GRADUATE PROGRAMS
1997-1999

MARIST COLLEGE

Business Administration

Public Administration

Computer Science/Information Systems

Computer Science/Software Development

Psychology

Educational Psychology

School Psychology

Over twenty-five years ago, Marist College identified the need for accessible, high quality graduate education in the Hudson Valley. Today, the College offers seven master's degrees and several graduate level certificate programs. Each program provides a strong blend of theory and practical application that is responsive to the professional needs of students. As a result, Marist students are action oriented, technically adept and socially responsible, which gives Marist graduates a competitive edge.

Dennis J. Murray, Ph.D.
President, Marist College

GRADUATE PROGRAMS 1997-1999

Contents

Marist College

Marist College is an independent, private, co-educational college of the liberal arts and sciences. Its 130 acre suburban campus sits seventy-five miles north of New York City on the east bank of the scenic Hudson River in Poughkeepsie, NY. The College offers undergraduate, graduate and 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. Graduate programming began 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, the College 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 masters programs, the College also offers graduate level certificate programs in public administration, information systems and school psychology.

Marist's reputation as a widely recognized regional college was affirmed in the fall of 1994. That year, the College appeared for the first time in two published guides to the finest colleges and universities in America: *Barron's 300 Best Buys in College Education* and *America's Best Colleges*, published by US News & World Report. In 1996, US News & World Report also named Marist one of the top fifteen best buys among colleges and universities in the northern United States.

Dedicated to the intellectual and professional development of its graduate students, Marist employs experienced educators in our graduate programs. Indeed, many are highly skilled professionals with practical hands-on experience in corporate, government, not-for-profit and community settings, and almost all have a Ph.D. 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.

Convenient, Flexible, Forward Thinking

Faculty take part in research, publishing and consulting, and are frequently called upon to give professional presentations. However, the College has a long standing commitment to excellence in teaching, and it is here that the faculty excels.

An average class size of fifteen students allows Marist's faculty to actively involve students in the learning experience. In-class exercises, case studies, computer simulations, group projects and presentations all play an integral role in the process. By use of this multi-dimensional teaching model, learning occurs not only from faculty, but from fellow students who bring a wide range of experience to the classroom.

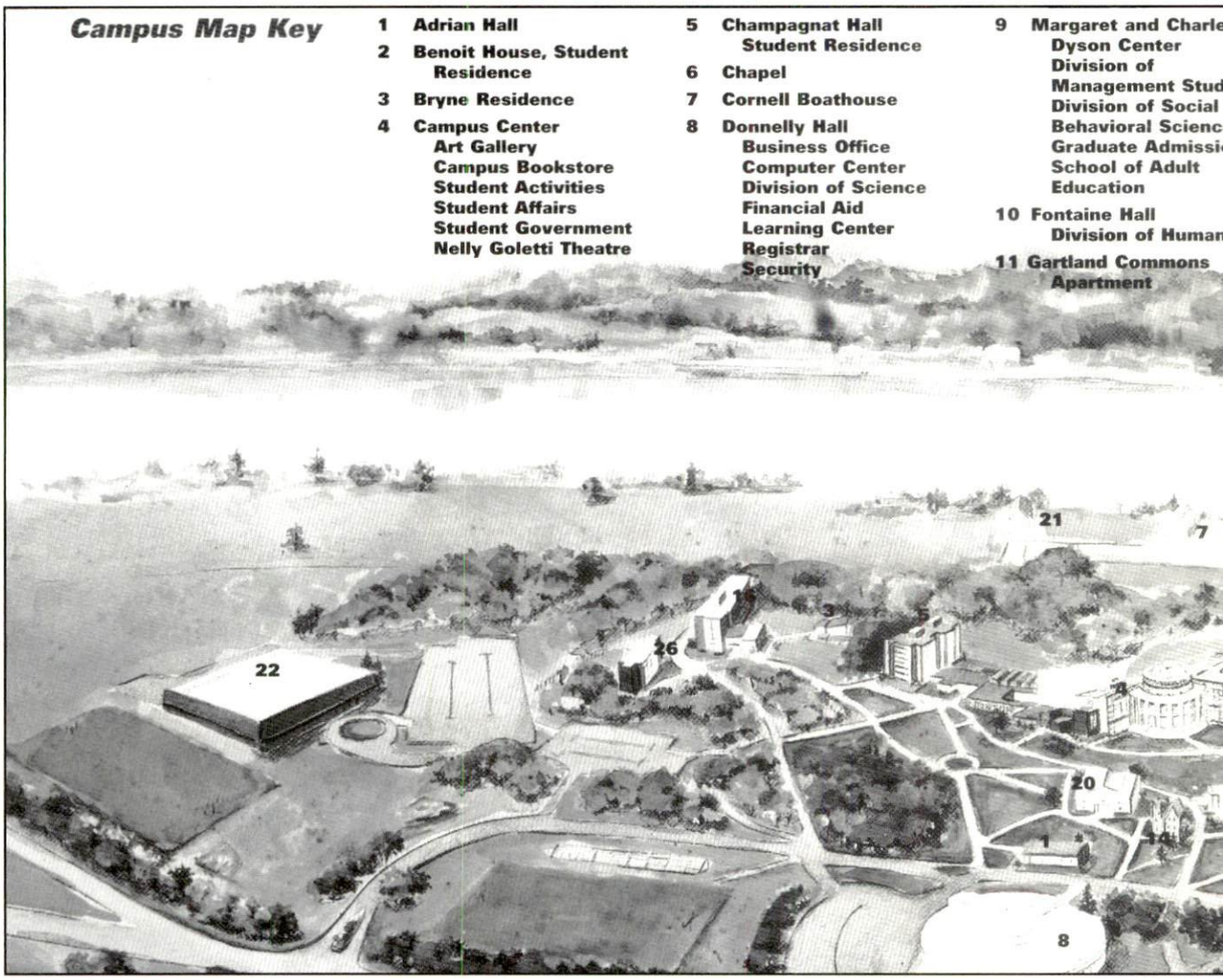
Over 500 graduate students are currently enrolled at Marist. The majority of these students are Hudson Valley professionals seeking to enhance current skills or develop new areas of expertise. Other students have recently completed undergraduate degrees and are continuing their education at the graduate 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.

All Marist students have accepted the challenge of seeking a quality graduate education—a significant commitment for any individual. The College recognizes the competing 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 and a Saturday MBA program. Each class entails a commitment of no more than one session per week, which enables part-time students to readily accelerate their studies by taking more than one course per term. Fall, spring and summer sessions allow students to complete a degree at a pace that suits their personal and professional goals.

MEMBERSHIP AND ACCREDITATION

Marist College is registered by the New York State Education Department, Office of Higher Education and the Professions, and by the Middle States Association of Colleges and Universities. The College is accredited by the United States Department of Justice for the training of foreign students, has the approval of the New York State Education Department for the training of veterans, and is also 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 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 College is also a member of the American Association of University Women, the Middle Atlantic Association of Colleges of Business Administration, the Council for the Advancement and Support of Education, the National Association of Schools of Public Affairs and Administration, and the AACSB, a widely respected international association for management education.



Campus Information

Located on the east bank of the Hudson River in Poughkeepsie, NY, the Marist College campus consists of forty-one buildings situated on 130 acres. During the past two decades, the College has invested heavily in new and upgraded facilities, including three major classroom buildings, newly expanded student and athletic centers, and the information technology necessary to compete effectively in today's world.

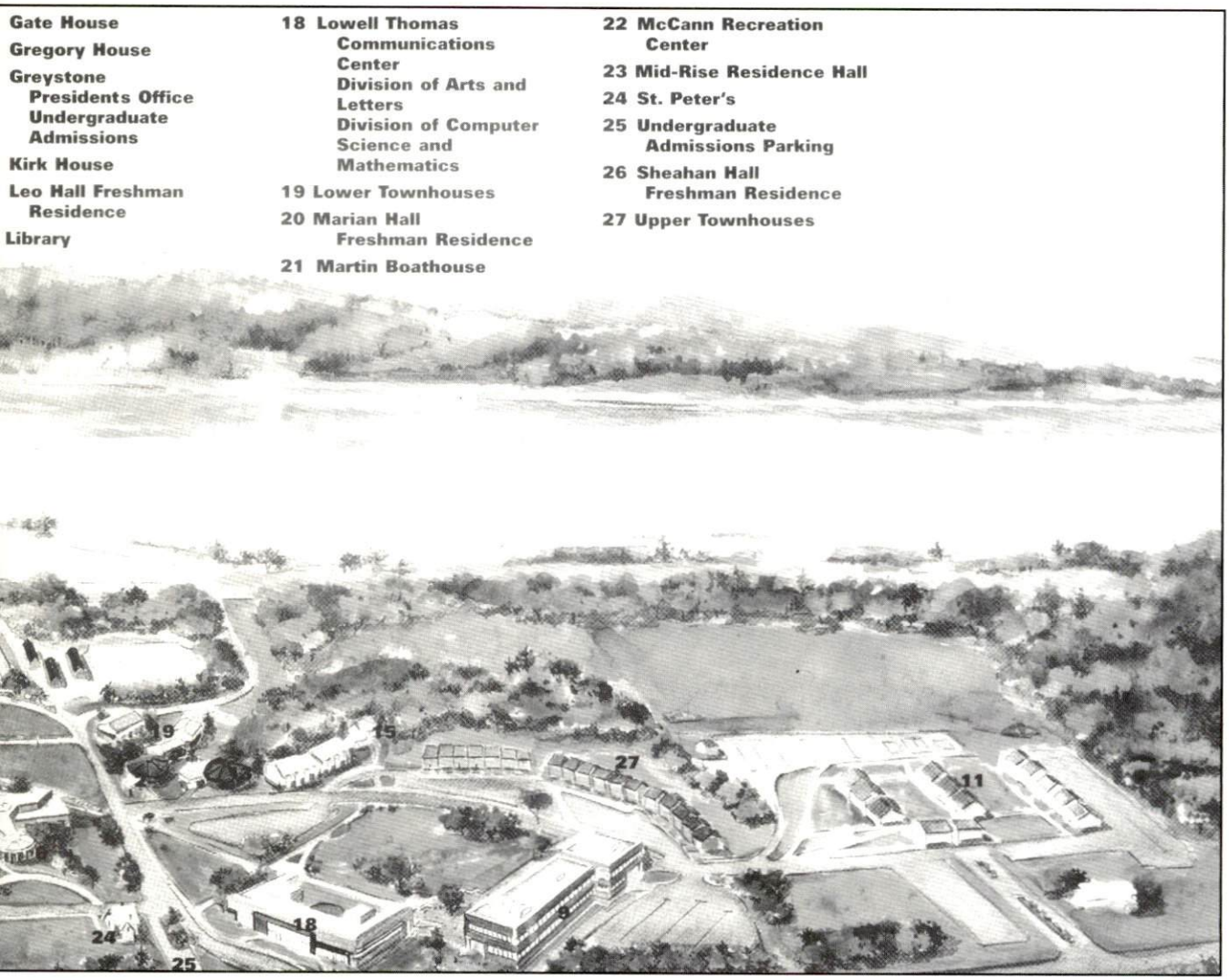
INFORMATION TECHNOLOGY

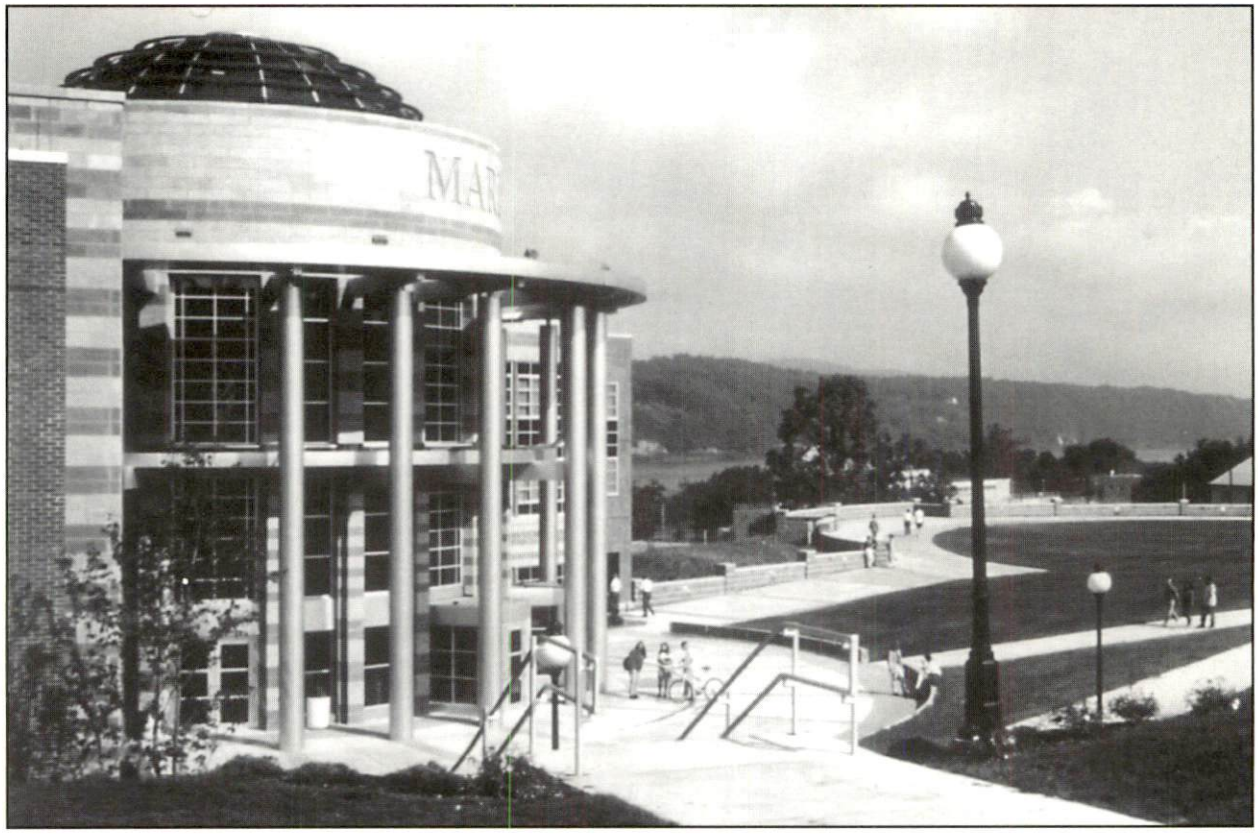
Marist College is a partner with the IBM Corporation in a $16 million joint study that has placed Marist among the most technologically advanced liberal arts colleges in the country. This study has given IBM an opportunity to test concepts and applications the company believes can be of value in the twenty-first century in education, business and other fields; and has given Marist the opportunity to put advanced computer and telecommunications technology to work in support of instructional, research and administrative goals.

The IBM/Marist Joint Study began in 1988 with delivery of a $10 million IBM 3090 mainframe computer. The 3090 gives Marist a level of computing power ordinarily associated with large research universities and Fortune 500 companies. In the years since then, $6 million more have been invested—half by IBM, half by Marist—in the software, hardware and fiber optic cabling and switches that now link all parts of the campus in an integrated voice and data telecommunications system. Campus-wide connectivity means round-the-clock access to E-Mail, PhoneMail, the mainframe computer, the library, and a variety of database services. International networks, such as Bitnet and Internet, and satellite technology link Marist students, faculty and staff with the world.

INFORMATION SERVICES AND COMPUTER LABS

Information Services is located in Donnelly Hall, Room 258. Help Desk staff are available from 8:30 am to 5:00 pm, Monday through Friday. For information regarding system availability and programming languages, call the Status phone at (914) 575-3240.





For additional information you can browse the Academic Computing Guide, available on Marist's web site at http://maristb.marist.edu.

All students have access to several computer labs. Donnelly 258 is dedicated to drop-in use. The da Vinci lab (Donnelly), Lowell Thomas 126, and Dyson 386 are available for drop-in use when not being used for class instruction. Computer Science students also have access to departmental labs with multimedia machines, LANs under Novell Operating Systems, and RISC 6000 for graphics support.

ACADEMIC FACILITIES

The Marist College Library

The Marist College Library offers extensive services to promote effective use of the over 160,000 books and periodical volumes on its shelves. Current periodical subscriptions total over 1,750 individual titles, and over 3,600 videocassettes are available on a variety of topics.

The Library has been an active innovator in developing and implementing computerized information resources. Marist was one of the first academic libraries to provide full-text periodical articles from stand-alone computers with over 600 titles currently available for viewing or printing. It now has one of the most sophisticated local area networks (LANs) delivering a large number of CD-ROM databases that provide access to current information in the major disciplines taught at the College. This system features a document delivery capability that supplements the stand-alone workstations. The DOBIS integrated library system supports an on-line public access catalog (OPAC) of all library holdings and an on-line circulation module that indicates location and availability of both circulating and non-circulating materials.

Reference librarians provide a full range of services to meet student needs, including instruction on the use of materials and machines, term paper consultation, and assistance with locating information on a variety of topics for course work or independent study.

The Margaret M. and Charles H. Dyson Center

The Dyson Center houses Marist's School of Management, the Division of Social and Behavioral Science, the Graduate Center of Public Policy and Administration and the Marist Bureau of Economic Research. The Center, named in honor of the late businessman and philanthropist Charles H. Dyson and his late wife Margaret, is used for graduate and undergraduate study in all academic disciplines. The 53,003 square-foot building has twenty-one classrooms, fifty-five 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 four classrooms equipped with computer terminals and television monitors, two television studios, two broadcast production studios, a media presentation facility, print journalism rooms and faculty offices. Just inside the entrance to the Center is a public gallery with a permanent exhibition of memorabilia from Lowell Thomas' remarkable career.

Donnelly Hall

Donnelly Hall, a landmark academic and administrative building that underwent an $8 million renovation from 1989 to 1991, 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.

ADDITIONAL FACILITIES AND SERVICES

Marist's Fishkill and Goshen Extension Centers

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, NY.

The College's Orange County center is located at the Goshen Executive Park on Matthews Street, just off Route 17 at exit 124. Undergraduate, graduate and certificate courses, taught by Marist faculty and experienced professionals from the community, are conducted in four classrooms and a computer lab. The Goshen Center offers student access to the Marist College mainframe and the College's library resources. For additional information regarding the 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 and Putnam County regions. 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.

Student Center

The Student Center, completed in 1994, serves as the architectural focal point of the Marist College campus. The monumental three-level facility includes an art gallery, a classroom equipped with advanced IBM multimedia hardware, a student cafe, a health services clinic, the bookstore, a game room and lounge areas. Renovations to the adjacent Campus Center resulted in a remodeled cafeteria, a student fitness center, a music education and chorale complex, and multi-purpose meeting rooms. The Center's Nelly Goletti Theater, dedicated in 1995, is the site of student theatrical productions, concerts and presentations by noted speakers.

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. The McCann Center was renovated in 1996, and an addition containing a new gymnasium, weight room and a cardiovascular fitness center opened in 1997.

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 membership to the McCann Center should contact the Office of the Director of Athletics at (914) 575-3000, extension 2304, for information about special student rates.

The Center for Career Services

The Center for Career Services, located in Donnelly Hall, offers a variety of services and information to assist graduate students with developing and reaching their career goals. Among the many career counseling and job placement services available to students and alumni are:

- Individual Career Counseling
- Interest Inventory and Personality Type Assessment
- Resume Information and Critiques
- Assistance With Job Search Correspondence
- Annual Career Fairs
- On-Campus Interview Program
- Resume Referral Services
- Employer Information and Directories
- An Alumni Career Network

The Center also sponsors workshops on career decision making, resume writing, interviewing skills and salary negotiation. For information regarding these services contact the Center for Career Services at (914) 575-3547.

Safety and Security

The Office of Safety and Security provides twenty-four hour, seven days per week service to the Marist college community. Among the many services provided through this office are a student escort service during evening hours; 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 the College's parking and vehicle registration policy, and is responsible for the enforcement of its provisions in order to facilitate traffic flow and ensure unimpeded emergency response for the College community. Located in Donnelly Hall, Room 201, Safety and Security can be reached by calling (914) 575-3000, extension 2282, or (914) 471-1822.

Parking Permits

Parking on campus is limited to vehicles registered with the Office of Safety and Security, to which a Marist College parking permit has been issued. A permit is issued for an individual parking lot and is valid only for that specific lot. Vehicles without permits, or parked in a lot other than that designated, are subject to towing at the owners' expense.

When applying for parking permits, students must present a valid driver's license, vehicle registration and college identification. During the day, commuter student parking is restricted. After 6:00 pm students may also park in the Dyson and Lowell Thomas lots.

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 Graduate Program in Business Administration

GREGORY J. TULLY, Ph.D., PROGRAM DIRECTOR
(914) 575-3225

MISSION AND OBJECTIVES

The mission of the MBA program is to provide graduate management preparation for adults holding or seeking responsible management positions in any organization. The program is structured to accommodate individuals with diverse baccalaureate degrees and work experience.

Specific program objectives to achieve this mission are:

- To ensure an understanding of the basic functions of management and how organizations relate structure and strategy to achieving missions and goals, and to provide opportunity for further elective study in selected fields.
- To develop the wide range of analytical skills necessary for problem identification and definition, and for practical and cost-effective solutions.
- To emphasize the importance of the management process and behavioral influences so significantly affecting the success of modern organizations.
- To develop a better understanding of the social and ethical dimensions of management and of the global economy and its competitive demands for greater product/service quality and value.
- To provide a classroom experience that integrates theory and practice, and emphasizes the impact and use of information technology.

The predominantly full-time faculty, many with significant management experience, are dedicated to helping students achieve and enhance their career goals, regardless of the kinds of organizations of which they are a part or to which they aspire. It is the aim of the faculty to incorporate the various functions of an organization into a total management perspective, so that students will be better prepared to meet the demands of an increasingly complex and rapidly changing environment. Small class sizes allow for significant faculty and student interaction, which is enhanced by extensive use of internal and external class projects and exercises.

ACCREDITATION

In addition to accreditation by the New York State Education Department and the Middle States Association of Colleges and Universities, Marist College is a candidate for accreditation by the AACSB, a widely respected international association for management education. While candidacy does not constitute accreditation by this body nor guarantee eventual accreditation, candidacy is an indication that an institution has voluntarily committed to participate in a systematic program of quality enhancement and continuous improvement that makes AACSB accreditation a more realistic and operational objective. The Marist MBA program was established in 1972 and celebrates twenty-five years of graduate education in fall 1997. Almost 500 students have graduated from the program during that period.

DEGREE REQUIREMENTS

To qualify for the MBA, students are required to complete as few as thirty credit hours or as many as fifty-four 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 twenty-four credits. (See criteria considered for waivers under Academic Policies and Procedures, Transfer Credits.) MBA degree requirements must be completed within seven years of starting 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.

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 and core courses, as well as the courses selected by the student for an area of emphasis, will be so designated. The area of emphasis is selected by the student at the time of application to the program or developed with the program director. To provide an opportunity to focus on an area of interest, emphases are offered in accounting, finance, human resources management, health services administration and information systems. Because the Marist MBA is a general management program, which encourages breadth of management knowledge, students may not select emphasis courses in an area which has been previously studied at the undergraduate level as part of a concentration, minor or major. However, they may develop a unique customized study plan of elective courses. All study plans require the prior approval of the program director.

PROGRAM STRUCTURE

Foundation courses, with one exception, are seven-week, accelerated modules, open only to Marist graduate students. Designed to provide a basic understanding of a subject area as a foundation for further graduate study, they are intensive learning experiences and students are expected to be particularly well prepared for all classes. 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, all waivers are considered on a case-by-case basis, and students who might otherwise believe they qualify for a waiver may still be required to take a particular module.

After students complete or are waived out of appropriate

A Competitive Edge

modules, they then take a set of graduate core courses. Eighteen credits are required. Core courses cannot be waived, but substitution may be allowed if the student has equivalent preparation. These courses are selected for students at the time of admission, so that all students experience six advanced courses in business functional areas, statistics, or economics. The selection will consider undergraduate/graduate preparation and the student's chosen area of emphasis or study plan. Graduate core courses assume basic knowledge of the field and include little or no review. Students who believe they have forgotten too much about a field, even if waived out of the related module, should take the foundation module before proceeding to the graduate core course.

The Business Policy Seminar is the program's capstone course. This course is designed to develop an executive level, entrepreneurial management perspective and to integrate previous knowledge. It is required of all students. No thesis or comprehensive examination is required of Marist MBA candidates.

In general, most of the foundation courses should be taken before starting with the graduate core or elective courses. Graduate core and elective courses should never be taken before the related foundation modules are completed. The capstone course is normally taken during the last semester.

Part-time students are limited to registering for three credits in their first semester and in the semester in which the capstone course is taken unless prior approval is granted by the program director. Part-time students normally take three to six credits per semester or trimester. Full-time study is defined as a semester or trimester load of at least nine credit hours. This may differ, however, from financial aid definitions.

EVENING, SATURDAY, SUMMER AND EXTENSION CENTER OFFERINGS

Classes are held Monday through Thursday evenings on a semester basis and Saturdays on an accelerated, trimester basis.

In addition to regular academic semesters and trimesters, Marist College offers a summer session with two six-week module periods and one twelve-week session from late May to early August. To make up for holidays and to avoid class periods longer than three hours, one or two classes may be held Friday evenings. Both evening and Saturday classes are available during the summer.

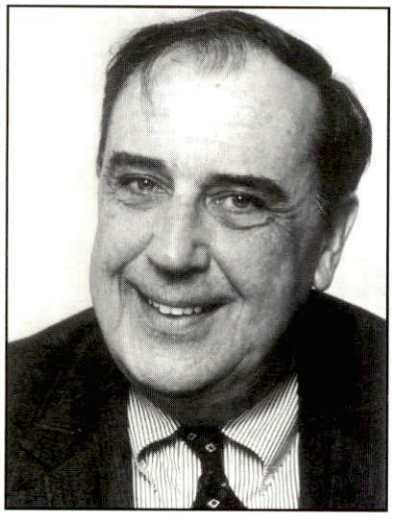
MBA courses using the same faculty are also offered evenings in Fishkill and Goshen, and on Saturdays in Fishkill.

The Saturday MBA

The same capable full-time faculty and strong curriculum that have distinguished Marist's week-night MBA are now available on Saturday. More than thirty predominantly full-time faculty members bring an extensive background of academic and professional experience into the classroom. In addition, Marist's MBA program attracts students with diverse backgrounds: accountants, bankers, brokers, engineers, systems analysts, health care and human resource professionals, individuals involved in manufacturing and marketing, and those interested in changing careers. The result—a dynamic educational environment that cultivates managers capable of effective decision-making in today's complex business world.

The Saturday MBA follows a trimester calendar—fall, winter, spring and optional summer term. A morning class runs from 8:30 am to 11:30 am, and there is an afternoon class from 12:00 noon to 3:00 pm. The accelerated nature of the Saturday schedule allows students to complete several additional courses per year, thereby reducing the time-frame necessary to complete the degree.

However, as graduate study entails a significant commitment, students are not required to pursue a two course schedule. It is possible to pursue the Saturday MBA one course at a time. Marist realizes that people are balancing commitments to their families, jobs and communities. For this reason, the College has always allowed students a great deal of flexibility in scheduling classes. While the entire program can be completed on the Saturday trimester schedule, students are free to attend any classes, evening or Saturday, that best meet their schedules.



Companies need managers who can navigate an increasingly complex business environment. Managers who understand the competitive demands of our global economy are better able to identify opportunities and assess risks. As a result, they are poised to become the corporate leaders of tomorrow.

The objective of Marist's MBA program is to cultivate managers capable of effective decision making. In addition to addressing the nuances of a global economy, Marist's program focuses on developing the analytical, communication and leadership skills essential for success. Special emphasis is placed on total quality management and the behavioral influences that impact the well-being of modern organizations.

The outcome: Marist graduates possess the strategic perspective necessary to help lead their organizations into the next century.

John C. Kelly, Ph.D.
Associate Professor of Economics

MBA COURSE REQUIREMENTS

FOUNDATION COURSES (WAIVABLE)

MBAM denotes a once a week, seven-week, intensive module.

			CREDITS
MBA	501	Legal Environment of Business	3
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	Financial Accounting I	1.5
MBAM	546	Financial 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
MSCM	528	Information Systems Concepts	1.5
MSCS*	527	Systems & Information Concepts in Organizations	3
OR MSCM 528 & 529			

TOTAL: 24

** Taken by students in the Information Systems emphasis in lieu of MSCM 528.*

GRADUATE CORE (18 CREDITS REQUIRED)

MBA	512	Managerial Economics	3
MBA	541	Management Accounting	3
MBA	610	Global Environment of Business	3
MBA	621	Strategic Marketing Planning	
OR			
MBA	622	Industrial/International Marketing	3
MBA	635	Applied Business Statistics	3
MBA	661	Quality Management in Operations	3
MBA	671	Corporate Financial Theory	3

TOTAL: 18

ELECTIVES (GROUPED BY AREA OF EMPHASIS —9 CREDITS REQUIRED)

Accounting

MBA	541	Management Accounting	3
MBA	642	Auditing	3
MBA	643	Federal Income Taxation	3

Finance

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

Health Services Administration

MBA	681	US Health Care Policies & 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 & 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

COURSE SCHEDULING

Foundation and core courses are offered annually, during either the fall or spring semester, alternating between the main campus and Fishkill Extension Center. Most elective courses are offered on a two-year cycle. They also alternate between the campus and Fishkill sites. The capstone seminar is typically offered in both the fall and spring semesters. Saturday classes are on their own published cycle. For the Goshen Extension Center, foundation and core courses are offered the semester opposite campus and Fishkill offerings on the basis of student need. Summer offerings include only foundation and core courses with most courses offered on a rotating basis every other summer. Elective courses are never offered in the summer or in Goshen. The semester, and for some courses the year in which they are offered, is provided in the course listings.

STUDENT ADVISORY COUNCIL

All students are welcome to serve on the MBA Student Advisory Council. This council meets with the program director to discuss student concerns and interests, and it is expected that social and extra-curricular academic events will result from this council. All students are welcome to attend this group's periodic meetings.

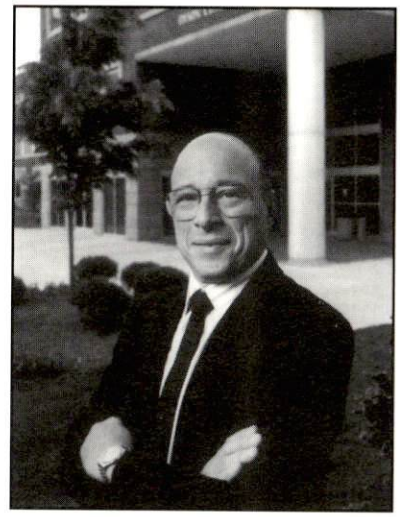
SCHOOL OF MANAGEMENT ADVISORY COUNCIL

Advisory Council members serve as advisors to the Dean on strategic matters relating to the mission and objectives of the School.

Stanley Becchetti	Vice President *A.G. Edwards & Sons, Inc.*
Rosanne Cahn	Chief Economist *The First Boston Corporation*
Mary Beth Colucci	President *LaBurnam Marketing Partners*
Michael DiTullo	Executive Vice President *Granit Associates*
James Duncan	Executive Vice President *Comdisco, Inc.*
James Gorman	Vice President *Salomon Brothers*
Stanley Grubel, Chair	Chief Executive Officer *MiCRUS*
Stanley Harris, M.D.	Medical Director *Blue Cross /Blue Shield, NJ*
Christopher McCann	Vice President *800 Flowers*
William Moran	Senior Vice President *Chase Manhattan Bank*
Sara Pettes McWilliams	Vice President *Abbott Smith Associates*
Marshall Raucci	Principal *Prime, Buchholz & Associates*
Marsha Gordon	President *Greater Southern Dutchess Chamber of Commerce*
David Schempp	Vice President *Chemprene, Inc.*
Roger Smith	President *Pawling Corporation*
Thomas Troland	Director of Development *Meredith Corporation*

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 an executive with a large Health Maintenance Organization. The MBA from Marist was invaluable to my success.

Herbert Weinman, MD
Master of Business Administration



MANAGEMENT SCHOLARSHIPS AND ASSISTANTSHIPS

Marist College is pleased to offer a new scholarship program for part-time MBA students. Management Scholarships of $250 per three credit course ($125 per 1.5 credit module) are now available on a competitive basis. Designed to aid talented MBA candidates who do not receive tuition assistance from their employers, Management Scholarships are initially awarded to new students on a competitive basis. To retain the award, Management Scholars must maintain steady and acceptable progress toward the degree, and file a Management Scholarship application each year. Management Scholars may be awarded up to $4,500 in scholarship funding during the course of their graduate studies. Cumulative awards vary in accordance with the number of credits each recipient must take to complete the degree.

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work for the School of Management, performing administrative, research and other duties. Up to $4,700 per year is awarded to each graduate assistant for up to twenty hours of work per week.

Several additional sources of financial assistance are available for both full- and part-time graduate study. Subsidized Stafford Loans and Marist College Graduate Grants are available to students with demonstrated financial need. Unsubsidized Stafford Loans and several alternative loan sources are available to graduate students who do not meet the financial qualifications for a subsidized loan. For more detailed information regarding these programs please refer to page 57.

ADMISSIONS REQUIREMENTS

The overall scholastic record and potential of an applicant for admission are more important than his/her prior preparation in the area of management. The program is concerned with the interest, aptitude and capacity of a prospective management student as indicated in the applicant's previous academic record, achievement on the Graduate Management Admission Test (GMAT), and past work experience and professional growth.

An application for admission may be obtained through the Office of Graduate Admissions. Students are accepted for all terms—fall, winter, spring and summer—on a rolling basis. The application package must be completed at least two weeks prior to the anticipated start date of the program.

To matriculate in the graduate program one must:

- Hold a baccalaureate degree from an accredited college or university. Official transcripts of all undergraduate and graduate academic records (including those from two-year colleges) must be sent to the Office of Graduate Admissions.
- Complete the graduate application form and pay the application fee.
- Satisfy the prerequisite pre-calculus requirement, and be able to demonstrate computer competency, especially using spreadsheet software. These prerequisites may be satisfied by use in employment.
- Achieve an acceptable score on the Graduate Management Admission Test (GMAT).

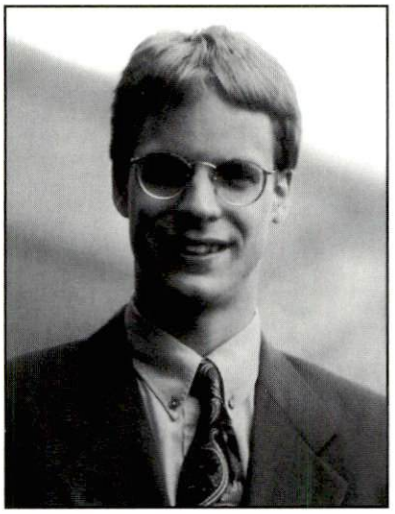
If, on the basis of the admissions criteria mentioned earlier, the student appears otherwise admissible to the program but lacks a prerequisite requirement, the student may be admitted to the program on a non-matriculated basis pending satisfactory completion of the prerequisite during the first semester of study.

GRADUATE MANAGEMENT ADMISSION TEST

The Graduate Management Admission Test (GMAT) is an aptitude test designed to measure certain skills and mental capabilities important in the study of management at the graduate level. It requires the writing of two essays and contains questions that test the ability to read, to understand and to reason logically with both verbal and quantitative material. The test is not a measure of achievement or knowledge in any specific subject matter, and test takers are not expected to have had undergraduate preparation in management subjects.

Because of the test content and the fact that it is timed, it is imperative that students prepare for it through software available from the Educational Testing Service (ETS) or other publishers. In addition, it is essential that students objectively address their mathematical skills before taking this examination. Failure to do so may result in scores unacceptable for admission to the program.

The GMAT is sponsored and controlled by the Admission Council for Graduate Study in Management consisting of representatives of forty-one 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.



"Not only did I learn a great deal from the faculty at Marist, but I also discovered that my classmates were a tremendous resource. Marist attracts MBA students from a broad spectrum of business concerns and not-for-profit organizations. During class discussions, I benefitted enormously from the diversity of their perspectives and experience."

Kenton Rinehart
Master of Business Administration

Beginning October 1, 1997, the GMAT will be given as a computer-adaptive test, replacing the paper-based GMAT in North America and select international locations. The new test will be offered three weeks per month, six days a week, ten hours a day at about 400 computer-based testing sites. These include various Sylvan Technology Centers, colleges, universities and field service offices of ETS. Test takers can schedule an appointment to take the test at a time and date convenient for them by calling either an 800 number or a local testing center. A complete listing of the test sites and their phone numbers is available from GMAT, Educational Testing Service, PO Box 103, Princeton, NJ 08541-6103. Telephone: (609) 771-7330.

MATHEMATICAL COMPETENCY

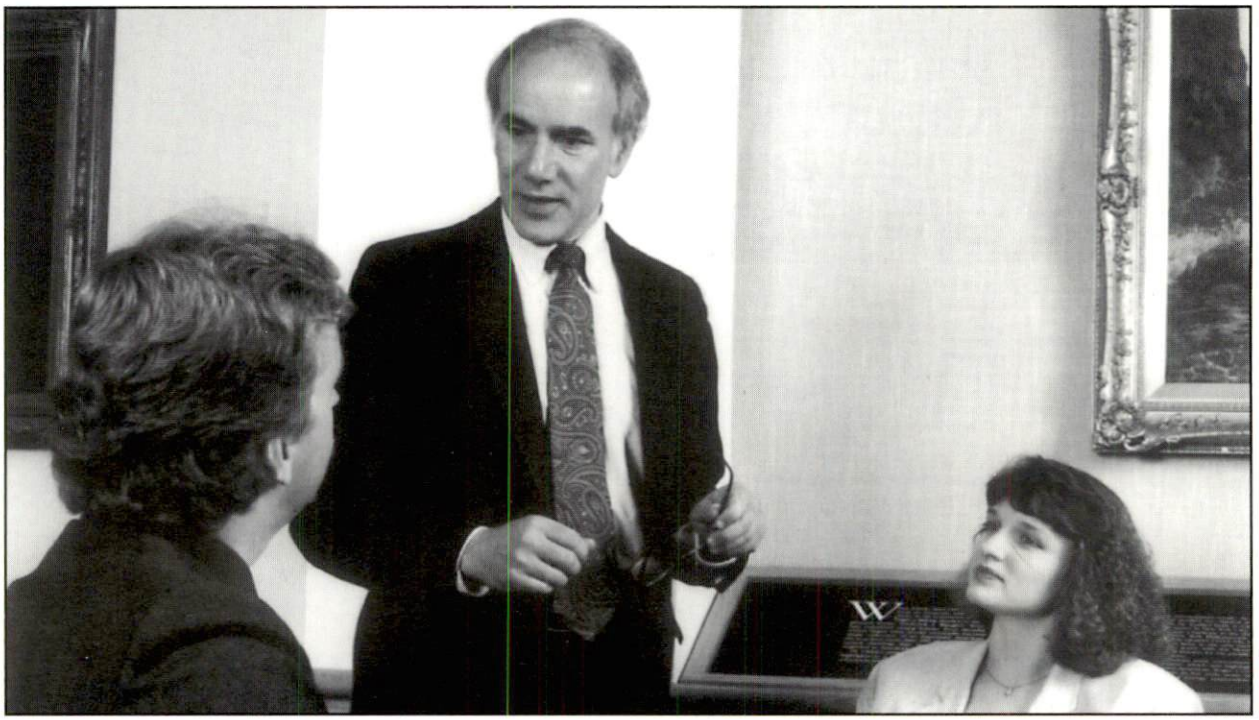
Mastering the application of quantitative methods for management analysis and decision making requires a reasonable level of competence in mathematics. All applicants should have knowledge of algebra through pre-calculus before taking the GMAT examination.

In order to assess current mathematics knowledge, the MBA program administers a free mathematics placement test. The test is given by appointment on campus and at Marist's Fishkill and Goshen Extension Centers. The test takes forty-five minutes and the results help determine whether a mathematics review is in order.

The College also offers a non-credit MBA Mathematics Preparation Course several times a year for those who have had college algebra, but not pre-calculus, or for those who have had pre-calculus or calculus, but need some review.

COMPUTER PROFICIENCY

Proficiency in the use of computers, especially spreadsheet applications, is expected of all students. If you have any concerns regarding your computer proficiency, contact the director of the MBA program at (914) 575-3225.



Graduate Courses in Business Administration

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 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 1998

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 and Summer 1998

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 and Summer 1998

MBAM 525 ***1.5 Credits***
Marketing
An accelerated foundation module designed to present 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 marketing programs and tactics 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.
Spring semester and Summer 1998

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:
PRE-CALCULUS
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, regression and correlation analysis, confidence intervals and hypothesis testing. Applications in business are emphasized, and computer software is used in this course.
PREREQUISITES:
COMPUTER COMPETENCY
PRE-CALCULUS
Fall semester

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 various programming techniques (linear and other), decision theory, sensitivity analysis, transportation and assignment techniques, shortest route, minimal spanning tree, flow problems, competitive strategies, PERT/CPM models, matrices, Markov analysis, queuing models and introductory simulation. Computer software is used and stressed in this course.
PREREQUISITES:
COMPUTER COMPETENCY
MBAM 536 STATISTICS
Spring semester and Summer 1997

MBAM 545 ***1.5 Credits***
Financial Accounting I
This accelerated foundation module begins with the accounting formula and develops the accounting concepts used for financial reporting. Accounting for business organizations is studied and includes such topics as depreciation, inventories and receivables.
Fall semester and Summer 1998

MBAM 546 ***1.5 Credits***
Financial Accounting II
This intensive module continues the concepts developed in the preceding module and covers the diverse aspects of accounting information provided by financial and cash flow statement analyses. Other topics studied include liabilities and owner's equity. Emphasis throughout this module is on the use of accounting information for managerial decision-making.
PREREQUISITE:
MBAM 545 FINANCIAL ACCOUNTING I
Fall semester and Summer 1998

MBAM 555 ***1.5 Credits***

Management Theory & Practice

This accelerated foundation module should be the first course taken in the MBA program. It 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 semester and Summer 1999

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 semester and Summer 1999

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

Spring semester and Summer 1997

MBAM 565 ***1.5 Credits***

Production Management

This intensive foundation module emphasizes topics common to both production and service operations. Included are: inventory management, MRP, Japanese manufacturing techniques, product and service design, scheduling and capacity management, synchronous manufacturing and the theory of constraints, cycle time management and work design principles. Case studies are used throughout the course.

PREREQUISITES:
MBAM 536 STATISTICS
MBAM 537 MANAGEMENT SCIENCE
RECOMMENDED:
MBAM 535 CALCULUS FOR ECONOMICS/BUSINESS
MSCM 528 INFORMATION SYSTEMS CONCEPTS

Spring semester and Summer 1997

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.

PREREQUISITE:
MBAM 546 ACCOUNTING II
RECOMMENDED:
MBAM 515 MACROECONOMIC CONCEPTS
MBAM 536 STATISTICS

Spring semester and Summer 1998

MSCS 527 ***3 Credits***

Systems & Information Concepts in Organizations

An identification and basic exploration of the systems point of view, the organization of a system, information flow, 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

MSCM 528 ***1.5 Credits***

Information Systems Concepts I

An introductory study of the foundations of information systems and the vital roles they play in organizations. Systems theory is used to develop the Systems Approach to problem solving and several cases are examined using this methodology in small team exercises. The concepts of transaction processing systems, decision support systems, and executive information systems are used to develop MIS literacy. The System Development Life Cycle is introduced. Current issues in managing information systems in organizations are addressed.

PREREQUISITE:
COMPUTER COMPETENCY

Fall and Spring semesters

CORE COURSES

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 APPLIED BUSINESS STATISTICS

Fall semester

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 product costing, cost volume analysis, activity costing for planning decision-making and control. Cost accounting is studied as a segment of accounting controls.

PREREQUISITES:
COMPUTER COMPETENCY
MBAM 546 ACCOUNTING II

Spring semester and Summer 1997

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.

PREREQUISITE:
MBAM 555 MANAGEMENT THEORY & PRACTICE

Spring semester and Summer 1997

MBA 635 ***3 Credits***

Applied Business Statistics

This course is a continuation of the statistics module and begins with a review of hypothesis testing. New or advanced topics include ANOVA, regression and correlation, multiple regression, time series and forecasting, non-parametric statistics, MANOVA and sampling methods. Applications are emphasized and computer software is used.

PREREQUISITE:
COMPUTER COMPETENCY
MBAM 536 STATISTICS

Fall 1997 and Spring semester thereafter

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; identification 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, scenarios and probabilities to develop marketing strategies will also be examined. The course makes extensive use of the case study method and employs a "learn by doing" approach.

PREREQUISITES:
MBA 501 LEGAL ENVIRONMENT OF BUSINESS
MBAM 525 MARKETING
MBAM 536 STATISTICS
RECOMMENDED:
MBA 635 APPLIED BUSINESS STATISTICS

Fall 1998 and Summer 1997

MBA 622 ***3 Credits***

Industrial & 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 APPLIED BUSINESS STATISTICS

Fall 1997 and Summer 1999

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 include concepts and TQM schools of thought, methods of quality improvement, tools of TQM, aspects of quality assurance, acceptance sampling, statistical process control, quality costs and systems thinking.

PREREQUISITE:
MBAM 565 PRODUCTION MANAGEMENT
RECOMMENDED:
MBA 635 APPLIED BUSINESS STATISTICS

Spring 1998 and Fall semester thereafter

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 APPLIED BUSINESS STATISTICS

Spring 1998 and Fall semester thereafter

ELECTIVE COURSES

ACCOUNTING

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:
COMPUTER COMPETENCY
MBAM 546 ACCOUNTING II

Spring semester and Summer 1997

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:
COMPUTER COMPETENCY
MBAM 546 ACCOUNTING II
RECOMMENDED:
MBA 541 MANAGEMENT ACCOUNTING
MBA 635 APPLIED BUSINESS STATISTICS

Fall 1997

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 US taxation of foreign-related transactions.

PREREQUISITES:
MBAM 546 ACCOUNTING II
MBAM 575 FINANCE
RECOMMENDED:
MBA 541 MANAGEMENT ACCOUNTING
MBA 671 CORPORATE FINANCIAL THEORY

Fall 1998

FINANCE

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 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 APPLIED BUSINESS STATISTICS

Spring 1998 and Fall semester thereafter

MBA 672 ***3 Credits***

Financial Markets & 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

Summer 1998 and Spring 2000

MBA 673 ***3 Credits***

Investment Analysis & 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 APPLIED BUSINESS STATISTICS
MBA 671 CORPORATE FINANCIAL THEORY

Fall 1997 and Spring 1999

HEALTH SERVICES ADMINISTRATION

MBA 681 ***3 Credits***

US Health Care Policies & 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 546 ACCOUNTING II
MBAM 536 STATISTICS

Spring 1998

MBA 682 ***3 Credits***

Ethical & 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 US 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.

PREREQUISITE:
MBA 681 US HEALTH CARE POLICIES & SYSTEMS

Fall 1998

MBA 68 ***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 issues such 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 US HEALTH CARE POLICIES & SYSTEMS
MBA 682 ETHICAL & LEGAL ISSUES IN HEALTH CARE

Spring 1999

HUMAN RESOURCES MANAGEMENT

MBA 652 ***3 Credits***

Labor Economics & 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 1998

MBA 653 ***3 Credits***

Management & Collective Bargaining

Labor as a critical part of the American industrial relations system is examined. The American labor movement and labor law are studied. Emphasis of the course is on the collective bargaining process as carried out between labor and management.

PREREQUISITE:
MBAM 557 HUMAN RESOURCES MANAGEMENT

Spring 1999

MBA 654 ***3 Credits***
Organization & 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:

- Organization development, which focuses heavily on group structure and process, e.g., team-building, intergroup conflict and other dimensions of group behavior.
- 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 1997

INFORMATION SYSTEMS

MSCS 537* ***3 Credits***
Data Management

MSCS 647* ***3 Credits***
Information Analysis

MSCS 657* **3 Credits**
Systems Design

* Please refer to pages 30-31 for course descriptions.

CAPSTONE COURSE

MBA 801 ***3 Credits***
Business Policy Seminar

Drawing upon information and skills learned in previous MBA courses, the Seminar requires the student to integrate and process all that has been learned in the previous courses. Strategic management cases are employed. 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 course.

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. If the cumulative average upon completion of the seminar is less than 3.0, the seminar must be retaken.
Fall and Spring semesters

NOTE: Courses will be offered at either the Marist campus or the Fishkill Center in accordance with the schedule listed. Additional offerings are available at these locations, as well as the College's Goshen Center. 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 Public Administration

MARGARET FELDMAN, MPA, PROGRAM DIRECTOR
(914) 575-3343

MISSION AND OBJECTIVES

Marist's graduate program in public administration 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 management and administration in the public and nonprofit sector.

The primary mission of the Master of Public Administration (MPA) program is to educate leaders and managers of public, nonprofit 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 (NASPAA), the curriculum stresses:

- Understanding the political, legal, ethical and social context of administration with respect to pertinent processes and theories.
- Achieving proficiency in understanding and developing positive organizational behavior, as well as in effectively utilizing a full range of management and administrative techniques.
- 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.

DEGREE REQUIREMENTS

To qualify for the MPA degree, a student must complete thirty-nine credits of graduate work. MPA 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 sub-field course.

Course requirements are explained on the following pages. Students may choose among six sub-fields: criminal justice administration, financial analysis for the public sector, health services administration, human services administration, personnel/ human resource management, and information systems.

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

COURSE SCHEDULING

Typically, classes meet one night each week for a fifteen-week semester from 6:30 pm to 9:15 pm. In addition to the fall and spring semesters, a twelve-week summer session is offered. Because the courses offered require considerable time and effort, only one course is permitted in the first semester. Part-time students normally carry two to four courses per calendar year.

A full slate of public administration courses is offered on a rotating basis at the College's main campus in Poughkeepsie. Students seeking to pursue their studies at Marist's Goshen Extension Center will find that the core curriculum is offered on a rotating basis. Sub-field and seminar courses are offered in Poughkeepsie only.

CAREER SERVICES

The Marist College Center for Career Services, located in Donnelly 226, offers a wide range of services, all of which are available to graduate students. These services include career information, career assessment, field experience through internships, job search preparation, and employment services including job listings, an annual Employer Expo and alumni networking. Deidre Sepp, Director of Career Services, and Chet Koulik, Assistant Director of Career Development and Placement, are available to answer any questions students may have. The number for the center is (914) 575-3547. The Career Services Information Line is (914) 575-JOBS.

McCANN FELLOWSHIPS AND GRADUATE ASSISTANTSHIPS

Marist College is pleased to provide McCann Fellowship awards for individuals employed by public sector and not-for-profit organizations who are seeking to pursue graduate study in Public Administration. Fellowship awards, ranging in size from $100 to $250 per course, are available to both new and returning students.

The fellowship awards assist part-time MPA candidates who receive partial or no tuition assistance from their employers. In order to be eligible, you must be employed by a public sector or not-for-profit agency in the Mid-Hudson Region; be a part-time student in the MPA program at Marist College; and not receive full tuition assistance from your employer. To retain the award, McCann Fellows must maintain steady and acceptable progress toward the degree, and file a McCann Fellowship application each term. While awards vary, McCann Fellows may be awarded up to $3,250 in fellowship funding during the course of their graduate studies.

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work for the School of Management, performing administrative, research and other duties. Up to $4,700 per year is awarded to each graduate

Tomorrow's Leaders

assistant for up to twenty hours of work per week.

Several additional sources of financial assistance are available for both full- and part-time graduate study. Subsidized Stafford Loans and Marist College Graduate Grants are available to students with demonstrated financial need. Unsubsidized Federal Stafford Loans and several alternative loan programs are available to graduate students who do not meet the financial qualifications for a subsidized loan. Refer to page 57 for more detailed information regarding these programs.

ADMISSIONS REQUIREMENTS

The Admissions Committee will review applications of students regardless of their undergraduate major. The overall scholastic record and potential of the applicant are 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 all semesters—fall, spring and summer.

To matriculate a student must meet the following criteria:

- Hold a baccalaureate degree from an accredited college or university.
- Have official transcripts of all undergraduate (including two-year colleges) and graduate academic records sent to the Office of Graduate Admissions. Candidates with a cumulative GPA of 3.20 or better will be given matriculated status providing all other requirements for admission are satisfied. Candidates with a cumulative GPA 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 following page). Candidates with a cumulative GPA

The environment in which public sector and not-for-profit administrators operate is undergoing tremendous change. As a result, defining the knowledge and skills necessary for effective public sector management is an ongoing process at Marist. MPA faculty work closely with current students, alumni and Mid-Hudson employers in assessing educational needs.

Margaret Feldman, MPA
Program Director
Adjunct Professor of Public Administration

MPA COURSE REQUIREMENTS

CORE COURSES (30 CREDITS)

MPA	500	Introduction to Public Administration
MPA	551	Management in Public Organizations
MPA	514	Economics in the Public Sector
MPA	503	Public Budgeting
MPA	501	Politics & Policy
MPA	506	Administrative Law
MPA	515	Information Technology for Public Administration
MPA	516	Research Methods & Statistics for Public Administration
MPA	513	Program Planning & Evaluation
MPA	600	Seminar in Public Administration

SUB-FIELD COURSES (6-12 CREDITS)

Each student must complete one sub-field. The program director may approve substitution of courses from the other graduate programs.

Criminal Justice (6 Credits)

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

Financial Analysis in the Public Sector (6 Credits)

MPA	504	Fund Accounting & Fiscal Controls
MPA	520	Public Sector Financial Analysis

Health Services Administration (6 Credits)

MPA	681	US Health Care Policies & Systems
OR		
MPA	682	Ethical & Legal Issues in Health Care
MPA	683	Critical Issues in Health Care Operations

Human Services Administration (6 Credits)

MPA	511	Concepts of Human Services Administration
MPA	512	Problems & Cases in Human Services Administration

Personnel/Human Resource Management (6 Credits)

MPA	550	Human Behavior in Organizations
MBA	653	Management & Collective Bargaining
MBA	654	Organization & Management Development

Information Systems (12 Credits)

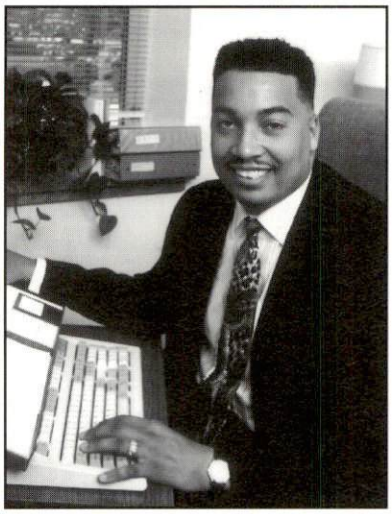
Students in this concentration must complete an additional undergraduate prerequisite: MATH 250 Discrete Math I. They are not required to take MPA 506 Administrative Law or MPA 551 Management in Public Organizations. Instead they must complete the following four courses for a total of 39 graduate credits.

MSCS	527	Systems & 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, nonprofit management.

TOTAL CREDITS: 39



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 curriculum that graduate administrators gave, all combined to make this a great educational experience.

Mario Johnson
Master of Public Administration

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 right).

- 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 suited to the public/nonprofit sector or potential to assume a managerial position in a public/nonprofit 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 forty-two credit hours for graduation.
- 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.
- Two letters of recommendation (academic and professional) need to be provided.

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 GPA 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.

Graduate Courses in Public Administration

CORE COURSES

MPA 500 ***3 Credits***
Introduction to Public Administration
A general overview of the field of public administration. Includes theoretical and practical aspects of key governmental processes, historical development of the field, contributions of social science to understanding organizations and ethical issues in contemporary government activities.
Fall and Spring semesters as needed

MPA 501 ***3 Credits***
Politics & Policy
Considers the public policy making process, with particular emphasis on the political environment. Covers strategic and operational planning theories and practices as well as ethical dilemmas.
PREREQUISITE:
MPA 500 INTRODUCTION TO PUBLIC ADMINISTRATION
Fall semester

MPA 503 ***3 Credits***
Public Budgeting
Theory and practice of public budget preparation and review, governmental accounting and auditing, and political issues in the budget process. Includes consideration of capital budgeting, revenue estimation and the history of budget reform efforts. Math or accounting background is not needed.
Spring semester

MPA 506 ***3 Credits***
Administration 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.
Spring semester

MPA 513 ***3 Credits***
Program Planning & Evaluation
An analysis of the theory and practice of designing, implementing and evaluating public and nonprofit programs. Develops skills in outcome measurement, survey design and presentation of results.
Fall semester

MPA 514 ***3 Credits***
Economics in the Public Sector
Introduces the role of government in national and sub-national economies, privatization, intergovernmental fiscal relationships, economic analysis techniques such as cost/benefit analysis, and social and political considerations in public economic and fiscal activity.
Fall and Spring semesters

MPA 515 ***3 Credits***
Information Technology for Public Administration
Opportunities and risks of using information technologies in the nonprofit or public sector. Focus on what an individual in a managerial position should know. Social, political and organizational effects of the technology on individuals, groups and society are covered. Students gain understanding of how to use information management for strategic and operational purposes, learn to identify useful computer applications and develop an appreciation for emerging managerial concerns in the information age.
Fall semester

MPA 516 ***3 Credits***
Research Methods & 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 time series. Computers are also used to gain an understanding of important statistical applications.
Spring semester

MPA 551 ***3 Credits***
Management in Public Organizations
Covers aspects of organization theory and behavior pertinent to public and nonprofit management. Introduces major issues, techniques and trends in contemporary public personnel management, including ethical concerns, career planning and professional development.
Fall and Spring semesters as needed

SUB-FIELD COURSES

CRIMINAL JUSTICE ADMINISTRATION

MPA 509 ***3 Credits***
Principles & 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 & 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 & PROCESSES OF CRIMINAL JUSTICE ADMINISTRATION

Offered when there is sufficient enrollment

FINANCIAL ANALYSIS IN THE PUBLIC SECTOR

MPA 504 ***3 Credits***

Fund Accounting & 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.

PREREQUISITE:
MPA 503 PUBLIC BUDGETING

Spring semester

MPA 520 ***3 Credits***

Public Sector Financial Analysis

This course provides an introduction to the use of financial information in organizational decision-making. It teaches the theory and practice of how accounting is presented, and how it can be used to provide meaningful conclusions about the financial position and performance of a public service organization. It also teaches the use of principles of financial management to make operating and capital budgeting decisions and to analyze long-term financial options. Topics covered include GAAP accounting, financial statements, financial condition analysis, present value, budgeting, and long-term asset and liability decision-making.

PREREQUISITE:
MPA 504 FUND ACCOUNTING & FISCAL CONTROLS

HEALTH SERVICES ADMINISTRATION

MPA 681 ***3 Credits***

US Health Care Policies & 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.

PREREQUISITES:
MPA 504 FUND ACCOUNTING AND FISCAL CONTROL
MPA 506 ADMINISTRATIVE LAW
MPA 515 INFORMATION TECHNOLOGY FOR PUBLIC ADMINISTRATION

MPA 682 ***3 Credits***

Ethical & 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 US 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 & SYSTEMS OR PERMISSION OF INSTRUCTOR

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.

PREREQUISITES:
MPA 681 US HEALTH CARE POLICIES & SYSTEMS OR PERMISSION OF INSTRUCTOR

HUMAN SERVICES ADMINISTRATION

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***
Problems & Cases in Human Services Administration
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

PERSONNEL/HUMAN RESOURCE MANAGEMENT

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.

PREREQUISITE:
MPA 551 MANAGEMENT IN PUBLIC ORGANIZATIONS
Offered when there is sufficient enrollment

MBA 653* ***3 Credits***
Management & Collective Bargaining

PREREQUISITE:
MPA 551 MANAGEMENT IN PUBLIC ORGANIZATIONS

MBA 654* ***3 Credits***
Organization & Management Development

PREREQUISITE:
MPA 551 MANAGEMENT IN PUBLIC ORGANIZATIONS

* Please refer to pages 16-17 for course descriptions.

INFORMATION SYSTEMS

MSCS 527* ***3 Credits***
Systems & 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 pages 30-31 for course descriptions.

CAPSTONE COURSES

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 budget making, health, housing, quality of working life, civil service reform, management information systems and ethics.
Annually

MPA 660
Internship

Graduate Certificate in Public Administration

MARGARET FELDMAN, MPA, PROGRAM DIRECTOR
(914) 575-3343

GRADUATE CERTIFICATE PROGRAM

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.

This program offers sub-fields in criminal justice administration, financial analysis for the public sector, health services administration, human service administration, information systems and personnel/human resources management.

RELATIONSHIP TO THE MPA PROGRAM

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

A Career Building Block

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

CLASS AND PROGRAM LENGTH

Typically, classes meet one night each week for a fifteen-week semester from 6:30 pm to 9:15 pm. In addition to the fall and spring semesters, a twelve-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.

ADMISSION REQUIREMENTS

The certificate 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, 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 admissions matters are final.

Students are accepted for the fall, spring and summer semesters. Required are:

- A baccalaureate degree from an accredited college or university.
- Completion of an application for graduate admission.
- Official transcripts of all undergraduate (including two-year colleges) and graduate academic records sent to the Office of Graduate Admissions.
- 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 academic and professional potential.
- Candidates will also be evaluated on the basis of a satisfactory interview and essay in order 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.

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 GPA in those courses. All other prerequisites for matriculation must be met by the student prior to receiving matriculated status.

TUITION

Regular graduate tuition, plus semester registration fee.

Graduate Certificate PROGRAM STRUCTURE and COURSE REQUIREMENTS

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

CORE COURSES

The following four core courses are required of all students:

MPA 500 Introduction to Public Administration
MPA 501 Politics & Policy
MPA 513 Program Planning & Evaluation
MPA 514 Economics in the Public Sector

SPECIALIZATION COURSES

Each student must also complete an area of specialization:

Criminal Justice Administration (6 Credits)
MPA 509 Principles & Processes of Criminal Justice Administration
MPA 510 Practices & Problems of Criminal Justice Administration

Financial Analysis in the Public Sector (6 Credits)
MPA 504 Fund Accounting & Fiscal Controls
MPA 520 Public Sector Financial Analysis

Health Services Administration (6 Credits)
MPA 681 US Health Care Policies & Systems
OR
MPA 682 Ethical & Legal Issues in Health Care
MPA 683 Critical Issues in Health Care Operations

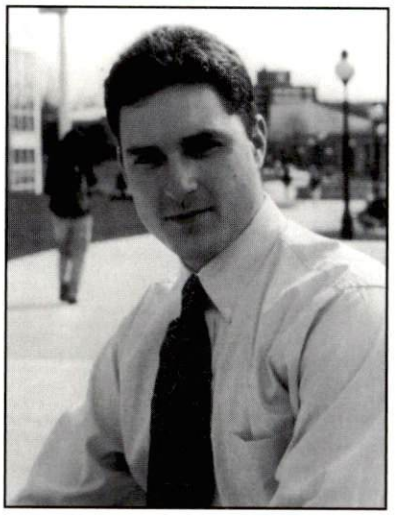
Human Services Administration (6 Credits)
MPA 511 Concepts of Human Services Administration
MPA 512 Problems & Cases in Human Services Administration

Personnel/Human Resource Management (6 Credits)
MPA 550 Human Behavior in Organizations
MBA 653 Management & Collective Bargaining
MBA 654 Organization & Management Development

Information Systems (12 Credits)
Students must complete MATH 250 Discrete Math I as a prerequisite.
They do not take MPA 501 and MPA 500.
MSCS 527 Systems & Information Concepts in Organizations
MSCS 537 Data Management
MSCS 647 Information Analysis
MSCS 657 Systems Design

The program director may approve appropriate substitution of courses from the other graduate programs.

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.



My primary goal in life has always been to succeed. Obtaining an MPA from Marist College is a step in that direction. In the field of criminal justice administration there is intense competition for career advancement. My graduate studies will give me a competitive edge in the selection process.

Robert Fuller
Master of Public Administration

The Graduate Program in Computer Science/ Information Systems

ONKAR P. SHARMA, Ph.D., PROGRAM DIRECTOR
(914) 575-3000, extension 2610 or 2601

MISSION AND OBJECTIVES

The Master of Science in Computer Science/Information Systems (IS program) provides advanced training and experience in both computer science and business administration. This program focuses on applying information technology to improve the performance of people in organizations. It is especially appropriate for persons who wish to become the organizational change agents, innovators and thought leaders of the future.

The program's primary goal is to help meet the incessant demand for qualified personnel to enter or expand their roles in one of the most interesting, highest paying and rapid growth career fields as widely recognized by national, state and local labor statistics and forecasts. By developing knowledgeable personnel who possess a balanced combination of technical and managerial skills, and 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 this 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. This is done using both case studies and real clients.

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 IS 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, consultant or educator.

For those already employed in related disciplines, the IS program provides the advanced professional training necessary to enhance career development opportunities.

In summary, by studying and practicing systems thinking, mental modeling, shared vision building and team learning, the graduate of this program is well prepared to help develop and sustain what MIT's Peter M. Senge calls the "learning organizations" of the future.

DEGREE REQUIREMENTS

To qualify for the Master of Science degree in Information Systems, a student must normally complete forty-five hours of work at the graduate level (excluding any prerequisites). Course waivers may reduce this to as few as thirty credit hours.

As a rule, each student is expected to complete the IS 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 will not be granted after admission to this program. Such substitutions will only be considered for a substantive reason, such as relocation.

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 to remedy deficiencies as identified by the Graduate Director. IS 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 program director.

Part-time students are normally 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 IS degree are offered in the late afternoon and evening. Since this limits the number of available times for

classes, full-time students may 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.

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 IS concepts and the project course is a capping course for physical IS 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.

PHILOSOPHY REGARDING COMPUTER PROGRAMMING

The best and most valuable systems analysts know how to program. Thus, multiple courses in the IS 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 IS student will be involved with programming in one form or another after graduating (e.g. working as an analyst/programmer or in directing/managing programmers), the IS program prepares the student for this exposure in advance.

EFFECTIVE COMMUNICATION SKILLS

As an information systems graduate student, 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:

- 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.
- Participation 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.
- Oral presentations to your instructor, your class or to a real 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.
- 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 IS program.

ADVISEMENT

The IS program director serves as the primary advisor to all students in the program. The program director regularly makes specific recommendations on course sequences to be followed by individual students, and approves all program planning requests made by students. Students should feel free to discuss any questions or concerns that they may have regarding their planned studies with the program director.

ACADEMIC STANDING

All students must maintain a 3.0 or higher cumulative index. Those below this average index must repeat courses, starting with the courses in which the lowest grades were received, until a 3.0 or higher GPA is achieved. If a failing grade is received in a course, that course must be repeated at the next scheduled offering. All students requesting enrollments in the capping courses must have a 3.0 or higher cumulative index. 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 IS 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.

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 IS Graduate Office should be contacted

"The Information Systems graduate is a new strategic resource. A team player with an executive viewpoint, the IS graduate possesses knowledge of leading edge technical skills and is capable of effectively managing essential technologies, systems development and end user computing."

Jerome McBride
Associate Professor of Information Systems

PREREQUISITE COURSES

MSCS	500	Fundamentals of Object-Oriented Programming (C++)
MATH	130	Introductory Statistics 1
MATH	250	Discrete Mathematics 1

MSCS/Information Systems COURSE REQUIREMENTS

CORE COURSES (30 CREDITS)

			CREDITS
MSCS	507	Computer Concepts & Software Systems	3
MSCS	517	Program, Data & File Structure	3
MSCS	527	Systems & Information Concepts in Organizations	3
OR			
MSCM	528	Information Systems Concepts I	1.5
&			
MSCM	529	Information Systems Concepts II	1.5
MSCS	537	Data Management	3
MSCS	567	Data Communications	3
MSCS	637	Decision Support Systems	3
MSCS	647	Information Analysis	3
MSCS	657	Systems Design	3
MSCS	720	Information Systems Project	3
MSCS	730	Information Systems Policy	3

TOTAL: 30

MBA FOUNDATION COURSES (12 CREDITS)

MBAM	525	Marketing	1.5
MBAM	545	Financial Accounting I	1.5
MBAM	546	Financial 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
MBA	610	Global Environment of Business	3

TOTAL: 12

ADDITIONAL COURSE(S) (3 CREDITS FROM THE FOLLOWING)

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

TOTAL: 3

TOTAL CREDITS: 45

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.

ADMISSIONS REQUIREMENTS

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

- Provide official transcripts of all undergraduate (including two-year colleges) and graduate records. Student copies of these transcript records are not acceptable. A written summary of technical or professional non-credit course training should also be submitted.
- Submit a written statement which outlines the applicant's career objective(s), the reason(s) for selecting Marist's IS program, and the applicant's personal and professional expectations from the program.

The above documents will be reviewed by the Graduate Director to determine acceptance. Additional admissions requirements for international students are outlined in the section entitled Admissions To Graduate Programs.

Students are accepted for all semesters—fall, spring and summer. Applications for admission may be obtained through the Office of Graduate Admissions. The application package must be completed at least two weeks prior to the anticipated start date of the program.

MATRICULATED STATUS

Applicants who satisfy all requirements for admission are admitted as matriculated students. Applicants who do not completely satisfy the admission requirements at the time of application are admitted as either matriculated or non-matriculated students at the discretion of the program director. Graduate students should matriculate upon completing any specified requirements. Matriculation ensures that the catalog in effect at the time of matriculation governs the student's degree requirements.

PREREQUISITES

Applicants to the program are expected to possess a reasonable proficiency in computer programming and mathematics since knowledge and skill 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 graduate course MSCS 500—Fundamentals of Object-Oriented Programming Using C++ or its equivalent taken elsewhere. The graduate course MSCS 517—Program, Data & File Structures is taught using the language from MSCS 500. Proficiency in mathematics can be satisfied by the completion of undergraduate level courses in introductory statistics and discrete mathematics, or their equivalent.

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 (fifteen credit hours)

In order to remain competitive, I need to stay current. The Information Systems program at Marist College has given me the opportunity to advance my knowledge and skills in an environment that focuses on actual business problems.

John Chrysler
Master of Science
Computer Science/Information Systems

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.

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 IS program will determine the status of all transfer requests at the time of the application that includes previous graduate study.

COURSE SEQUENCING

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

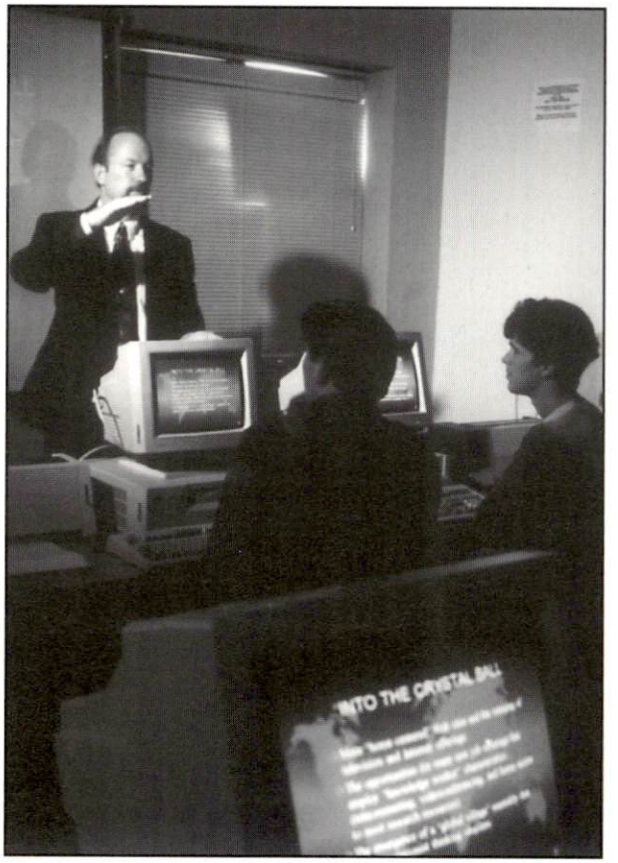
The MSCS courses above appear in the ACM-recommended sequence. Since this order includes the appropriate course dependencies, it is expected that each student will take the MSCS courses chronologically in the order shown when possible in order to avoid subject matter deficiencies or other potential negative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

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 place 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. 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:

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

Since substitute courses may be from other graduate programs, enrollment in these courses is by advance reservation through the IS 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 their corresponding programs.



Graduate Courses in Information Systems

MSCS 500 ***3 Credits***

Fundamentals of Object-Oriented Programming Using C++

The purpose of this course is to introduce the student to programming in an object-oriented programming environment. The student will study the object-oriented programming paradigm and develop programs using an object-oriented programming language. Abstraction, encapsulation, inheritance and polymorphism will be covered. Students will also be introduced to the concept of an abstract data type (such as a stack or queue) and their implementations. Programming projects will be assigned throughout the semester.

PREREQUISITE:
GRADUATE STANDING IN EITHER THE INFORMATION SYSTEMS OR THE SOFTWARE DEVELOPMENT PROGRAM. NO PREVIOUS PROGRAMMING EXPERIENCE IS REQUIRED.

Fall and Spring semesters

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:
MSCS 500 FUNDAMENTALS OF OBJECT ORIENTED PROGRAMMING (C++) OR ITS EQUIVALENT

Fall and Spring semesters

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 object-oriented programming), data organization and manipulation, algorithmic analysis, and the basic aspects of string processing, recursion, simple data structures and object-oriented considerations. A project is developed during the semester.

PREREQUISITE:
MSCS 500 FUNDAMENTALS OF OBJECT ORIENTED PROGRAMMING (C++) OR ITS EQUIVALENT

Spring 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.

PREREQUISITE:
GRADUATE IS STANDING

Fall and Spring semesters

MSCM 528 ***1.5 Credits***

Information Systems Concepts I

(Not open to IS majors)

An introductory study of the foundations of information systems and the vital roles they play in organizations. Systems theory is used to develop the Systems Approach to problem solving and several cases are examined using this methodology in small team exercises. The use of information technology for competitive advantage is introduced. Centralized and the distributed models for managing information system resources are addressed. Data processing and management information systems (MIS) are explored. The System Development Life Cycle is presented. Current issues in managing information systems in organizations are addressed including ethics and quality management. MIS literacy is developed to build an adequate foundation for subsequent course work in other areas.

PREREQUISITE:
COMPUTER LITERACY OR COMPETENCY COURSE DESIRABLE

Fall and Spring semesters (1st half)

MSCM 529 ***1.5 Credits***

Information Systems Concepts II

(Not open to IS majors)

A continuation and more thorough investigation of the principles developed in Information Systems Concepts I. The System Development Life Cycle is explored in detail including computer-based tools to support systems analysis and design. Decision support systems, expert systems and executive information systems are used to further enhance MIS literacy. Connectivity, interaction, interdependency between systems, information and the functional areas of organizations are examined in detail. Further analysis of system and information problems in organizations is conducted using the Systems Approach. Team exercises and case studies are employed.

PREREQUISITE:
MSCM 528 INFORMATION SYSTEMS CONCEPTS I

Fall and Spring semesters (2nd half)

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.

PREREQUISITE:
MSCS 500 FUNDAMENTALS OF OBJECT ORIENTED PROGRAMMING (C++) OR ITS EQUIVALENT

STRONGLY RECOMMENDED:
MSCS 527 SYSTEMS & INFORMATION CONCEPTS IN ORGANIZATIONS OR MSCM 528 AND MSCM 529

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
OR MSCM 528 AND MSCM 529
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 507 COMPUTER CONCEPTS & SOFTWARE SYSTEMS
MSCS 527 SYSTEMS & INFORMATION CONCEPTS IN ORGANIZATIONS
OR MSCM 528 AND MSCM 529

Fall and Spring semesters

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 or developed. Neural networks are discussed.

PREREQUISITE:
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

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 IS PROGRAM AS IS POSSIBLE (EXCLUDING MSCS 730 INFORMATION SYSTEMS POLICY). A WRITTEN REQUEST OUTLINING THE PROPOSED PROJECT IS REQUIRED TO OBTAIN PERMISSION TO ENROLL. THIS REQUEST MUST BE SUBMITTED TO THE IS 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 IS DIRECTOR'S OFFICE.

Fall semester

MSCS 730 ***(IS-9) 3 Credits***

Information Systems Policy

This course builds on previous courses in the IS 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 information systems and related fields is required of each student. Students are required to present their research papers at a Marist sponsored conference that is open to the public.

PREREQUISITE:
COMPLETION OF ALL PRIOR COURSES IN THE IS PROGRAM IS STRONGLY RECOMMENDED. STUDENTS SHOULD PLAN TO TAKE THIS COURSE DURING THEIR FINAL SEMESTER OF STUDY. POTENTIAL ENROLLEES FOR THIS COURSE MUST NOTIFY THE IS GRADUATE OFFICE IN WRITING AT LEAST TWO SEMESTERS PRIOR TO THE SEMESTER THEY INTEND TO TAKE IT. PERMISSION OF THE IS PROGRAM DIRECTOR IS REQUIRED. ENROLLMENT IS LIMITED. THOSE STUDENTS CLOSED OUT OF ONE SEMESTER ARE GUARANTEED ENTRY FOR THE FOLLOWING OFFERING.

Spring semester

Advanced Certificate in Information Systems

ONKAR P. SHARMA, Ph.D., PROGRAM DIRECTOR
(914) 575-3000, extension 2610 or 2601

ADVANCED CERTIFICATE PROGRAM

This certificate program is designed to satisfy the professional needs of students who wish to acquire graduate level knowledge in Information Systems (IS), but who do not wish to pursue a full graduate degree. It is offered for students who already possess a Master's in Business Administration, a Master's in Public Administration, or some other master's degree program that contains or has been supplemented by a significant management related component. The certificate program allows individuals who generally have little or no formal education in IS, to develop an expanded graduate level background in IS as an adjunct to their prior degree. Candidates who have taken an IS concentration at the graduate level at Marist are ineligible for this certificate.

RELATIONSHIP TO THE MASTER'S PROGRAM

All courses taken in the certificate program are graduate IS courses. For those in which a grade of B or better is achieved, the credits may be applied later to the IS graduate program requirements. However, because of the more comprehensive nature of the IS master's program, admission requirements are more rigorous and may require an acceptable score on the GRE and/or additional technical competency gained through prerequisite courses. Specific requirements would be identified when admission to the IS master's program is requested.

Applications should be completed at least two weeks prior to the start date of the anticipated semester. Required documentation to be submitted to the Office of Graduate Admissions includes:

- A completed application for graduate admission.
- Official transcripts of all undergraduate (including two-year colleges) and graduate academic records.
- Evidence of a significant business-related component in the baccalaureate or the master's degree.
- A current resume as well as a written summary of technical or professional non-credit course education if applicable.
- Submission of two letters of reference, one from either an immediate supervisor or other professional in the selected field of study, and one from a college professor who is able to evaluate academic and professional potential.
- A written statement summarizing career objectives(s), the reason(s) for selecting the IS certificate program, and personal and professional expectations from the program.

Students admitted on a non-matriculated basis are permitted to take nine credits of course work. At the completion of nine credits, they will receive matriculated status if they have achieved at least a 3.0 GPA. All other prerequisites for matriculation must be met prior to receiving matriculated status.

Fast Track to a Hot Career

CLASS AND PROGRAM LENGTH

Typically, classes meet one night each week for a fifteen-week semester from 6:30 pm to 9:15 pm during the fall and spring semesters. Occasionally, a twelve-week summer session may be offered with slightly longer class duration. Because the courses offered require considerable time and effort, only one course is permitted in the first semester (unless this requirement is waived by the program Director based upon recent prior academic performance). Students generally carry two to four courses per calendar year and take two years to complete the certificate. The maximum time permitted for completion is four years from the date into the program.

TUITION

Regular graduate tuition, semester registration fee and lab use fees as appropriate.

ADMISSIONS REQUIREMENTS

Admission is based on prior academic performance and potential, a commitment to professional development and demonstrated professional/leadership growth.

Students are accepted for the fall or spring semesters.

Advanced Certificate COURSE REQUIREMENTS

The Graduate Certificate in Information Systems is obtained upon satisfactory completion of six courses (18 credits) from the graduate Information Systems program.

			CREDITS
MSCS	527	Systems & Information Concepts in Organizations	3
OR			
MSCM	528	Information Systems Concepts I	1.5
&			
MSCM	529	Information Systems Concepts II	1.5
MSCS	537	Data Management	3
MSCS	567	Data Communications	3
MSCS	647	Information Analysis	3
MSCS	657	Systems Design	3
MSCS	720	Information Systems Project	3
		TOTAL CREDITS:	**18**

A cumulative 3.0 GPA is required to obtain the certificate.

The Graduate Program in Computer Science/ Software Development

ONKAR P. SHARMA, Ph.D., PROGRAM DIRECTOR
(914) 575-3000, extension 2610 or 2601

MISSION AND OBJECTIVES

The purpose of the Master of Science in Computer Science/Software Development (SD) 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 in Computer Science, Marist's SD 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 and systems programmers, systems developers, design engineers, database designers, technical managers, network 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 individuals for advanced work in the discipline.

Primary areas of study include object-oriented methodologies; software design, development and implementation; algorithm analysis; theory of and practices in programming languages; computer architecture; system development; database design and management; networking; graphics and animation; artificial intelligence; distributed systems; and formal studies. The program focuses on both theoretical and practical aspects of computer science. Team building and collaborative skills are emphasized in courses entailing projects. Independent problem solving and analytical thinking skills, which are so vital in the discipline of computer science, are integrated throughout the curriculum.

FACILITIES AND EQUIPMENT

An IBM Enterprise Systems/9000 Computer 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 communicate with the mainframe computer through LANs installed at various locations on campus. Software available on the IBM Enterprise Systems/9000 Computer 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 the word processing package SCRIPT.

The student laboratories house over one hundred PC's for student use and three classrooms are equipped with a PC and monitor to facilitate instruction. Microcomputer laboratories including object-technologies and networking are administered by the department. Software available in the departmental Laboratory includes the programming languages JAVA, C, PASCAL, C++, LISP, EIFFEL and other programming languages.

DEGREE REQUIREMENTS

To qualify for the Master of Science in Computer Science, students must matriculate and complete thirty credits as follows:

Core	12 credits
Electives	15 credits
Project	3 credits

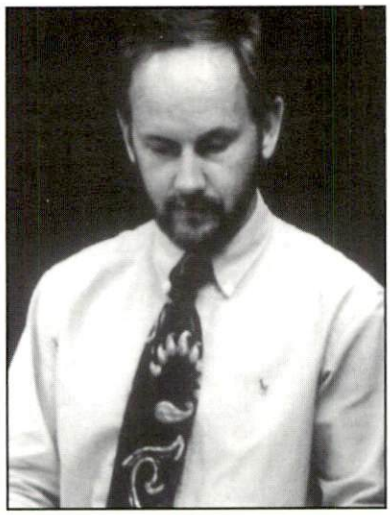
Although not required, students may elect to pursue a concentration in Systems Software by taking elective courses in operating systems, compiler design, computer architecture, networks and concurrent programming; or a concentration in Applications by taking elective courses in database management, artificial intelligence and computer graphics.

Elective courses may be selected from the software development courses listed in the graduate catalog including the Thesis course. Occasional special topics courses, when offered, will satisfy the Elective requirement.

Degree requirements must be satisfied within seven years of acceptance into the program, with a cumulative index of no less than 3.0. Requests for an extension of the seven-year limitation must be made in writing to the program director. Each student is expected to complete the requirements as outlined at the time of admission to Marist College. Students may choose to follow a subsequently revised catalog.

All courses leading to the master'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 at least nine credits. The financial aid definition of full-time study is a twelve-credit load each semester. Starting with the second semester, it is recommended that two courses per semester be established as the scheduling goal by part-time students to ensure early completion of the degree requirements.

Leading Edge Skills



By providing a solid foundation in computer science and exceptional access to advanced information technology, Marist's graduate program in Software Development offers students the opportunity to develop the leading edge technical skills required for a dynamically changing environment.

Roger Norton, Ph.D.
Associate Professor of Computer Science

ADVISEMENT

The Director of the Software Development Program serves as the advisor for all students in the SD program. The program director provides advice on course sequencing, and approves all registration requests. Students should discuss any questions or concerns they may have about their studies with the director.

ADMISSIONS 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:

- Arrange to have official transcripts of all undergraduate (including two-year colleges) and graduate academic records sent to the Office of Graduate Admissions.
- Have an acceptable undergraduate GPA.

Additional admissions requirements for international students are outlined in the section entitled Admissions To Graduate Programs.

Applications for admission may be obtained through the Graduate Admissions Office. Students are accepted for all semesters—fall, spring and summer. Applications should be completed two weeks prior to the start of the semester.

Formal admission to the master's degree program will be granted 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 addressed to the program director.

MATRICULATED STATUS

Applicants who satisfy all admission requirements are admitted as matriculated students. Applicants who are required to complete undergraduate prerequisite courses are admitted as either matriculated or non-matriculated students at the discretion of the program director. Non-matriculated students must matriculate before graduation. It is the responsibility of the student to determine when matriculated status should be requested.

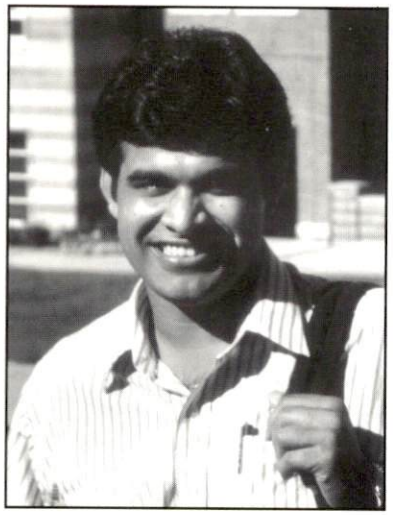
NON-MATRICULATED STATUS

An individual who wishes to take a graduate course in the software development program for credit, but does not presently intend to seek the graduate degree, may do so by applying to the program director for admission as a non-matriculated or visiting student. Non-matriculated 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 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 visiting or non-matriculated status.

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 Software Development program. The director of the SD program will determine the status of all transfer requests which include previous graduate study. Normally, transfer credit or a waiver request for graduate work taken elsewhere after admission will not be granted. Such substitutions may only be considered for a substantive reason such as relocation.



Programming theory can be studied at many colleges and universities. It was the potential to obtain practical, hands-on experience that attracted me to Marist College—the potential to play a role in projects for major companies like Bell Atlantic and IBM. As a student working for the Office of Academic Computing, I have obtained valuable experience managing an internal web site for IBM, and developing a client-needs database for the Development Disabilities Services Organization.

Sheshgiri K. Pai
Master of Science
Computer Science/Software Development

MSCS/Software Development COURSE REQUIREMENTS

CORE COURSES (12 CREDITS REQUIRED)

MSCS 510 Software Design & Development
MSCS 530 Algorithms
MSCS 610 Advanced Theory of Programming Languages
MSCS 611 Formal Methods in Programming Languages

ELECTIVE COURSES (SELECT 5 COURSES—15 CREDITS REQUIRED)

MSCS 515 Operating Systems
MSCS 518 Compiler Design I
MSCS 521 Computer Architecture
MSCS 531 Automata, Computability & Formal Languages
MSCS 542 Database Management
MSCS 550 Artificial Intelligence
MSCS 555 Computer Graphics I
MSCS 560 Computer Networks I

ADDITIONAL ELECTIVES

Offered when there is sufficient demand.
MSCS 516 Concurrent Programming
MSCS 520 Performance Evaluation
MSCS 545 Logic Programming
MSCS 596-600 Special Topics in Computer Science
MSCS 618 Compiler Design II
MSCS 630 Theory of Computation
MSCS 640 Distributed Database Systems
MSCS 652 Modeling & Simulation
MSCS 655 Computer Graphics II
MSCS 660 Computer Networks II
MSCS 670 Applied Artificial Intelligence
MSCS 700 Thesis

PROJECT COURSE (3 CREDITS REQUIRED)

MSCS 710 Project

TOTAL CREDITS: 30

PREREQUISITE COURSES

All applicants are expected to be proficient in certain topics related to computer programming, computer architecture and mathematics.

Computer Science
Option 1- Undergraduate Preparation

		CREDITS
CMSC 120	Computer Science I	4
CMSC 121	Computer Science II	3
CMSC 310	Object-Oriented Programming Using C++	3
CMSC 335	Advanced Data Structures	3
CMSC 230	Assembly Language Programming	3
CMSC 330	Logic Design	3
	TOTAL:	**19**

Option 2 - Graduate Preparation

MSCS 500	Fundamentals of Object-Oriented Programming Using C++	3
MSCS 507	Computer Concepts & Software Systems	3
MSCS 517	Program, Data & File Structure	3
CMSC 335	Advanced Data Structures	3
	TOTAL:	**12**

Depending on a student's background, the graduate director may indicate the need for preparation which is a combination of the two options shown above.

Mathematics

MATH 221	Differential & Integral Calculus	4
MATH 250	Discrete Mathematics	3
MATH 130	Introductory Statistics	3
OR		
MATH 330	Probability & Statistics	3
	TOTAL:	**10**

Graduate Courses in Software Development

MSCS 500 ***3 Credits***

Fundamentals of Object-Oriented Programming Using C++

The purpose of this course is to introduce the student to programming in an object-oriented programming environment. The student will study the object-oriented programming paradigm and develop programs using an object-oriented programming language. Abstraction, encapsulation, inheritance and polymorphism will be covered. Students will also be introduced to the concept of an abstract data type (such as a stack or queue) and their implementations. Programming projects will be assigned throughout the semester.

PREREQUISITE:
GRADUATE STANDING IN EITHER THE INFORMATION SYSTEMS OR THE SOFTWARE DEVELOPMENT PROGRAM. NO PREVIOUS PROGRAMMING EXPERIENCE IS REQUIRED.

Fall and Spring semesters

MSCS 510 ***3 Credits***

Software Design & 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

Fall semester

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. This course presents both views. 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 415 COMPUTER ARCHITECTURE

Fall semester

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.

PREREQUISITES:
CMSC 335 ADVANCED DATA STRUCTURES
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 push down 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 415 COMPUTER ARCHITECTURE

Spring semester

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, bench marking and synthetic loading, hardware and software monitors.

PREREQUISITE:
CMSC 335 ADVANCED DATA STRUCTURES

MSCS 521 ***3 Credits***

Computer Architecture

The objective of this course is to introduce concepts related to the organization and structure of the major hardware components. The functions and implementations of and communication between the major components of a computer system are described. Developments to make special types of processing more efficient or reliable, pipe lining and array processing are covered. Special emphasis is placed on RISC and multiprocessing architecture.

PREREQUISITES:
CMSC 330 LOGIC DESIGN
OR MSCS 507 COMPUTER CONCEPTS & SOFTWARE SYSTEMS
MATH 221 DIFFERENTIAL & INTEGRAL CALCULUS

Spring semester

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.

PREREQUISITE:
CMSC 335 ADVANCED DATA STRUCTURES

Fall semester

MSCS 531 ***3 Credits***

Automata, Computability & Formal Languages

Formal language theory will be presented including the Chomsky hierarchy of formal languages with their corresponding grammars and automata. The study of formal language leads naturally to considerations related to the notion of algorithm and to the nature as limits of algorithmic computation. Various forms of models of computation will be explored.

PREREQUISITE:
CMSC 335 ADVANCED DATA STRUCTURES

Spring semester

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.

PREREQUISITE:
MATH 250 DISCRETE MATHEMATICS

Spring semester

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.

PREREQUISITE:
CMSC 335 ADVANCED DATA STRUCTURES

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.

PREREQUISITE:
CMSC 121 COMPUTER SCIENCE II

Fall semester

MSCS 555 ***3 Credits***

Computer Graphics I

This course introduces students to all aspects of computer graphics: hardware, software and applications. In the course, students will learn the basic concepts underlying computer graphics and gain experience with at least one graphical application programming interface.

PREREQUISITES:
CMSC 310 OBJECT-ORIENTED PROGRAMMING USING C++
MATH 221 DIFFERENTIAL & INTEGRAL CALCULUS

Fall semester

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 415 COMPUTER ARCHITECTURE
MATH 221 DIFFERENTIAL & INTEGRAL CALCULUS
MATH 130 OR 330 PROBABILITY/STATISTICS

Fall semester

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 or instructor interest.

PREREQUISITE:
PERMISSION OF INSTRUCTOR

Spring semester

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 415 COMPUTER ARCHITECTURE

Spring semester

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 program correctness and for giving formal program specifications.

PREREQUISITE:
CMSC 335 ADVANCED DATA STRUCTURES

Spring semester

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 run-time environments will be discussed. As time permits, recent advances in compiler design will be reviewed. Each student will engage in a project agreed upon jointly by 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 innumerable sets, the recursion theorem, abstract complexity theory, program schemes and concrete complexity.

PREREQUISITE:
MSCS 531 AUTOMATA, COMPUTABILITY & 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.

PREREQUISITES:
MSCS 542 DATABASE MANAGEMENT
CMSC 335 ADVANCED DATA STRUCTURE

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.

PREREQUISITE:
CMSC 335 ADVANCED DATA STRUCTURES

MSCS 655 ***3 Credits***

Computer Graphics II

This course introduces advanced modeling and viewing techniques in computer graphics such as surface patches, solid modeling, hidden surface removal, ray tracing, radiosity 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: queuing theory, performance analysis of basic access protocols, a detailed analyses of routing algorithms, flow control and buffer allocation algorithms, Internet working, 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 in 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.

PREREQUISITE:
MSCS 550 ARTIFICIAL INTELLIGENCE

MSCS 710 ***3 Credits***

Project

A student may take the Project course only after completing a substantial number of core courses and, preferably, 18 graduate credits. A project should consist of a particular computer science area of concentration which results in either the development of an implemented computing system or in a publishable paper which may include, but is not necessarily limited to, a review of the work done at the time of writing.

Fall semester

MSCS 720 ***3 Credits***

Thesis

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

During the semester prior to enrollment in Thesis, the student must submit a thesis proposal for approval to register for Thesis to his/her project advisor or graduate director six weeks prior to the end of the semester in which the student is enrolled for the project course. If approved, the Thesis 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: 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. The student submits the completed thesis to the three faculty members of his/her committee by the tenth week of the semester.

The thesis must be found acceptable by the thesis advisor and at least one additional committee member. 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 listed above has been satisfied. The student will then receive a regular grade for Thesis.

PREREQUISITE:
MSCS 710 PROJECT

The Graduate Program in Psychology

JOHN SCILEPPI, Ph.D., PROGRAM DIRECTOR
(914) 575-3000, extension 2961

MISSION AND OBJECTIVES

The integration of counseling and community psychology is the perspective needed to prepare psychologists for the challenges of the twenty-first 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.

Graduate education in psychology at Marist culminates in a generic master's degree with emphasis on counseling and community psychology. Required core courses ensure basic knowledge of contemporary theory, stress research methodology, and provide students with a life-span 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.

Marist's program is approved by the Council of Applied Master's Programs in Psychology—the only national organization to review master's level programs in psychology. It should be noted that the American Psychological Association accredits Ph.D. programs only.

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.

The objectives of the Master of Arts (MA) in Psychology are:

- To provide students with relevant theory, skills, and practical experience which will enable them to perform competently in assessing individual differences, in counseling, and in planning and implementing effective individual, group and system level intervention.
- To provide students with the necessary academic training to continue their education to the doctoral level.

DEGREE REQUIREMENTS

To qualify for the MA in Psychology a student must:

- Complete all requirements not later than five years after matriculation.
- Complete a total of forty-five credit hours in courses and externship or thesis.
- Achieve a 3.0 cumulative GPA in graduate courses.
- Achieve either a grade of S for the externship or a grade of P for the thesis.

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. It consists of one day per week experience in a professional setting during the first semester and the equivalent of two work days per week during the second semester. A contract is drawn between the student and the professional supervising the externship insuring an educational experience. A full-time faculty member is assigned to coordinate each student's externship.

THESIS OPTION

Individuals choosing the thesis option must comply with the following steps:

- The student must submit a proposal to the Psychology Department by the beginning of the next to last semester of graduate study.
- The thesis proposal will be circulated among the members of the student's thesis committee (see 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.
- All thesis proposals involving human subjects must then be submitted to the Institutional Review Board for review of ethical acceptability. 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.
- 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.
- 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.
- 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.
- 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.

In addition to their academic expertise, students find the professional experience of the psychology faculty to be an invaluable resource for assisting their career advancement. Guided by the professional insights of our faculty, our graduates have been extremely successful in locating very satisfying career opportunities and doctoral program placements.

William R. Eidle, Ph.D.
Associate Professor of Psychology
Dean, Division of Social and Behavioral Science

MARIST COMPUTER SYSTEM FAMILIARITY

Familiarity with the use of computer systems is expected of all students. Therefore, some students may be encouraged to take non-credit computer courses. These courses familiarize students with setting up and editing files, using public library programs, statistical packages and word processing. Information regarding these courses is available through the School of Adult Education.

SCHEDULE

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.

Each course is offered in the evening and meets one night per week from 6:30 pm to 9:15 pm. A full-time student attends classes four evenings per week and takes twelve credits. The College follows a traditional semester calendar. Graduate classes are also offered during optional twelve- and six-week summer sessions.

SCHOOL PSYCHOLOGY OPTION

Students enrolled in the MA program in psychology can also apply for admission to Marist's NYSED-approved Advanced Certificate in School Psychology. For more information regarding this option, please consult pages 51 to 53 of this catalog or contact Dr. Paul Egan, Director, Graduate Program in School Psychology, at (914) 575-3000, extension 2135.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor. Students are urged to meet with their faculty advisors prior to registration. Early registration is recommended for the selection of the externship or the thesis.

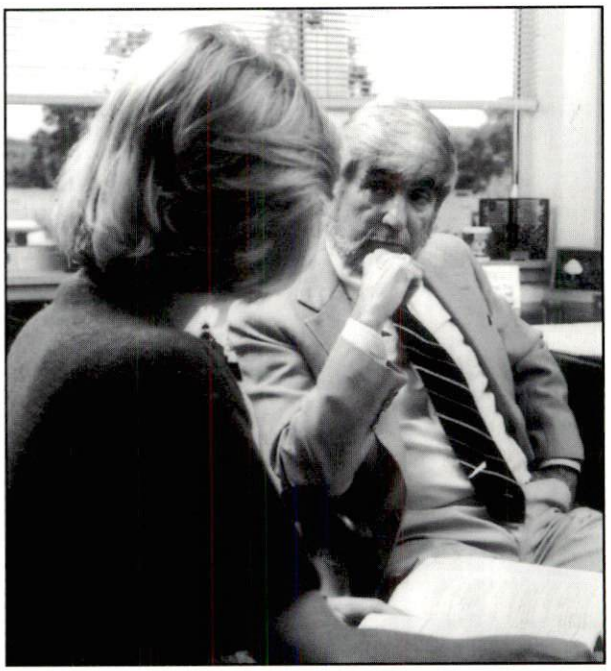
STATEMENT OF PROBATIONARY STATUS

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

If placed on probation, the student is expected to take immediate steps to raise the GPA. This can be done either by earning enough grades of B+ or A, or by 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 GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

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

Probation or dismissal can also occur for non-academic reasons. The MA in Psychology educates and trains practitioners, and in this regard has 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 ensure 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.



OUTCOME ASSESSMENT

In order to provide prospective and current students with accurate information regarding career and doctoral prospects, recent graduates (1990-1995) were surveyed regarding their experience. Of those responding, over 90% were working in a field related to psychology. Most were working in areas such as mental health/illness, developmental disabilities, substance abuse and education. Their job titles included MA psychologist, counselor, behavior therapist, family specialist, neuropsychology associate, psychiatric emergency screener, quality assurance assessor and program director. Approximately one-third were offered positions at their externship site. The median income of those employed full-time was $31,000 per year.

Of those who applied to doctoral programs, 58% were accepted. Among those continuing their education, 80% reported that the training they received at Marist was better than the training others in their doctoral program had received.

GRADUATE STUDENT ASSOCIATION

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

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time students. 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. Up to $3000 per year is awarded to each graduate assistant in exchange for ten hours of work per week. For further details, contact the Director of the Psychology Program.

Several additional sources of financial assistance are available for both full- and part-time graduate study. Subsidized Stafford Loans and Marist College Graduate Grants are available to students with demonstrated financial need. Unsubsidized Stafford Loans and several alternative loan sources are available to graduate students who do not meet the financial qualifications for a subsidized loan. For more detailed information regarding these programs please refer to page 57.

ADMISSIONS 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:

- Complete undergraduate courses in general psychology, statistics and psychological research methods. Recommended, but not required, is a course in psychological testing. Students who do not have a course in testing may be asked to read introductory material on psychological testing and pass a competency exam before taking graduate level assessment courses.
- Achieve a 3.0 cumulative undergraduate GPA based on a system in which a 4.0 is equivalent to an A grade.
- 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.
- Submit three letters of recommendation from former faculty members or employment supervisors.
- Be interviewed on campus by the program director.

MA in Psychology COURSE REQUIREMENTS

REQUIRED COMPONENTS

	CREDITS
CORE	
Assessment I & II	6
Developmental I & II	6
Counseling I & II	6
Personality & Psychopathology	6
RESEARCH	
Survey & Program Evaluation	6
COMMUNITY	
Community Psychology & Elective	6
EXTERNSHIP	
I & II or Thesis	6
ELECTIVE	
General	3
TOTAL CREDITS:	**45**

MA in Psychology CURRICULUM SEQUENCE

SEMESTER	CREDITS
Fall I	
Assessment I	3
Developmental I	3
Research I (Survey/Interview)	3
Personality	3
TOTAL:	**12**
Spring I	
Assessment II	3
Developmental II	3
Psychopathology	3
Community Psychology	3
TOTAL:	**12**
Fall II	
Community or General Elective	3
Counseling I	3
Research II (Program Evaluation)	3
Externship I *	3
TOTAL:	**9 or 12**
Spring II	
Community or General Elective	3
Counseling II	3
Thesis *	6
OR	
Externship II *	3
TOTAL:	**9 or 12**

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

Accelerated Format

Complete a Master of Arts in Psychology in just fifteen months at Marist College. Marist's accelerated MA program entails four semesters of full-time study. The difference: instead of waiting until September, studies begin in late May. Following the recommended curriculum sequence, studies will be completed by August of the following year—a full academic year ahead of schedule.

ACCELERATED CURRICULUM SEQUENCE

SEMESTER	CREDITS
Summer I	
Assessment II	3
Personality	3
Psychology Elective	3
	TOTAL 9
Fall	
Assessment I	3
Developmental I	3
Counseling I	3
Research I (Survey/Interview)	3
	TOTAL 12
Spring	
Psychopathology	3
Developmental II	3
Counseling II	3
Community Psychology	3
	TOTAL 12
Summer II	
Research II (Program Evaluation)	3
Externship	6
Psychology Elective	3
	TOTAL 12

Due to the more intensive nature of the accelerated format, criteria for admission to the accelerated MA program are more rigorous. Prospective students seeking admission to the program should have:

- A baccalaureate from an accredited college or university, with a cumulative GPA of 3.4 or better (4.0 point scale).
- Undergraduate prerequisite courses in general psychology, statistics and psychological research methods.
- Prior course work in psychological testing, or the ability to assimilate introductory material and pass a testing theory competency exam by the start of the first summer session.
- Prior work or internship experience in psychology.
- Acceptable scores on the GRE General Aptitude Test.

Students seeking admission to the accelerated MA program must be prepared to begin their studies in late May. Applications for admission will be reviewed on a rolling basis until the program is full. While Marist College does not provide graduate student housing during the fall and spring terms, affordable housing is available during the summer session.

"Throughout my graduate education, Marist's faculty displayed true concern for me as a person. My professors were invariably interested in my studies and the progress I was making toward achieving my goals. Their generosity with time, and their enthusiasm for teaching, have certainly earned them my highest regard."

Nicole Locascio
Master of Arts in Psychology

Graduate Courses in Psychology

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

Spring 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 and Summer semesters

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 empathic 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 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 & 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 and Summer semesters

PSYG 607 ***3 Credits***
Psychopathology
Considers abnormal behavior from a historical 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 & 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 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 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:
Intelligence/Cognitive Assessment

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 are emphasized, as is life-span assessment.

Fall and Spring semesters

PSYG 614 ***3 Credits***

Assessment II:
Personality Assessment

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.

Fall, Spring and Summer semesters

PSYG 625 ***3 Credits***

Learning:
A Community Systems Approach

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.
(Dual Listed as EPSY 701)

Fall semester

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 COUNSELING I

Spring semester

CAPPING ALTERNATIVES

PSYG 703 ***6 Credits***

Externship

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.

PSYG 708 and 709 ***3 Credits Each***

Externship I & II

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.

PSYG 705 ***6 Credits***

Thesis

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 this ecological perspective influences 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.

Spring semester

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

Provides 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 & the Aged

The relationship between policy making 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 Educational Psychology

DAVID L. RULE, Ph.D., PROGRAM DIRECTOR
(914) 575-3000, extension 2979

MISSION AND OBJECTIVES

The Master of Arts in Educational Psychology is designed to explore what we know about learning and to actively practice implementing that knowledge in culturally diverse educational settings.

The program 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 New York State provisionally certified teachers who are in need of a functionally related master's degree to complete the requirements for their permanent New York 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.

Today's Teachers, Tomorrow's Lessons

DEGREE REQUIREMENTS

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

- Complete all requirements no later than five years after matriculation.
- Complete a total of thirty credits as prescribed in the curriculum requirements including a final classroom or education based research project.
- Achieve a 3.0 cumulative GPA in graduate courses.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor. Thereafter, he/she may request a change in faculty advisor. Students are encouraged to meet with their faculty advisors on a regular basis to discuss academic progress and planning.

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, enabling students to design projects related to a classroom (K-12) implementation. Permission from the instructor and director is necessary to work on 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 twelve credits per semester. Each course is worth three credits and meets one evening per week.

PROBATIONARY STATUS

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

If placed on probation, the student is expected to take immediate steps to raise his/her GPA, either by earning enough grades of B+ or A, or by 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 GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

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

ADMISSIONS REQUIREMENTS

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

- Earned baccalaureate degree from an accredited university;
- Prerequisite courses: Introduction to Psychology and Introductory Statistics. Strongly recommended: Research Methods in Psychology or the Social Sciences.
- Achievement of acceptable scores on the Graduate Record Examination (GRE) General Aptitude Test, the National Teachers Examination (NTE), the New York State Teaching Certification Exam (TCE), or on other tests which indicate probable success in a graduate program.
- Two letters of recommendation.
- Where applicable, a letter of recommendation from a school principal.
- An on-campus interview with the program director.

New York State Teaching Certification

The MA in Educational Psychology may be used by provisionally certified teachers of elementary, secondary or special education who are in need of a functionally related master's degree to complete the requirements for their permanent NY State certification.

The degree does not lead to provisional teaching certification. Non-certified individuals interested in dual NY State certification in elementary and special education may seek admission to Marist's Accelerated Program for Teacher Education. Completion of the Accelerated Program meets NYSED requirements for provisional certification in both elementary (N-6) and special (K-12) education, and satisfies the academic requirements for permanent certification.

Successful students receive a Bachelor of Arts in Psychology and a Master of Arts in Educational Psychology from Marist College, plus both teaching certificates. In most cases, those in possession of a bachelor of arts degree will be able to complete this combined BA/MA program in ninety-seven or fewer credit hours.

For additional information regarding Marist's Accelerated Program for Teacher Education, contact Continuing Education at (914) 575-3800.

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.

Janet Stivers, Ph.D.
Assistant Professor of Education

MA in Educational Psychology
COURSE REQUIREMENTS

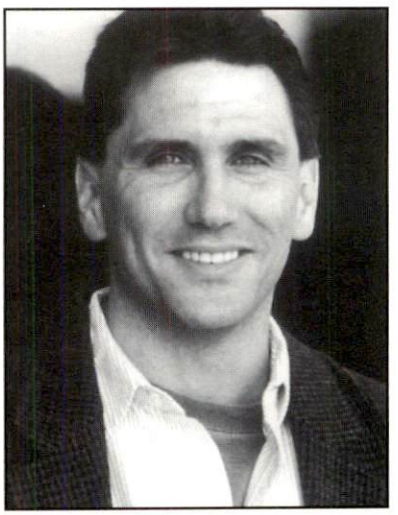
COURSES

			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	3
EPSY	612	Developmental Psychology II	
OR			
		Elective	3
EPSY	660	Interpretation & Evaluation of Educational Research	3
EPSY	670	Educating Towards the Facilitation of Values Acquisition	
OR			
		an EPSY Elective	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 CREDITS: 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 course work 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.



I have found that the psychology faculty at Marist have a passion for teaching. They endeavor to actively involve each student in the learning process. In doing so, not only do the faculty educate, they also motivate and inspire. Consequently, I found myself looking forward to attending class and actively participating in the discussions at hand.

James Brady
Master of Arts in Psychology
Master of Arts in Educational Psychology

Graduate Courses in Educational Psychology

EPSY 505 ***3 Credits***

Educational Psychology: Classroom Instruction & 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 in which 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 & Teaching Methodologies: Applications to the Classroom

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

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? There will be 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. The new trends in criteria-referenced and minimum competency testing will be examined and the special concerns and debates focusing around biases will be analyzed. Students will explore the future roles of measurement and evaluation in education.

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 & 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 School Psychology

PAUL EGAN, Ph.D., PROGRAM DIRECTOR
(914) 575-3000, extension 2135

MISSION AND OBJECTIVES

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.

At Marist College, students interested in pursuing study towards New York State certification in school psychology have two options: an MA 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 New York State Educational Department (NYSED) regulations, the academic qualifications for permanent certification as a school psychologist require sixty 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 sixty-credit MA in School Psychology meets the above cited criteria. Our twenty-four Credit Advanced Certificate program complements Marist's MA in Psychology as reviewed on pages 39 to 45 of this catalog. Similarly, our thirty-nine Credit Advanced Certificate program complements Marist's MA in Educational Psychology as reviewed on pages 46 to 50. 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 program but not significantly covered in the applicant's previously earned graduate credits.

While all students are required to take PSYH 701 & 702—School Psychology Internship/Seminars which include the NYSED 600-hour internship, students may elect to increase the internship from 600 hours to 1200 hours. This can be accomplished by taking PSYH 703 & 704—School Psychology Internship. Students electing this option would sign up for PSYH 701 and PSYH 703 in the fall and PSYH 702 and PSYH 704 in the spring. This option is available to students in both the master's and advanced certificate programs in school psychology, and will enable students to pursue a full-time internship.

DEGREE REQUIREMENTS

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

- Complete all requirements not later than seven years after matriculation.
- Complete a total of sixty credits as prescribed in the curriculum requirements including an approved school psychology internship.
- Achieve a 3.0 cumulative GPA in graduate courses.

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

- Complete all certificate requirements not later than five years after matriculation.
- Complete all prescribed credits in the respective advanced certificate program in which the candidate is enrolled.
- Complete any additional credits prescribed as part of the admission process.
- Achieve a 3.0 cumulative GPA in graduate courses.

Intervention Strategies

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

If placed on probation, the student is expected to take immediate steps to raise the GPA. This can be done either by earning enough grades of B+ or A, or by 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 GPA that is below a 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

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

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive

School Psychology in the 1990's encompasses a broad spectrum of knowledge and skills. Marist's graduate program provides students with a strong blend of theory and practical application in consultation assessment, intervention counseling and advocacy. Instruction is interactive, student-centered and professionally focused. As a result, our graduates are action oriented, and are employed in a variety of settings throughout the Northeast.

Paul J. Egan, Ph.D.
Program Director
Assistant Professor of Psychology

basis to full-time students. Assistants work with members of the school psychology faculty and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities and related work. Up to $3000 per year is awarded to each graduate assistant in exchange for ten hours of work per week. For further details, contact the Director of the School Psychology Program.

Several additional sources of financial assistance are available for both full- and part-time graduate study. Subsidized Stafford Loans and Marist College Graduate Grants are available to students with demonstrated financial need. Unsubsidized Stafford Loans and several alternative loan sources are available to graduate students who do not meet the financial qualifications for a subsidized loan. For more detailed information regarding these programs please refer to page 57.

ADMISSIONS REQUIREMENTS

Admissions Requirements for the MA in School Psychology are:

- An earned baccalaureate degree from an accredited college or university.
- Completion of undergraduate courses in general psychology, statistics and experimental psychology. Recommended, but not required, is a course in psychological testing.
- Achieve a 3.0 cumulative undergraduate GPA based on a system in which a 4.0 is equivalent to an A grade.
- 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.
- Submit three letters of recommendation from former faculty members or employment supervisors.
- An on-campus interview with the program director.

Admissions requirements for applicants to the twenty-four Credit Advanced Certificate program are the same as those for the MA in School Psychology listed above. Admissions requirements for the thirty-nine Credit Advanced Certificate program are the same as those of the MA in Educational Psychology:

- Earned baccalaureate degree from an accredited university; prerequisite courses: Introduction to Psychology, Introductory Statistics, and Research Methods in Psychology or the Social Sciences.
- Provisional Teaching Certificate if intending to pursue permanent teaching certification.
- Achievement of acceptable scores on the Graduate Record Examination (GRE) General Aptitude Test or the National Teachers Examination (NTE), or the New York State Teacher Certification Examination (TCE).
- Two letters of recommendation from former faculty members.
- Where applicable, a letter of recommendation from a school principal.
- An on-campus interview with the program director.

Applicants to either of the advanced certificate programs who have already earned a relevant MA degree elsewhere must undergo a transcript evaluation to determine content area comparability with the Marist College MA 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 fifteen 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.

MA in School Psychology COURSE REQUIREMENTS

			CREDITS
PSYG	611	Developmental Psychology I	3
PSYG	612	Developmental Psychology II	
OR			
PSYH	604	Educational Assessment & Methods of Instruction in Reading	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
School Psychology Internship including:			
PSYH	701	School Psychology Seminar I	3
PSYH	702	School Psychology Seminar II	3
PSYH	703*	School Psychology Seminar III	3
PSYH	704*	School Psychology Seminar IV	3

TOTAL CREDITS: 60 (66)

* Optional internship experience for students seeking 1,200 contact hours.

Advanced Certificates in School Psychology COURSE REQUIREMENTS

24 CREDIT ADVANCED CERTIFICATE

Complement to Marist's MA in Psychology

			CREDITS
EPSY	505	Educational Psychology: Classroom Instruction & Organization	3
EPSY	510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3
EPSY	701	Community Systems Learning in a Culturally Diverse Society I	3
PSYH	601	Learning Disabilities	3
PSYH	602	School Consultation	3
PSYH	603	Psycho-Educational Services in General Education	3
School Psychology Internship including:			
PSYH	701	School Psychology Seminar I	3
PSYH	702	School Psychology Seminar II	3
PSYH	703*	School Psychology Seminar III	3
PSYH	704*	School Psychology Seminar IV	3

TOTAL CREDITS: 24 (30)

39 CREDIT ADVANCED CERTIFICATE

Complement to Marist's MA in Educational Psychology

			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
School Psychology Internship including:			
PSYH	701	School Psychology Seminar I	3
PSYH	702	School Psychology Seminar II	3
PSYH	703*	School Psychology Seminar III	3
PSYH	704*	School Psychology Seminar IV	3

TOTAL CREDITS: 39 (45)

* Optional internship experience for students seeking 1,200 contact hours.

Marist's graduate programs in psychology strike an excellent balance between theory and practice. I have already been able to apply much of what I have learned in my current position. However, I would ultimately like to work with children fighting chemical dependency, and know that I have acquired the theoretical knowledge necessary for me to seek admission to a relevant Ph.D. program.

Kim Kelly
Master of Arts in School Psychology

Graduate Courses in School Psychology

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 & 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, 702,703,704 ***3 Credits***

School Psychology Internship/Seminar I, II, III & IV

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 practical experience, the intern is given the opportunity and the support he/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.

The time requirement for internship students is 600 hours per year, following a K-12 public school calendar. This requirement is fulfilled by 300 hours (two 1/2 days per week) per semester. Placements will be in an approved state-accredited school setting. All placements need to be approved by the Coordinator of Internship. Students electing a full-time, 1200 hour per year internship should register for PSYH 703 concurrent with PSYH 701 in the fall, and PSYH 704 concurrent with PSYH 702 in the spring.

NOTE: Please refer to pages 43 to 45 for PSYG course descriptions, and pages 49-50 for EPSY course descriptions.

Admission to Graduate Study

Marist's graduate programs are designed to accommodate individuals from a variety of academic and professional 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 that certain prerequisite courses may be required. Admissions and prerequisite course requirements vary by program, and are outlined under the respective program descriptions.

Students are admitted for all terms—fall, spring and summer. Prospective students wishing to discuss their plans regarding graduate study are encouraged to contact the Office of Graduate Admissions to schedule an appointment to meet with an advisor, or are welcome to contact the respective program director.

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

Office of Graduate Admissions
Marist College
290 North Road
Poughkeepsie, New York 12601-1387

TELEPHONE: (914) 575-3530
FAX: (914) 575-3640
E-MAIL: Graduate@Marist.edu

Decisions regarding admission are made by the graduate program directors in consultation with faculty committees. Applications for admission to graduate study remain on file for three years, and may be reactivated by written request at any time during that period.

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.

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:

- Submit an application for admission by May 1 for September of the same year. Early application is encouraged.
- Provide certified English translations of all prior academic records (certificates, diplomas, examination results and grade reports) 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.
- Make arrangements for official test results of the TOEFL and TWE to be sent to Marist.
- Furnish papers documenting sufficient financial means to support tuition and living expenses while at Marist. A Declaration of Finances should be filled out by the student and sponsor, and their signatures witnessed by a notary public. A letter from a bank or other financial institution verifying the availability of sufficient resources to cover the sponsor's commitment should accompany the declaration. The letter must specify the amount of support in US dollars, be signed by an official representative of the bank or financial institution, and bear the appropriate seal.

Enhanced earning potential generally allows students to recoup the cost of their graduate studies in a relatively short period of time. Indeed many Marist graduates experience a sizable return on their investment over the life of their career. Costs for the 1997/98 academic year include: tuition—US $9,576; living expenses—US $6,375; and fees—US $80.00. Living expenses are estimated. While the College does not provide graduate student housing, it does offer assistance in locating affordable housing within walking distance of campus.

Partial financial assistance is available to a limited number of international students. Graduate Assistantships, consisting of a tuition grant (US $2,000-$2,500) and campus employment (estimated income of US $2,000-$4,200), are awarded on a merit basis. Additional students may receive grant or employment offers. There are no separate application forms. Notice of an assistantship award is made at the time of admission.

NOTE: Marist does not offer awards for full tuition.

Getting Started

LANGUAGE PROFICIENCY

All applicants whose primary language is not English must demonstrate English language proficiency. Proficiency can be demonstrated in two ways:

- By submitting official scores of the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). A minimum score of 550 on the TOEFL and a minimum score of 4.0 on the TWE are required for admission. 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.
- By the successful completion of Marist's Summer College Preparatory Program for international students. The program combines intensive English language instruction at the high intermediate and advanced levels; a seminar in American Culture; training in the latest applications of computer technology; and academic excursions to nearby sites of historic and cultural interest. Prospective students who meet the academic qualifications for admission to graduate study may be granted conditional admission pending attainment of proficiency in English via the Summer College Preparatory Program.

For more detailed information about the Summer College Preparatory Program contact:

Office of International Education
Marist College
290 North Road
Poughkeepsie, New York 12601-1387

TELEPHONE: (914) 575-3330
FAX: (914) 471-6213
E-MAIL: International@Marist.edu

All international students are tested for English proficiency upon their arrival at Marist. If a student's weak command of English is judged to be detrimental to academic progress, the College reserves the right to require that the student undertake remedial course work in English at the student's expense.

HEALTH REGULATIONS

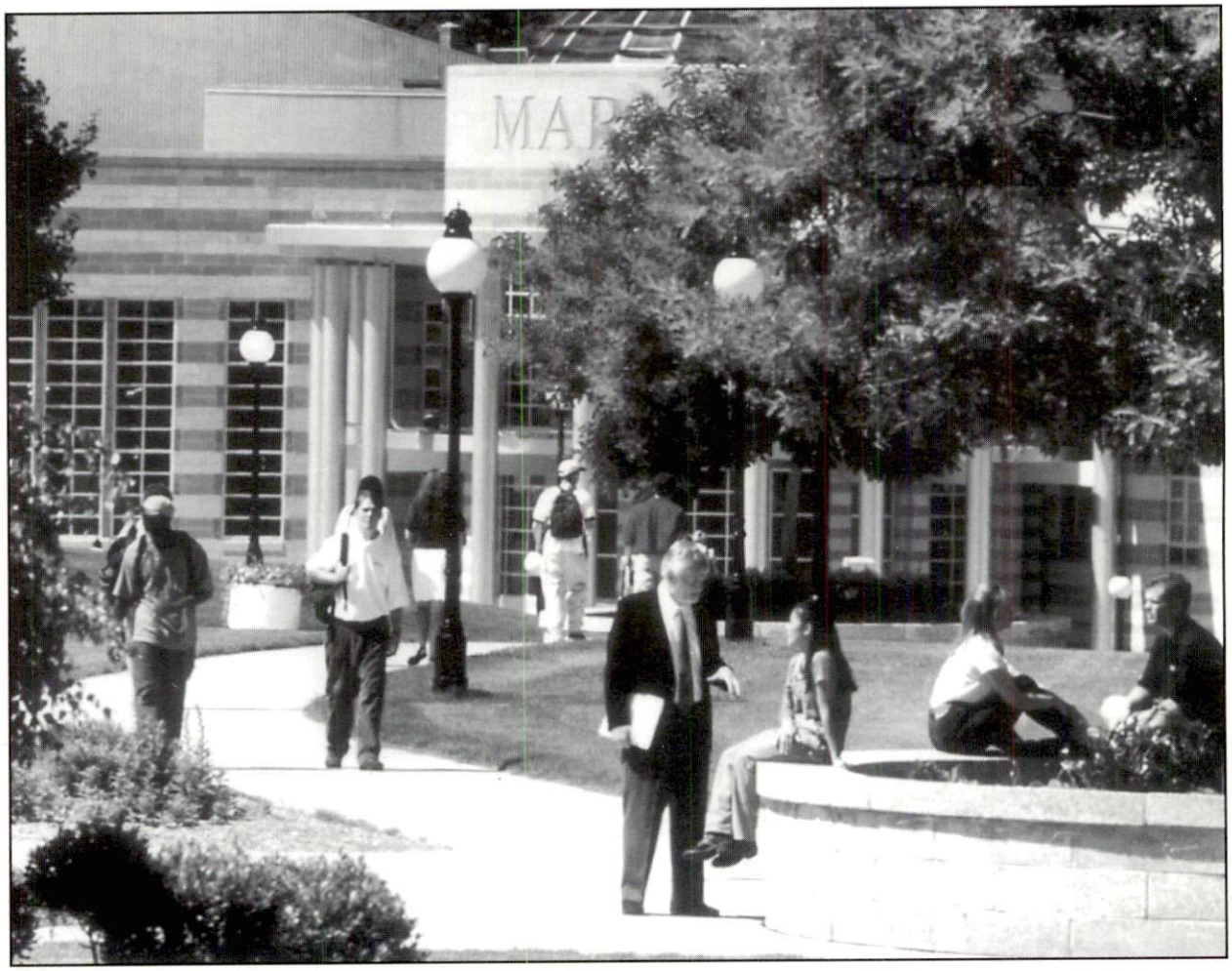
New York State law requires that all college students be immunized against measles, mumps and rubella. The law applies to full-time and part-time students born on or after January 1, 1957.

Students must provide proof of immunity to the Office of Health Services prior to enrolling for graduate study. Students who have not provided the appropriate proof will not be allowed to register for classes. Proof of immunity consists of:

- Measles—two doses of live measles vaccine administered after twelve months of age, physician documentation of measles disease or a blood test showing immunity.
- Mumps—one dose of live mumps vaccine administered after twelve months of age, physician documentation of mumps or a blood test showing immunity.
- Rubella—one dose of live rubella vaccine administered after twelve months of age or a blood test showing immunity.

For more information regarding immunization please contact:

Marist College Health Services
Room 350 Student Center
Poughkeepsie, NY 12601-1387
(914) 575-3270



Funding Your Graduate Studies

Enhanced earning potential generally allows students to recoup the cost of their graduate studies in a relatively short period of time. Indeed many Marist graduates experience a sizable return on their investment over the life of their career. Yet funding graduate study is a major concern for many people. In addition to traditional sources—personal income, savings and family or employer assistance—several programs are available to assist both full- and part-time students in meeting the cost of their graduate education. To be eligible for these programs a student must be matriculated and enrolled in a graduate program at Marist, and maintain satisfactory academic progress each semester. Satisfactory progress being defined as the maintenance of a cumulative GPA of 3.0.

Awards are made without reference to racial or ethnic origin, sex, age, religion, color, marital status or disability.

MERIT BASED FINANCIAL ASSISTANCE

Management Scholarships

Marist College is pleased to offer a new scholarship program for part-time MBA students—Management Scholarships of $250 per three credit course ($125 per 1.5 credit module). Designed to aid talented MBA students who do not receive tuition assistance from their employers, Management Scholarships are initially awarded to new students on a competitive basis. Undergraduate GPA, performance on the GMAT and relevant work experience are all taken into consideration. Individuals receiving tuition assistance from another source (employer, union, or a related source) are not eligible for a Management Scholarship.

To retain the award, Management Scholars must maintain steady and acceptable progress toward the degree, and file a Management Scholarship application form each year. Management Scholars may be awarded up to $4,500 in scholarship funding during the course of their graduate studies. Cumulative awards will vary in accordance with the number of credits each recipient must take to complete the degree. Application forms are available through the Office of Graduate Admissions, (914) 575-3530.

McCann Fellowships

McCann Fellowship awards are available for individuals employed by public sector and not-for-profit organizations who are seeking to pursue graduate study in Public Administration. A limited number of Fellowship awards, ranging in size from $100 to $250 per course, are available to both new and returning students. The awards assist part-time MPA candidates who receive partial or no tuition assistance from their employers. In order to be eligible, you must be employed by a public sector or not-for-profit agency in the Mid Hudson Region; be a part-time student in the MPA program at Marist College; and not receive full tuition assistance from your employer. To retain the award, McCann Fellows must maintain steady and acceptable progress toward the degree, and file a McCann Fellowship application each term. While awards vary, McCann Fellows may be awarded up to $3,250 in fellowship funding during the course of their graduate studies.

Application forms are available through the Office of Graduate Admissions, (914) 575-3530.

Graduate Assistantships

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty and staff, performing administrative, research, and other duties such as monitoring labs, tutoring and assisting in organizing student activities.

Graduate Assistantships are awarded on a competitive basis. There is no application form. Award determination is part of the application review process. Assistantships are comprised of a partial tuition waiver, plus a stipend. The value of the assistantship and the nature of the work involved varies by program. The range is $3,000-$6,200 per year. For more detailed information, contact the Director of the respective graduate program.

An Investment in the Future

NEED-BASED FINANCIAL ASSISTANCE

Need-based assistance is awarded on the basis of demonstrated financial need. To apply for need-based financial assistance, full-time and part-time graduate students must complete the Free Application for Federal Student Aid (FAFSA) and Marist's own Application for Financial Aid for Graduate Students. The application deadline is May 15 for returning graduate students, August 15 for new students, and January 15 for spring. Early application is recommended. You may obtain the necessary forms by calling the Financial Aid Office at (914) 575-3230.

In addition to the above, students must also provide the Financial Aid Office with Financial Aid Transcripts from all prior undergraduate and graduate institutions (even if no aid was received), and signed photocopies of the student's and/or spouse's Federal Income Tax Returns.

NOTE: For graduate programs, academic full-time study is defined as a nine or more credit workload. However, this should not be confused with the financial aid definition of full-time study which is a twelve or more credit workload.

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

Marist Graduate Grant

A limited number of grants for full-time graduate study are awarded each year. Awards range from $1,600 to $2,000 annually and are divided between the fall and spring semesters. The size of the award varies in accordance with need and academic merit. Awards are not automatically renewed. Students must re-apply each year. Recipients must maintain a 3.0 cumulative grade point index and a twelve credit per semester course load to qualify.

Part-Time Graduate Grant

A limited number of grants for part-time graduate study are

awarded each year. Awards range from $200 to $750 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 year. Recipients must maintain a 3.0 cumulative grade point index to qualify.

Federal College Work-Study Program

College Student employment is funded through the Federal College Work-Study Program. There are opportunities for employment with various academic and administrative offices throughout the College. Generally a full-time graduate student will work ten to twenty hours per week, and may earn up to $4,200 per academic year.

New York State Tuition Assistance Program (TAP)

Available to full-time matriculated graduate students, TAP awards range from $75 to $550 per academic year. Awards are based upon student's and/or spouse's New York State Net Taxable Income and satisfactory academic standing. To apply, students should file the TAP Student Payment Application with the New York State Higher Education Services Corporation.

Subsidized Federal Stafford Loan

The Subsidized Federal Stafford Loan enables qualified graduate students to borrow up to $8,500 annually. Students must be enrolled at least half-time (six credits). Variable rate of interest not to exceed 8.25%. During the in-school and grace periods the federal government pays the interest. 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.

Unsubsidized Federal Stafford Loan

The Unsubsidized Federal Stafford Loan is designed to assist students who do not meet the financial qualifications for a Subsidized Stafford Loan, or whose need exceeds their Subsidized Loan eligibility. Students may borrow up to $10,000 annually, or up to $18,500 in combination with a Subsidized Federal Stafford Loan. Variable rate of interest not to exceed 8.25%. Full-time students may defer the principal but are required to make interest payments. Part-time students must begin repayment immediately.

LOAN PROGRAMS

Graduate students seeking to defer the cost of financing their education are encouraged to pursue a student loan. In addition to the Unsubsidized Federal Stafford Loan program, there are now a number of alternative loan programs available for part-time or full-time graduate study. These programs are sponsored by private lending organizations. Loan terms and interest rates vary, so students should research the program that best suits their needs. Information about several loan programs can be obtained through the Financial Aid Office, (914) 575-3230.

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 or 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.

GRADUATE TUITION AND FEES 1997-98

Tuition (per semester hour) $399.00

Registration and College Service Fee $25.00
THIS IS A PER SEMESTER CHARGE. THERE IS AN ADDITIONAL FEE OF $25.00 IF A STUDENT FAILS TO REGISTER ON OR BEFORE REGISTRATION DAY.

Application Fee $30.00

Matriculation Fee $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 $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 TO THE PROGRAM.

Thesis Fee $30.00

Degree Fee $50.00
THIS FEE IS PAYABLE BY ALL STUDENTS UPON COMPLETION OF ALL DEGREE REQUIREMENTS.

Transcript Fee (payable at time of request) $3.00

Academic Policies and Procedures

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.

Graduate students should familiarize themselves with the academic policies and 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 assistance of their graduate program director.

ADVISEMENT, REGISTRATION AND 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 also facilitated by the directors.

MATRICULATED STATUS

A matriculated student has officially met all admissions requirements and has been accepted and enrolled in a specific program of study. Matriculation ensures that the catalog in effect at the time of enrollment governs the student's degree requirements.

A student must be matriculated to be eligible for financial aid.

NON-MATRICULATED STATUS

Students may be admitted into a graduate program on a non-matriculated basis if they fall into one of the following categories:

- A prospective student with an outstanding undergraduate record, who does not have time to fully complete his/her requirements for admission before the start of the semester. In such cases, a student lacking GMAT, GRE or other standardized test results, or select prerequisite courses, may be admitted on a non-matriculated basis at the discretion of the Admissions Committee. Minimally, the applicant must present a completed application form and official transcripts of all previous college records (including two-year colleges) at least two weeks before the start of the semester.
- 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/her dean or program director to the Office of Graduate Admissions 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.

To change from non-matriculated to matriculated status, the student must complete all admissions requirements. All decisions and exceptions regarding non-matriculated status 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/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 AND PART-TIME STUDY

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

A Blueprint for Action

NOTE: For financial aid purposes, full-time study is defined as a minimum of twelve credit hours.

ACADEMIC STANDING

The maintenance of a minimum cumulative grade point average (GPA) of 3.0 is required for good academic standing. A student must have and maintain a cumulative 3.0 GPA 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 in Psychology, Educational Psychology and School Psychology project and thesis courses when the project or thesis has been completed and accepted by the department.

X—This grade is awarded in Computer Science, Psychology, Educational Psychology and School Psychology project and thesis courses when the project or thesis is still in progress at the end of the semester.

AU—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/she graduated.

TRANSFER CREDITS

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

Business Administration

The program requires as few as thirty credit hours, with fifty-four credit hours maximum, for the degree. As many as twenty-four foundation credit hours may be waived by the program director upon examination of a student's previous graduate or undergraduate work. Up to six graduate credits can be accepted in transfer from a regionally accredited graduate program to satisfy graduate core requirements.

Criteria considered for all waivers and transfer credit are comparability to the Marist course, the grade received (B or better), semester length and credits, recency, the college level at which it was taken, and the likelihood of use by the student.

A minimum of thirty credits must be taken at Marist College, twelve 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 substantive reason such as relocation outside the region and graduate credit.

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

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.

Public Administration

The program requires successful completion of thirty-nine graduate level credits, at least thirty-three of which must be obtained at Marist College. Upon acceptance into the program, each student will receive a list of courses and credits required for the degree.

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 fifteen credits in the Marist College program. Please refer to the program description on pages 51-54 for additional information.

TRANSFER TO OTHER MARIST GRADUATE PROGRAMS

Transfer to another Marist graduate program requires a formal application through the Office of Graduate Admissions for the new program. All admissions materials required for the new program must be provided, including an up-to-date Marist transcript. 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.

Faculty, Trustees and Administration

Marist College welcomes graduate students into a supportive learning community of faculty, administrators and peers. Within this environment, we help students enhance their knowledge and professional skills, and give them a values-based education to help them become even more beneficial members of their organizations and communities.

Artin H. Arslanian, Ph.D.
Dean of Faculty/Academic Vice President

FACULTY

BUSINESS & PUBLIC ADMINISTRATION

GORDON J. BADOVICK
Associate Professor of Marketing, 1997
Dean, School of Management
B.S., California State University, Los Angeles
Ph.D., University of Oregon

RICHARD A. BARKER
Assistant Professor of Business, 1991
A.B., San Diego State University
M.S., San Diego State University
Ed.D., University of San Diego

GEOFFREY A. BLACK
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B.S., University of the Pacific
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Ed.D., University of Sarasota
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B.A., Barnard College
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Ph.D., University of Colorado

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M.A., SUNY New Paltz
Ph.D., Stevens Institute of Technology

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M.B.A., Harvard Business School
Ph.D., Michigan State University

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M.I.M., American Graduate School of International Management
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A Supportive Learning Community

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M. Phil., CUNY Graduate Center
Ph.D., CUNY Graduate Center

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M.A., Manhattan College
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M.A., Ph.D., University of Notre Dame
C.P.A., Michigan & Florida

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COMPUTER SCIENCE/ INFORMATION SYSTEMS

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System & Information Concepts; Problem Solving & Programming; Systems Analysis & Design; Database Management

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COMPUTER SCIENCE/ SOFTWARE DEVELOPMENT

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PSYCHOLOGY, EDUCATIONAL PSYCHOLOGY & SCHOOL PSYCHOLOGY

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