of all facets of software development, making me very marketable in the job market.

Computer Science Information Systems

ANDREW RUGEGE

Master of Science in Computer Science: Information Systems Concentration

The degree from Marist is important for me in my career, and it commands a great deal of respect in my company. When I graduate, I will return to my company in a position of greater authority and responsibility, and I am confident that I will be able to handle my new responsibilities with ease, thanks to the hands-on focus of this program.

Educational Psychology

CHRISTINE BISSINGER

Master of Arts in Educational Psychology

I have been accepted into the Psychology doctoral studies program at SUNY Albany. Marist's program gave me a comprehensive preparation for the rigors of doctoral work. I feel very fortunate to have studied here.

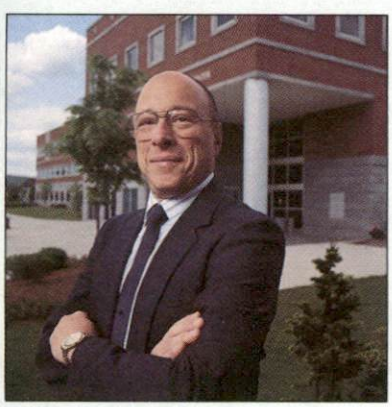
I believe the true road to preeminent success in any line is to make yourself master of that line.

ANDREW CARNEGIE

Business Administration

HERBERT WEINMAN, M.D.

Master of Business Administration

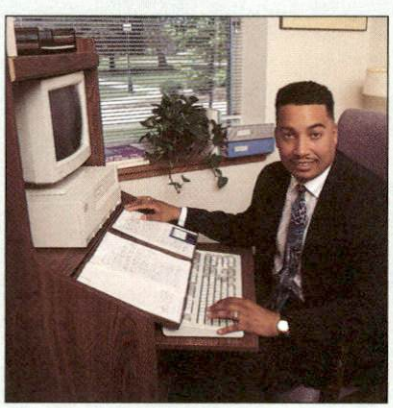


My experience at Marist was positive from beginning to end. It's a great program. I wanted to refocus my priorities as a medical professional and am now in a management position with a local HMO. The MBA from Marist will be invaluable.

Public Administration

MARIO JOHNSON

Master of Public Administration



The key to my professional advancement is simple—the degree I received from Marist. The in-depth knowledge I acquired, the personal attention of the faculty, and the attention to my courses that graduate administrators gave, all combined to make this a great educational experience.

ADMISSION TO GRADUATE PROGRAMS

Most Marist graduate degree programs are designed to accommodate students from a variety of backgrounds. While a baccalaureate degree is required for admission to graduate study, most programs do not require that the degree be in a related field of study. It is worth noting, however, that certain prerequisite courses may be required. Admissions requirements, prerequisite courses and application deadlines vary by program and are outlined under the respective program descriptions.

The primary contact for students seeking admission to graduate study is the director of graduate admissions. All correspondence regarding graduate study should be addressed to:

DIRECTOR OF GRADUATE ADMISSIONS
MARIST COLLEGE
POUGHKEEPSIE, NEW YORK 12601-1387
FAX (914) 575-3640

Prospective students wishing to discuss their plans and concerns regarding graduate study are encouraged to contact the Office of Graduate Admissions at (914) 575-3530 to schedule an appointment to meet with the director.

Marist College believes in the principle of equal opportunity. All applications are accepted and reviewed without regard to race, religion, sex, age, color, disability or national origin. Furthermore, it is the policy of Marist College to operate and support all of its educational programs and activities in a way that does not discriminate against any individual on the basis of the characteristics stated above.

CAROL VARI
Acting Director of Graduate Admissions
(914) 575-3530

■ *Language Proficiency*

All applicants whose primary language is not English must demonstrate English proficiency by submitting official test scores of the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) with minimum scores of no less than 550 and 4.0 respectively. Test results must be sent directly from the Educational Testing Service to the Office of Graduate Admissions at Marist College. Marist's report code is 2400.

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 the student undergo additional English language proficiency testing and/or undertake remedial coursework in English language studies.

■ *Additional Requirements for International Students*

In addition to the submission of the completed application and other general requirements as outlined in this catalog, international students seeking admission to graduate study must fulfill the following requirements:

(1) The deadline for submission of international student applications is April 30 for September of the same year. Early application is encouraged.

(2) Provide certified English translations of all prior academic records, i.e., certificates, diplomas, examination results or transcripts for work that corresponds to a bachelor's degree or graduate level study in the United States. Translations may be provided by the granting institution or by a recognized translation agency, and must be properly certified.

(3) Submit official test results of the TOEFL and TWE.

(4) Submit documentation stating that the student has sufficient means of supporting his or her education and living expenses while at Marist. The documentation should be in the form of a notarized letter of support from each sponsor which indicates the duration and level of support they will provide and a letter from a bank or other financial institution verifying the availability of sufficient resources to cover each sponsor's commitment. Each letter must specify the amount of support in U.S. dollars, be signed by an official representative of the bank or financial institution, and bear the appropriate seal.

■ *Health Regulations*

New York State law requires college students to be immunized against measles, mumps and rubella. The law applies to all students born on or after January 1, 1957. Proof of immunity consists of:

Measles—two doses of live measles vaccine administered after 12 months of age, physician documentation of measles disease or a blood test showing immunity.

Mumps—one dose of live mumps vaccine administered after 12 months of age, physician documentation of mumps or a blood test showing immunity.

Rubella—one dose of live rubella vaccine administered after 12 months of age or a blood test showing immunity.

For more information regarding immunization please contact:

MARIST COLLEGE HEALTH SERVICES
BYRNE RESIDENCE
POUGHKEEPSIE, NY 12601-1387
(914) 575-3000 EXT. 2270

TUITION AND FINANCIAL AID

FINANCIAL ASSISTANCE

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 financial assistance, full-time and part-time graduate students at Marist must complete the Graduate Financial Aid Form (gradFAF), the Free Application for Federal Student Aid (FAFSA) and the Marist College Graduate Financial Aid Application. Early application is recommended. *The application deadline is May 15 for returning graduate students, and August 15 for new students.*

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

All financial aid is awarded on the basis of demonstrated need. Marist graduate grants-in-aid are 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:

■ *Marist Graduate Grants-In-Aid*

A limited number of grants for full-time graduate study are awarded each year. Awards range from $500 to $2,500 annually and are divided between the fall and spring semesters. Awards are not automatically renewed. Students must re-apply each year. Recipients must maintain a 3.0 cumulative grade point index and a 12 credit per semester course load to qualify.

■ *Part-Time Graduate Grants-In-Aid*

A limited number of grants for part-time graduate study are awarded each year. Awards range from $100 to $600 per semester. The size of the award varies in accordance with need, merit and the number of credit hours being undertaken. Awards are not automatically renewed. Students must re-apply each semester. Students must maintain a 3.0 cumulative grade point index to qualify.

■ *Campus Employment*

Campus employment is funded through the Federal College Work-Study Program and the Marist Campus Employment Program. There are opportunities for employment with various academic and administrative offices throughout the College. Generally a full-time graduate student will work 20 to 30 hours per two week pay period and may earn up to $3,000 per academic year.

GRADUATE TUITION AND FEES 1993-94

Tuition (per semester hour) $333.00

Application Fee
(non-refundable) $30.00

Registration and College
Service Fee (non-refundable)..... $25.00
This is a per semester charge. There is an additional fee of $10.00 if a student fails to register on or before registration day.*

Matriculation Fee
(non-refundable) $30.00
This fee is payable immediately upon the student's acceptance and registration for a degree program.

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 $50.00
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.*

■ *New York State Tuition Assistance Program (TAP)*

Available to full-time matriculated graduate students, TAP awards range from $100 to $1,125 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 the TAP section on the gradFAF or file the TAP Student Payment Application with the New York State Higher Education Services Corporation.

■ *Federal Stafford Student Loan (FSSL)*

FSSL is a federal loan program which currently enables graduate students to borrow up to $8,500 annually (effective 10/93), with an aggregate loan limit of $73,000 (inclusive of undergraduate FSSL). There is a six percent origination fee. Students must be enrolled at least half-time (six credits). 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.

■ *Federal Supplemental Loans to Students (FSLS)*

FSLS is a student loan program designed to assist students who do not meet the financial qualifications for a FSSL or whose need exceeds their FSSL eligibility. FSLS is not federally subsidized; the interest cannot exceed 12 percent. 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 $10,000 annually; with an aggregate loan limit of $73,000 (exclusive of any FSLS).

Please note: for some graduate programs, academic full-time study is defined as a nine or more graduate credit workload. However, this is not to be confused with the financial aid definition of full-time study which is a 12 or more graduate credit workload.

PAYMENT OF FEES

All graduate students registering at Marist College are required to satisfy their bills in full prior to the beginning of classes. The following payment options are available:

■ *Tuition Reimbursement:*

Students eligible for tuition reimbursement from their employers may, with the appropriate documentation, defer payment until after the conclusion of the semester.

First time graduate students must supply the Office of Student Accounts with documentation from their employers verifying their reimbursement eligibility. Upon completion of a valid promissory note, students are allowed to pay one-third of the total bill for the semester with the remaining balance due four weeks after the conclusion of the semester.

Returning graduate students have the option of full tuition deferment. Each semester students must supply the Office of Student Accounts with documentation from their employers verifying their tuition reimbursement eligibility for the semester, and sign a valid promissory note to be kept on file in the Office of Student Accounts. Any amount not covered by tuition reimbursement must be paid on the appropriate due date for that semester. The deferred amount is due four weeks after the conclusion of the semester.

■ *Financial Aid Recipients*

Graduate students are allowed to sign a promissory note for the amount of their projected financial aid for the semester. The remaining balance on the billing statement is due prior to the beginning of classes.

MARIST COLLEGE

Marist College is an independent, private, co-educational, liberal arts college located on the east bank of the scenic Hudson River in Poughkeepsie, N.Y. The College offers 26 undergraduate programs, seven graduate programs of study, and several graduate level certificate programs.

Marist can trace its beginnings to 1905, when it was first established as a Marist Brothers training center. The College evolved over the decades and in 1960 officially became Marist College. Marist began offering graduate programs in 1972 with the introduction of a Master of Business Administration and a Master of Arts in Psychology with an emphasis on counseling/community psychology. Since then, Marist has introduced a Master of Public Administration, a Master of Science in Computer Science with an emphasis in either information systems or software development, a Master of Arts in Educational Psychology and a Master of Arts in School Psychology. In addition to master's programs, the College also offers advanced certificates in school psychology, and several certificate programs in public administration.

Over 600 graduate students are currently enrolled at Marist. The majority of graduate students are Hudson Valley professionals seeking to enhance their skills or develop new areas of expertise. Other students have recently completed undergraduate degrees and are continuing their education at the graduate level. Upon graduating, most students put the knowledge and skills they obtain directly to use in the work place. A number of graduates have also decided to continue their education and have been successful in gaining admission to prestigious Ph.D. programs.

Despite a mixture of backgrounds, all Marist students have accepted the challenge of seeking a quality graduate education—a significant commitment for any individual. The College recognizes the special needs of adult students trying to balance career, home life and graduate education. To help students meet this challenge Marist offers the convenience of evening classes, with occasional Saturday and late afternoon offerings. Fall, spring and summer sessions allow students to complete a degree at a pace which suits their personal and professional goals.

In addition, the College now offers graduate courses in business administration, public administration and information systems at three readily accessible locations: the main campus in Poughkeepsie, our Fishkill Center located behind the Dutchess Mall on Route 9, and our new Orange County Center at the Goshen Executive Park.

Membership 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 Universities. The College is also accredited by the United States Department of Justice for the training of foreign students, has the approval of the State Approval Agency for Veteran's Education, and is approved for holders of New York State Scholarships.

The College holds memberships in the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the New York State Unit of the American Association of Colleges for Teacher Education and the Association of American Colleges. Marist is a charter member of the Visiting Student Program sponsored by the Associated Colleges and Universities of the State of New York. Marist is also a member of the American Association of University Women, the Middle Atlantic Association Colleges of Business Administration, the Council for the Advancement and Support of Education, and the American Assembly of Collegiate Schools of Business.

Campus Information

Located on the east bank of the Hudson River in Poughkeepsie, N.Y., the Marist College campus consists of 26 buildings situated on 120 acres. During the past two decades, the College has invested heavily in new and upgraded facilities, including three major classroom buildings, as well as the information technology necessary to compete effectively in today's world. A plan for a newly expanded Student Center includes the major renovation and expansion of dining, recreational and other facilities.

Information Technology

In 1988, Marist College teamed with the IBM Corporation in a $16 million joint study. This study has given Marist the opportunity to put advanced computer and telecommunications technology to work in support of instructional, research and administrative goals.

An IBM 3090-200E mainframe provides the College with computing power ordinarily associated with large research-oriented universities. In addition, our integrated voice and data telecommunications system allows around-the-clock access to electronic mail, phone mail, the mainframe computer, the library and a variety of database services. Networks such as Bitnet and Internet, in combination with satellite technology, link the Marist community to the outside world.

Campus Directory

Main Number: (914) 575-3000

OFFICE	LOCATION	EXTENSION*
Financial Aid	Donnelly Hall	3230
Graduate Admissions	Dyson Center	3530
Student Accounts	Donnelly Hall	3231
Graduate Program Offices		
Business Administration	Dyson Center	3225
Computer Science	Lowell Thomas	2610
Psychology	Dyson Center	2297
Public Administration	Dyson Center	3343

** Note: telephone extensions beginning with the number 3 can be dialed directly using 575 followed by the extension.*

Academic Facilities

■ *The Marist College Library*

The Marist College Library offers extensive services to promote effective use of the 135,000 books, 22,000 units of audiovisual material, and 1,500 current periodical titles held in the building. The latest computer technology allows access to the library's collections and supplements its material holdings. The DOBIS on-line integrated computer system provides enhanced searching capability for quick determination of each title's location and availability.

A full range of reference services is available to support student needs, including term paper consultations, instruction in the use of specific machines and materials, assistance with general information questions, and access to the interlibrary loan network. The Marist College Library has connections to 8,000 libraries and over 18 million titles.

■ *The Margaret M. and Charles H. Dyson Center*

The Dyson Center, named in honor of businessman and philanthropist Charles H. Dyson and his late wife Margaret, houses Marist's Management Studies and Social and Behavioral Science Divisions, as well as the Graduate Center of Public Policy and Administration and the Marist Bureau of Economic Research. The center is used for graduate and undergraduate study in all academic disciplines. The 53,003-square-foot building has three floors containing 21 classrooms, 55 faculty offices and eight seminar rooms, all linked through fiber optic cabling to Marist's campus-wide telecommunications network.

■ *The Lowell Thomas Communications Center*

Named in honor of the legendary broadcaster, the Lowell Thomas Communications Center houses Marist's Communications and Computer Science Divisions. 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 that enables them to engage in these interacting disciplines. The Center houses 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.

■ *Donnelly Hall*

Having recently undergone an eight million dollar renovation, Donnelly Hall houses a new and expanded science center, the Computer Center, classrooms, lecture halls, the fine arts department and the fashion program, as well as a variety of student service and administrative offices.

■ *The Computer Center*

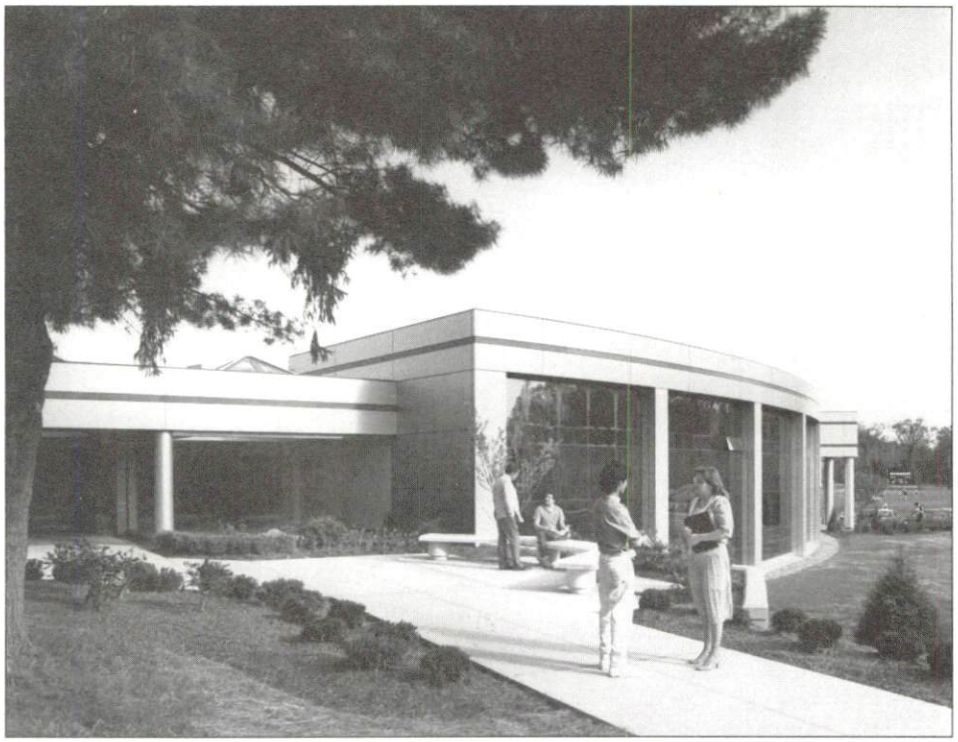
The Computer Center, located in Donnelly Hall, houses the College's mainframe system: an IBM 3090-200E computer with MUSIC, CMS and MVS operating systems. The system includes a variety of programming languages such as VSAPL, BASIC subset, FORTRAN, PASCAL, COBOL, PL/1 and ASSEMBLER, as well as applications such as SPSS, STATPAK and SAS for statistical manipulation and Waterloo Script for word processing. Students have access to over 80 terminals in several locations on campus.

Personal computer labs are located in Donnelly Hall, and the Lowell Thomas and Dyson Centers. The PC Support Center, located in Donnelly 258, is an advanced laboratory for experimentation with different types of software and hardware.

Additional Facilities and Services

■ *Safety and Security*

The Office of Safety and Security at Marist College provides 24-hour, seven-day-a-week service to the college community, its visitors and guests. Among the many services provided through this office are a student escort service during evening hours; motor vehicle, motorcycle and bicycle registration and issuance of parking permits; fire and emergency equipment; and a lost and found department.



The Safety and Security Office works as a liaison with local fire, police and rescue agencies. The office administers parking and vehicle registration policy and is responsible for the enforcement of its provisions in order to facilitate traffic flow on Marist College property and to ensure unimpeded emergency response to the needs of the College community. The office is located in Donnelly Hall, Room 201, and can be reached by calling 575-3000, extension 2282, or 471-1822.

Parking Permits

Parking on campus is limited to vehicles that have a Marist College parking permit which is issued for an individual parking lot and is good only for that specific lot. When applying for parking permits, students must present a valid driver's licence, vehicle registration and college identification. During the day, commuter student parking is restricted to the McCann, North End, Mid-Rise, Upper Townhouse and Commons parking lots. After 6:00 p.m. students may also park in the Donnelly, Dyson and Lowell Thomas lots.

Vehicles parked in lots other than their designated area will be towed at the owner's expense and fined as if there was no permit at all. All fines must be paid at the Business Office within 10 days of issuance. Violations of this parking policy may result in revocation of parking privileges.

The Center for Career Development and Field Experience

The Center for Career Development and Field Experience offers a variety of services and information to assist students with setting career goals and seeking employment. Career information, individual assessment, job search preparation, and employment services are available to full and part-time students, and alumni.

- **Career Information:** books, pamphlets and other materials describing career fields, employment outlook and emerging career trends; a computer assisted guidance program with an occupations and graduate school database; Marist Alumni career network which assists students with advisement.
- **Individual Assessment:** individual counseling and group programs; resources and books concerning self-assessment and career decision making; skill and interest identification including the Strong Interest Inventory and the Myers-Briggs Type Indicator.
- **Job Search Preparation:** individual counseling and group workshops concerning resume development, cover letter writing, interviewing and job search skills; assistance in developing a job search plan and identifying potential employers.
- **Employment Services:** listings of full-time employment openings; job-hunting directories, brochures and employer literature on file; federal, state and county civil service announcements; resume referral service; on campus interviews; annual Employer Expo; alumni networking.

Athletic Facilities

The Marist campus offers a variety of athletic facilities to support an extensive intramural program and intercollegiate athletic competition. The James J. McCann Recreation Center features a pool with a diving well, basketball courts, four handball/racquetball courts, a rowing tank, a weight room and a dance studio. The main court for NCAA Division One play features a handsome wooden floor and seating capacity for 3,900 spectators.

Other facilities include the McCann baseball field; the Leonidoff Field for soccer, lacrosse and football; the Martin Boathouse for crew and sailing activities; and eight acres bordering the Hudson River for general athletic and recreational use. Graduate students wishing to purchase a semester's membership to the McCann Center should contact the Office of the Director of Athletics at 575-3000, extension 2304, for more information about special student rates.

Dining Facilities

Snack bars, serving hot and cold breakfasts, lunches and dinners, are located in Donnelly and Dyson Halls. The snack bars are open during the day and evening when classes are in session.

Bookstore

Located on the lower level of Champagnat Hall, 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 graduate students. It carries books and materials required for college courses, as well as other books, stationary and miscellaneous items.

Off-Campus Facilities

In a continuing effort to meet the educational needs of the Hudson Valley region, Marist College offers graduate courses in Business Administration, Public Administration and Information Systems at its extension centers in Fishkill and Goshen, New York.

Our new center in Orange County is located at the Goshen Executive Park on Matthews Street, just off Route 17 at exit 124B. Courses leading to bachelors' degrees, masters' degrees and an American Bar Association approved Paralegal Certificate are conducted in three classrooms and a computer lab, and are taught by Marist faculty and experienced professionals from the community. The Goshen Center offers students computer access to the Marist College mainframe and the College's library resources. For additional information regarding the Goshen Center, please call (914) 294-6900.

Marist's Fishkill Center, located behind the Dutchess Mall just south of the intersection of Interstate 84 and Route 9, provides educational opportunities for residents of the Southern Dutchess region. Facilities include five classrooms and a computer lab for class and individual use. Credit courses at both the graduate and the undergraduate levels, business seminars and non-credit courses are offered at the Center. For additional information please call (914) 897-9648.

GENERAL ACADEMIC INFORMATION

Graduate students should familiarize themselves with the academic procedures of the College including degree and graduation requirements. The primary responsibility for knowing and meeting program requirements and deadlines rests with each student. Students with questions about policies or procedures are strongly encouraged to seek the aid of their graduate program director or the appropriate College office.

In addition, the community of Marist College assumes the scholastic integrity of its members and expects all students pursuing educational objectives to uphold fundamental standards of honesty in all academic activities.

Advisement/Registration/ Course Withdrawal

The graduate program directors serve as the primary advisors for graduate students. Students should arrange to meet with their respective program director on a regular basis to discuss their academic progress and plan their course schedule. Course registration and withdrawal are facilitated by the program directors.

Matriculated Students

A matriculated student has officially met all admissions requirements, and has been accepted and enrolled in a specific program of study. A student must be matriculated to be eligible for financial aid.

Occasionally, a student wishing to study for a degree at Marist who does not meet ordinary admissions requirements is permitted to take courses as a non-matriculated student.

Non-Matriculated Students

Non-matriculated students may be admitted into a graduate program if they fall into one of the following categories:

(1) A student 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) A prospective M.B.A. student lacking only GMAT scores, but who satisfies all of the following criteria:
(a) neither of the M.B.A. prerequisite courses are required;
(b) has 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 the application form are complete.
There are no exceptions to the above criteria.

(3) A visiting student matriculated in another graduate program who wishes to transfer the credits earned at Marist College back to his/her home institution. Such a student must complete the application form and pay the required fee. In lieu of other admissions materials, a visiting student must have a letter sent directly from his or her 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) 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.

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 requirements have been fulfilled.

Maintenance of Matriculation

A student must maintain status as a matriculated student every semester until attaining a graduate 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 current degree requirements. A reinstatement fee must be paid at the time of the first course registration following reinstatement.

■ *Full-time/Part-time Study*

In order to be considered full-time, a matriculated student must register for 9-12 credit hours. Students registered for fewer than nine credit are considered part-time.

Please note: for financial aid purposes full-time study is defined as a minimum of 12 credit hours.

■ *Academic Standing*

The maintenance of a minimum cumulative grade point average (G.P.A.) of 3.0 is required for good academic standing. A student must have and maintain a cumulative 3.0 G.P.A. 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 dismissal.

■ *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 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.

■ *Auditing*

Only alumni of Marist's graduate programs are permitted to audit graduate courses. As certain restrictions apply, an alumnus interested in auditing a graduate course should contact the director of the program from which he or she graduated.

■ *Transfer Credits*

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

1. Business Administration

The program requires as few as 30 credit hours, with 54 credit hours maximum, for the degree. As many as 24 credit hours may be waived by the program director upon examination of a student's previous graduate or undergraduate work.

Criteria considered for all waivers and transfer credit are comparability to the Marist course, the grade received (B or better), semester lengths and credits, recency, the college level at which it was taken, and the likelihood of use by the student. Up to six graduate credits will be accepted from a regionally accredited graduate program to satisfy graduate core requirements.

A minimum of 30 credits must be taken at Marist College, 12 of these on campus. Upon acceptance into the program, each student will receive from the program director a list of the courses and credits required for the degree. Once admitted, students may not transfer credits into the program without the prior approval of the program director. Such approval will only be granted for substantial reason such as relocation outside the region and graduate credit.

2. Computer Science

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's computer science program. The directors of the information systems and software development programs will determine the status of all applications which include previous graduate study.

3. 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.

4. Public Administration

The program requires 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.

5. School Psychology

Acceptance of credits will be determined on an individual basis. Minimally an applicant with a relevant master's degree from another institution will be required to take 15 credits in the Marist College program. Please refer to the program description on pp. 50-51 for additional information.

■ *Transfer to Other Marist Graduate Programs*

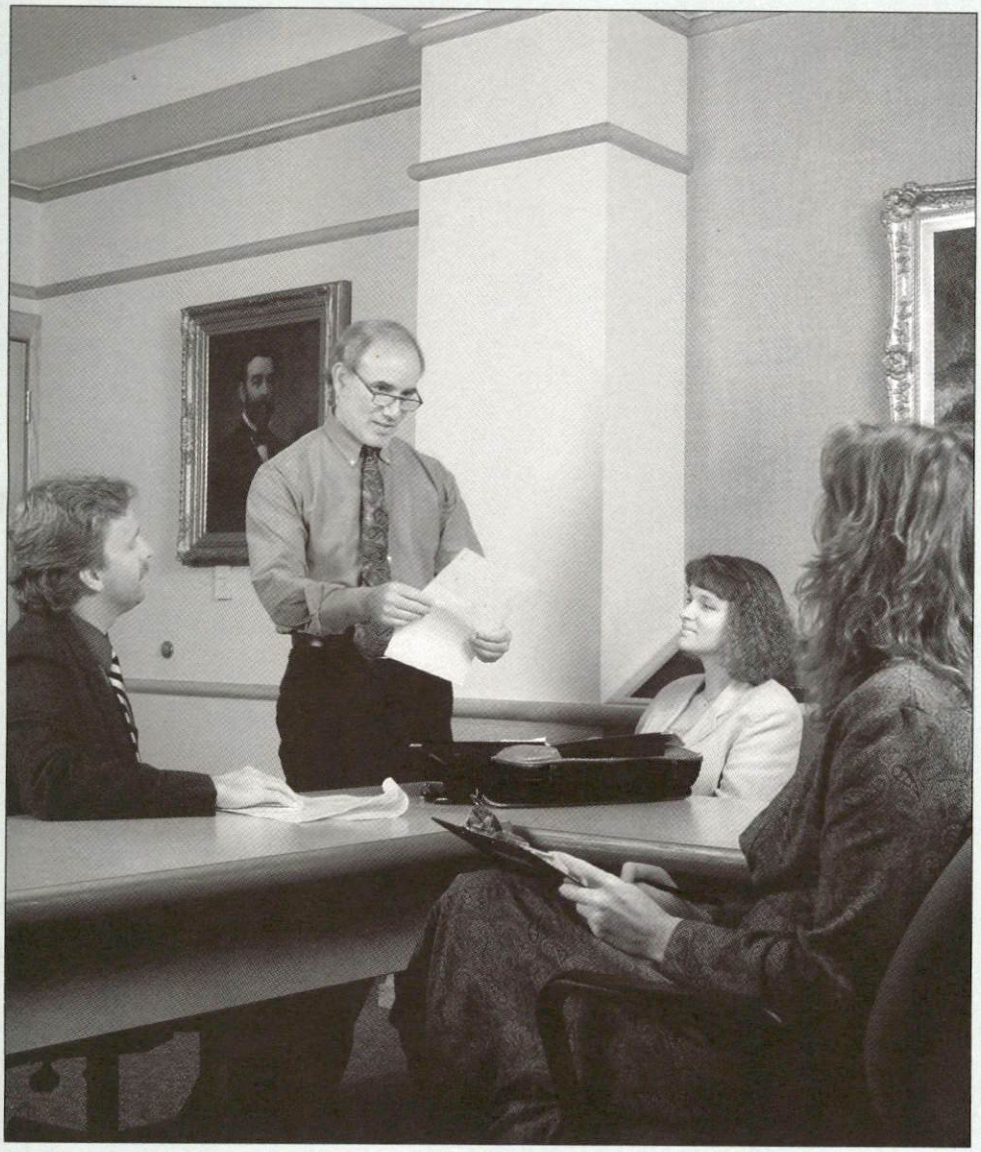
Transfer to another Marist graduate program requires a formal admissions application through the Office of Graduate Admissions for the new program. All admissions materials required for the new program must be completed, including an up-to-date Marist transcript for the program last enrolled in. The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

■ *Cancellations*

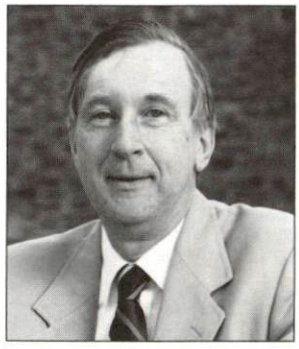
The College reserves the right to cancel any course if the enrollment is too small to warrant its offering.

THE GRADUATE PROGRAM IN

BUSINESS ADMINISTRATION



Success 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.



Theodore O. Prenting, M.B.A.
Program Director
(914) 575-3225

THE GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

PROGRAM OBJECTIVES

The purpose of the Marist College Master of Business Administration (M.B.A.) program is to provide preparation for the student who aspires to a responsible position in management in profit-seeking or not-for-profit organizations. 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's degrees regardless of major. While it focuses on the needs of the part-time student who is employed in the Mid-Hudson region, full-time students are encouraged to apply. Classes are held in the evenings and on weekends.

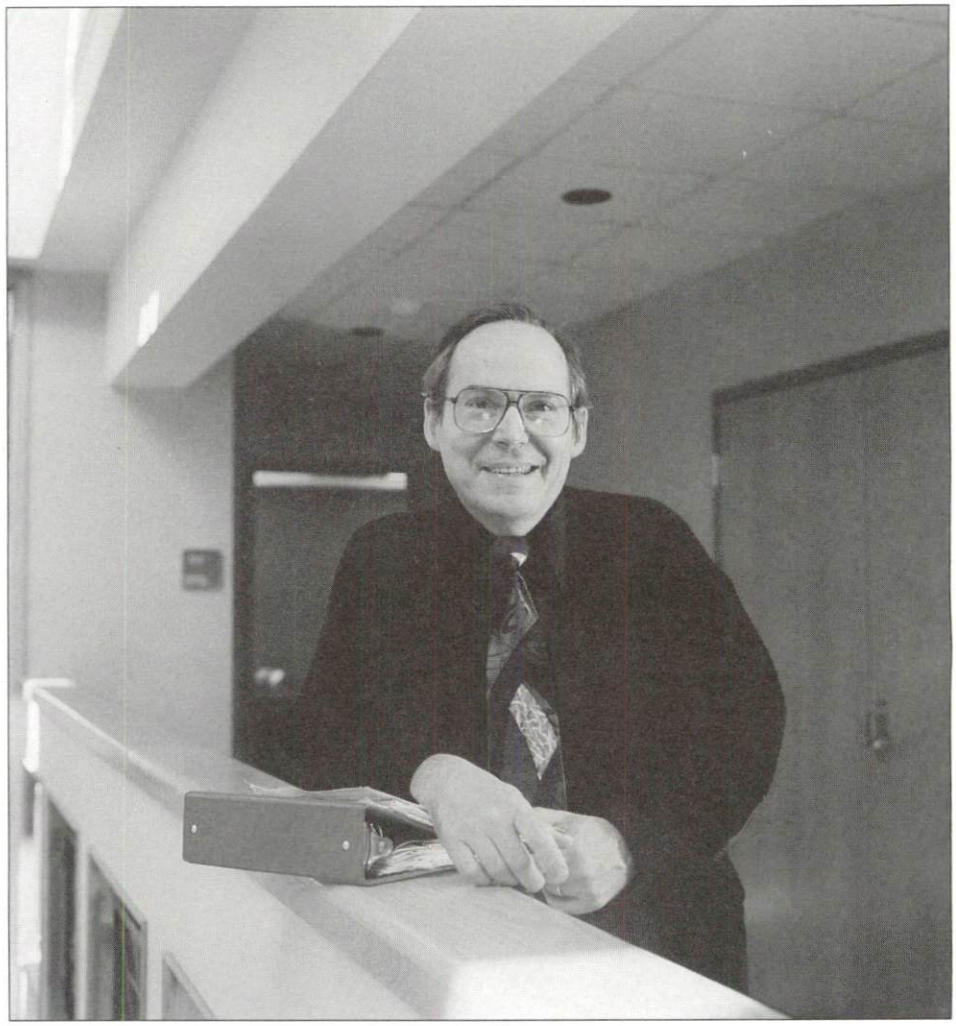
Specifically, the program objectives are:

(1) To ensure an understanding of the basic functions of management and how organizations relate structures and strategy to achieving missions and goals, and to provide opportunity for advanced study in selected fields.
(2) To develop the wide range of critical communication and analytical skills necessary for problem identification and definition, and for practical and cost-effective problem solving.
(3) To understand the reciprocal relationships between organizations and their ethical, socio-political, regulatory, and changing technological environments, and to understand the need to develop appropriate organizational responses.
(4) To develop a better understanding of the global economy and its competitive demands for greater product/service quality and value.
(5) To increase sensitivity and appropriate responses to a more culturally diverse population and the needs of the environment.

In keeping with these objectives, the program uses 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 an 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. Approximately 160 students are currently enrolled in the program.

ADMISSIONS REQUIREMENTS

The overall scholastic record and potential of the applicant for admission are 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 a prospective business student as indicated in the applicant's previous academic record, achievement on the Graduate Management Admission Test (GMAT), and past experience.



An application 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 12601-1387

Students are accepted for all semesters- fall, spring and summer. Application for these semesters should be completed by July 30, 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 Pre Calculus and Introduction to Computer Science* ("Systems" at Marist). These prerequisites may be satisfied by likely use in employment, e.g. engineering or 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 prerequisites 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 that transcripts from the Registrar's Office be sent to the director of graduate admissions.

(5) Achieve an acceptable score on the Graduate Management Admission Test (GMAT).

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. Those who take the test 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 ETS 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 Graduate Admissions Office, the Office of Career Development at Marist College or by writing to the following address:

GRADUATE MANAGEMENT ADMISSION TEST
EDUCATIONAL TESTING SERVICE
BOX 6103
PRINCETON, NEW JERSEY 08541-6103

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 must have knowledge of algebra through pre-calculus or the equivalent before taking the GMAT examination.

M.B.A. COURSE REQUIREMENTS

			CREDITS
FOUNDATION COURSES (waivable)			
MBA	501	Legal Environment of Business	3.0
MBAM*	515	Macroeconomic Concepts	1.5
MBAM	516	Microeconomic Concepts	1.5
MBAM	525	Marketing	1.5
MBAM	535	Calculus for Business/Economics	1.5
MBAM	536	Statistics	1.5
MBAM	537	Management Science	1.5
MBAM	545	Accounting I	1.5
MBAM	546	Accounting II	1.5
MBAM	555	Management Theory & Practice	1.5
MBAM	556	Organizational Behavior	1.5
MBAM	557	Human Resources Management	1.5
MBAM	565	Production Management	1.5
MBAM	575	Finance	1.5
MBAM	595	Management Information Systems	1.5
		TOTAL:	24

* MBAM denotes a once a week, seven week, intensive module

GRADUATE CORE (18 credits required)			
MBA	510	Macroeconomic Analysis or	
	512	Managerial Economics	3
MBA	541	Management Accounting	3
MBA	610	Global Environment of Business	3
MBA	621	Strategic Marketing Planning or	
	622	Industrial/International Marketing	3
MBA	635	Topics in Statistics and Management Science	3
MBA	661	Quality Management in Operations	3
MBA	671	Corporate Financial Theory	3
		TOTAL:	18

CONCENTRATIONS (9 credits each)			
Accounting			
MBA	541	Management Accounting	3
MBA	642	Auditing	3
MBA	643	Federal Income Taxation	3
Finance			
MBA	671	Corporate Financial Theory and Practice	3
MBA	672	Financial Markets and Institutions	3
MBA	673	Investment Analysis and Portfolio Theory	3
Health Services Administration			
MBA	681	U.S. Health Care Policies and Systems	3
MBA	682	Ethical & Legal Issues in Healthcare	3
MBA	683	Critical Issues in Healthcare Operations	3
Human Resources Management			
MBA	652	Labor Economics & Wage Payment Systems	3
MBA	653	Management and Collective Bargaining	3
MBA	654	Organization & Management Development	3
Information Systems			
MSCS	537	Data Management	3
MSCS	647	Information Analysis	3
MSCS	657	Systems Design	3
		TOTAL:	9

CAPSTONE (required)			
MBA	801	Business Policy Seminar	3
		TOTAL:	3
		TOTAL CREDITS:	54

Computer Familiarity

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

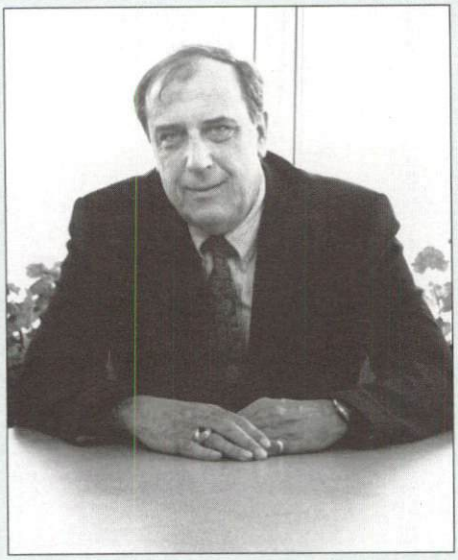
Although some students might benefit from this course, it may not be necessary for those who have sufficient computer background. If you have a question about your level of computer proficiency, you may sit for a short diagnostic exam at the School of Adult Education Office at (914) 575-3800.

If required, 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 or summer intersession period, when regular M.B.A. classes are not in session. For information and registration for the course, contact the School of Adult Education Office.

Degree Requirements

To qualify for the M.B.A., the student needs to complete as few as 30 credit hours to a maximum of 54 credit hours of graduate work. Candidates with appropriate prior academic experience in business and business-related fields can receive waivers of foundation course requirements totaling up to 24 credits. (See criteria considered for waivers under General Academic Information, Transfer Credits.) M.B.A. degree requirements must be completed within seven years of acceptance into the program, with a cumulative index of no less than 3.0. Requests for an extension of the seven year limit must be made in writing to the program director.

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



Upon acceptance into the program, each student will receive a list of prescribed courses to be successfully completed to qualify for the degree. Required foundation, 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.* Changes in concentration may only be made with the prior approval of the program director.

Foundation courses, with one exception, are seven week, accelerated modules, open only to Marist graduate students, and designed to provide a basic understanding of a subject area on which to build further graduate studies. They are intensive learning experiences and students are expected to be particularly well prepared for classes including reading assignments for the first class meeting. Students should not anticipate missing any classes and must attend the first class. *Foundation courses may be waived if the student had an undergraduate course in the subject within the last five years and achieved a grade of "B" or better.* Because most modules are critical for success in the follow-up graduate courses, students who might otherwise believe they qualify for a waiver may still be required to take a module.

After students complete or are waived out of appropriate modules, they will then take a set of graduate core courses. Eighteen credits are required and are not waivable, but substitution may be allowed if the student has equivalent preparation. These courses will be selected for students at the time of admission so that all students experience advanced courses in all functional areas, quantitative methods and economics. The selection will consider undergraduate/graduate preparation and graduate concentration. Graduate core courses include little or no review of basics, thus students who feel they have forgotten too much about a field, even if waived out of the related module, should take the module before proceeding to the graduate core course.

In general, foundation courses should be completed before starting with the graduate core. *Graduate core and concentration courses should never be taken before related foundation courses are completed.* The capstone Business Policy Seminar normally may not be taken until the last semester.

Part-time students are limited to registering for three credits 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 capstone 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.

Full-time study is defined as a semester load of at least 9 graduate credits, but this may differ from financial aid definitions.

Summer and Extension Center Offerings

In addition to regular academic semesters, Marist College offers a twelve week summer session from late May to early August. In order to make up for holidays and reduce the length of class periods (usually about three hours), one or two classes may be held on Friday evenings.

M.B.A. courses are also offered evenings and Saturdays at Marist's extension centers in Fishkill and Goshen, N.Y.

GRADUATE BUSINESS ADMINISTRATION COURSES

FOUNDATION COURSES

MBA 501 *3 credits*

Legal Environment of Business

Study of the 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 and Summer 1994

MBAM 515 *1.5 credits*

Macroeconomic Concepts

An accelerated foundation module in macroeconomics. Topics covered include the basic functioning of a free enterprise economy; economic activities of government; national income analysis; the theory of income determination, and the monetary system.

PREREQUISITE: COMPUTER COMPETENCY

Spring semester

MBAM 516 *1.5 credits*

Microeconomic Concepts

An intensive foundation module analyzing price behavior under both competitive and monopolistic conditions; demand and utility; equilibrium of the firm; marginal analysis and production theory, and returns to the factors of production.

Spring semester

MBAM 525 *1.5 credits*

Marketing

An accelerated foundation module designed to understand the core concepts of marketing. The marketing process begins with corporate self-analysis and external environmental analysis to develop marketing strategies; moves to functional area strategies and the implementation plan; and involves development of a marketing mix to help implement the strategies required to achieve corporate goals. Topics will include product planning and management, development of pricing, distribution and marketing communication strategies, as well as methods of evaluation and control of the marketing effort.

Fall and Spring semesters

MBAM 535 *1.5 credits*

Calculus for Business/Economics

An intensive foundation module in mathematics essential for managerial competence in business. Includes the study of mathematical models; linear, quadratic, and exponential functions, and selected concepts of differential calculus that are of particular applicability to management and economics.

PREREQUISITE: PRECALCULUS

Fall semester

MBAM 536 *1.5 credits*

Statistics

An accelerated foundation module on statistical concepts and methods. Topics include probability theory, sampling, statistical inference, types of distributions, simple regression and correlation analysis. Applications in management and economics are emphasized. Computer software is used regularly in this course.

PREREQUISITE:

COMPUTER COMPETENCY AND PRECALCULUS

Fall and Spring semesters

MBAM 537 *1.5 credits*

Management Science

An intensive foundation module on selected methods often used in management science and operations research. Topics included are programming problems, decision theory, competitive strategies, project models, matrices, Markov analysis, queuing models, and introductory simulation. Computer software is used regularly in this course.

PREREQUISITES:

COMPUTER COMPETENCY

MBAM 536 STATISTICS

MBAM 545 *1.5 credits*

Accounting I

This accelerated foundation module begins with the accounting formula and explains how it portrays the financial reality of any organization. The preparation of financial statements is covered, with the major emphasis on evaluation of these statements.

Fall and Spring semesters

MBAM 546 *1.5 credits*

Accounting II

This intensive module covers the diverse aspects of accounting information prepared for the sole use of the managerial decision maker. The student becomes aware of which management accounting concepts apply to various decision processes.

PREREQUISITE: MBAM 545 ACCOUNTING I

Fall and Spring semesters

MBAM 555 *1.5 credits*

Management Theory and Practice

This accelerated foundation module has been developed for those new to the field of management and for experienced managers seeking current knowledge and a review of management fundamentals. The course introduces the concepts of systems analysis and the functional attributes of the management process. Case work complements text material to address the practical aspects of managing organizations.

Fall, Spring and Summer semesters

MBAM 556 *1.5 credits*

Organizational Behavior

This intensive foundation module has been developed for those new to the field of human behavior and social systems, as well as for individuals with a background in the applied social sciences who need to acquire current knowledge of organizational behavior fundamentals. The course introduces the psychological, social and structural processes attributed to organizational behavior, as well as text material to convey the practical aspects of analyzing organizations.

RECOMMENDED:

MBAM 555 MANAGEMENT THEORY

Fall, Spring and Summer semesters

MBAM 557 *1.5 credits*

Human Resources Management

This accelerated foundation module 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.

RECOMMENDED:

MBAM 556 ORGANIZATIONAL BEHAVIOR

Fall and Spring semesters

MBAM 565 *1.5 credits*

Production Management

This intensive foundation module emphasizes topics common to both production and service operations. Included are: quantitative decision-making methods, forecasting, concepts of capacity, location and resource planning, learning curves, and work design principles.

PREREQUISITES:

MBAM 536 STATISTICS

MBAM 537 MANAGEMENT SCIENCE

RECOMMENDED:

MBAM 535 CALCULUS FOR ECONOMICS/ BUSINESS

MBAM 595 MANAGEMENT INFORMATION SYSTEMS

Spring semester

MBAM 575 *1.5 credits*

Finance

An accelerated foundation module covering major topics in managerial finance: valuation, cost of capital, capital budgeting, the financing of investment, and the financial analysis of a corporation.

PREREQUISITES:

MBAM 545 ACCOUNTING I

MBAM 546 ACCOUNTING II

RECOMMENDED:

MBAM 515 MACROECONOMIC CONCEPTS

MBAM 536 STATISTICS

Fall and Spring semesters

MBAM 595 *1.5 credits*

Management Information Systems

An intensive foundation module during which the student is exposed to the technological, managerial, and strategic issues of information systems within organizations. Technology to be covered includes management systems, local- and wide-area networks, open systems, client/server computing, and emerging hardware/software trends. Managerial issues deal with the management of information systems projects and current trends in information systems deployment including downsizing, distributed systems, and outsourcing. At the strategic level, the power of information and its potential for achieving and maintaining competitive advantage is explored. Emphasis is placed on readings in current literature and case studies.

Fall and Spring semesters

CORE COURSES

MBA 510 *3 credits*

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.

PREREQUISITES:
- MBAM 516 MACROECONOMIC CONCEPTS
- MBAM 535 CALCULUS FOR ECONOMICS/ BUSINESS

RECOMMENDED:
- MBAM 536 STATISTICS

Summer 1994, Fall 1995

MBA 512 *3 credits*

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.

PREREQUISITES:
- MBAM 515 MICROECONOMIC CONCEPTS
- MBAM 535 CALCULUS FOR ECONOMICS/ BUSINESS
- MBAM 536 STATISTICS

RECOMMENDED:
- MBA 635 TOPICS IN STATISTICS & MANAGEMENT SCIENCE

Fall 1994 and Summer 1995

MBA 541 *3 credits*

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.

PREREQUISITES:
- MBAM 545 ACCOUNTING I
- MBAM 546 ACCOUNTING II
- COMPUTER COMPETENCY

Spring semester

MBA 610 *3 credits*

Global Environment of Business

A study from a management perspective of the impact of various external and internal environments (e.g. technological, legal, political, socio-cultural, economic) on national and international business organizations. Changing expectations and responsibilities of organizations with regard to current and potential social and political problems and opportunities are considered. Taught in seminar style with focus on case studies.

Spring semester and Summer 1995

MBA 621 *3 credits*

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:
- MBA 501 LEGAL ENVIRONMENT OF BUSINESS
- MBAM 525 MARKETING
- MBAM 536 STATISTICS

RECOMMENDED:
- MBA 635 TOPICS IN STATISTICS & MANAGEMENT SCIENCE

Fall 1994 and Summer 1995

MBA 622 *3 credits*

Industrial and International Marketing

This course expands the student's understanding of the marketing process through the introduction of the unique needs of the industrial and international customer. Various segmentation dimensions enable the marketing manager to identify the different needs of industrial customers so as to identify those elements of the marketing mix of most value. As topics in international marketing are introduced, the importance of identifying the social, cultural and economic differences among the nations becomes evident. Identifying these differences is paramount to the success of a firm's marketing efforts as it attempts to expand its reach throughout the globe.

PREREQUISITES:
- MBA 501 LEGAL ENVIRONMENT
- MBAM 525 MARKETING
- MBAM 536 STATISTICS

RECOMMENDED:
- MBA 635 TOPICS IN STATISTICS & MANAGEMENT SCIENCE

Summer 1994 and Fall 1995

MBA 635 *3 credits*

Topics in Statistics and Management Science

This course offers an investigation into selected topics from statistical analysis and management science which are used in a variety of managerial situations. Regression analysis, forecasting methods, programming problems and simulation techniques are covered along with other selected topics. Computer software is used regularly in this course.

PREREQUISITES:
- MBAM 536 STATISTICS
- MBAM 537 MANAGEMENT SCIENCE
- MBAM 565 PRODUCTION MANAGEMENT

Fall semester

MBA 661 *3 credits*

Quality Management in Operations

Quality management has become both a strategic and a competitive factor in business and has gained increased importance in management. This course is designed to provide an insight into the qualitative and quantitative concepts of quality management with an emphasis on skills in applying the concepts to service and production operations. Topics included concepts and schools of thought of TQM, tools of quality improvement, methods of quality assurance, quality methods in design and project management practices.

PREREQUISITES:
- MBAM 536 STATISTICS
- MBAM 565 PRODUCTION MANAGEMENT

RECOMMENDED:
- MBA 635 TOPICS IN STATISTICS & MANAGEMENT SCIENCE

Spring semester

MBA 671 *3 credits*

Corporate Financial Theory & Practice

A study of the theory and practice of corporate finance with attention to financial theory as it explains and influences the decision-making process. The following topics are covered in detail: the modern approach to risk, the investment decision, the theory of capital structure, dividend policy, short-term financial management, and financial forecasting.

PREREQUISITES:
- MBAM 536 STATISTICS
- MBAM 575 FINANCE

RECOMMENDED:
- MBA 635 TOPICS IN STATISTICS & MANAGEMENT SCIENCE

Spring semester

Courses in Accounting Concentration

MBA 541 *3 credits*

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.

PREREQUISITES:
- MBAM 545 ACCOUNTING I
- MBAM 546 ACCOUNTING II
- COMPUTER COMPETENCY

Spring semester

MBA 642 *3 credits*

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:
- MBAM 545 ACCOUNTING I
- MBAM 546 ACCOUNTING II
- COMPUTER COMPETENCY

RECOMMENDED:
- MBA 541 MANAGEMENT ACCOUNTING
- MBA 635 TOPICS IN STATISTICS

Fall 1993

MBA 643 *3 credits*

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:
- MBAM 545 ACCOUNTING I
- MBAM 546 ACCOUNTING II
- MBAM 575 FINANCE

RECOMMENDED:
- MBA 541 MANAGEMENT ACCOUNTING
- MBA 671 CORPORATE FINANCIAL THEORY

Fall 1994

Courses in Finance Concentration

MBA 671 *3 credits*

Corporate Financial Theory and Practice

A study of the theory and practice of corporate finance with attention to financial theory as it explains and influences the decision-making process. The following topics will be covered in detail: the modern approach to risk, the investment decision, the theory of capital structure, dividend policy, short-term financial management, and financial forecasting.

PREREQUISITES:
- MBAM 536 STATISTICS
- MBAM 575 FINANCE

RECOMMENDED:
- MBA 635 TOPICS IN STATISTICS & MANAGEMENT SCIENCE

Spring semester

MBA 672 *3 credits*

Financial Markets and Institutions

This course examines the nature and the role of financial markets and institutions in the domestic and international framework. The following topics are covered: the effects of monetary policy; the role of the federal reserve; the continuing flux in financial institutions, especially in banking; domestic and international commercial markets, and international exchange.

PREREQUISITES:
- MBAM 515 MACROECONOMIC CONCEPTS
- MBAM 575 FINANCE

Fall 1994

MBA 673 *3 credits*

Investment Analysis and Portfolio Theory

A study of investment, primarily in stocks and bonds, and of portfolio theory. Significant theoretical and empirical studies are discussed. The following topics are covered: the development of portfolio theory, fundamental analysis, technical analysis, bond and stock portfolio management, and international diversification.

PREREQUISITES:
- MBAM 536 STATISTICS
- MBAM 575 FINANCE

RECOMMENDED:
- MBAM 515 MACROECONOMIC CONCEPTS
- MBA 635 TOPICS IN STATISTICS
- MBA 671 CORPORATE FINANCIAL THEORY

Fall 1993

Courses in Health Services Administration Concentration

MBA 681 *3 credits*

U.S. Health Care Policies and Systems

This course is an extensive introduction to health care delivery systems, with special emphasis on the American system of health care and its major issues and challenges. The course describes in practical terms the institutional and social forces affecting the delivery and management of health care. It explores the dynamics of health care institutions such as hospitals, nursing homes and ambulatory care facilities that shape the delivery of health care. 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:
- MBA 501 LEGAL ENVIRONMENT
- MBAM 545 ACCOUNTING I
- MBAM 546 ACCOUNTING II
- MBAM 536 STATISTICS

Spring 1994

MBA 682 *3 credits*

Ethical and Legal Issues in Health Care

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

PREREQUISITES:

MBA 681 U.S. HEALTH CARE POLICIES AND SYSTEMS

Fall 1994

MBA 683 *3 credits*

Critical Issues in Health Care Operations

This course provides an in-depth examination of some of the critical issues in operations facing health care providers in today's society. Topics discussed 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:

MBA 681 U.S. HEALTH CARE POLICIES

MBA 682 ETHICAL AND LEGAL ISSUES IN HEALTH CARE

Spring 1995

Courses in Human Resources Management Concentration

MBA 652 *3 credits*

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. A study of wage payment systems in the firm follows, including job evaluation, job pricing methods and current practices in wage and salary administration.

PREREQUISITE:

MBAM 516 MICROECONOMIC CONCEPTS

RECOMMENDED:

MBAM 557 HUMAN RESOURCES MANAGEMENT

Fall 1993

MBA 653 *3 credits*

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 evolvement through the collective bargaining process is studied. An important element of the course is attention to opportunities for management to be more responsive to worker needs where collective bargaining is not practiced.

PREREQUISITE:

MBAM 557 HUMAN RESOURCES MANAGEMENT

Spring 1994

MBA 654 *3 credits*

Organization and Management Development

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

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:

MBAM 556 ORGANIZATIONAL BEHAVIOR

MBAM 557 HUMAN RESOURCES MANAGEMENT

Fall 1994

Courses in Information Systems Concentration

*MSCS 537** *3 credits*

Data Management

*MSCS 647** *3 credits*

Information Analysis

*MSCS 657** *3 credits*

Systems Design

* Please refer to page 25-26 for course descriptions.

CAPSTONE COURSE

MBA 801 *3 credits*

Business Policy Seminar

Drawing upon information and skills learned in previous M.B.A. courses, the Seminar requires the student to integrate and process all that has been learned in the previous courses. Strategic management cases are employed, or typically comprehensive computer-oriented management games. These involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research and diagnose in order to make realistic long-range recommendations. Even students who may have done very well in more structured courses, including case-oriented ones, find this 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 six additional credits. Students should be prepared to devote at least the equivalent of the amount of time ordinarily required by two semester length courses to the Business Policy Seminar coursework.

Due to limited enrollment, students must register for the course at least two semesters prior to enrolling in the seminar. 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.

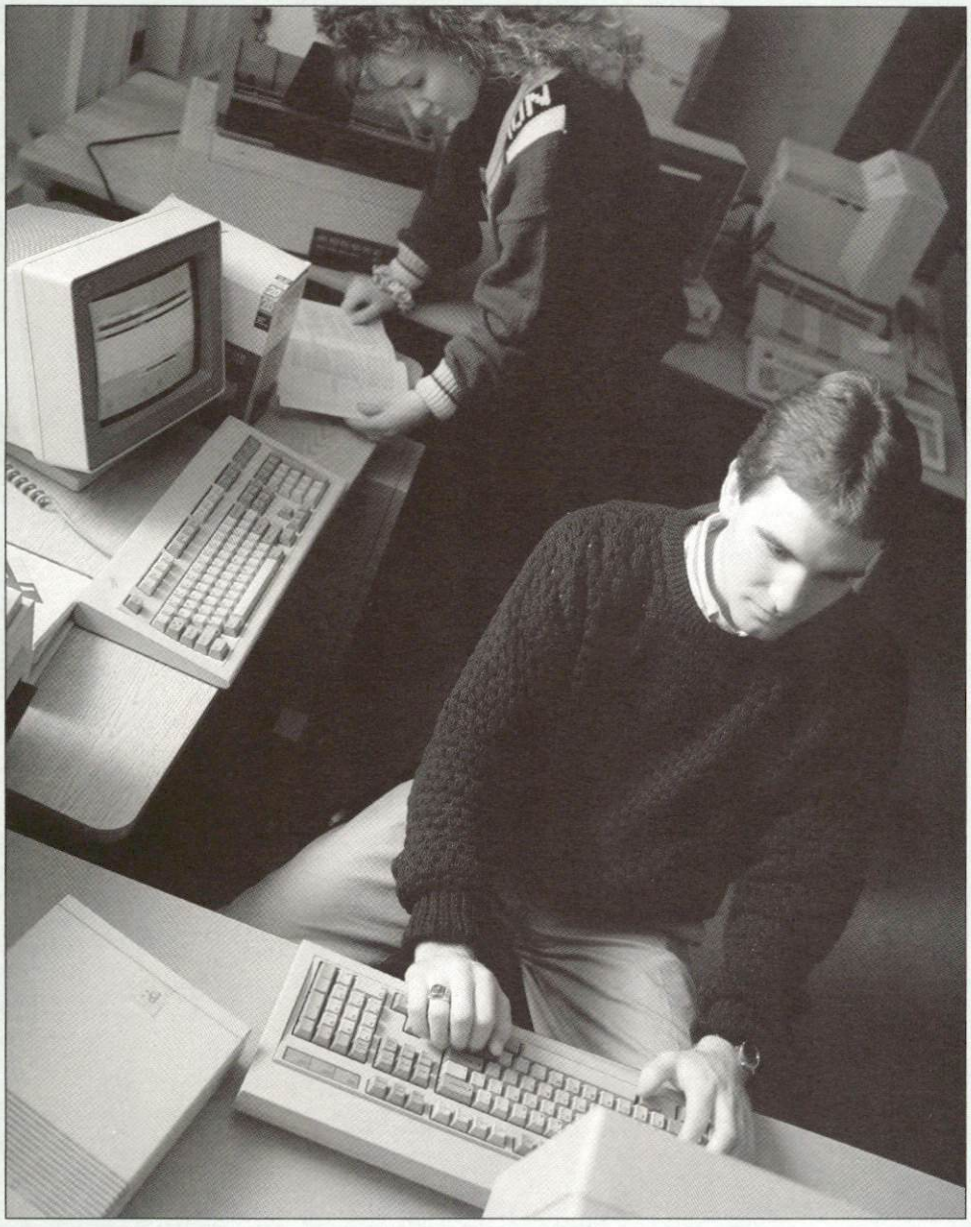
All students registering for the seminar must have a 3.0 cumulative average. Those below this average must repeat courses starting with courses in which the lowest grade was received, until a G.P.A. of 3.0 is achieved. If the cumulative average upon completion of the seminar is less than 3.0, the seminar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

Fall and Spring semesters

Semesters in which courses are expected to be offered applies to Marist campus only and 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

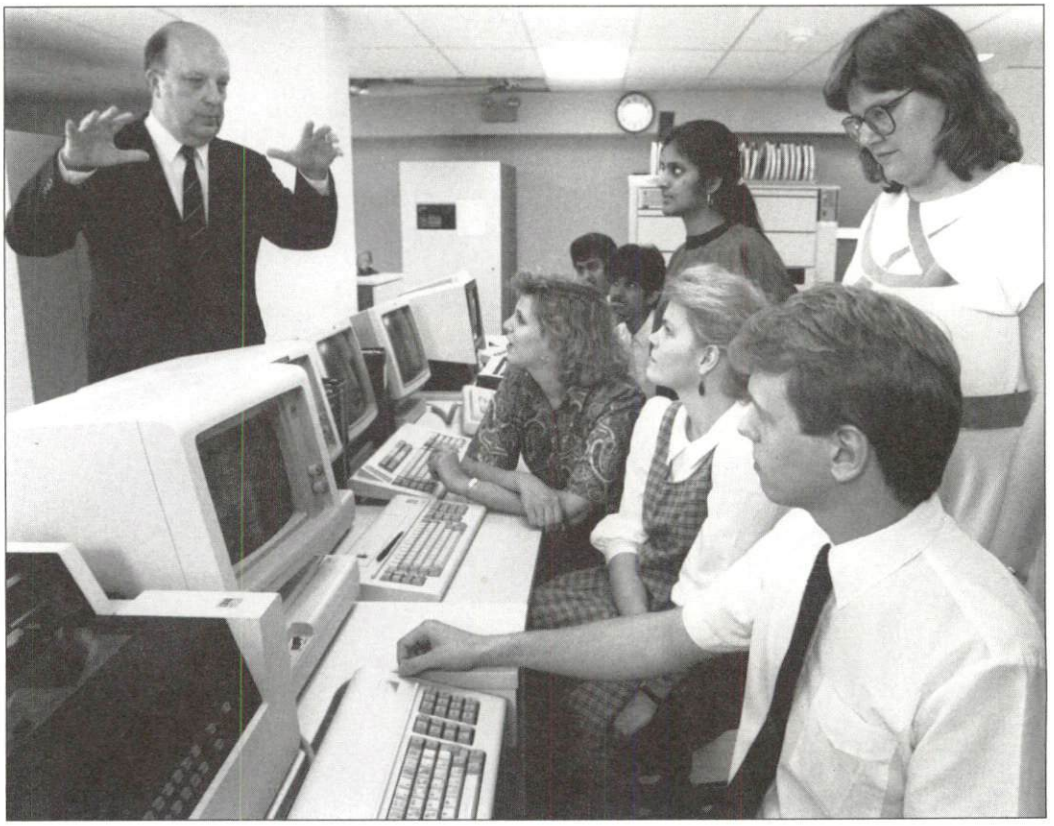
COMPUTER SCIENCE/ INFORMATION SYSTEMS



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

Jerome A. McBride, M.S.C.S.
Program Director
(914) 575-3000 ext. 2610

COMPUTER SCIENCE/INFORMATION SYSTEMS



The Master of Science in Computer Science/Information Systems (I.S.) program provides advanced training and experience in both computer science and business administration. This program is especially appropriate for people who wish to be the organizational change agents, innovators, and thought leaders of the future.

The program's primary goal is to help meet the increasing demand for knowledgeable personnel who possess a balanced combination of technical and managerial skills. By addressing the 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 prepare the graduate student to identify, analyze, and solve business problems using the systems approach. This approach 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 a 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 aspects of systems. Students are frequently expected to participate in team situations to enhance both their systemic thinking and their interpersonal skills.

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 support the technological central theme.

The I.S. degree program is designed to prepare individuals for a working career in industry, government, or education. Specific career paths for the graduating student include systems analyst and/or designer, business analyst, information systems project manager, data administrator, data processing auditor, information systems manager or consultant and educator.

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

ADMISSIONS REQUIREMENTS

A baccalaureate degree from an accredited university or college is required for admission to the graduate program in information systems. Prospective students seeking 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) Official transcripts of all undergraduate (including two-year colleges) and graduate records. Requests to the appropriate colleges for such records should be completed by August 1, December 15 or April 15 respectively for planned fall, spring or summer entry. Student copies of these transcript records are not acceptable. A written summary of technical or professional non-credit course training should also be submitted.

(2) A formal application for admission must be submitted 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 Graduate Admissions Office in the Dyson Center.

(3) A written statement which outlines the applicant's career objective(s), the reason(s) for selecting Marist's I.S. program, and the applicant's personal and professional expectations from the program.

(4) Evidence of satisfactory completion of undergraduate prerequisite courses in both quantitative methods and computer programming. See "Prerequisites for the I.S. Program."

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

Additional admissions requirements for international students are outlined on p. 6.

TRANSFER CREDIT

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 director of the I.S. program will determine the status of all applications which include previous graduate study.

Advisement

Graduate students are assigned a faculty advisor to assist in program planning. The I.S. program director serves as the primary advisor to all students in the program. The program director 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 any questions or concerns that they may have regarding their planned studies with their faculty advisor, as well as with the program director.

Degree Requirements

To qualify for the Master of Science degree in Information Systems, a student must normally complete 45 hours of work at the graduate level (excluding any prerequisites). For students who are citizens of the United States, course waivers can reduce this to as few as 30 credit hours, exclusive of transfer credit hours.

As a rule, each student is expected to complete the I.S. degree as outlined at the time of admission to 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.

Upon acceptance into the program, graduate students receive a list of prescribed courses to be successfully completed. Specific undergraduate or graduate course work may be recommended to satisfy prerequisite requirements or remedy deficiencies as identified by the Admissions Committee. I.S. degree requirements must be completed within nine years of acceptance into the program with a cumulative index of 3.0 or higher. Requests for an extension of the nine year limitation must be made in writing to the I.S. program director.

Part-time students are limited to registering for one graduate course during their first semester, unless special arrangements are approved in advance by the program director. Full-time study is defined as a semester load of at least nine graduate credits. The Financial Aid definition of full-time study may differ.

Course Scheduling

In order to serve the needs of the working adult, all courses leading to the I.S. degree are offered in the late afternoon and evening. Since this limits the number of available times for classes, full-time students will occasionally encounter scheduling problems. The program director will attempt in good faith to resolve such problems whenever they occur. Students are responsible for taking courses in the scheduled semesters.

Course Requirements for the Masters Degree in Information Systems (MS/IS):

MSCS Core Courses (30 credits)

MSCS 507	Computer Concepts & Software Systems (3 credits)
MSCS 517	Program, Data & File Structure (3 credits)
MSCS 527	Systems & Information Concepts in Organizations (3 credits)
MSCS 537	Data Management (3 credits)
MSCS 567	Data Communications (3 credits)
MSCS 637	Decision Support Systems (3 credits)
MSCS 647	Information Analysis (3 credits)
MSCS 657	Systems Design (3 credits)
MSCS 720	Information Systems Project (3 credits)
MSCS 730	Information Systems Policy (3 credits)

MBA Foundation Courses (12 credits)

MBAM 525	Marketing (1.5 credits)
MBAM 545	Accounting I (1.5 credits)
MBAM 546	Accounting II (1.5 credits)
MBAM 555	Management Theory & Practice (1.5 credits)
MBAM 556	Organizational Behavior (1.5 credits)
MBAM 575	Finance Management (1.5 credits)
MBA 610	Global Environment of Business (3 credits)

Additional Course(s) (3 credits from amongst the following courses)

MBA 501	Legal Environment of Business (3 credits)
MBAM 515	Macroeconomics (1.5 credits)
MBAM 516	Microeconomics (1.5 credits)
MBAM 537	Management Science (1.5 credits)
MBAM 565	Production Management (1.5 credits)

Course Sequencing

Each student must consult with the I.S. program director to plan a course schedule to enable the student to complete the I.S. program in the most effective time frame considering student desire, transfer credit or waivers, prerequisites, and possible scheduling information.

The M.S.C.S. courses above appear in the ACM-recommended sequence for ACM IS-1 to IS-10. Since this order includes the appropriate course dependencies, it is expected that each student will take the MSCS courses chronologically in the order shown when possible in order to avoid subject matter deficiencies or other potential negative impacts.

For part-time students, it is recommended that two courses per semester be established as the normal objective. 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.

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 course for conceptual I.S. concepts and the project course is a capping course for 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 undergraduate prerequisite courses for admission into the graduate program, are admitted as matriculated students. Applicants who are required to complete undergraduate 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 programming 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 prepares 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 a student's oral and written communication skills, 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 interact 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 develop your systemic thinking and to enhance your interpersonal skills both in and out of the classroom.

(3) Many of the courses require that you make one or more oral presentations to your instructor, your class or to a potential client. These may be formal or informal presentations and will summarize your own work or that of some team of which you are a member.

(4) Many courses require written reports or research papers which will help evaluate the effectiveness of your written communication skills and provide feedback for improving them.

The above demands and/or standards are 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 to the program are expected to possess a reasonable proficiency in both computer programming and computational methods, since knowledge and skills in these areas will be used throughout the program.

Proficiency in computer programming can be satisfied with a B or better grade in the Marist undergraduate course "Computing Studies I" (CSIS 120) or its equivalent taken elsewhere. The graduate course "Program, Data & File Structures" (MSCS 517) is taught using the language from CSIS 120.

Proficiency in computational methods can be satisfied with a B or better grade in the Marist Mathematics course "Operational Models" (MATH 230) or its equivalent taken elsewhere.

Course Waivers

If a student's prior academic work of a relatively recent nature in a specific subject area is judged to be equivalent in intensity and rigor to Marist courses, including both the theoretical and practical dimensions of subject matter involved, then the student may be granted a course waiver for that subject. Since the student has already demonstrated an academic mastery of the pertinent subject matter, the specific course will be removed from the student's program requirements. No more than five course waivers (15 credit hours) may be granted.

Prior professional experience in a given subject area is not considered in granting course waivers at the graduate level. It may be used only to demonstrate subject matter competency for academic work taken more than five years earlier. In general, international students are not eligible for course waiver consideration.

Course Planning

The semester in which courses are expected to be offered applies to the Marist College main campus only. Courses listed for a particular summer are expected to be offered every other summer. 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 as per student demand and instructor availability.

Academic Standing

All students requesting enrollment in the capping 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 received 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 semesters (at the I.S. program director's discretion) to recover an average of 3.0 or higher. Should the student fail to do so, the student will be automatically dismissed from the program.

GRADUATE INFORMATION SYSTEMS COURSES

MSCS 507 *(IS-1) 3 Credits*

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 are discussed.

PREREQUISITE:
CSIS 120 COMPUTING STUDIES I
OR ITS EQUIVALENT.

Spring semester

MSCS 517 *(IS-2) 3 Credits*

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 is developed during the semester.

PREREQUISITE:
CSIS 120 COMPUTING STUDIES I
OR ITS EQUIVALENT.

Fall semester

MSCS 527 *(IS-3) 3 Credits*

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 and Spring semesters

SUBSTITUTE COURSES

In certain cases, the program director will include one or more substitute courses in a student's program. When this occurs, these substitute courses become part of the degree requirements in lieu of the replaced standard courses. This may occur when a student has reasonable academic competency in a specific subject area yet insufficient competency to obtain a course waiver. For international students, if an adequate level of subject area competency is indicated by prior academic excellence and this is further confirmed by oral and/or written examination at Marist, then one or more substitute courses may be assigned by the program director. Examples of such potential substitute courses include but are not limited to the following:

MBA 541	Management Accounting
MBA 654	Organization and Management Development
MBAM 557	Human Resource Management
MSCS 542	Database Management
MSCS 560	Computer Networks I
MSCS 640	Distributed Database Systems
MSCS 550	Artificial Intelligence
MSCS 652	Modeling & Simulation
PSYC 545	Psychology of Communication

Since substitute courses are from other graduate programs, enrollment in these courses is by advance reservation through the information systems program director in consultation with the appropriate program director, and is subject to space availability. Unless substitute courses are formally noted as part of a student's course requirements, they will not count towards the degree. Descriptions for the above courses are found under the corresponding program.

MSCS 537 *(IS-4) 3 Credits*

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:
MSCS 527 SYSTEMS & INFORMATION CONCEPTS IN ORGANIZATIONS, COMPUTER COMPETENCY WORKSHOP FOR MBA & MPA CANDIDATES
MSCS 517 PROGRAM, DATA & FILE STRUCTURES (RECOMMENDED)

Fall and Spring semesters
(Spring semester recommended.)

MSCS 647 *(IS-5) 3 Credits*

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 using real clients.

PREREQUISITE:
MSCS 527 SYSTEMS & INFORMATION CONCEPTS IN ORGANIZATIONS
MSCS 537 DATA MANAGEMENT

Fall and Spring semesters

MSCS 567 *(IS-6) 3 Credits*

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 are discussed. Current equipment and physical interconnection are 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.

PREREQUISITE:
MSCS 527 SYSTEMS & INFORMATION CONCEPTS IN ORGANIZATIONS

Spring semester

MSCS 637 *(IS-7) 3 Credits*

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.

PREREQUISITE:
MSCS 527 SYSTEMS & INFORMATION CONCEPTS IN ORGANIZATIONS
MSCS 537 DATA MANAGEMENT
MSCS 647 INFORMATION ANALYSIS

Fall semester

MSCS 657 *(IS-8) 3 Credits*

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 required to develop a physical design and implement an operational system from a logical design.

PREREQUISITE:
MSCS 647 INFORMATION ANALYSIS

Fall and Spring semesters

2 CAPSTONE COURSES

MSCS 720 *(IS-10) 3 Credits*

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 through 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.

PREREQUISITE: COMPLETION OF AS MANY PRIOR COURSES IN THE I.S. PROGRAM AS IS POSSIBLE (EXCLUDING MSCS 730 INFORMATION SYSTEMS POLICY) 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 OFFICE.

Fall semester

MSCS 730 *(IS-9) 3 Credits*

Information System 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 thoroughly examined. The executive perspective is demanded thus forcing all students to analyze, synthesize and respond at the highest organization level. Entrepreneurial views are valued and encouraged.

Emphasis is placed on the overall information needs of an organization and what role information systems play in meeting those needs. Students explore critical issues relating to managing and administrating 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. Students are required to present their research papers at a Marist sponsored conference.

PREREQUISITE: COMPLETION OF ALL PRIOR COURSES IN THE I.S. PROGRAM (INCLUDING MSCS 720 INFORMATION SYSTEMS PROJECT) 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 SEMESTERS PRIOR TO THE SEMESTER THEY INTEND TO TAKE IT. PERMISSION OF THE I.S. PROGRAM DIRECTOR IS REQUIRED. ENROLLMENT IS LIMITED. THOSE STUDENTS CLOSED OUT OF ONE SEMESTER ARE GUARANTEED ENTRY FOR THE FOLLOWING OFFERING.

Spring semester

Please refer to pages 17-20 for MBAM and MBA course descriptions.

THE GRADUATE PROGRAM IN

COMPUTER SCIENCE/ SOFTWARE DEVELOPMENT

Through the blending of concepts, theory and practice, using leading edge technologies, faculty prepare our students to function and progress in a dynamically changing environment in industry, business, government or education. A combination of core and concentration courses enables students to advance their knowledge in fundamentals of computer science while specializing in one or two areas of their choice.

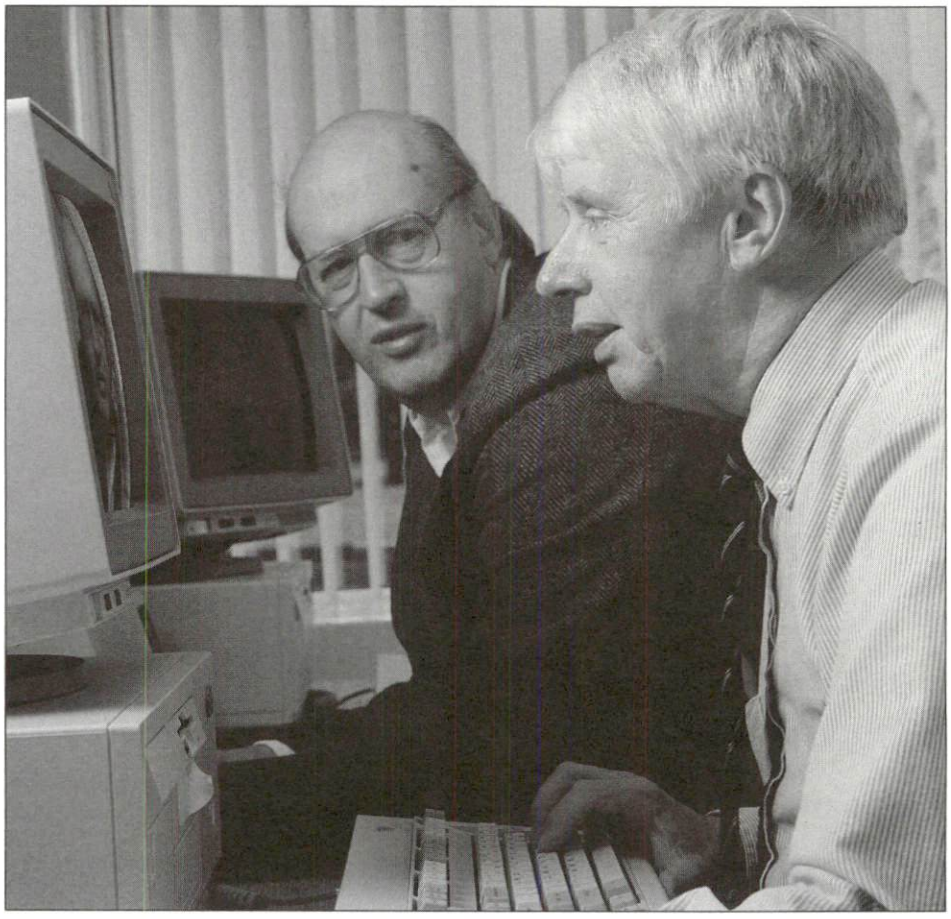
Onkar P. Sharma, Ph.D.
Program Director & Chairperson
Division of Computer Science and Mathematics
(914) 575-3000 ext. 2610

COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

The purpose of the Master of Science in Computer Science/Software Development (S.D.) program 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 S.D. program is designed to prepare individuals for a working career in industry, government or education, as well as to assist those who are already employed within the industry to acquire the advanced professional training necessary in today's rapidly changing technological environment. This latter group consists of applications programmers, systems developers, design engineers, database designers, managers, network specialists, 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) Have an acceptable undergraduate G.P.A.
(3) Conform to the requirements of the section labeled prerequisites.

Additional admissions requirements for international students are outlined on p. 10.

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 all semesters—fall, spring and summer. Applications should be completed before the start of the semester.

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 upon satisfactory evidence of specific prerequisites. Questions concerning mathematical/computer science competency and non-matriculated status should be directed to the program director.

Transfer Credit

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 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. 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 3090 computer through LANs installed at various locations on campus. The student laboratories house over 100 PC's for student use and three classrooms are equipped with a PC and monitor to facilitate instruction.

Several microcomputer laboratories 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 houses eight IBM PS/2 Model 80s connected through a LAN under Novell Operating Systems.

Software available on the IBM 3090-200E includes the programming languages VSAPL, APL/2, PASCAL, ASSEMBLER, PROLOG, C, LISP, REXX, PL/1, COBOL, MODULA-2, and FORTRAN; statistical packages POLYSOLVE, STATPAK, SAS, MINITAB, and SPSS; graphics package GDDM; data retrieval packages SQL and QMF; modeling and simulation packages GPSS and RESq, and word processing package SCRIPT.

Software available in the Software Development Laboratory includes the programming languages MODULA-2, PASCAL, ADA, C, PROLOG, LISP, and EUCLID; modeling and simulation language SLIM-2, and several AI packages.

Degree Requirements

To qualify for the Master of Science in Computer Science, students must matriculate and complete 30 credits as described below. M.S. degree requirements must be satisfied within seven years of acceptance into the program, with a cumula-

tive index of no less than 3.0. Requests for an 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 nine 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. Applicants who are required to complete undergraduate prerequisite courses are admitted as non-matriculated students. These students must matriculate upon completion of prerequisite courses. It is the responsibility of the student to determine when matriculated status should be requested.

Special 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 applying to the program director for admission as a special student. Special students must pay the appropriate tuition and fees.

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

Graduation Requirements

To qualify for the Master of Science in Computer Science/Software Development, candidates must complete 30 credits of graduate work according to the following requirements:

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.

Prerequisites

Mathematical/Computer Science Competency

All applicants are expected to be proficient in certain topics related to computer programming, computer architecture, and mathematics. The level of competence can ordinarily be demonstrated by undergraduate credits in these areas.

Undergraduate Prerequisites	Credits
Computer Science	
Programming & Data Structures (CSIS 120,121)	6/7
Advanced Data Structures (CMSC 335)	3
Assembly Language Programming (CMSC 230)	3
Logic Design/Computer Architecture (CMSC 330 or 415)	3
	15/16
Mathematics	
Differential and Integral Calculus	3
Discrete Mathematics (MATH 250)	3
Probability/Statistics (MATH 130 or 330)	3
	9
	Total: 24/25 credits

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 Systems

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

GRADUATE SOFTWARE DEVELOPMENT COURSES

MSCS 510 *3 Credits*

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 these techniques.

PREREQUISITE:

CMSC 335 ADVANCED DATA STRUCTURES

MSCS 515 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE

MSCS 516 *3 Credits*

Concurrent Programming

This course introduces the technique of concurrent programming. Concurrent programming deals with programming in which several activities are processed in parallel. It is essential in the design of operating systems. Students will write concurrent programs using the language Concurrent Euclid.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE

MSCS 518 *3 Credits*

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 required to develop a compiler for a selected subset of an instructor-specified small programming language.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE

PROPOSED COURSE OFFERING SCHEDULE

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

Concentration Codes:

Sys = Systems Software
Arch = Computer Architecture
Elec = Elective
Dba = Database
AI = Artificial Intelligence

** These courses are offered on a demand basis only.*

MSCS 520 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 521 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE
DIFFERENTIAL AND INTEGRAL CALCULUS

MSCS 530 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 531 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 532 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 542 *3 Credits*

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, as well as issues such as recovery, integrity, concurrency and security are discussed.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
MATH 250 DISCRETE MATHEMATICS

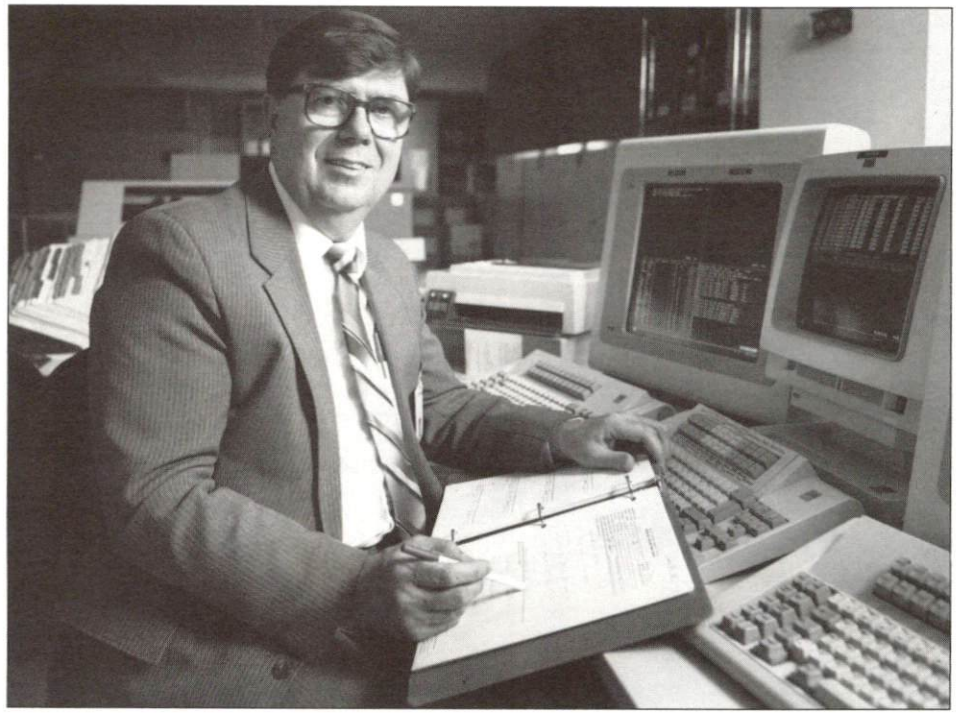
MSCS 545 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS



MSCS 550 *3 Credits*

Artificial Intelligence

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

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 555 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS

MSCS 560 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS Special Topics *3 Credits*

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

Topic 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 MSCS 600 satisfy area concentration as shown above.

PREREQUISITE: PERMISSION OF INSTRUCTOR

MSCS 610 *3 Credits*

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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
CMSC 330 LOGIC DESIGN OR
CMSC 415 COMPUTER ARCHITECTURE
MATH 250 DISCRETE MATHEMATICS

MSCS 611 *3 Credits*

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 correctness and for giving formal program specifications.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 618 *3 Credits*

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 runtime 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 the instructor and student.

PREREQUISITE:

MSCS 518 COMPILER DESIGN I

MSCS 630 *3 Credits*

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 AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES

MSCS 640 *3 Credits*

Distributed Database Systems

Consideration of the problems and opportunities inherent in distributed databases on a network computer system. Topics covered include file allocation, directory systems, dead-lock detection and prevention, synchronization, query optimization and fault tolerance.

PREREQUISITE:

MSCS 542 DATABASE MANAGEMENT

MSCS 652 *3 Credits*

Modeling and Simulation

A study of the construction of models which simulate real systems. The methodology of solutions 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.

PREREQUISITES:

CMSC 335 ADVANCED DATA STRUCTURES
DIFFERENTIAL AND INTEGRAL CALCULUS
MATH 250 DISCRETE MATHEMATICS
MATH 130 OR 330 PROBABILITY/STATISTICS

MSCS 655 *3 Credits*

Computer Graphics II

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

PREREQUISITE:

MSCS 555 COMPUTER GRAPHICS I

MSCS 660 *3 Credits*

Computer Networks II

The investigation in more depth of some of the topics introduced in Computer Networks I. Among some of the topics chosen by the instructor and the class to be the main concentration for that particular semester: queueing 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 COMPUTER NETWORKS I

MSCS 670 *3 Credits*

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 will be determined by the instructor in consultation with the students in the class.

PREREQUISITES:

MSCS 510 SOFTWARE DESIGN AND DEVELOPMENT
MSCS 550 ARTIFICIAL INTELLIGENCE

MSCS 700 *3 Credits*

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 for approval to register for Thesis to his project advisor or graduate director six weeks prior to the end of the semester in which the student is enrolled for the project course.
(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 PROJECT

MSCS 710 *3 Credits*

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 not be taken before completing a minimum of 18 graduate credits.

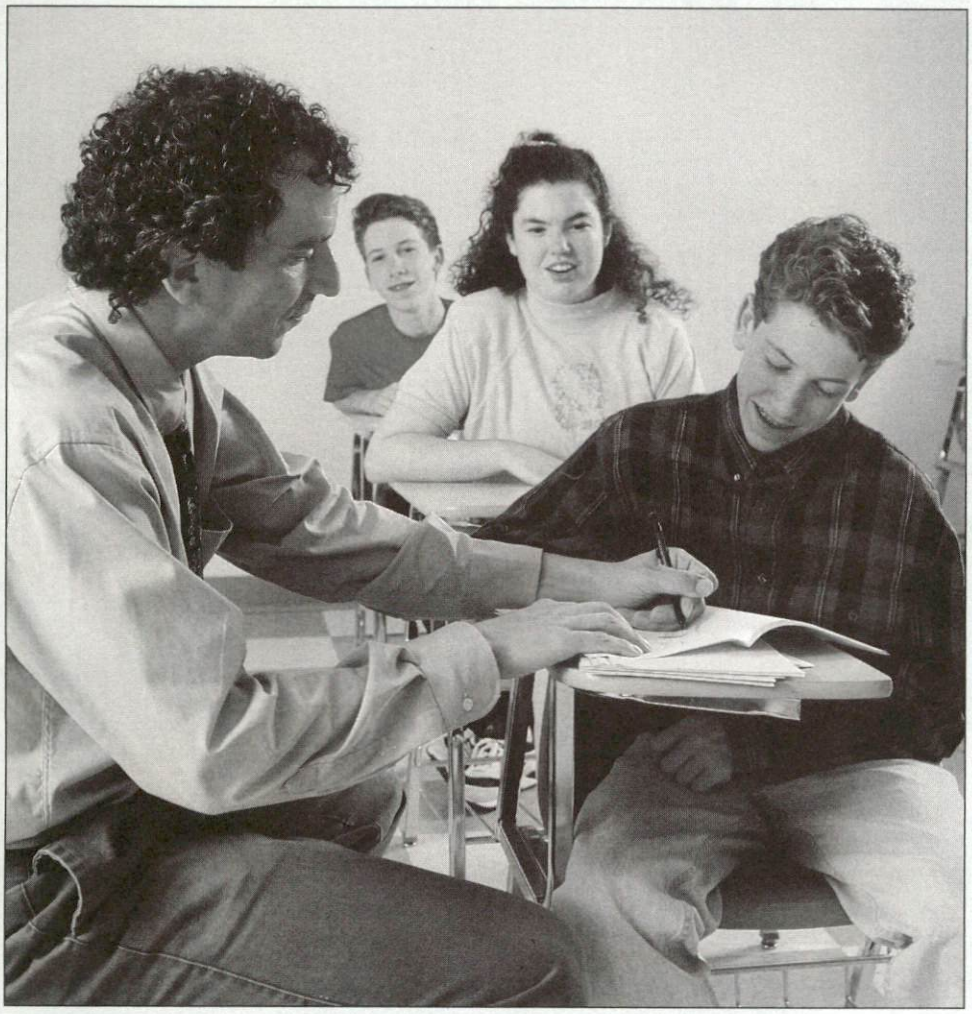
A project should consist of a study of a particular computer science area of concentration which either:

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.

Option B is required if the student intends to register for Thesis later on.

THE GRADUATE PROGRAM IN

EDUCATIONAL PSYCHOLOGY



Never before in history have we known as much about learning as we do now, and never was there a time when this understanding was more needed. Our educational psychology program is designed to explore what we know about learning and to actively practice implementing that knowledge in culturally diverse educational settings.

Ronald Cromwell, Ph.D.
Program Director
(914) 575-3000 ext. 2994

THE GRADUATE PROGRAM IN EDUCATIONAL PSYCHOLOGY

The Master's of Arts in Educational Psychology is 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 in 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 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.

ADMISSIONS REQUIREMENTS

The admission requirements for the M.A. program in educational psychology are as follows:

(1) Earned baccalaureate degree from an accredited university;
(2) Prerequisite Courses: (or their equivalent)
Introduction to Psychology
Introductory Statistics
Research Methods: Psychological or Social Science
(3) Achievement of acceptable scores on the Graduate Record Examination (GRE) General Aptitude Test, the National Teachers Examination (NTE), New York State LAST and ATS-W, or on other tests which indicate probable success in a graduate program;
(4) Two letters of recommendation;
(5) Where applicable, letter of recommendation from school principal;
(6) An on-campus interview with the program director.

DEGREE REQUIREMENTS

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

(1) Complete all requirements no later than five years after matriculation,
(2) Complete a total of 30 credits as prescribed in the curriculum requirements including a final classroom or education 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 three semesters. The final project which is planned during the spring semester may be completed during the following summer. Normally the project will be completed in the fall semester. This enables students to design projects related to a classroom (K-12) implementation. Permission from the instructor and director is necessary to do the project during the summer.

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

A full-time student attends classes four evenings per week and takes 12 credits per semester. Each course is worth three credits and meets one evening per week.

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 advisors for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

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

If placed on probation, the student is expected to take immediate steps to raise his or her G.P.A. 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: while a grade of B in any subsequent course may raise a G.P.A. that is below 3.0, it may not by itself be sufficient to raise the G.P.A. to 3.0 or above.

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

EDUCATIONAL PSYCHOLOGY COURSES

CURRICULUM SUMMARY

COURSES		CREDITS
EPSY 505	Educational Psychology: Classroom Instruction & Organization	3
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3
EPSY 605	Psycho-Educational Assessment	3
EPSY 611	Developmental Psychology I: Child & Adolescence (Dual Listed PSYG 611)	3
EPSY 612	Developmental Psychology II: Adulthood & Aging (Dual Listed PSYG 612)	3
EPSY 660	Interpretation & Evaluation of Educational Research	3
EPSY 670	Educating toward the Facilitation of Values Acquisition	3
EPSY 701	Community Systems Learning in a Culturally Diverse Society I	3
EPSY 702	Community Systems Learning in a Culturally Diverse Society II: Designing a Classroom Intervention	3
EPSY 703*	Community Systems Learning in a Culturally Diverse Society III: Applied Research Project	3
	Total	30

*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 Learning in a Culturally Diverse Society I. Research Methodology appropriate for the research project will be covered in EPSY 702 Community Systems Learning in a Culturally Diverse Society II: Designing a Classroom Intervention. The research project will be implemented and completed during EPSY 703 Community Systems Learning in a Culturally Diverse Society III: Applied Research Project.

EPSY 505 *3 Credits*

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 explores 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. The course is taught using case method in which detailed descriptions of classroom situations (cases) are analyzed to understand the presenting problems from multiple perspectives, to identify issues underlying the presenting problems, and to generate action plans that address both presenting problems and underlying issues.

EPSY 510 *3 Credits*

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 form 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.

EPSY 605 *3 Credits*

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 standardized tests to interpret a student's performance and to improve my instructions? We will take an in-depth look at 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 competency testing. We will analyze the special concerns and debates focusing around biases. These other topic will move us into looking at the role measurement and evaluation will play in education in the future.

EPSY 611 *3 Credits*

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 a 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.

Dual Listed as PSYG 611

EPSY 612 *3 Credits*

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 changes 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 are 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.

Dual Listed as PSYG 612

EPSY 660 *3 Credits*

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 the evaluation of 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 the 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, and more. 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 attempting to solve them through systematic research of the problems.

EPSY 670 *3 Credits*

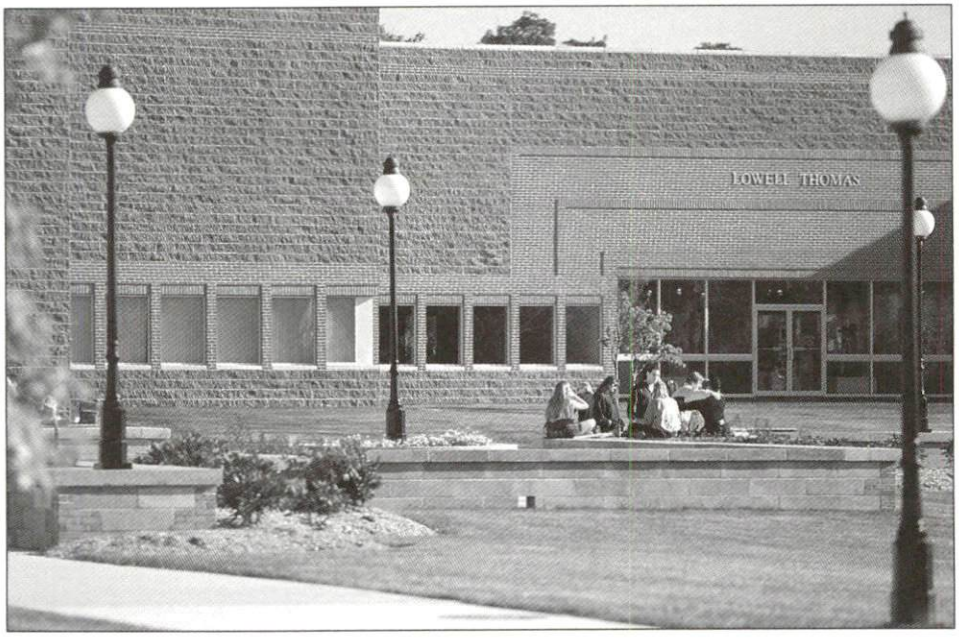
Educating Towards the Facilitation of Values Acquisition

Course work 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 the 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.

EPSY 701, 702, 703

Community Systems Learning in a Culturally Diverse Society (I, II, III)

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



EPSY 701 *3 Credits*

Community Systems Learning in a Culturally Diverse Society I

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 that will enhance learning. At the end of the course, students will propose a specific intervention which could be attempted in local schools.

EPSY 702 *3 Credits*

Community Systems Learning in a Culturally Diverse Society II: Designing a Classroom Intervention

This course assists 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 701

EPSY 703 *3 Credits*

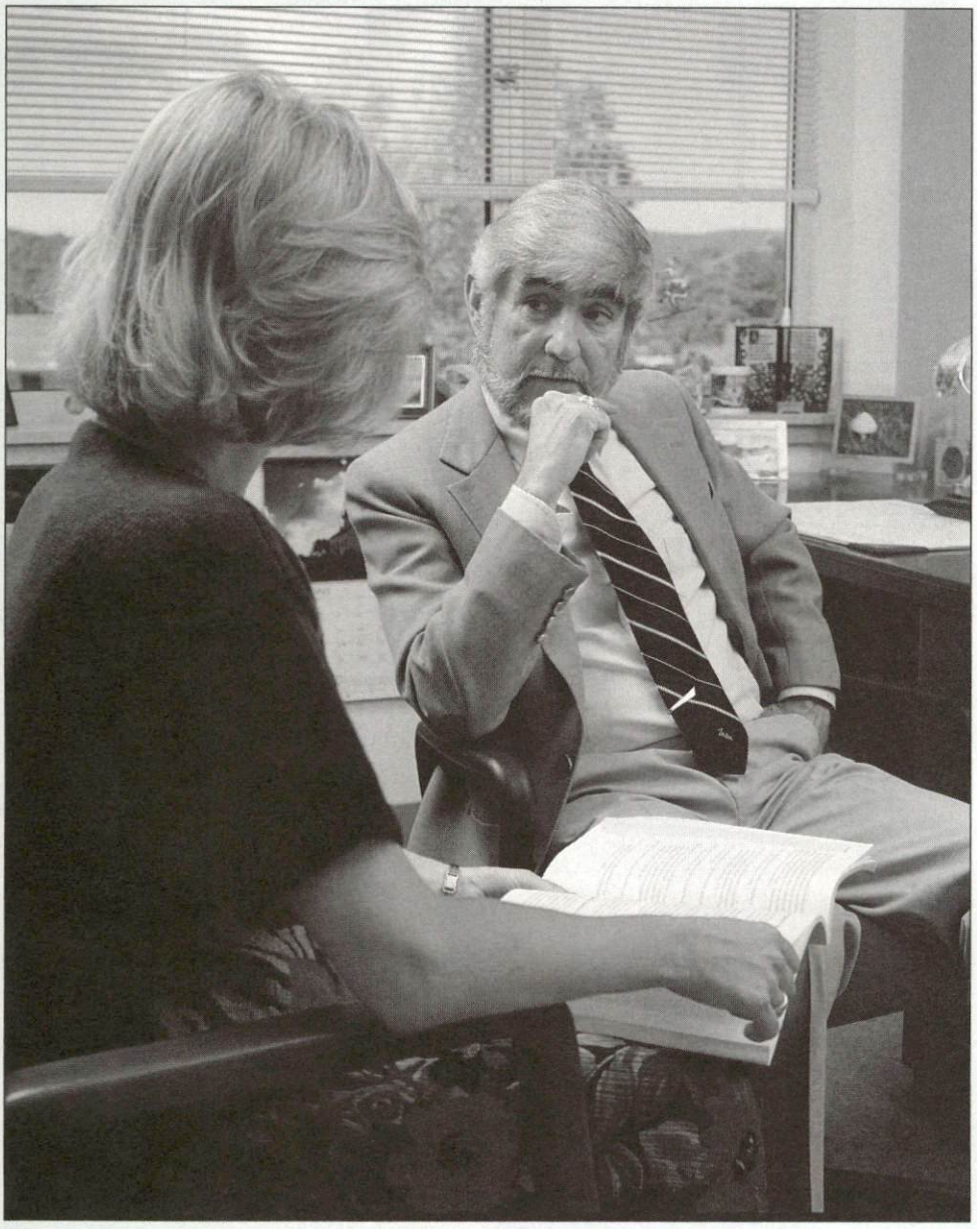
Community Systems Learning in a Culturally Diverse Society III: Applied Research Project

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

PREREQUISITE: EPSY 701, 702

THE GRADUATE PROGRAM IN

PSYCHOLOGY



The integration of counseling and community psychology is the perspective needed to prepare psychologists for the challenges of the 21st century. It combines the effectiveness of the interpersonal therapeutic relationship and the efficiency of system level preventive interventions. With these orientations, professionals not only help individuals in need, but also work to remedy community problems, serving to keep future generations healthy.

John Scileppi Ph.D.,
Program Director
(914) 575-3000 ext. 2961

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 insure 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 that 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 (G.P.A.) based on a system in which a 4.0 is equivalent to an "A" grade;
(3) Achieve an acceptable score on the Graduate Record Examination (GRE) General Aptitude Test. Applicants who can demonstrate the successful completion of 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 by the program director.

DEGREE REQUIREMENTS

To qualify for a Master's of Arts in 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 G.P.A. in graduate courses;
(4) Achieve either a grade of "S" for the externship or a grade of "P" for the thesis.

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 encouraged to take a 12-hour workshop/seminar, non-credit, computer course. This course familiarizes students with the Marist system, setting up and editing files, using public library programs, statistical packages and word processing. Information regarding the course is available through the School of Adult Education.

STATEMENT OF PROBATIONARY STATUS

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

If placed on probation, the student is expected to take immediate steps to raise the G.P.A. 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: while a grade or B in any subsequent course may raise a G.P.A. that is below 3.0, it may not by itself be sufficient to raise the G.P.A. to 3.0 or above.

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

Probation/dismissal can also occur for non-academic reasons. The M.A. in Psychology educates and 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 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

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
		24
(2) Research	Survey and Program Evaluation	6
(3) Community	Community Psych and Elective (1)	6
		36
(4) Externship	(I and II) or Thesis	6
		42
(5) Elective	(General)	3
		45

Curriculum Sequence

FIRST YEAR		CREDITS	SECOND YEAR		CREDITS
R	Assess I	3	E	Community Elective or General Elective	3
R	Develop I	3	R	Counseling I	3
R	Research I (Survey Interview)	3	R	Research II (Program Evaluation)	3
R	Personality	3		Externship I *	3
		12			9
					or 12
R	Assess II	3			
R	Develop II	3	E	Community or General Elective	3
R	Psychopathology	3	R	Counseling II	3
R	Comm. Psych	3		Thesis	6
		12		or Externship II	3
					9
					or 12

* Students may choose the thesis option in place of Externship I & II.

contract is drawn between the student and the professional supervising the externship insuring 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 members of the student's thesis committee (see #4 below). 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 unanimous vote of the committee members approving the proposal constitutes acceptance by the department.

(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 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 one faculty member to serve as supervisor of the thesis and 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 thesis must follow APA Format and must be acceptable to all three 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 the above, the student is to submit 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 per week and takes twelve credits. Each course is offered in the evening and meets one night per week from 6:30 to 9:15 p.m.

Summer classes meet once per week for 12 weeks beginning in late May. Students are strongly advised to limit courses to one during the summer session.

Advisement

At the time of matriculation, each student is assigned a faculty advisor. Thereafter, a student 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 students.

Graduate Assistantships

In addition to other forms of financial aid, full-time students can apply for graduate assistantships. Assistants work with members of the psychology faculty and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities and related work. These assistantships are awarded based on academic achievement. Up to $3000 per year is awarded to each graduate assistant for up to 20 hours of work per week. Contact the director of the M.A. in Psychology program for further details.

GRADUATE PSYCHOLOGY COURSES

PSYG 507 *3 Credits*

Rehabilitation of the Neurologically Impaired Individual

Lecture, discussion and readings broadly address state-of-the-art rehabilitation medicine, rehabilitation psychology and neuropsychology. Emphasis is placed on the rehabilitation needs of a neurologically impaired population having principal diagnosis of stroke, head injury, and spinal cord injury. Theories of psychological adjustment to neurological and physical disability are 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 focus on the patient's cognitive, emotional, behavioral, environmental, and vocational status following onset of disability.

PREREQUISITE: 6 GRADUATE CREDITS

Fall semester

PSYG 508 *3 Credits*

Psychopharmacology

This course introduces students to the biochemical basis of behavior as a foundation for understanding the effects and side-effects of major classes of psychotic drugs. This course considers the use of these drugs with special populations and from a historical perspective.

Summer semester

PSYG 511 *3 Credits*

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

PSYG 545 *3 Credits*

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 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 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 are provided.

Spring semester

PSYG 548 *3 Credits*

Multimodal Therapy: Assessment and Treatment

Holistic assessment and treatment of human problems as exemplified by the multimodal therapy of Arnold Lazarus are the foci 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 effective education program.

Fall semester

PSYG 605 *3 Credits*

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 the data, and writing a report of results. Theoretical issues and practical applications are examined.

Fall Semester

PSYG 606 *3 Credits*

Research Methods II: Program Evaluation

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

Fall semester

PSYG 607 *3 Credits*

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

PSYG 609 *3 Credits*

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

Goals include: (1) developing a 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.

Spring semester

PSYG 610 *3 Credits*

Developmental Disabilities

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

Spring semester

PSYG 611 *3 Credits*

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

PSYG 612 *3 Credits*

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 nonnormative, 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, are considered. Social factors, such as changes in the family, educational, economic and social support systems are 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

PSYG 613 *3 Credits*

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

PSYG 614 *3 Credits*

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.) and personality inventories and rating scales are included, in addition to the use of functional analysis, self-observation and imaginal techniques. Comprehensive report writing is required.
Spring semester

PSYG 625 *3 Credits*

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 considers 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 propose a hypothetical intervention to enhance learning. In the final part of this course, community mental health, the issue of how a community psychologist can work in the schools to promote the mental health of the student is addressed.
Fall semester (Dual Listed as EPSY 701)

PSYG 701 *3 Credits*

Counseling I

This course examines the process involved in individual counseling and psychotherapy. Supportive, re-educative, and reconstructive approaches to therapeutic interaction are explored. Various theoretical approaches to understanding personality change are examined from behavioral, psychodynamic and client centered orientations. This course assumes a life-span perspective on therapeutic interaction. As such, techniques for counseling child, adolescent, adult and aged populations are discussed.
PREREQUISITE: 24 GRADUATE CREDITS
Fall semester

PSYG 702 *3 Credits*

Counseling II

Introduces students to theories and methods of group and conjoint (marriage and family) interventions. The course examines historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies. The course also provides 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

CAPPING ALTERNATIVES

Externship 703 *6 Credits*

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

Externship 708 and 709 *3 Credits*
PSYG 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 per week during the second semester. The student may extern after all course work is completed or while the final course is being taken.

Thesis 705 *6 Credits*

The thesis involves the empirical study of a topic significant to counseling or community psychology. The final draft of the thesis must be submitted by the middle of April for May graduation.

See academic calendar for precise date.

COMMUNITY COURSES

PSYG 520 *3 Credits*

Community Psychology

Focuses on the quality of the person/environment fit and how these ecological perspectives influence an individual's mental health. This course explores the effectiveness of group and systems level interventions in the prevention of mental illness. Issues such as crisis management and problem solving skills training, support and self help groups, political aspects of change and the ethics of community research are discussed.

Spring semester

PSYG 521 *3 Credits*

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.

PSYG 522 *3 Credits*

Community Public Health

Approaches the study and analysis of the community from the public health model. 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 components are viewed from the county level of government.

PSYG 523 *3 Credits*

Community Human Services Systems

Traces the rapid and diversified expansion of government-sponsored social welfare services (health, housing, education). 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.

PSYG 524 and 525 *3 Credits*

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.

PSYG 526 *3 Credits*

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 problems as health care, housing, income maintenance, legal services, transportation and meaningful communications.

PSYG 527 *3 Credits*

Multimodal Psychology: Applications in the Community

The principles and techniques of Multimodal Therapy are applied to the problems 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.

THE GRADUATE PROGRAM IN

PUBLIC ADMINISTRATION

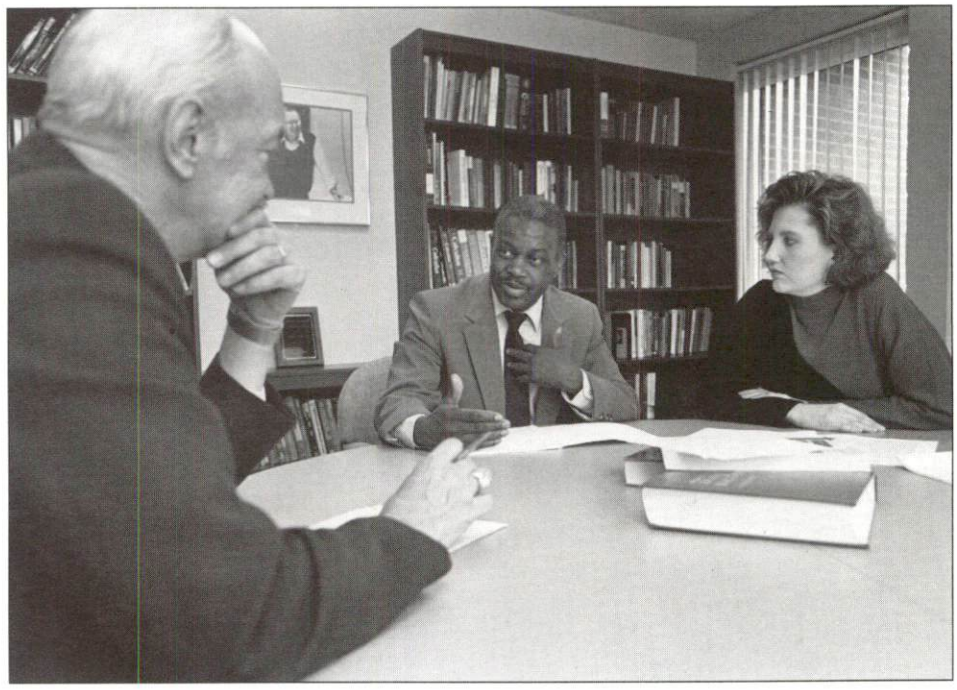
Marist's graduate public administration program relates how the worlds of knowledge and experience come together to allow graduates to make sound managerial decisions. We offer a conceptual framework for effective public service.

Margaret Thompson-Feldman, M.P.A.
Program Director
(914) 575-3343

THE GRADUATE PROGRAM IN PUBLIC ADMINISTRATION

The primary mission of the Master of Public Administration (M.P.A.) program is to educate leaders and managers of public, non-profit and health care institutions. Pre-service students are provided with the necessary skills and knowledge to begin their careers, while in-service professionals are trained to assume positions of ever-increasing responsibility with an emphasis on jobs with managerial and administrative duties. Designed to meet these goals and based on standards from the National Association of Schools of Public Affairs and Administration, the curriculum stresses:

(A) Understanding the political, legal, ethical and social context of administration with respect to pertinent processes and theories;
(B) Achieving proficiency in understanding and developing positive organizational behavior, as well as in effectively utilizing a full range of management and administrative techniques;
(C) Developing the ability to apply appropriate methodologies to solve important problems and issues. These methods include quantitative and qualitative approaches to policy analysis and to program evaluation.



ADMISSIONS 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. Achievement on the Graduate Records Examination (GRE) and prior experience are also considered. Students without prior work experience in an administrative capacity will be required to satisfy this condition through an internship.

Students are accepted for fall, spring and summer semesters.

To matriculate a student must meet the following criteria:

(1) Hold a baccalaureate degree from an accredited college or university.
(2) Have official transcripts of all undergraduate (including two year colleges) and graduate academic records sent to the director of graduate admissions. Candidates with a cumulative G.P.A. of 3.20 or better will be given matriculated status providing all other requirements for admission are satisfied. Candidates with a cumulative G.P.A. between 2.60-3.19 will be given matriculated status if they take the GRE, obtain a satisfactory score and meet other matriculation requirements. Alternatively students may be admitted on a non-matriculated or conditional basis (see below). Candidates with a cumulative G.P.A. below 2.59 will not be accepted into the MPA program unless they take the GRE, obtain a satisfactory score and meet all other matriculation requirements. Candidates below 2.59 who satisfy the above criteria will be admitted on a non-matriculated basis (see below).
(3) Provide work credentials demonstrating a proficiency in planning and organizing activities; ability to interact with colleagues on a professional level and to carry out administrative and operational responsibilities, and experience suitable to the public/non-profit sector or potential to assume a managerial position in a public/non-profit organization. Candidates who do not have satisfactory work experience will be required to complete an internship which will be arranged with the program director. The internship is a three credit hour course. Students required to take an internship will need 42 credit hours for graduation.
(4) Candidates will also be evaluated on the basis of a satisfactory interview and essay demonstrating competency in verbal and written expression and conceptual processes. A personal interview with the program director is required. Candidates are also required to write a brief essay on a topic stating why he/she wishes to be involved in public administration graduate work.

Students admitted on a non-matriculated or conditional basis are permitted to take nine credits of course work. At the completion of the three courses, they will receive matriculated status providing they have achieved a 3.00 G.P.A. in those courses. All other requirements for matriculation must also be met by the student prior to receiving matriculated status.

COMPUTER COMPETENCY

Students are expected to be familiar with the Marist computer system. A computer competency workshop is available. Students must take the workshop prior to enrolling in MPA 515 Introduction to Computer Processes.

DEGREE REQUIREMENTS

To qualify for the M.P.A. 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. Requests for any extension of this seven year limit must be made in writing to the program director.

Upon acceptance into the program, each student 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 following pages. Students may choose among five concentrations: human services administration, personnel/human resources management, information systems, criminal justice administration, and health services administration.

Part-time students who are not fully matriculated in their first semester may take only one course unless approved by the program director. No thesis or comprehensive examinations are required. Seminar in Public Administration is the capstone course for each student. Students must achieve a G.P.A. of 3.0 to be admitted to the seminar.

GRADUATE PUBLIC ADMINISTRATION COURSES

MPA COURSE REQUIREMENTS

INTRODUCTORY COURSES (6 Credits)

MPA 514 Issues in Politics and Economics of Government
MPA 515 Introduction to Computer Processes

CORE PROGRAM (24 Credits)

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

CONCENTRATIONS (6-12 Credits)

Each student must complete one concentration. The program director may approve substitutions of courses from the other graduate programs.

CRIMINAL JUSTICE ADMINISTRATION (6 Credits)

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

HUMAN SERVICES ADMINISTRATION (6 Credits)

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

PERSONNEL/HUMAN RESOURCES MANAGEMENT (6 Credits)

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

HEALTH SERVICES ADMINISTRATION (6 Credits)

MPA 681 U.S. Health Care Policies and Systems, or
MPA 682 Ethical and Legal Issues in Health Care, or
MPA 683 Critical Issues in Health Care Operations

INFORMATION SYSTEMS (12 Credits)

Students in this concentration must complete an additional undergraduate prerequisite: Math 115 Calculus with Management Applications. They are not required to take MPA 506 Administrative Law or MPA 551 Personnel Management. Instead they must complete the following four courses for a total of 39 graduate credits.

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

ELECTIVE (3 Credits)

Generally scheduled in special interest areas, e.g., leadership, organization and its environment, public finance.

INTRODUCTORY AND CORE COURSES

MPA 500 *3 Credits*

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 the 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 semesters as needed

MPA 501 *3 Credits*

Administration and the Policy Process

An investigation into the relationship of bureaucracy to the policy process with an 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:
MPA 500 CONCEPTS AND PROBLEMS OF PUBLIC ADMINISTRATION
Spring semester

MPA 504 *3 Credits*

Fund Accounting and Fiscal Controls

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

MPA 506 *3 Credits*

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

MPA 514 *3 Credits*

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.
Fall and Spring semesters

MPA 515 *3 Credits*

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 microcomputers and emerging managerial issues are stressed.
Fall semester

MPA 516 *3 Credits*

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.

Spring semester

MPA 550 *3 Credits*

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 used extensively. Public Administration emphasis.

Fall and Spring semesters

MPA 551 *3 Credits*

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 work force. 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

Courses in Criminal Justice Administration Concentration

MPA 509 *3 Credits*

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 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.

MPA 510 *3 Credits*

Practices and Problems of 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:

MPA 509 PRINCIPLES AND PROCESSES OF CRIMINAL JUSTICE ADMINISTRATION

Offered when there is sufficient enrollment.

Courses in Human Services Administration Concentration

MPA 511 *3 Credits*

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 is 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.

MPA 512 *3 Credits*

Human Services Administration: Problems and Cases

This course involves the specific application of the management concepts developed in Concepts of 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 is 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:

MPA 511 CONCEPTS OF HUMAN SERVICES ADMINISTRATION

Offered when there is sufficient enrollment.

Courses in Personnel/ Human Resources Management Concentration

MPA 513 *3 Credits*

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.

*MBA 653** *3 Credits*

Management and Collective Bargaining

*MBA 654** *3 Credits*

Organization and Management Development

Please refer to p. 20 for course descriptions.

Courses in Health Services Administration Concentration

MPA 681 *3 Credits*

U.S. Health Care Policies and Systems

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

PREREQUISITE:

MPA 504 FUND ACCOUNTING AND FISCAL CONTROL

MPA 506 ADMINISTRATIVE LAW

MPA 515 INTRODUCTION TO COMPUTER PROCESSES

MPA 682 *3 Credits*

Ethical and Legal Issues in Health Care

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

PREREQUISITE:

MPA 681 US HEALTH CARE POLICIES AND SYSTEMS

MPA 683 *3 Credits*

Critical Issues in Health Care Operation

This course provides an in-depth examination of some of the critical issues in operations facing the health care providers in today's society. Topics discussed 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 market's impact on the delivery system; the rationing of health care, and strategies for intervention.

PREREQUISITE:

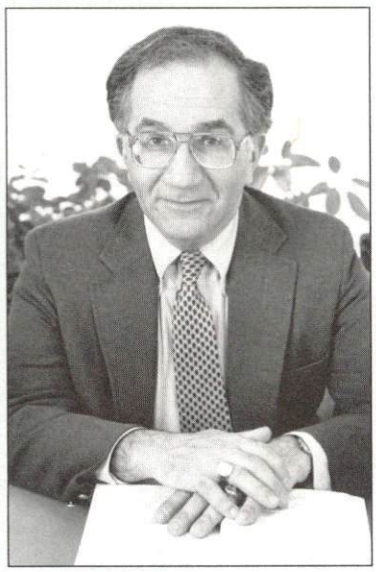
MPA 681 US HEALTH CARE POLICIES AND SYSTEMS

MPA 682 ETHICAL AND LEGAL ISSUES IN HEALTH CARE

Graduate Center for Public Policy & Administration

DONALD J. CALISTA. ED.D, M.P.A.

Director



COURSES IN INFORMATION SYSTEMS CONCENTRATION

*MSCS 527** *3 Credits*

Systems and Information Concepts in Organizations

*MSCS 537** *3 Credits*

Data Management

*MSCS 647** *3 Credits*

Information Analysis

*MSCS 657** *3 Credits*

Systems Design

**Please refer to pp. 25-26 for course descriptions.*

CAPSTONE COURSE

MPA 600 *3 Credits*

Seminar in Public Administration

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

Fall and Spring semesters

MPA 601 *3 Credits*

Directed Readings

As needed

MPA 602 *3 Credits*

Independent Study

As needed

MPA 603 *3 Credits*

Special Topics

As needed

MPA 616 *3 Credits*

Current Issues in Public Administration

Designed to cover topics of contemporary and controversial nature in such areas as budgetmaking, health, housing, quality of working life, civil service reform, management information systems, and ethics.

Annually

GRADUATE CERTIFICATE IN PUBLIC ADMINISTRATION

This program offers concentrations in: criminal justice administration, health services administration, human service administration, information systems and personnel/human resources management.

The certificate program has been designed to satisfy the professional needs of students who wish to acquire graduate level knowledge, but who do not wish to pursue a full graduate degree. The program allows these individuals to develop a general background in public administration and to obtain knowledge in a specific policy area.

ADMISSIONS REQUIREMENTS

The program is intended for persons currently in or aspiring to management or professional staff positions who have little or no former education in public administration.

Admission is based on prior academic performance and potential, a commitment to professional development, and demonstrated professional/leadership growth, as determined from the application, required letters of recommendation and official transcripts of academic work. The Graduate Record Examination (GRE) is not ordinarily required, but may be requested in certain cases by the Admissions Committee. Students without prior work experience in an administrative capacity will be required to satisfy this condition before admission. Decisions of the committee on this and all admission's matters are final.

Students are accepted for the fall and spring semesters. Applications should be completed by August 1st and January 1st, respectively. Required are:

(1) A baccalaureate degree from an accredited college or university;
(2) Completion of an application for graduate admission;
(3) Official transcripts of all undergraduate (including two year colleges) and graduate academic records sent to the director of graduate admissions;
(4) Submission of two letters of reference, at least one from an immediate supervisor and one from a professional in the selected field of study or from a college professor who can evaluate your academic and professional potential;
(5) Candidates will also be evaluated on the basis of a satisfactory interview and essay to demonstrate competency in verbal and written expression and conceptual processes. Candidates should make arrangements to participate in a personal interview with the program director. During the interview a candidate will be required to write a brief essay on a topic such as why he/she wishes to be involved in public administration graduate work.

PROGRAM STRUCTURE AND CERTIFICATE REQUIREMENTS

The graduate certificate is obtained upon satisfactory completion of six courses (18 credits) from the graduate program in public administration.

THE FOLLOWING FOUR CORE COURSES ARE REQUIRED OF ALL STUDENTS:

MPA 500	Concepts and Problems of Public Administration
MPA 501	Administration and the Policy Process
MPA 550	Human Behavior in Organizations
MPA 514	Issues in Politics and Economics of Government

Each student must also complete an area of specialization. The program director may approve appropriate substitution of courses from the other graduate programs.

CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION

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

CERTIFICATE IN HUMAN SERVICE ADMINISTRATION

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

CERTIFICATE IN PERSONNEL/HUMAN RESOURCES MANAGEMENT

MPA 513	Program Planning and Evaluation
MBA 653	Management and Collective Bargaining
MBA 654	Organization and Management Development

CERTIFICATE IN HEALTH SERVICES ADMINISTRATION

MPA 681	U.S. Health Care Policies and Systems
MPA 682	Ethical and Legal Issues in Health Care
MPA 683	Critical Issues in Health Care Operations

CERTIFICATE PROGRAM IN INFORMATION SYSTEMS

Students must complete Math 115 Calculus with Management Applications as a prerequisite. They will not take MPA 501 and MPA 500.

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

All graduate public administration courses carry three semester hour credits and must be taken on a letter grade basis. A cumulative average of "B" or better must be maintained in order to receive the certificate.

Students admitted on a non-matriculated or conditional basis are permitted to take nine credits of course work. At the completion of the three courses, they will receive matriculated status if they have achieved at least a 3.0 G.P.A in those courses. All other prerequisites for matriculation must be met by the student prior to receiving matriculated status.

RELATIONSHIP TO THE MPA PROGRAM

All courses taken in the certificate program are graduate M.P.A. courses. For those in which the grade of B or better is achieved, the credits may later be applied to M.P.A. program requirements. However, because of the broader and more quantitative nature of the M.P.A. program, admission requirements are more rigorous and may require an acceptable score on the GRE.

Admission to the M.P.A. program is independent of the certificate program and the College does not guarantee certificate holders admission to the program. Students anticipating matriculation as an M.P.A. candidate are strongly advised to apply directly to the M.P.A. program.

CLASS AND PROGRAM LENGTH

Typically, classes meet one night each week for a 15-week semester from 6:30-9:15 p.m. In addition to the fall and spring semesters, a 12-week summer session is offered. Because the courses offered require considerable time and effort, only one course is permitted in the first semester. Students normally carry two to four courses per calendar year and take two years to complete the certificate program. The maximum time permitted for completion is four years from date of entry into the program.

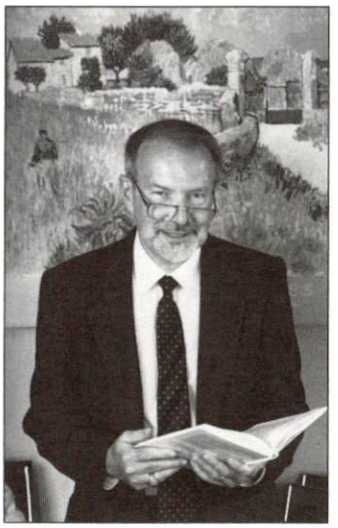
TUITION

Regular graduate tuition, plus semester registration fee.

THE GRADUATE PROGRAM IN

SCHOOL PSYCHOLOGY

Today's school psychologists must function as effective educational consultants, intervention strategists and counselors in addition to their historical role as psychometricians. Our goal is to prepare professionals who manifest a holistic blend of theory and practice in meeting the educational advantage of today's students within the interacting contexts of their schools, families and communities.



William R. Eidle, Ph.D.
Chairperson, Division of Social and Behavioral Sciences
(914) 575-3000 ext. 2960

THE GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

At Marist College, students interested in pursuing study towards New York State certification in school psychology have two options: an M.A. in School Psychology or an Advanced Certificate in School Psychology. Marist's school psychology programs focus on instruction in theory and skills associated with five roles regularly encountered by school psychologists: facilitator in understanding human behavior; counselor; psychological/educational examiner; consultant, and information specialist/intervention strategist.

Following the State Educational Department's (NYSED) regulations the academic qualifications for permanent certification as a school psychologist require 60 semester hours of graduate study inclusive of a college supervised internship in the field of school psychology. Within the total program of preparation as a school psychologist, the candidate must complete a master's degree.

Marist College's NYSED approved 60 credit M.A. in School Psychology meets the above cited criteria. Our 21 Credit Advanced Certificate program complements Marist's M.A. in Psychology as reviewed on pp. 40-41 of this catalog. Similarly our 39 Credit Advanced Certificate program complements Marist's M.A. in Educational Psychology as reviewed on p. 36. Applicants for the advanced certificate programs who have earned a relevant master's degree elsewhere must have their transcripts evaluated as part of the admissions process. Their relevant master's degree will be accepted as satisfying the master's degree aspect of the NYSED certification process. However, students may be required to take additional courses that provide instruction in content and skill areas included in Marist's NYSED approved programs but not significantly covered in the applicant's previously earned graduate credits.

ADMISSIONS REQUIREMENTS

Admissions Requirements for the M.A. in School Psychology are:

(1) An earned baccalaureate degree from an accredited college or university;
(2) Completion of undergraduate courses in general psychology, statistics and experimental psychology (recommended, but not required, is a course in psychological testing);
(3) Achieve an acceptable score on the Graduate Record Examination (GRE) general test (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.

Admissions requirements for applicants to the 21 Credit Advanced Certificate program are the same as those for the M.A. in School Psychology listed above; while the requirements for the 39 Credit Advanced Certificate program are the same as those of the M.A. in Educational Psychology:

(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 general test or the National Teachers Examination, or the N.Y. State Teacher Certification Examination;
(5) Two letters of recommendation from former faculty members;
(6) Where applicable, letter of recommendation from school principal;
(7) An on-campus interview with the program director.

Applicants to either of the advanced certificate programs who have already earned a relevant M.A. degree elsewhere must undergo a transcript evaluation to determine content area comparability with the Marist College M.A. programs. When the evaluation reveals the need for coverage of content areas included within the Marist College approved programs, applicants will be apprised of additional course requirements over and above those of the advanced certificate program to which they have applied. Minimally an applicant with a relevant master's degree from another institution will be required to take 15 credits in the Marist College program.

Applicants to any of the school psychology programs who have earned graduate credits in psychology short of a master's degree at other institutions will also have their transcripts evaluated. Acceptance of credits will be determined on an individual basis.

PROGRAM DIRECTORS

Division of Social & Behavioral Sciences
(914) 575-3000 ext. 2960

Ronald Cromwell, Ed.D.
William Eidle, Ph.D
John Hudak, Ph.D.
John Scileppi, Ph.D.

Degree Requirements

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

(1) Complete all requirements not later than seven years after matriculation;
(2) Complete a total of 60 credits as prescribed in the curriculum requirements including an approved school psychology internship;
(3) Achieve a 3.0 cumulative grade point average in graduate courses.

To qualify for either of the advanced certificates a student must:

(1) Complete all certificate requirements not later than five years after matriculation;
(2) Complete all prescribed credits in the respective advanced certificate program in which the candidate is enrolled;
(3) Complete any additional credits prescribed as part of the admission process;
(4) Achieve a 3.0 cumulative grade point average in graduate courses.

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

If placed on probation, the student is expected to take immediate steps to raise the G.P.A. 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: while a grade of B in any subsequent course may raise a G.P.A. that is below a 3.0, it may not by itself be sufficient to raise the G.P.A. to 3.0 or above.

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

Financial Aid

Various financial aid programs are available to full- and part-time graduate students. Please see Financial Assistance on p. 7.

Curriculum Summary

60 Credit MA in School Psychology

NUMBER	NAME	CREDITS
PSYG 611	Developmental Psychology I	3
PSYG 612	Developmental Psychology II	3
PSYG 605	Research Methods I	3
PSYG 606	Research Methods II	3
PSYG 701	Counseling I	3
PSYG 702	Counseling II	3
PSYG 511	Personality	3
PSYG 607	Psychopathology	3
PSYG 609	Clinical Services for Children & Adolescents	3
EPSY 701	Community Systems Learning in a Culturally Diverse Society I	3
PSYG 548	Multimodal Therapy	3
PSYG 613	Assessment I	3
PSYG 614	Assessment II	3
EPSY 505	Educational Psychology: Classroom Instruction & Organization	3
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3
PSYH 601	Learning Disabilities	3
PSYH 602	School Consultation	3
PSYH 603	Psycho-Educational Services in General Education	3
	[OR]	
PSYH 604	Educational Assessment & Methods of Instruction in Reading	3
	School Psychology Internship including:	
PSYH 701	School Psychology Seminar I	3
PSYH 702	School Psychology Seminar II	3
		TOTAL: 60

21 Credit Advanced Certificate in School Psychology
(Complement to the Marist College M.A. in Psychology)

NUMBER	NAME	CREDITS
EPSY 505	Educational Psychology: Classroom Instruction & Organization	3
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3
PSYH 601	Learning Disabilities	3
PSYH 602	School Consultation	3
PSYH 603	Psycho-Educational Services in General Education	3
	[OR]	
PSYH 604	Educational Assessment & Methods of Instruction in Reading	3
	School Psychology Internship including:	
PSYH 701	School Psychology Seminar I	3
PSYH 702	School Psychology Seminar II	3
		TOTAL: 21

39 Credit Advanced Certificate in School Psychology
(Complément to the Marist College M.A. in Educational Psychology)

NUMBER	NAME	CREDITS
PSYG 701	Counseling I	3
PSYG 702	Counseling II	3
PSYG 511	Personality	3
PSYG 607	Psychopathology	3
PSYG 548	Multimodal Therapy	3
PSYG 609	Clinical Services for Children & Adolescents	3
PSYG 613	Assessment I	3
PSYG 614	Assessment II	3
PSYH 601	Learning Disabilities	3
PSYH 602	School Consultation	3
PSYH 603	Psycho-Educational Services in General Education	3
	[OR]	
PSYH 604	Educational Assessment & Methods of Instruction in Reading	3
	School Psychology Internship including:	
PSYH 701	School Psychology Seminar I	3
PSYH 702	School Psychology Seminar II	3
		TOTAL: 39

GRADUATE SCHOOL PSYCHOLOGY COURSES

PSYH 601 *3 Credits*

Learning Disabilities

The purpose of this course is to prepare school psychologists to serve as members of a multidisciplinary support team for students with learning disabilities. Students acquire particular expertise in instructional strategies and in reconciling the many different understandings of learning disabilities that may exist among team members.

PSYH 602 *3 Credits*

Consultation in the Schools

The study of school-based consultation: theory, techniques and practice. Course provides information on the barriers to school change and the critical role of consultation in prevention of school failure. It also includes development of knowledge on the consultation process and preliminary skills in consulting. Students develop an understanding of the school as an organization (culture) and the relationship of organizational factors to the consultation process.

PSYH 603 *3 Credits*

Psycho-Educational Services in General Education

Through this course students explore ways of addressing problems encountered by students whose needs are not adequately met by the general education programs offered by most school systems. While all students who do not succeed in school because of cognitive, behavioral, or physical deficits are considered, special emphasis will be given to those students who, under current state and federal regulations, may be ineligible for or inadequately served by traditional special education programs. Building on other required courses in the program, this course assumes a community systems approach to identifying and serving these students. While surveying prevention skills in the area of direct service, special attention is given to the school-related services and to the roles of the school psychologist in advocacy and indirect service.

PSYH 604 *3 Credits*

Educational Assessment and Methods of Instruction in Reading

The development of knowledge, skills, and attitudes related to reading is the focus of this course for school psychologists. Rooted in research, the content of the subject matter includes the psychology of reading, developmental reading processes and methodologies, and diagnostic/prescriptive strategies. The consultative model of the school psychologist as a team member in the educational setting is stressed. On-campus lectures are supplemented by classroom, laboratory, and on-site practice designed to meet individual needs.

PSYH 701, 702 *3 Credits*

School Psychology Internship/ Seminar I & II

The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background into sound professional practice. Through the practicum experience, the school psychology intern is given the opportunity and the support he or she will need to function as an effective school psychologist.

The seminars focus on integrating and applying the intern's knowledge of psychology within a school setting. Topics include: (1) the history and foundations of school psychology, (2) current and future perspectives in school psychology, (3) legal, ethical and legislative issues in the provision of school psychological services, and (4) school psychological interventions with a focus on children, staff and programs.

Please refer to pp. 40-42 for PSYG course descriptions, and pp. 35-36 for EPSY course descriptions.

FACULTY TRUSTEES ADMINISTRATION

The main part of intellectual education is not the acquisition of facts but learning how to make facts live.

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BUSINESS & PUBLIC ADMINISTRATION

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L.L.M., New York University School of Law

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Ph.D., University of Southern California

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Ph.D., University of Alabama

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M.A., Rensselaer Polytechnic Institute
Ph.D., Rensselaer Polytechnic Institute

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B.A., Government Degree College, India
M.A., Christian College, India
M.B.A., Pace University
Ph.D., Vikram University, India

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B.S., National University, Singapore
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Ph.D., Arizona State University

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Ph.D., New York University

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B.A., Catholic University
M.A., Fordham University
M.A., Manhattan College
Ph.D., Graduate Faculty, New School for Social Research

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

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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.Phil., Syracuse University
Ph.D., Syracuse University

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M.S., SUNY at Albany

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M.S.W., Adelphi University
Ph.D., Rutgers University

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Ph.D., University of Illinois

LOUIS ZUCCARELLO
Professor of Political Science, 1966
B.A., St. John's College
M.A., Fordham University
M.S., Fordham University
Ph.D., Fordham University

COMPUTER SCIENCE/ INFORMATION SYSTEMS

BENJAMIN DIAMANT
Professor of Information Systems, 1987
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
Assistant Professor of Information Systems, 1989
B.S., SUNY Oswego
M.A., Ball State University
System & Information Concepts
COBOL
Systems Analysis and Design
Database Management

JAN L. HARRINGTON
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B.S., University of Washington
M.L., University of Washington
Ph.D., Drexel University
Data Management
System Architecture

JOAN E. HOOPES
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B.S., SUNY Binghamton
M.B.A., SUNY Binghamton
End User Computing
Information Centers
Programming Concepts
Systems Analysis and Design

STEPHEN A. LEVINE
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B.S., City College of New York
M.S., Marist College
Ph.D., Purdue University
Operations Research
Decision Support Systems
Expert Systems

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Director, Information Systems Graduate Program
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M.S.C.S., Purdue University
Information Systems in Organizations
Data Base Management Systems
Decision Support Systems
Analysis and Design
Management Science

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B.S., Marist College
M.B.A., Marist College
M.S., Marist College
Network Management
Systems Development
User Support
UNIX

STEPHEN G. ZEOLI
Adjunct Professor of Information Systems, 1987
B.S., New York Institute of Technology
M.S., Marist College
Operations Management
Data Communications and System Design
DBMS

COMPUTER SCIENCE/ SOFTWARE DEVELOPMENT

STUART GREENFIELD
Assistant Professor of Computer Science, 1985
B.E.E., The City College of New York
M.E.E., The City College of New York
M.S.C.S., Marist College
Ph.D., Union Institute Graduate School
Programming Languages, Software Development, and Compiler Design

SHANG GUO
Assistant Professor of Computer Science, 1993
B.S., Zhejiang University, China
M.S., Zhejiang University, China
Ph.D., Illinois Institute of Technology, Chicago
Computer Graphics and Animation

HELEN HAYES
Assistant Professor of Mathematics & Computer Science, 1983
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, 1981
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

FACULTY

Our faculty provide students with the knowledge and skills necessary to pursue successful careers in our highly competitive, technological environment.

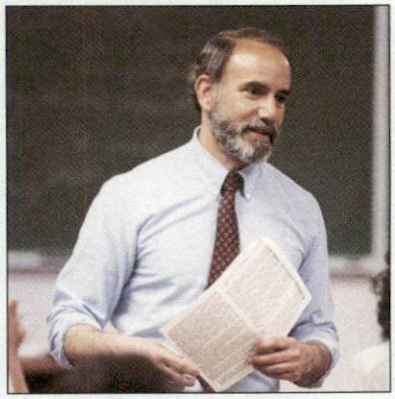
MARC VANDERHEYDEN, PH.D.
ACADEMIC VICE PRESIDENT

MARIST'S DISTINGUISHED FACULTY IS ONE OF OUR GREATEST ASSETS. WE EMPLOY EXPERIENCED EDUCATORS IN OUR GRADUATE PROGRAMS, THE MAJORITY OF WHOM ARE FULL-TIME PROFESSORS. THE COLLEGE ALSO EMPLOYS HIGHLY SKILLED PROFESSIONALS FROM SUCH FIELDS AS BUSINESS, COMPUTER SCIENCE AND GOVERNMENT. AS A RESULT, ALL OF MARIST'S GRADUATE PROGRAMS PROVIDE A STRONG MIX OF FUNDAMENTAL THEORY AND PRACTICAL APPLICATION WITHIN THE CONTEXT OF THEIR RESPECTIVE CURRICULA.

MARC VANDERHEYDEN, PH.D.
Academic Vice President

Business Administration

ROBERT GROSSMAN, L.L.M.
Associate Professor



It's important for executives to be informed, not only about their companies, but about events of importance on a local, national and global level. When M.B.A. students come to class, I expect them to be prepared, ready to participate in case studies and open to looking at key managerial issues from diverse perspectives. I'm never disappointed.

Educational Psychology

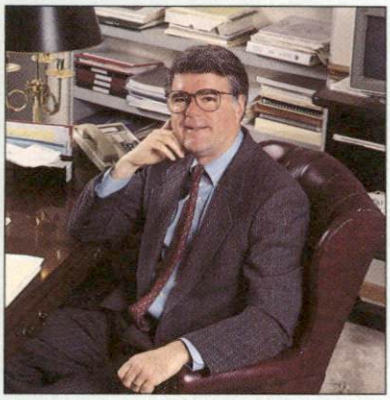
JANET STIVERS, PH.D.
Assistant Professor

By relating theory and research to the most pressing issues in the field of education, our program in educational psychology provides students with the knowledge and skills necessary to be effective teachers in today's schools. We help students become reflective practitioners, enabling them to continue to add to their knowledge base through research in their own classrooms.

Public Administration

R. Mark Sullivan, Ed.D.

Executive Vice President
Adjunct Professor

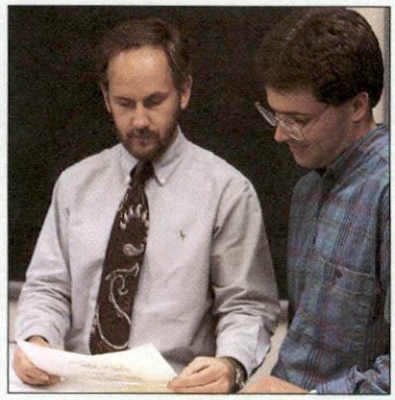


The essence of teaching public policy at Marist is helping our graduate students understand the delicate balance between theory and practice in public administration. My satisfaction comes from knowing that our graduates are well prepared to cope with the challenges of public sector management in whatever work setting they choose.

Computer Science Software Development

Roger Norton, Ph.D.

Associate Professor
Director, Center for Mental Health M.I.S.

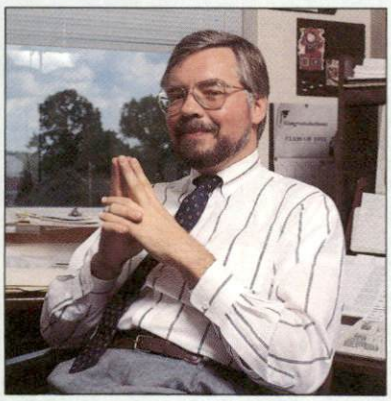


The graduate program in software development offers students the opportunity to tailor their skills in the classroom as well as the workplace. Computer science related centers sponsored by the College, such as the Center for Distributed Computing Technologies and the Center for Mental Health MIS, provide students with the chance to interact with external clients on a consulting basis.

Educational Psychology & School Psychology

Ronald Cromwell, Ed.D.

Program Director
Assistant Professor

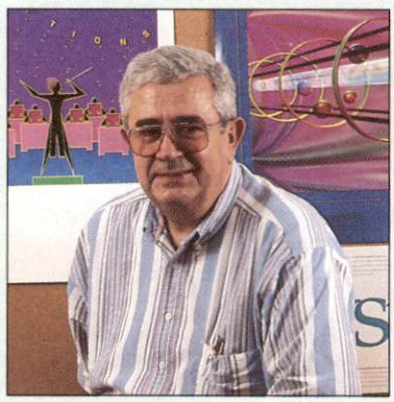


Access to faculty is crucial. Graduate students are always telling me how much they appreciate the personal contact they have with the faculty. We take time to discuss the research and personal goals of graduate students, and there's never a lack of lively conversation regarding new paradigms and instructional strategies pertaining to the education of an increasingly diverse student population.

Computer Science Information Systems

Jerry McBride, M.S.C.S.

Program Director
Associate Professor



In the workplace we are all called upon to work on projects in conjunction with our colleagues. The graduate program in information systems gives students the opportunity to fine tune their skills as team players in a low risk environment. The curriculum focuses on the use of self-managed work groups which provide feedback and support to their members as they tackle projects using a systems approach.

If you have knowledge, let others light their candles at it.

THOMAS FULLER

FACULTY

ROGER NORTON
Associate Professor of Computer Science, 1983
B.S., University of Massachusetts
M.A., Brandeis University
M. Phil., Syracuse University
Ph.D., Syracuse University
Semantics, Programming Languages, Programming Logics, Networks

JOHN RITSCHDORFF
Associate Professor of Mathematics, 1970
B.A., Marist College
M.S., New York University
Ph.D., New York University
Artificial Intelligence, Machine Learning, and Operations Research

ONKAR P. SHARMA
Professor of Computer Science, 1986
Chair, Division of Computer Science & Mathematics
Director (Acting), Graduate Program in Software Development
B.S.E., Bihar Institute of Technology, Bihar University, India
M.S., University of California, Berkeley
Ph.D., New York University
Systems Programming & Architecture

JAMES TEN EYCK
Assistant Professor of Computer Science, 1983
B.S., Lafayette College
M.S., Syracuse University
Ph.D., Syracuse University
Computer Networks, Simulation

PSYCHOLOGY, EDUCATIONAL PSYCHOLOGY & SCHOOL PSYCHOLOGY

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Post-doctoral Fellow, New York University

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B.A., St. Thomas University
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B.A., Marist College
M.A., New York University

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B.S., Iona College
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B.A., Marist College
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M.S., College of St. Rose
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B.A., Marist College
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M.A., Loyola University
Ph.D., Loyola University

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M.S., Russell Sage College
Ed.D., Teacher's College, Columbia University

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Associate Professor of Psychology, 1975
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M.A., University of Florida
Ph.D., University of Florida

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Central Hudson Gas & Electric Corporation
Poughkeepsie, New York

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The Fishkill National Bank
Poughkeepsie, New York

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New York, New York

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Millbrook, New York

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Poughkeepsie, New York

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Alex. Brown & Sons, Inc.
Fishkill, New York

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New Paltz, New York

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Poughkeepsie, New York

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Kingston, New York

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Vassar College
Poughkeepsie, New York

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Poughkeepsie, New York

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Vice President
Gannett East
Poughkeepsie Journal
Poughkeepsie, New York

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Retired
Poughkeepsie, New York

ELIZABETH M. WOLF
Pleasant Valley, New York

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Poughkeepsie, New York

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Poughkeepsie, New York

RALPH CONNOR
Retired
Poughquag, New York

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Class of 1950
Sr. Vice President
Finance/Administration & Treasurer
Boyden World Corporation
Hawthorne, New York

PATRICK MAGEE, F.M.S.
Class of 1947
Director of Development & Alumni Relations
Mount St. Michael Academy
Bronx, New York

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EILEEN FISCHER, A.A.
Administrative Aide to the President

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Executive Vice President
MARILYN PORIS, Ph.D.
Director of Institutional Research
DESMOND MURRAY, B.A.
Affirmative Action Officer

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DONNA BERGER, M.A.
Executive Assistant to the Vice President of Academic Affairs
MARY BETH COMMISSO, M.S.
Director, Academic Computing
JOHN C. KELLY, Ph.D.
Chairperson, Division of Management Studies
DONALD CALISTA, Ed.D.
Director, Graduate Center for Public Policy and Administration
ANN DAVIS, Ph.D.
Director, Bureau of Economic Research
THEODORE PRENTING, M.B.A.
Director, M.B.A. Program
MARGARET THOMPSON, M.P.A.
Director, M.P.A Program
ONKAR P. SHARMA, Ph.D.
Chairperson, Division of Computer Science and Mathematics
Acting Director, Software Development Graduate Program
JEROME McBRIDE, M.S.C.S.
Director, Information Systems Graduate Program
WILLIAM EIDLE, Ph.D.
Chairperson, Division of Social and Behavioral Science
RONALD CROMWELL, Ed.D.
Director, Graduate Program in Educational Psychology
JOHN SCILEPPI, Ph.D.
Director, Graduate Program in Psychology
ELEANOR CHARWAT, M.P.A.
Executive Director, School of Adult Education
JOANNE GEISEL, M.P.A.
Director, Fishkill Extension Center
MARY EVERETT, B.A.
Coordinator, Goshen Extension Center
JUDITH IVANKOVIC, M.P.A.
Registrar
JOHN MCGINTY, M.L.S., M.B.A
Library Director
WILLIAM RYAN, Ph.D.
Director, Media & Instructional Technology
DEIDRE SEPP, M.Ed., C.A.S.
Director, Career Development and Field Experience

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Acting Director of Graduate Admissions
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Director of Enrollment Communications
WENDY TILTON, B.A.
Coordinator of Transfer Admissions
Assistant Director of Admissions
CHRISTINE McCORMICK, M.Ed.
Director of Financial Aid
CORINNE SCHELL, B.A.
Associate Director of Financial Aid
CRAIG M. FENNELL, B.S.
Assistant Director of Financial Aid
KRISTIN BURKE, M.A.
Acting Assistant Director of Financial Aid

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DAVID SPENCER
Supervisor of Mechanical Services
CONSTANCE McCAFFREY
Supervisor, Housekeeping
RALPH SHORT
Supervisor of Grounds
JOSEPH F. LEARY
Director of Safety and Security
THOMAS McLAIN
Assistant Director of Safety and Security

INFORMATION SERVICES
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