# MARIST


## Graduate Programs 1999-2001

*"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

**THE SCHOOL OF GRADUATE & CONTINUING EDUCATION**

MARIST COLLEGE
Poughkeepsie, New York 12601-1387

*telephone*: (914) 575-3800
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*e-mail*: Graduate@Marist.edu

*Director of Graduate Admissions:*
Jean Theobald

cover photo: Aric Mayer

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# GRADUATE ACADEMIC CALENDAR 1999-2000

*Traditional 15-week semesters*

## FALL SEMESTER 1999

**August 30, Monday**
Fall 1999 semester begins for all programs. *Day & evening classes begin; late registration.*

**August 30–September 3, Monday–Friday**
Course Change Period.

**September 3, Friday**
Last date for course changes.
*Half tuition refund after this date.*

**September 6, Monday**
Labor Day Holiday; *no day or evening classes held.*

**September 17, Friday**
No tuition refund after this date.

**October 9–14, Saturday–Thursday**
Midterm exam week.

**October 15-17, Friday-Sunday**
Mid-Semester break.

**October 18, Monday**
Midterm grades due by 10:00 a.m.

**October 25, Monday**
*Last date for dropping course without penalty of WF grade.*

**November 24, Wednesday**
Day classes held; no evening classes.
*Residence Halls close at 6:30 p.m.*

**November 25-28, Thursday-Sunday**
Thanksgiving Holiday; no classes held.

**November 29, Monday**
Classes resume

**December 10, Friday**
*Last day of Fall 1999 classes.*

**December 13-18, Monday-Saturday**
*Final Exam Period.

**December 19-21, Sunday-Tuesday**
**Final Exam Make-up Days in case of inclement weather.*

**December 27, Monday**
Final Grades due by 10:00 a.m.

**Final Exams are held through 12/18. Exams may be rescheduled during exam week due to inclement weather. Travel plans should be arranged accordingly.*

## WINTER INTERSESSION 2000

**January 3, Monday**
Day & Evening classes begin.

**January 17, Monday**
Holiday *(Snow make-up day for Winter Intersession if needed)*

**January 19, Wednesday**
Last day of classes.

**January 21, Friday**
*Final grades for Winter Session due by noon.*

# SPRING SEMESTER 2000

**January 20, Thursday**
Spring Semester begins; *Day & evening classes held.*

**January 20-26, Thursday-Wednesday**
*Course Change Period.*

**January 21, Friday**
*Last date for incompletes & grade changes for Fall 1999.*

**January 26, Wednesday**
Last date for course changes; *half tuition refund after this date.*

**February 4, Friday**
*Deadlines for grade changes & resolving incompletes for Winter '00.*

**February 9, Wednesday**
*No tuition refund after this date.*

**March 4-10, Saturday-Friday**
Midterm exam week.

**March 11-19, Saturday-Sunday**
Spring Recess

**March 14, Tuesday**
*Midterm grades due by 10:00 a.m.*

**March 20, Monday**
Classes resume.

**March 27, Monday**
*Last day of dropping courses without penalty of WF.*

**April 20, Thursday**
Day classes held; *no evening classes*

**April 21-23, Friday-Sunday**
Easter Observance; *no classes held.*

**April 24, Monday**
No Day classes held;
*Classes resume with evening classes.*

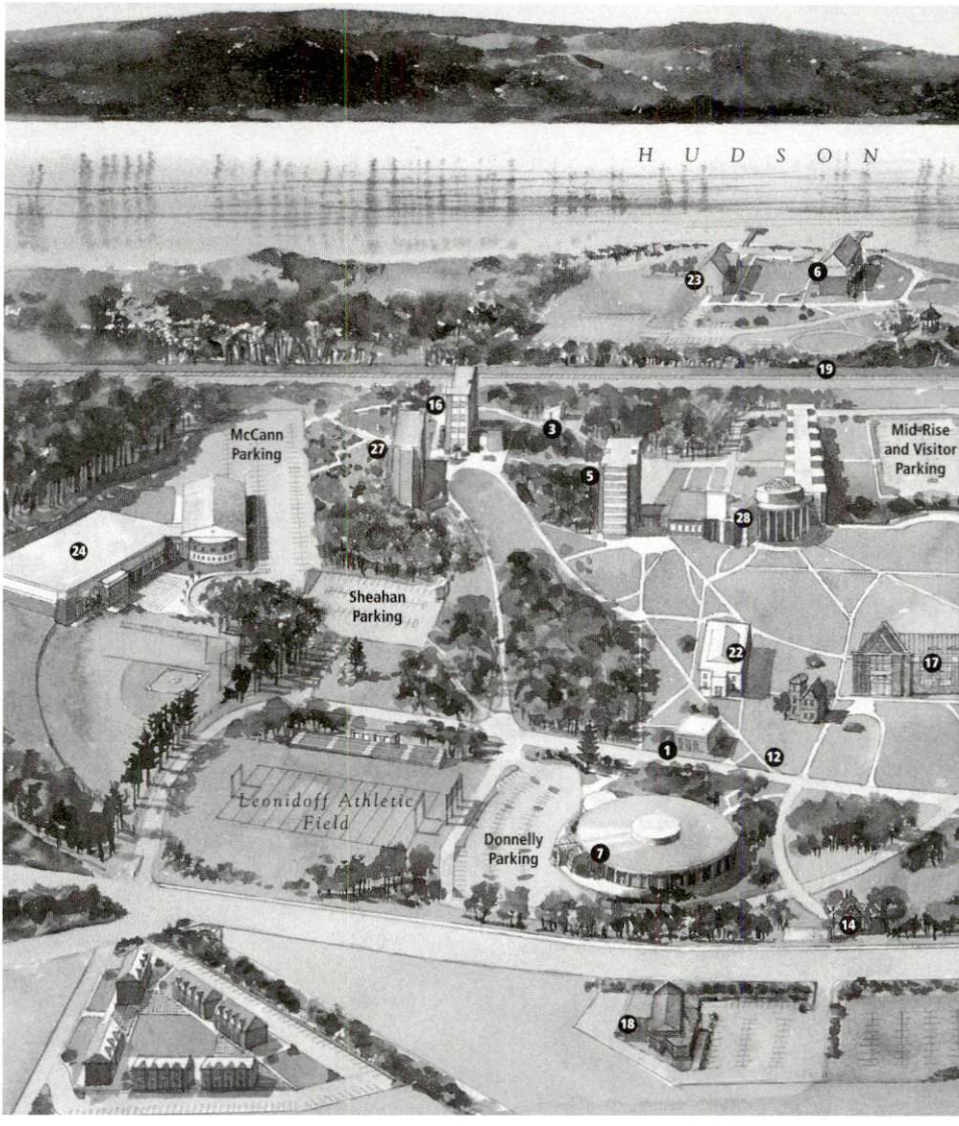
**May 5, Friday**
Last day of classes.

**April 8-13, Monday-Saturday**
Final Exam Period;
*Saturday exams will be scheduled.*

**April 20,Saturday**
Fifty-fourth Commencement

**April 22, Monday**
*Final grades due by 10:00 a.m.*

**June 16, Friday**
*Last date for grade changes & resolving incompletes for Spring 2000.*




1. **Adrian Hall**
   - Office of College Advancement
   - Alumni Affairs
   - College Relations
   - Marist Institute of Public Opinion

2. **Benoit House**
   - Student Residence

3. **Byrne House**
   - Student Counseling Services
   - Campus Ministry

4. **Our Lady Seat of Wisdom Chapel**

5. **Champagnat Hall**
   - Special Services
   - Freshman and Sophomore Student Residence

6. **Cornell Boathouse**

7. **Donnelly Hall**
   - Academic Student Services
   - Business and Financial Affairs
   - Center for Career Services
   - Donnelly Coffee Shop
   - Computer Center/Information Technology
   - Computer Store
   - School of Science
   - Financial Aid
   - Institutional Research and Planning
   - Higher Education Opportunity Program
   - Fashion Program
   - Fine Arts Program
   - Office of the Registrar
   - Safety and Security
   - Transfer Admissions

8. **Margaret M. and Charles H. Dyson Center**
   - Dyson Coffee Shop
   - Teacher Education Program
   - School of Graduate and Continuing Education
   - School of Management
   - School of Social and Behavioral Sciences

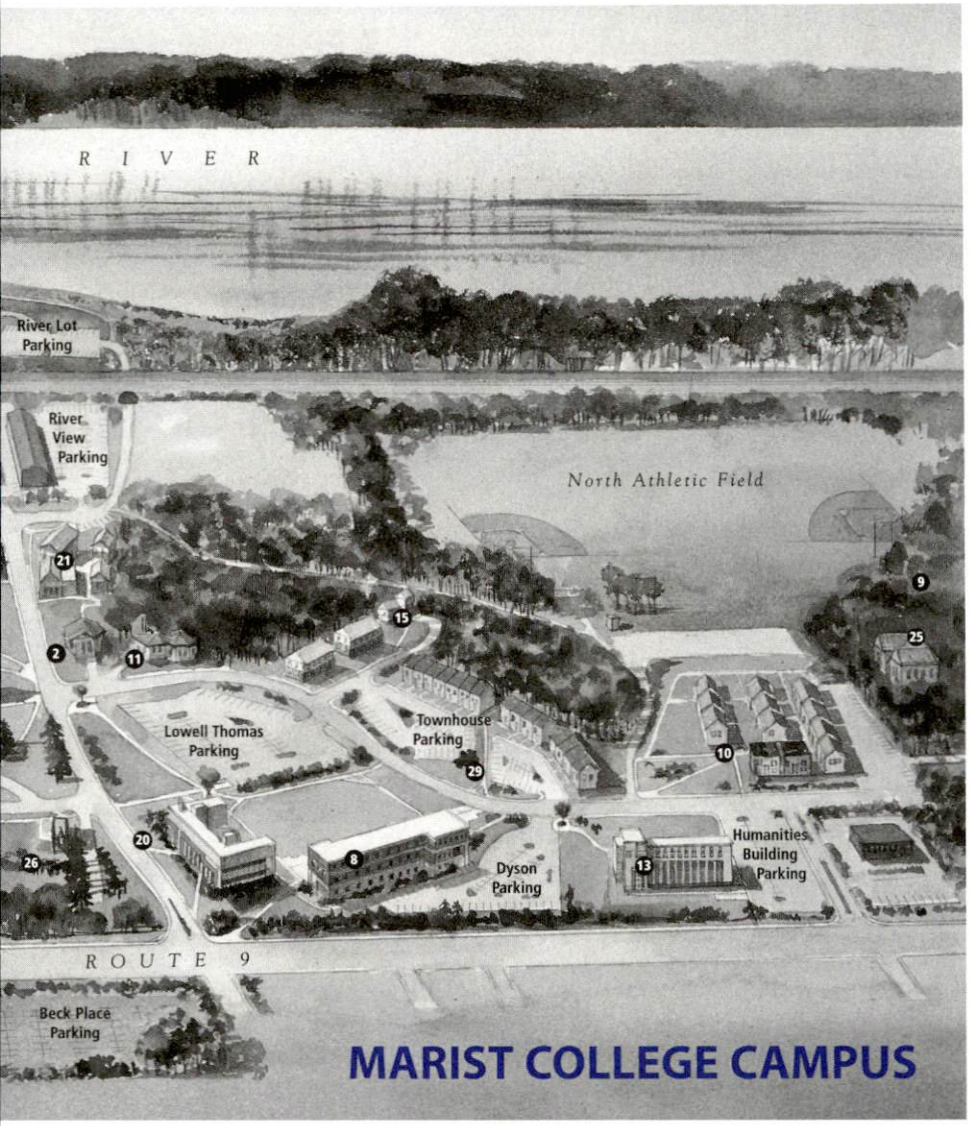
9. **Fern Tor**
   - Arboretum and Nature Trails

10. **Gartland Apartments**
    - Upperclass Residence

11. **Gregory House**
    - Student Residence

12. **Greystone Hall**
    - Office of the President
    - Office of Executive Assistant to the President
    - Art Gallery

13. **Humanities Building**




# MARIST COLLEGE CAMPUS

**14. Kieran Gatehouse**
- President Emeritus

**15. Kirk House**
- College Chaplain

**16. Leo Hall**
- Freshman Housing

**17. Marist College Library**

**18. Library Annex**

**19. Longview Park**

**20. Lowell Thomas Communications Center**
- Academic Technology
- School of Communication and the Arts
- School of Computer Science and Mathematics

**21. Lower Townhouses**
- Upperclass Housing

**22. Marian Hall**
- Freshman Housing

**23. Marist Boathouse**

**24. James McCann Recreation Center**
- Athletic Department
- Aerobic Center
- Field House
- Fitness Center
- Hall of Fame Multi-Media Room
- Natatorium

**25. St. Ann's Hermitage**
- Humanities Faculty Offices for English and Foreign Languages

**26. St. Peter's**
- Upward Bound

**27. Sheahan Hall**
- Freshman Residence

**28. Student Center**
- Undergraduate Admissions
- Campus Bookstore
- Dining Services
- Division of Humanities Faculty Offices for: Political Science, History, Philosophy, and Religion
- Health Services
- Infirmary
- International Education and Marist Abroad
- Nelly Goletti Theatre
- Student Activities
- Student Affairs
- Student Government Association
- Student Housing Office

**29. Upper Townhouses**
- Upperclass Residence

**30. West Cedar Townhouses**
- Upperclassman Residence


DYSON CENTER

# Welcome to Marist College

Located on the east bank of the Hudson River in Poughkeepsie, New York, Marist College is an independent, co-educational liberal arts and sciences institution. Serving some 4,000 undergraduate and 700 graduate students on its scenic 150 acre campus, the College offers graduate programs in Business Administration, Public Administration, Computer Science, Psychology, School Psychology and Educational Psychology. Graduate level certificate programs are also offered in Teacher Education, Public Administration, Information Systems, and School Psychology.

Marist can trace its beginnings to 1905, when it was first established as a Marist Brothers training center. The College evolved over the decades, officially becoming Marist College in 1960. In 1972 Marist began offering its first graduate programs and grew rapidly throughout the ensuing years. In 1994, Marist's reputation as a nationally recognized regional college was affirmed with its first appearance 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 15 best buys among colleges and universities in the northern United States.

Marist College has become known as one of the most technologically advanced institutions of higher education in the country as a result of its partnership with the IBM Corporation. This $16 million joint study has given IBM an opportunity to test concepts and applications the company believes can be of value in the 21st 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. 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 all link Marist students, faculty, and administrators with the world. In Marist College classrooms and laboratories, instruction and research have taken on the look of the 21st century.

Over 700 graduate students are currently pursuing graduate studies at Marist College. While the majority of these students are Hudson Valley professionals seeking to enhance current skills or develop new areas of expertise, Marist's inception of New York State's first online MBA program has greatly expanded the reach of the Marist graduate community. Graduates from as far away as Europe, India, and China now count themselves as members of the Marist College family.

# The Marist College Faculty

Dedicated to the intellectual and professional development of its students, the Marist College faculty is comprised of highly experienced and credentialed educators, many of whom are highly skilled professionals with practical hands-on experience in corporate, government, not-for-profit and community settings. Faculty regularly take part in research, publishing and consulting, and are frequently called upon by various organizations and institutions for their expertise in their given academic areas. However, it is in their long-standing commitment to excellence in teaching that the Marist College 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 learning process. Through the use of this multi-dimensional teaching model, learning occurs not only from faculty, but also from fellow students who bring a wide range of relevant experiences to the classroom.

Marist College recognizes the competing needs of adult students who must often balance career, home life, and graduate studies. To help students meet this challenge Marist offers the convenience of evening classes, online classes, as well as a choice of campus locations. Graduate courses are offered not only on the main campus in Poughkeepsie, but at the Marist Fishkill Center, Goshen Center, and several additional satellite locations. Classes generally meet one night per week, thus enabling working adults to pursue their graduate degree with minimal disruption to their personal life. At the same time, part-time students may 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.

# Course Scheduling and Delivery

On-Site Graduate classes normally meet one evening per week (Monday through Thursday evenings) either at the Marist College main campus of in Poughkeepsie or at the Fishkill or Goshen Extension Centers. For the convenience of commuters, classes begin at 6:30 p.m. Two fifteen week semesters are offered during the fall and spring terms as well as a shortened summer session.

On-line classes are accessible 24 hours per day and scheduled in eight-week segments. On-line classes are generally taken sequentially, thus enabling the student to complete 6 credit hours of graduate work per semester.

# 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 Schools. The College is accredited by the United States Department of

Justice for the training of foreign students, has the approval of the NY 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 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.

# Academic Facilities

### THE MARIST COLLEGE LIBRARY

Marist's newly constructed, state-of-the-art library is the architectural focal point of the Marist College campus. Completed in the fall of 1999, the Library overlooks the campus green and the Hudson River.

The first floor of this 83,000 square foot structure holds the library's circulating collection and its archives, which include special collections of distinctive resources. The second level features the main reading room, as well as circulation and reference areas and the periodicals collection. The third floor houses electronic classrooms, a mulimedia language lab and centers for multimedia content development. It is also home to a suite of collaborative student services including the Office of International Education, the Academic Learning Center, the Writing Center, the Higher Education Opportunity Program, and the Center for Career Services, reflecting the emerging role of libraries in higher education as collaborative learning centers.

The library collection includes more than 165,000 book and periodical volumes. Current periodical subscriptions exceed 4,800 titles. More than 4,100 videocassettes and videodisks on a variety of topics are also available. The library is open an average of 94 hours a week during the semester. During exam periods, it remains open for extended hours.

The Marist College Library has long been an innovator in developing and implementing computerized information resources and information literacy program. The MERIT electronic reserve room, developed in conjunction with IBM, provides students with online access to reserve materials in any format — print, audio, video — and from several locations on campus. The Library was an early leader in providing online access to full-text periodical articles and has continued to expand and upgrade access to journal literature through its Web page and remote database access RDA program. The Web page and RDA make approximately 4,000 periodical and index titles electronically accessible from campus labs.

### THE MARGARET M. AND CHARLES H. DYSON CENTER

The Dyson Center houses Marist's School of Graduate and Continuing Education, School of Management, School of Social and Behavioral Science, the Graduate Center of Public Policy and Administration, and the Marist Bureau of Economic Research. The Dyson 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, the media lab for business development, 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 School of Communications and the Arts, and the School of Computer Science and Mathematics. Recognizing the profound impact of computer technology on the communications industry, Marist designed the Lowell Thomas Center to provide students with a state-of-the-art environment that enables them to engage in these interacting disciplines. The Center houses four state-of-the-art computer classrooms, 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 in 1989-91, 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.

## Marist Extension Centers

### MARIST'S FISHKILL & 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, Psychology, School Psychology, Teacher Education and Information Systems at its extension centers in Fishkill and Goshen, New York.

The Fishkill Center, Marist's newest facility, provides 10,500 square foot of classrooms, conference rooms and lab space in the Westage Business and Professional Center located at the intersections of Interstate 84 and Route 9, in Fishkill, New York. Students may access the Marist College mainframe and the College's library resources from the site. Credit courses at both the graduate and the undergraduate

level, business seminars and non-credit courses are offered at the Center. For additional information call (914) 897-9648.

The College's Goshen 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 Goshen Center, call (914) 294-6900.

# Student Facilities & Services

### COMPUTER LABS AND INFORMATION SERVICES

Several computer labs are available for student use in Lowell Thomas, Dyson Center, and Donnelly Hall. Donnelly 258 is dedicated to drop-in use. Lowell Thomas 126, and Dyson 386 are available for drop in use when not being used for class instruction as is the daVinci lab in Donnelly. Computer Science students also have access to departmental labs with multimedia machines, LANs under Novell Operating Systems, and RISC 6000 for graphics support. Information Technology is located in Donnelly Hall, Room 258. Help Desk staff are available from 8:30 is to 5:00 pm, Monday through Friday. For information regarding system availability and programming languages, call the Status phone at 575-3240 or ext. 3240.

### SAFETY AND SECURITY

The Office of Safety and Security provides 24-hour, seven-day-a-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. The office is located in Donnelly Hall, Room 201, and can be reached by calling 575-3000, extension 2282, or 471-1822.

### PARKING PERMITS

Parking on campus is limited to vehicles 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 COLLEGE BOOKSTORE

The Marist College bookstore is located on the lower level of the Student Center. During the academic year, the bookstore is open 7 days per week.

## THE STUDENT CENTER

The Student Center is a glass domed, three-level facility which includes the bookstore, a multimedia classroom, a student cafe, a health services clinic, the bookstore, a game room and lounge areas. The Center's Nelly Goletti Theater, dedicated in 1995, is also located in the Student Center and is the site of student theatrical productions and concerts as well as presentations by noted speakers.

## ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities to support an extensive intramural program and an 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 semester's membership to the McCann Center should contact the Office of the Director of Athletics at 575-3000, extension 2304, for information about special student rates.

## THE CENTER FOR CAREER DEVELOPMENT AND FIELD EXPERIENCE

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:

- Individual Career Counseling
- Interest Inventory & Personality Type Assessment
- Resume Information & Critiques
- Assistance With Job Search Correspondence
- Annual Career Fairs
- On-campus Interview Program
- A Resume Referral Service
- Employer Information & 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.

# Admission to Graduate Programs

Marist's graduate programs are designed to accommodate individuals from a variety of academic and professional backgrounds. A baccalaureate degree is required for admission to graduate study, however, most programs do not require that the degree be in a related field of study. A completed application, non-refundable $30 application fee, and official transcripts from all undergraduate and graduate institutions attended, including transfer credits, are required for application to all graduate programs. Additional academic documentation and prerequisite requirements vary by program, and are outlined under the respective program descriptions contained in this Graduate Catalog.

Admissions applications are accepted on a year-round basis. Students are admitted for all terms — fall, spring and summer. Prospective students wishing to discuss their plans for graduate study are encouraged to contact the Director of Graduate Admissions to schedule an appointment.

All applications and correspondence regarding graduate study should be addressed to:

Director of Graduate Admissions
School of Graduate & Continuing Education
Marist College
Poughkeepsie, New York 12601-1387

Admissions decisions 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 is an equal opportunity institution. 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.

# School of Graduate and Continuing Education Administration and Staff

H. Griffin Walling, *Dean*
Eileen N. Bull, *Assistant Dean*
Jean A. Theobald, *Director of Graduate Admissions*
Joanne Geisel, *Director, Goshen Extension Center*
Joan Giewat, *Director, Fishkill Extension Center*
Bob Chiefo, *Director, Cyber Skills Institute*
Elizabeth Carl, *Paralegal Coordinator*
Janet M. Kass, *Coordinator, Adult Programs, Fishkill*
Marguerite Adams, *Coordinator, Adult Programs, Goshen*
Madeline Torres-Diaz, *Evening Coordinator, Goshen*
Carol Hayter-Bomba, *Academic Advisor*
Patricia Wood, *Office Manager*
Kathy Beck, *Administrative Secretary*
Ruth Ann Francese, *Administrative Secretary*
Eileen Comerford, *Secretary*
Jeri Murray, *Secretary*
Pamela Oloffson, *Secretary*

*telephone:* **(914) 575-3800**
*toll free:* **(888) 877-7900**
*fax:* **(914) 575-3640**
*e-mail:* **Graduate@Marist.edu**
*website:* **www.Marist.edu/graduate**

# 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 12 months of age, physician documentation of measles disease or a blood test showing immunity;
- Mumps: one dose of live mumps vaccine administered after 12 months of age, physician documentation of mumps or a blood test showing immunity;
- Rubella: one dose of live rubella vaccine administered after 12 months of age or a blood test showing immunity.

For more information regarding immunization please contact:

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

# Application 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.
- submit official test results of the TOEFL and TWE .
- submit documentation stating that the student has 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 U.S. dollars, be signed by an official representative of the bank or financial institution, and bear the appropriate seal.

Estimated costs for international students for the 1999/01 academic year include: tuition — US $10,650; room and board — US $3,900; books and supplies — US $600; personal expenses — US $1,200. Living expenses are estimated.

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. Additionally, 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.

**Language Proficiency**

All applicants whose primary language is not English must demonstrate English language proficiency.

- 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.

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.

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

**Office of International Education**
**Marist College**
**Poughkeepsie, New York 12601-1387**

*telephone:* **(914) 575-3330**
*fax:* **(914) 471-6213**
*e-mail:* **International@Marist.edu**

# Tuition and Fees

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. Graduate Tuition and Fees are charged according to the following schedule.

### GRADUATE TUITION AND FEES 1999-00

Tuition (per credit hour 1999–2000 academic year) ..... .$436.

Registration and College Service Fee (non-refundable) ..... .$30.
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 (non-refundable) ..... .$30.

Matriculation Fee (non-refundable) ..... $30.
This fee is payable immediately upon the student's acceptance and registration for a degree program.

Maintenance of Matriculation Fee (non-refundable) ..... .$15.
This fee is to be paid to maintain a matriculated status during any semester in which the candidate for a degree is on an official leave of absence.

Reinstatement Fee (non-refundable) ..... .$30.
This fee is to be paid by a student who has withdrawn from the program but has applied for and received, re-admission into the program.

Thesis Fee ..... .$30.

Transcript Fee (payable at time of request) ..... .$3.

Audit fee (tuition per credit hour, 1999–2000 academic year) ..... .$145.

*For additional information regarding Auditing, please see the policy on page 24.*

# Payment Options

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

### TUITION REIMBURSEMENT

Students eligible for tuition reimbursement from their employers may, with the appropriate documentation, defer payment until after the conclusion of the semester. First time graduate students must supply the Office of Student Accounts with documentation from their employers verifying their reimbursement eligibility. Upon

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

### FINANCIAL AID RECIPIENTS

Graduate students may 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.

# Financial Aid

Financing graduate study is a major concern for many people. In addition to traditional sources — personal income, savings and family/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 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 (3-6 credits) MBA students. Management Scholarships of $250 per three-credit course are 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 newly matriculated 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.

### McCann Fellowships

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 (3-6 credits) 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

Graduate Assistantships are awarded on a competitive basis to full-time (9 credits) students. Assistants work with faculty and staff, performing administrative, research, and other duties such as monitoring labs, tutoring, and assisting in organizing student activities.

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.

## 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: (1) Financial Aid Transcripts from all prior undergraduate and graduate institutions (even if no aid was received) and (2) signed photocopies of the student's and/or spouse's Federal Income Tax Returns.

**PLEASE NOTE:** Marist College defines academic full-time study for graduate programs as a nine or more credit workload. However, this should not be confused with the Federal and State financial aid definition of full-time study which is a 12 credit workload or higher.

### Marist Graduate Grant

A limited number of grants for full-time graduate study (9-credits or more) are awarded each year. Awards 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 9 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 $1000 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 (12 credits) graduate student will work 10-20 hours per week, and may earn up to $4,200 per academic year.

### New York State Tuition Assistance Program (TAP)

Available to full-time (12 credits) 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 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 (12 credits) may defer the principal but are required to make interest payments. Part-time students must begin repayment immediately. **PLEASE NOTE:** Students may borrow up to $18,500 not to exceed the cost of attendance.

### PRIVATE 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, at (914) 575-3230.

## Graduate Academic Policies

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.

### REGISTRATION AND COURSE WITHDRAWALS

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

### 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 OR VISITING STUDENT STATUS

Individuals who have not been admitted to a Marist College degree program may enroll for graduate courses on a non-matriculated basis provided that they make full application and receive the permission of the graduate program director. Non-matriculated students must pay the appropriate tuition and fees. Graduate students may take up to nine credits on a non-matriculated basis (at the discretion of the

appropriate Graduate Director). 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 nine credits can be applied toward the degree using courses taken while in visiting or non-matriculated status.

Students may also 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 or 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 or her program director for an official leave of absence. Interruption of study beyond one year will require a student to re-apply for admission to the program.

## RE-ADMISSION

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

## DEFINITION OF FULL-TIME AND PART-TIME STUDY

A matriculated student must register for a minimum of 9 credit hours to be defined as full-time. Students registered for fewer than nine credits are considered part-time. Please note: for Federal and State financial aid purposes full-time study is defined as a minimum of 12 credit hours.

## ACADEMIC STANDING

The maintenance of a minimum cumulative grade point average (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 | 4.0 quality points for each semester hour of credit. |
| A– | 3.7 quality points for each semester hour of credit. |
| B+ | 3.3 quality points for each semester hour of credit. |
| B | 3.0 quality points for each semester hour of credit. |
| B– | 2.7 quality points for each semester hour of credit |
| C+ | 2.3 quality points for each semester hour of credit |
| C | 2.0 quality points for each semester hour of credit. |
| 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.

## AUDITING

Individuals who have completed a bachelor's degree from an accredited institution are permitted to audit a graduate course provided that they have met all the course prerequisites, obtained permission from the course instructor and graduate program director, and submitted an application for graduate study.

Auditors are not required to take exams, submit papers, or participate in team exercises. Current Marist College graduate students are not permitted to audit a required course in their graduate program. Tuition for auditing a course is one-third of the normal tuition cost. Marist College alumni may audit one course at no cost.

## TRANSFER CREDITS

Credit for graduate work completed at other graduate schools will be determined by each graduate program director. Please refer to the appropriate program section for information regarding transfer policy

## 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.

## COURSE CANCELLATIONS

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

*Marist College does not discriminate in the admissions process or in the awarding of financial aid on the basis of race, color, sex, religion or disability.*

*Marist College reserves the right to make program, regulation, date, and fee changes at any time without prior notice. The college strives to assure the accuracy of the information in this catalog at the time of publication. However, certain statements contained in this catalog may change.*

# The Graduate Program in Business Administration M.B.A.

**PROGRAM DIRECTOR**
**Siamack Shojai, Ph.D.**
**(914) 575- 3225**
**siamack.shojai@marist.edu**

## 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 academic backgrounds and professional experience.

Specific program objectives to achieve this mission are:

- to ensure an understanding of the basic functions of management and how organizations relate structures and strategy to achieving missions and goals, and to provide opportunity for 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 Marist MBA program provides a high quality, broad-based graduate business education emphasizing the application of theory to management practice and the use of technology to enhance student learning. The advanced management expertise acquired during one's MBA studies is applicable to private, not-for-profit, and public

sector management. MBA courses are taught by predominantly full-time, terminally qualified faculty many of whom have significant management experience. In addition, the faculty is dedicated to providing significant faculty-student interaction as an important component of all our MBA courses. MBA students complete their studies in a "capstone" course that integrates the various functions of an organization into a strategic, total management perspective. This integration better prepares graduates to meet the demands of an increasingly complex, competitive, and rapidly changing business environment.

Marist's MBA program provides a dynamic, highly interactive educational environment that cultivates managers capable of effective decision making in today's complex business world. This is achieved by attracting 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.

## CONVENIENCE AND FLEXIBILITY

At Marist, students can take their MBA courses either in class or on-line. Classroom-based courses are offered both on campus and at the Fishkill Extension Center. To enhance the program's convenience and flexibility and to provide an opportunity for graduate business study to individuals unable to conveniently attend classes on a regular basis, Marist began offering the MBA degree on the World Wide Web in January 1999. The Marist MBA program is the first to receive the New York State Education Department's approval to offer an entire MBA degree program on-line. With this new opportunity, which we call the on-line MBA, students can now take all their MBA courses either in a traditional classroom setting, on-line via the World Wide Web, or in the blend of in-class and on-line classes that best meets their needs. Taking classes on-line requires nothing more than access to the Internet.

The School of Management at Marist College has offered a Masters of Business Administration (MBA) degree since 1972. Designed primarily as a part-time program for working adults, the Marist MBA program celebrated twenty-five years of graduate education in 1997.

## ADMISSIONS REQUIREMENTS

An applicant's overall scholastic record and potential for success in graduate business studies 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 professional achievement and growth. The merits of each applicant's credentials are evaluated on an individual basis.

All MBA students are expected to have adequate competencies in basic math skills through college algebra and basic computer skills including the use of spread-

sheet and word processing software. Students who consider themselves deficient in these basic areas can use self-study to improve or take basic skills courses at Marist, a local community college, or other college locations.

## APPLICATION PROCESS

In addition to the application materials listed on page 13, applicants to the MBA program must submit:

- A current resume or a written statement describing their work history and present responsibilities.
- Normally, an official score report of the Graduate Management Admission Test (GMAT)is required. You must specify on the GMAT application that your GMAT score be sent to Marist College. Marist's report code is 2400. Note: Applicants holding a graduate degree from an accredited college or university are not required to take the GMAT. Applicants with substantial graduate credits earned with a B or better and applicants with extensive professional experience, 10 years or more, may not be required to take the GMAT. Please contact the MBA Program Director to discuss your situation.

Informational booklets concerning the GMAT can be obtained from the Office of Graduate Admission or you may contact Educational Testing Services directly at: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103. (www.gmat.org)

The GMAT is now administered as a computer-adaptive test and is offered almost anytime throughout the year at over 400 computer-based testing sites. Thus, taking the GMAT has become very convenient. Applicants are strongly encouraged to utilize commonly available study guides to prepare for taking the exam. Failure to do so may result in scores unacceptable for admission to the program.

All of the above material must be received before an applicant can be admitted as a fully matriculated student in the MBA program. However, a student who does not have time to fully complete his/her requirements for admission prior to the start of a semester may be able to begin MBA classes on a non-matriculated basis. Minimally, the applicant must present a completed application form, pay the application fee, and have all transcripts of all previous college work in the Graduate Office at least two weeks before the start of the semester. Students are limited to six credits as a non-matriculated student. Usually this situation occurs when a student has not been able to take the GMAT in sufficient time in advance of the semester start date. Taking classes as a non-matriculated student does not guarantee admission to the MBA program as a matriculated, degree-seeking student.

## TRANSFER CREDITS

The MBA program requires as few as thirty credit hours, with a maximum of 51 credit hours for the degree. As many as 21 credits of foundation course work may be waived at the discretion of the program director on the basis of the student's prior graduate or undergraduate study. Transfer credits are not applicable to foundation course work. Instead, particular foundation requirements are waived on the basis of prior study.

Transfer of credits into the MBA program requires the prior approval of the MBA Program Director. At the discretion of the MBA Program director, up to six graduate credits can be transferred from a regionally accredited graduate business program to satisfy graduate core and/or elective requirements. Criteria considered in awarding transfer credit include the grade received (must be B or higher), the level of the course in the graduate program at which it was taken, the content of the course, the term length and credits awarded. In addition, in the case of required, core courses, transfer credit is awarded only if the course is substantially equivalent to the Marist course requirement.

## MBA PROGRAM OVERVIEW

There are three components of the Marist MBA program:

- Foundations for Management Study
  (0-21 credits waivable depending upon academic background)
- The MBA Required Core (18 credits)
- Electives in Professional Areas (12 credits)

The Marist MBA degree program requires a minimum of 30 credits of graduate study. The program is designed and courses scheduled to insure that students can complete their degree requirements in as little as two years if they are able to take two courses each semester and one course each summer. Depending on your prior education in business you may need up to 21 additional credits of foundation courses.

Upon admission to MBA studies, each student receives an individually designed Plan of Study indicating the courses that must be successfully completed to qualify for their degree. These 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.

### Foundations for Management Study (0-21 credits)

The MBA foundation consists of graduate level courses carefully designed to provide the academic background required for the core and elective classes. Normally, this requirement is satisfied if an applicant has performed well in an undergraduate business degree program or in undergraduate or graduate course equivalents from approved business programs. Upon admission to the MBA program, a student's previous academic coursework will be evaluated and waivers of foundation course

requirements will be considered on a case-by-case basis. As many as 21 credits of foundation course work may be waived at the discretion of the program director on the basis of the student's prior graduate or undergraduate study.

MBA core and elective courses assume a 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 foundation course(s), should refresh their knowledge before proceeding to core or elective courses.

Credits earned in these foundation courses or their equivalents are not applicable to the 30 credits required for the graduate degree and ideally should be completed prior to taking MBA core courses or electives. To provide flexibility and convenience, students who must complete one or more foundation courses have a variety of options to consider. Foundation courses can be satisfied by completing the required course at Marist College, at other approved institutions, electronically, or through self-study and test-out. The MBA program director will discuss these various options in greater detail when you are admitted to the MBA program.

### The MBA Required Core (18 credits)

The MBA core develops managerial skill and exposes students to current trends and concepts at the forefront of management thought. The courses attempt to get you to think broadly and to look at the company as a whole. The required core is dynamic and continues to change as the needs of management and the business community evolve. The Strategic Management seminar is the program's capstone course. This course is designed to develop an executive level, strategic management perspective and to integrate previous knowledge. All MBA core courses are required for the MBA degree.

### Electives in Professional Areas (12 credits)

The required 12 credits of electives allow a student to concentrate in a specific area or may be taken in several areas of interest, whichever is most consistent with professional objectives. Electives are intended to be a dynamic part of the MBA program therefore, students may expect continuous changes to the list of elective offerings.

## COURSE SCHEDULING AND DELIVERY

### On-Site Classes

Marist's MBA is designed to enable the student to complete the 30 credit program within two years. In order to do so, the student would take two classes concurrently two nights per week during the fall and spring terms, and one class during the summer session.

### Online Classes

The rapid expansion of internet access and capability, as well as advancements in educational software have made it possible to create a stimulating, highly interactive learning environment on-line.

Online classes are eight weeks in length and are taken sequentially, not concurrently. Therefore, if a student takes two eight-week courses sequentially each semester and one course during the summer they can finish the 30-credit degree program in two years.

## MANAGEMENT ASSISTANTSHIPS

Graduate Assistantships are available for full-time students and are awarded on a competitive basis. 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 20 hours of work per week.

## SCHOOL OF MANAGEMENT ADVISORY COUNCIL

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, CS First Boston Corporation*

Mary Beth Colucci, *President, LaBurnam Marketing Partners*

Michael DiTullo, *President, Mid-Hudson Pattern for Progress*

James Duncan, *Exec.Vice President, Comdisco, Inc.*

Marsha Gordon, *President & CEO, MetroPool*

David Grein, *Senior VP/CFO (retired) Thomas J. Lipton, Inc.*

Stanley Grubel, *Chair, Chief Executive Officer, MiCRUS*

Christopher McCann, *Vice President, 800 Flowers*

Frank J. Minerva, *Senior Vice President, PaineWebber, Inc.*

William Moran, *Senior Vice President, Chase Manhattan Bank*

Sara Pettes-McWilliams, *Vice President, Abbott Smith Associates*

David Schempp, *Vice President, Chemprene, Inc.*

Pierce Smith, *Consultant, Pierce R. Smith Associates*

Roger Smith, *President, Pawling Corporation*

Thomas Troland, *Director of Development, Meredith Corporation*

Gerald Weinstein, *Exec. VP/Creative Director, Medicus Communications*

## MBA COURSE REQUIREMENTS & CREDITS

### Foundation Courses (21 credits-waivable)

| | | |
|---|---|---|
| MBA 501 | Legal Environment of Business | 3 credits |
| MBA 515 | Economics Foundations | 3 credits |
| MBA 525 | Marketing Foundations | 3 credits |
| MBA 535 | Analytical Tools for Decision-Making | 3 credits |
| MBA 545 | Accounting Foundations | 3 credits |
| MBA 555 | Management Foundations | 3 credits |
| MBA 575 | Finance Foundations | 3 credits |
| | | TOTAL: 21 credits |

### Graduate Core (18 credits required)

| | | |
|---|---|---|
| MBA 610 | Global Environment of Business | 3 credits |
| MBA 621 | Strategic Marketing Planning | 3 credits |
| MBA 635 | Business Analysis for Effective Decision Making | 3 credits |
| MBA 654 | Managing Organizational Change | 3 credits |
| MBA 671 | Corporate Financial Theory | 3 credits |
| MBA 801 | Strategic Management (Capstone course) | 3 credits |
| | | TOTAL: 18 credits |

### Electives (12 credits required)

Electives in Business Administration

| | | |
|---|---|---|
| MBA 612 | Managerial Economics | 3 credits |
| MBA 622 | Industrial/International Marketing | 3 credits |
| MBA 641 | Management Accounting | 3 credits |
| MBA 642 | Auditing | 3 credits |
| MBA 643 | Federal Income Taxation | 3 credits |
| MBA 652 | Labor Economics & Wage Payment Systems | 3 credits |
| MBA 653 | Management and Collective Bargaining | 3 credits |
| MBA 661 | Quality Management in Operations | 3 credits |
| MBA 672 | Financial Markets and Institutions | 3 credits |
| MBA 673 | Investment Analysis and Portfolio Theory | 3 credits |
| MBA 681 | U.S. Health Care Policies and Systems | 3 credits |
| MBA 682 | Ethical & Legal Issues in Healthcare | 3 credits |
| MBA 683 | Critical Issues in Healthcare Operations | 3 credits |

Electives in Information Systems

| | | |
|---|---|---|
| MSCS 527 | Systems & Information Concepts in Organizations | 3 credits |
| MSCS 537 | Data Management | 3 credits |
| MSCS 647 | Information Analysis | 3 credits |
| MSCS 657 | Systems Design | 3 credits |
| | | TOTAL: 12 credits |

TOTAL for MBA: 51 credits

# Graduate Courses In Business Administration

## FOUNDATION COURSES

MBA 501
**Legal Environment of Business**
*3 credits*
Study of the foundations of the American legal system: basics of contract, agency, forms of business organization law, and consumer safety law; basics of administrative law and practice; regulation of competition; the influence of the structure of business on the morality of the business' behavior; the international legal environment, and currently emerging issues in the legal environment of business.

MBA 515
**Economics Foundations**
*3 credits*
This course introduces students to the study of economics by intensively examining both microeconomic and macroeconomic principles and analysis. Economics is the study of how we, as individuals and a society, can best use scarce resources. Markets determine which resources are used to produce what goods, how many goods will be produced, and who will use them. In addition, the course will examine the performance of the entire U. S. economy and examine its place in the world economy. In doing so, students become familiar with key economic constructs such as GDP, inflation, and unemployment. The course also examines the fundamental causes of economic growth, recessions, expansions, and global economic changes as well as the policy tools available to the government to influence the economy.

MBA 525
**Marketing Foundations**
*3 credits*
Marketing is an exciting field and a key driving force in any successful business enterprise. This course is intended to provide a descriptive view of marketing and marketing management. A primary focus will be to understand the marketing planning process and the decision making required during each step of this process. Although this is an introductory course in marketing, a strong effort is placed on experiential learning and relating the material to applied settings. Class discussions involving current marketing situations and issues are emphasized.

MBA 535
**Analytical Tools For Decision Making**
*3 credits*
A foundation course in the key statistical methods used to analyze data in support of business decisions. Topics included are descriptive statistics, continuous and discrete distributions, sampling and inference, comparisons, hypothesis testing, regression, and other more advanced methods selected by the instructor. Prerequisite: A competency in college level algebra and computer competency is required.

MBA 545
**Accounting Foundations**
*3 credits*
An introductory course covering financial and managerial accounting from a user-perspective. The classifying and recording of business transactions for corporations is emphasized. Also, the concepts of generating, analyzing and using accounting information in the planning and control processes is covered.

MBA 555
**Management Foundations**
*3 credits*
This course is designed to introduce graduate students to the functions of management, contemporary management thought, and individual processes within the context of organizations. Covers the effects of dynamic environments on the practice of management and the design of organizations, as well as the interplay among individuals, groups, and organization life.

MBA 575
**Finance Foundations**
*3 credits*
An introduction to the major topics in managerial finance: valuation, cost of capital, capital budgeting, the financing of investment, and the financial analysis of a corporation.

## CORE COURSES

MBA 610
**Global Environment of Business**
*3 credits*
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**: MBA 555 Management Foundations.

MBA 621
**Strategic Marketing**
*3 credits*
This course develops an understanding of the concepts and techniques of contemporary strategic marketing planning. Major subject areas include: evolution of strategic corporate and marketing planning; the logic of the planning process; product and market analysis; definition of opportunities and threats; strategic selection based on product life-cycle; evaluation of marketing plans by discounted cash flows, net present value method, and internal rate of return method. The use of models to develop marketing strategies will also be examined. The course makes extensive use of the case study method and employs a "learning by doing" approach. **Prerequisites**: MBA 525 Marketing Foundations, MBA 535 Analytical Tools For Decision-Making.

MBA 635
**Business Analysis For Effective Decision-Making**
*3 credits*
This course explores common tools for data analysis and their application to decision-making situations. Topics include regression and correlation, sampling methods, forecasting, decision-making tools, optimization models, heuristic models, and other selected topics. All models will be taught with attention to managerial applications, including case analyses. Course will include heavy computer usage. **Prerequisite**: MBA 535 Analytical Tools For Decision-Making.

MBA 654
**Managing Organizational Change**
*3 credits*
This course is designed to teach graduate students and managers how to facilitate Organization Development — the management discipline aimed at improving organizational, individual, and team effectiveness through planned, systematic interventions and change. Organizational change is positioned as a transformational process that affects people, processes, and structures. Specifically, participants develop awareness of how to recognize and nurture organizational capabilities - the unique way organizations' structures work, builds culture and motivates its citizens, and how to design organizations to leverage their competencies. **Prerequisite**: MBA 555 Management Foundations.

MBA 671
**Corporate Financial Theory & Practice**
*3 credits*
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, and the theory of capital structure, dividend policy, short-term financial management, and financial forecasting. **Prerequisites**: MBA 535 Analytical Tools for Decision-Making, MBA 575 Finance Foundations.

MBA 801
**Strategic Management**
*3 credits*
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, or typically comprehensive computer-oriented management games. These involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research and diagnose in order to make realistic long-range recommendations.

## ELECTIVE COURSES

*(Currently under revision)*

MBA 612
**Managerial Economics**
*3 credits*
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**: MBA 515 Economics Foundations, MBA 535 Analytical Tools for Decision-Making.

MBA 622
**Industrial/International Marketing**
*3 credits*
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 525 Marketing Foundations, MBA 535 Analytical Tools for Decision-Making.

MBA 641
**Management Accounting**
*3 credits*
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. **Prerequisite**: MBA 545 Accounting Foundations.

MBA 642
**Auditing**
*3 credits*
Current auditing standards, practices, and problems are studied, emphasizing the internal auditor's role. The influences of external agencies on auditing approaches are also considered. **Prerequisite**: MBA 545 Accounting Foundations.

MBA 643
**Federal Income Taxation**
*3 credits*
A study of federal income tax laws and regulations affecting management decisions, including corporate mergers, acquisitions and reorganizations, redemptions and liquidations, tax shelters and limited partnerships, closely-held corporations and U.S. taxation of foreign-related transactions. **Prerequisite**: MBA 545 Accounting Foundations.

MBA 652
**Labor Economics & Wage Payment Systems**
*3 credits*
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. **Prerequisites**: MBA 515 Economics Foundations, MBA 555 Management Foundations

MBA 653
**Management & Collective Bargaining**
*3 credits*
Labor as an institution and a political force is examined. Since the labor contract is the cornerstone of the American labor movement, its evolvement through the collective bargaining process is studied. An important element of the course is attention to opportunities for management to be more responsive to worker needs where collective bargaining is not practiced. **Prerequisite**: *MBA 555 Management Foundations*

MBA 661
**Quality Management in Operations**
*3 credits*
Quality management has become both a strategic and a competitive factor in business and has gained increased importance in management. This course is designed to provide an insight into the qualitative and quantitative concepts of quality management with an emphasis on skills in applying the concepts to service and production operations. Topics included concepts and schools of thought of TQM, tools of quality improvement, methods of quality assurance, quality methods in design and project management practices. **Prerequisite**: MBA 535 Analytical Tools for Decision-Making

MBA 672
**Financial Markets and Institutions**
*3 credits*
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. **Prerequisite**: MBA 515 Economics Foundations, MBA 575 Finance Foundations

MBA 673
**Investment Analysis**
*3 credits*
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**: MBA 535 Analytical Tools for Decision-Making, MBA 575 Finance Foundations.

MBA 681
**US Health Care Policies and Systems**
*3 credits*
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. **Prerequisite**: MBA 555 Management Foundations.

MBA 682
**Ethical & Legal Issues in Healthcare**
*3 credits*
This course equips the student with a fundamental knowledge of the legal system as it relates to health care institutions. It provides an opportunity to integrate this understanding into the moral and ethical realities in the field of health care administration. The course examines the function of the U.S. legal system as it affects the health care setting: tort law, contract law and administrative law. It identifies and examines the responsibilities, liabilities, and immunities of each element of the health care provider system along with the ethical dilemmas involved. Finally, the course will analyze the legal and ethical rights of the patient as a

consumer of health care, the patient's right to informed consent and confidentiality, and the issue of involuntary commitment. Medical legal/ethical issues will be interwoven throughout the course. **Prerequisites**: MBA 501 Legal Environment of Business, MBA 555 Management Foundations.

MBA 683
**Critical Issues in Healthcare**
*3 credits*
This course provides an in-depth examination of some of the critical issues in operations facing health care providers in today's society. Topics discussed include such issues as: the impact of the AIDS crisis on providers and consumers; the prospective pricing system and the DRG's impact on access, quality of care and the operating margins of provider organizations; the role of competition and regulation in containing costs; recruitment and retention of professionals; the for-profit markets' impact on the delivery system; the rationing of health care, and strategies for intervention. **Prerequisite**: MBA 555 Management Foundations.

MSCS 527
**Systems & Information Concepts in Organizations**
*3 credits*
An identification and basic exploration of the systems point of view, the organization of a system, information, flows 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 s made between management information systems and decision support systems. Team exercises and multiple case problems are used.

MSCS 537
**Data Management**
*3 Credits*
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. Fall and Spring semesters. (Spring semester recommended.) **Prerequisites**: MSCS 500 Fundamentals of Object Oriented Programming(C++) **OR** its equivalent strongly recommended MSCS 527 Systems and Information Concepts in Organizations **OR** MSCM 528 and MSCM 529.

MSCS 647
**Information Analysis**
*3 Credits*
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. Offered Fall and Spring. **Prerequisites**: MSCS 527 Systems and Information Concepts in Organizations **OR** MSCM 528 and MSCM 529 MSCS 537 Data Management.

MSCS 657
**Systems Design**
*3 Credits*
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. Fall and Spring semesters. **Prerequisite**: MSCS 647 Information Analysis.

# Business Administration Faculty

**KAVOUS ARDALAN** Associate Professor of Finance, 1998.
*Degrees:* B.A., National University of Iran; M.A., Ph.D., University of California, Santa Barbara; Ph.D., York University, Toronto, Canada

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

**GEOFFREY A. BLACK** Assistant Professor of Economics, 1995. *Degrees:* B.S., University of the Pacific; M.S., Montana State University; Ph.D., University of Washington

**WILLIAM S. BROWN** Assistant Professor of Management, 1999. *Degrees:* B.A., Fairleigh Dickenson University; M.A., Montclair State University; M.B.A., Fairleigh Dickenson University; Ph.D.,University of Pittsburgh

**DAN W. COOPER** Assistant Professor of Finance. *Degrees:* B.A., Gonzaga University; Ph.D.,Washington State University

**ANN E. DAVIS** Assistant Professor of Economics, 1981. Director, Bureau of Economic Research; *Degrees:* B.A., Barnard College; M.A., Northeastern University; Ph.D., Boston College

**PAUL J. DONADIO** Associate Professor of Accounting, 1995. *Degrees:* B.S., SUNY Albany; M.S., SUNY Albany; Ph.D., University of Colorado

**G. SCOTT ERICKSON** Assistant Professor of Marketing. *Degrees:* B.A., Haverford College; M.B.A., Southern Methodist University; M.I.M., American Graduate School of International Mgt.; Ph.D., Lehigh University

**LINDA FORBES** Assistant Professor of Management, 1998. *Degrees:* B.S., Rollins College; M.A., University of South Florida; Ph.D., University of South Florida

**THOMAS W. FOREHAND** Visiting Assistant Professor of Accounting, 1984.
*Degrees:* B.S., Syracuse University; M.B.A., Leihigh University; C.P.A., New York University

**ROBERT J. GROSSMAN** Professor of Business, 1983. *Degrees:* B.A., Hobart College; J.D., SUNY Buffalo Law School; L.L.M., New York University School of Law

**CHESTER KOBOS** Assistant Professor of Finance, 1982. *Degrees:* B.A., Canisius College; M.A., Fordham University; M.B.A., New York University; Ph.D., Fordham University

**RICHARD J. MCGOVERN** Associate Professor of Mathematics, 1985.
*Degrees:* B.A., FordhamUniversity; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania

**EUGENE H. MELAN** Distinguished Professor of Business, 1979.
*Degrees:* A.B., New YorkUniversity M.S., New York University; M.S.I.A., Union College

**JOHN F. MORLEY** Assistant Professor of Economics, 1995. *Degrees:* A.B., Harvard University; Ph.D., Yale University

**VERNON Q. MURRAY** Assistant Professor of Marketing, 1993. *Degrees:* B.A., CUNY Queens College; M.B.A., Michigan State University; Ph.D., University of Alabama

**PREMA NAKRA** Associate Professor of Marketing, 1984. *Degrees:* B.A., Government Degree College, India; M.A., Christian College, India; M.B.A., Pace University; Ph.D., Vikram University, India

**BILLY NG** Assistant Professor of Business, 1993. *Degrees:* B.S., National University, Singapore; M.B.A., Arizona State University; Ph.D., Arizona State University

**CAROLINE V. RIDER, ESQ.** Associate Professor of Business, 1984. *Degrees:* B.A., Smith College; J.D., New York University School of Law

**HELEN N. ROTHBERG** Assistant Professor of Management, 1995. *Degrees:* B.A., CUNY Queens College; M.B.A., CUNY Baruch College; M. Phil., CUNY Graduate Center; Ph.D., CUNY Graduate Center

**SIAMACK SHOJAI** Professor of Economics, 1999. Assistant Dean, School of Management; Director, MBA Program; *Degrees:* B. A., College of Insurance, Tehran, Iran., MBA Iona College; Ph D., Fordham University

**GREGORY J. TULLY** Associate Professor of Accounting, 1996. *Degrees:* A.B., Georgetown University; Ph.D., University of California, Berkeley

**ROBERT J. WALSH** Assistant Professor of Accounting, 1997. *Degrees:* B.B.A, University of Notre Dame; M.B.A. University of Notre Dame; M.S., Penn State University; M.A., Ph.D., University of Notre Dame; C.P.A., Michigan and Florida

**STEVEN B. WOLFF** Assistant Professor of Management, 1998. *Degrees:* B.S.E.E., Stevens Institute of Technology; M.S.E.E., Northeastern University; M.B.A., Babson College; D.B.A., Boston University

# The Graduate Program in Public Administration M.P.A.

**PROGRAM DIRECTOR**
**Margaret Feldman, MPA**
**(914) 575-3343**
**jwrd@maristb.marist.edu**

## MISSION AND OBJECTIVES

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.

## APPLICATION PROCESS

The Admissions Committee will review applications of students regardless of their undergraduate major. The overall scholastic record and potential of the applicant are assessed along with achievement on the Graduate Records Examination (GRE) and prior work experience. Students without prior work experience in an administrative capacity will be required to satisfy this condition through an internship.

In addition to submitting the application materials listed on page 13, applicants to the MPA program must submit:

- Official GRE scores

  **NOTE:** The GRE is waived for candidates with a cumulative GPA of 3.20 or better 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 below). Candidates with a cumulative GPA below 2.59 will not be accepted into the MPA program unless they take the GRE, obtain a satisfactory score and meet all other matriculation requirements. Candidates below 2.59 who satisfy the above criteria will be admitted on a non-matriculated basis (see below).

- 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 42 credit hours for graduation.

- 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).

Candidates will also be evaluated on the basis of a satisfactory interview and essay demonstrating competency in verbal and written expression and conceptual processes.

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 basic computer applications word processing, spreadsheets and internet use.

## DEGREE REQUIREMENTS

To qualify for the MPA degree, a student must complete 39 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 pre-requisite, 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 resources 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

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.

## GRADUATE ASSISTANTSHIPS

Graduate Assistantships are available to full-time students and are awarded on a competitive basis. 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 20 hours of work per week.

## MPA PROGRAM 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 and Policy
MPA 506 Administrative Law
MPA 515 Information Technology for Public Administration
MPA 516 Research Methods and Statistics for Public Administration
MPA 513 Program Planning and 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 Administration (6 Credits)**

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

**Financial Analysis in the Public Sector (6 Credits)**

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

**Health Services Administration (6 Credits)**

MPA 681 U.S. Health Care Policies and Systems, or
MPA 682 Ethical and 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 and Cases in Human Services Administration

**Personnel/Human Resource Management (6 Credits)**

MPA 550 Human Behavior in Organizations
MBA 653 Management and Collective Bargaining
MBA 654 Managing Organizational Change

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

**Elective (3 Credits)**

Generally scheduled in special interest areas, e.g., leadership, organization and its environment, nonprofit management. Additional (3 Credits)MPA 660 Internship.

# Graduate Courses in Public Administration

## CORE COURSES

MPA 500
**Introduction to Public Administration**
*3 Credits*
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
**Politics and Policy**
*3 Credits*
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
**Public Budgeting**
*3 Credits*
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
**Administration Law**
*3 Credits*
This course involves the study of the legal framework of public administration. Basic principles of constitutional law and the institutions of American government are reviewed. The development of the administrative agency as a contemporary legal and social phenomenon and its relationship to other branches of government are considered. The structure of an administrative agency, its jurisdiction, powers, processes and accountability are analyzed. Fall semester.

MPA 513
**Program Planning and Evaluation**
*3 Credits*
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
**Economics in the Public Sector**
*3 Credits*
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
**Information Technology for Public Administration**
*3 Credits*
Focus is on what an individual in a managerial position should know about information technology. 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. Spring semester.

MPA 516
**Research Methods and Statistics for Public Administration**
*3 Credits*
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. A computer program such as Microsoft Excel is used to gain an understanding of important statistical applications. Fall and Spring semester as needed.

MPA 551
**Management in Public Organizations**
*3 Credits*
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. Spring semesters as needed.

## SUB-FIELD COURSES

### Criminal Justice Administration

MPA 509
**Principles and Processes of Criminal Justice Administration**
*3 Credits*
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
**Practices and Problems of Criminal Justice Administration**
*3 Credits*
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
**Fund Accounting and Fiscal Controls**
*3 Credits*
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
**Public Sector Financial Analysis**
*3 Credits*
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 and Fiscal Controls.

## Health Services Administration

MPA 681
**U.S. Health Care Policies and Systems**
*3 Credits*
This course is an extensive introduction to health care delivery systems, with special emphasis on the American system of health care and its major issues and challenges. The course describes in practical terms the institutional and social forces affecting the delivery and management of health care. It explores the dynamics of health care institutions such as hospitals, nursing homes and ambulatory care facilities that shape the delivery of health care. National trends in finance and cost delivery, and the role of government are analyzed and compared to similar trends developing in other industrialized countries. **Prerequisite**: MPA 500 Introduction to Public Administration.

MPA 682
**Ethical and Legal Issues in Health Care**
*3 Credits*
This course equips the student with a fundamental knowledge of the legal and ethical systems as they relate to health care institutions. It identifies and examines the responsibilities and liabilities associated with 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 500 Introduction to Public Administration.

MPA 683
**Critical Issues in Health Care Operation**
*3 Credits*
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 500 Introduction to Public Administration.

## Human Services Administration

MPA 511
**Concepts of Human Services Administration**
*3 Credits*
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
**Problems and Cases in Human Services Administration**
*3 Credits*
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. **Prerequisites**: MPA 511 Concepts of Human Services Administration Offered when there is sufficient enrollment.

## Personnel/Human Resources Management

MPA 550
**Human Behavior in Organizations**
*3 Credits*
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. Offered when there is sufficient enrollment.

MBA 653
**Management and Collective Bargaining**
*3 Credits*
Refer to page 37 for course description.
**Prerequisite**: MPA 551 Management In Public Organizations.

MBA 654
**Managing Organizational Change**
*3 Credits*
Refer to page 35 for course description.
**Prerequisite**: MPA 551 Management In Public Organizations.

## Information Systems

MSCS 527
**Systems and Information Concepts in Organizations**
*3 Credits*
Refer to page 38 for course description.

MSCS 537
**Data Management**
*3 Credits*
Refer to page 38 for course description.

MSCS 647
**Information Analysis**
*3 Credits*
Refer to page 38 for course description.

MSCS 657
**Systems Design**
*3 Credits*
Refer to page 38 for course description.

## Capstone Course

MPA 600
**Seminar in Public Administration**
*3 Credits*
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. **Please 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
**Directed Readings As needed**
*3 Credits*

MPA 602
**Independent Study As needed**
*3 Credits*

MPA 603
**Special Topics As needed**
*3 Credits*

MPA 616
**Current Issues in Public Administration**
*3 Credits*
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**
*3 Credits*

# Graduate Certificate in Public Administration

The Public Administration 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.

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

Students are accepted for the fall, spring and summer semesters. In addition to the application materials listed on page 13, applicants are required to submit the following:

- two letters of reference, at least one from an immediate supervisor and one from a professional in the selected field of study or from a college professor who can evaluate your academic and professional potential
- candidates will also be evaluated on the basis of a satisfactory interview and essay to demonstrate competency in verbal and written expression and conceptual processes. Candidates should make arrangements to participate in a personal interview with the program director.

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.

## 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.

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.

## PROGRAM STRUCTURE AND CERTIFICATE REQUIREMENTS

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

### The Following Four Core Courses Are Required of All Students:

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

### Each Student Must Also Complete An Area of Specialization:

**Criminal Justice Administration (6 Credits)**

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

**Financial Analysis for the Public Sector (6 Credits)**

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

**Health Services Administration (6 Credits)**

MPA 681 U.S. Health Care Policies and Systems,
OR
MPA 682 Ethical and 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 and Cases in Human Services Administration

**Personnel/Human Resources Management (6 Credits)**

MPA 550 Human Behavior in Organizations or
MBA 653 Management and Collective Bargaining
MBA 654 Managing Organizational Change

**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 and 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.

# Public Administration Faculty

**GEOFFREY A. BLACK** Assistant Professor of Economics, 1995. *Degrees*: B.S., University of the Pacific; M.S., Montana State University Ph.D.; University of Washington.

**DONALD J. CALISTA** Associate Professor of Public Administration, 1977. *Degrees:* B.A., Brooklyn College; M.A., Washington University; Ed.D., University of Sarasota; M.P.A., SUNY Albany

**FRANK DESIERVO** Adjunct Instructor of Public Administration, 1986. *Degrees:* B.S.W., SUNY Brockport; M.S.W., Syracuse University

**SCOTT ERICKSON** Assistant Professor of Marketing, 1996. *Degrees:* B.A., Haverford College; M.B.A., Southern Methodist University; M.I.M., American Graduate School of International Mgt.; Ph.D., Lehigh University

**MARGARET FELDMAN** Adjunct Professor of Public Administration. *Degrees:* B.S., Hunter College; M.P.A., Marist College

**RONALD R. GAUCH** Associate Professor of Public Administration, 1990. *Degrees:* B.S., Miami University; M.S., Wayne State University; Ph.D., New York University

**JOSEPH F. HEAVEY, SR.** Adjunct Professor of Public Administration, 1991. *Degrees:* B.A., Gannon College; M.P.A., Marist College

**DONALD G. HESTER** Adjunct Professor of Public Administration, 1988. *Degrees:* M.C.I.O.B., Willesden College of Technology, London; M.A., Colgate University; M.S., SUNY Albany; Ed.D., SUNY Albany

**JAMES D. KENT** Assistant Professor of Public Administration, 1994. *Degrees:* B.A., University of Florida; M.P.A., SUNY Albany; Ph.D., SUNY Albany

**LEE M. MIRINGOFF** Assistant Professor of Political Science, 1975. *Degrees:* Director, Marist Institute for Public Opinion; B.A., Clark University; Ph.D., Massachusetts Institute of Technology

**DENNIS J. MURRAY** President, Marist College; Professor of Public Administration, 1979. *Degrees:* B.A., California State University, Long Beach; M.P.A., University of Southern California; Ph.D., University of Southern California

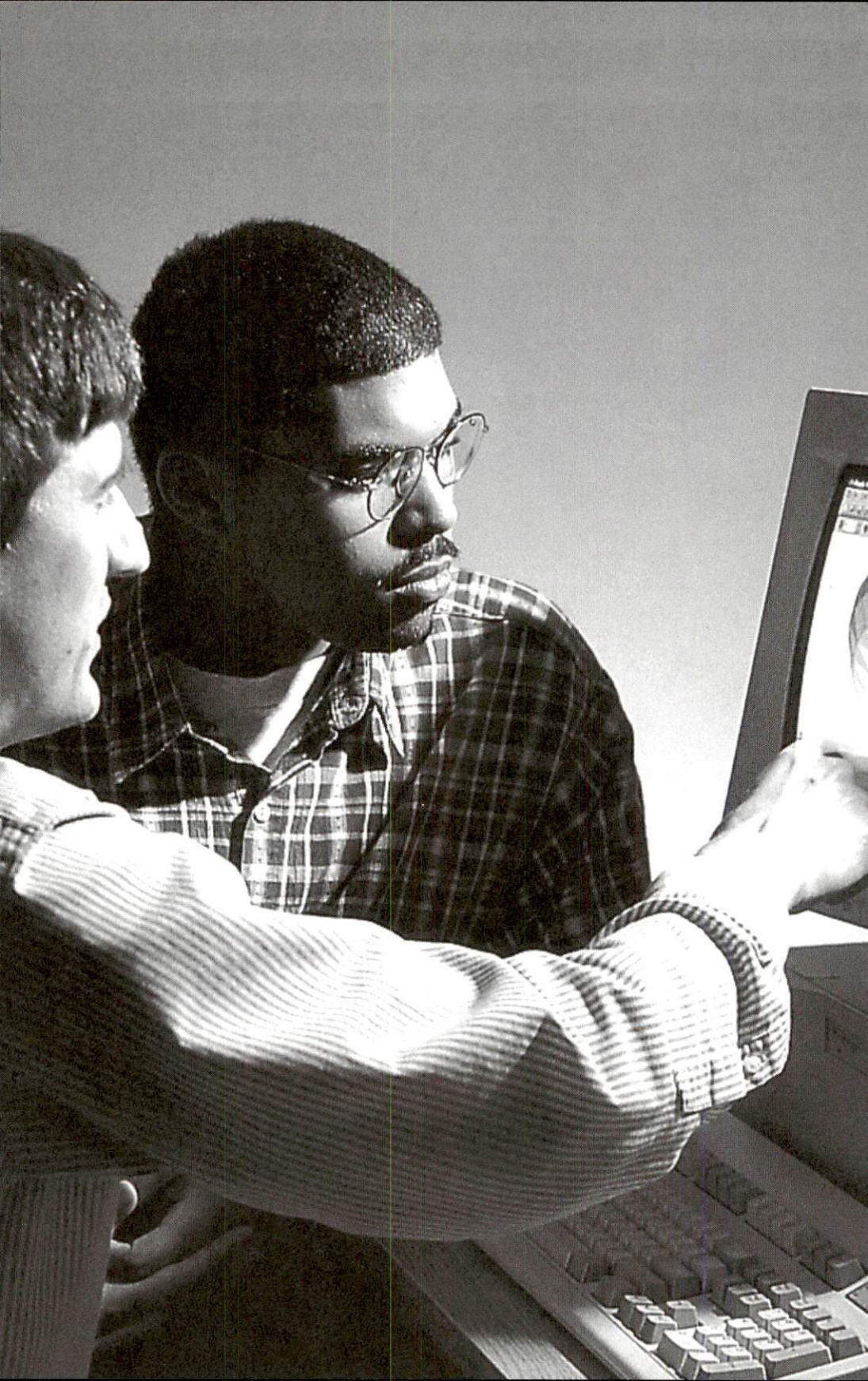
**JOANNE MYERS** Professor of Political Science, 1986. *Degrees:* B.A., Skidmore; M.A., Rensselaer Polytechnic Institute; Ph.D., Rensselaer Polytechnic Institute

**EDWARD J. SHAUGHNESSEY** Adjunct Professor of Public Administration, 1996. *Degrees:* B.A., Catholic University; M.A., Fordham University; M.A., Manhattan College; Ph.D., Graduate Faculty, New School for Social Research

**H. GRIFFIN WALLING** Professor of Management, 1998; Assistant Academic Vice President/ Dean of Graduate & Continuing Education. *Degrees:* B.S. Hobart College; M.S. SUNY Albany Ed..D., SUNY Albany

**STEPHEN J. WING** Adjunct Professor of Public Administration, 1980.
*Degrees:* B.A., The College of William and Mary; J.D., Fordham University School of Law.

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



# The Graduate Program in Computer Science/ Information Systems

**PROGRAM DIRECTOR**
**Onkar P. Sharma, Ph.D.**
**(914) 575-3000, ext. 2610 or 2601**
**jzhw@maristb.marist.edu**

## 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 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. Multiple courses are real client-based in order to enhance the student's consultative skills and experience.

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 professional 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.

## 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 information systems student will be involved with programming in one form or another after graduating (i.e.: 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 as critical success factors for students in information systems:

- 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 Information Systems program.

## ADMISSIONS REQUIREMENTS

In addition to the application materials listed on page 13, applicants to the graduate program in Information Systems must submit:

- a written summary of any technical or professional non-credit course training.
- 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.

Admissions requirements for international students are outlined in on page 15.

## 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.

## 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.

## DEGREE REQUIREMENTS

To qualify for the Master of Science degree in Information Systems, a student must normally complete 45 hours of work at the graduate level (excluding any prerequisites). Course waivers may reduce this to as few as 30 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 after admission to this program will not be granted. 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 remedy deficiencies as identified by the Program 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.

## COURSE WAIVERS

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

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

## 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.

## COURSE SCHEDULING

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.

## 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 each semester to determine the list of additional courses to be offered at extension sites during the following semester.

The college reserves the right to cancel a course due to insufficient enrollment, and to add additional courses as per student demand and instructor availability.

## ACADEMIC STANDING

All students 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.

## PREREQUISITES COURSES

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

## MASTER OF SCIENCE IN COMPUTER SCIENCE/ INFORMATION SYSTEMS COURSE REQUIREMENTS:

### MSCS Core Courses (30 credits)

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

### MBA Foundation Courses (12 credits)

| | | |
|---|---|---|
| MBA 525 | Marketing Foundations | 3 credits |
| MBA 545 | Accounting Foundations | 3 credits |
| MBA 555 | Management Foundations | 3 credits |
| MBA 575 | Finance Foundations | 3 credits |

### Additional Course(s) (3 credits from the following)

| | | |
|---|---|---|
| MBA 501 | Legal Environment of Business | 3 credits |
| MBA 515 | Economic Foundations | 3 credits |
| MBA 610 | Global Environment of Business | 3 credits |
| PSYG 545 | Psychology of Communication | 3 credits |

### 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 time frame considering student desire, transfer credit or waivers, prerequisites, and possible scheduling information.

The MSCS courses 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. Full-time student entering the program in other than the fall semester may not be able to complete the master's program in four semesters.

## MSCS/INFORMATION SYSTEMS CURRICULUM SEQUENCE

### Semester Credits

**Fall I**

| | | |
|---|---|---|
| MSCS 500 | Object Oriented Programming (prerequisite)(1) | 3 credits |
| MSCS 507 | Computer Concepts & Software Systems | 3 credits |
| MSCS 527 | System & Information Concepts in Organizations | 3 credits |
| MBA 545 | Accounting Foundations (2) | 3 credits |

**Spring I**

| | | |
|---|---|---|
| MSCS 517 | Program, Data & File Structures | 3 credits |
| MSCS 537 | Data Management | 3 credits |
| MSCS 647 | Information Analysis | 3 credits |
| MBA 575 | Finance Foundation (2) | 3 credits |

**Fall II**

| | | |
|---|---|---|
| MSCS 567 | Data Communication | 3 credits |
| MSCS 637 | Decision Support Systems | 3 credits |
| MSCS 657 | Systems Design | 3 credits |
| MBA 555 | Management Foundations (2) | 3 credits |

**Spring II**

| | | |
|---|---|---|
| MSCS 720 | Information System Project | 3 credits |
| MSCS 730 | Information System Policy | 3 credits |
| MBA 525 | Marketing Foundation (2) | 3 credits |
| ELECTIVE | MBA 501, 515, 610, OR PSYG 545 | 3 credits |

1. MSCS 500 is a prerequisite course that is not included in the required 45 credits. If MSCS 500 is waived, then another required course may be substituted in place in the above model.
2. MBA course offerings will depend on scheduling by the School of Management. Note that MBA 545 is a prerequisite for MBA 575.

**Course Sequencing Note**: The above courses are listed in groups of four (4) and represent the recommended sequence of courses for a full-time graduate student. The actual scheduling of courses may not comply with the scenario shown. It is strongly recommended that full-time graduate students work closely with the graduate program director in order to accommodate any changes in sequencing or scheduling that may become necessary.

## 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.

# Graduate Courses in Information Systems

MSCS 500
**Fundamentals of Object-Oriented Programming Using C++**
*3 Credits*
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)
**Computer Concepts and Software Systems**
*3 Credits*
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.Fall and Spring semesters.

MSCS 517 (IS-2)
**Program, Data and File Structures**
*3 Credits*
An examination of the logical and physical structure of 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)
**Systems and Information Concepts in Organizations**
*3 Credits*
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.

MSCS 537 (IS-4)
**Data Management**
*3 Credits*
A study of the critical issues related to managing data in organizations. The concept of data as a resource, the data environment, the data base approach and the need for data modeling are examined in detail. The growing use of data base management systems in managing data is discussed. The data administration function, its relevance in evolving organizations and emerging issues are also addressed. **Prerequisites**: MSCS 500 Fundamentals of Object Oriented Programming (C++) OR its equivalent strongly recommended. MSCS 527 Systems and Information Concepts in Organizations Fall and Spring semesters. (Spring semester recommended.)

MSCS 647 (IS-5)
**Information Analysis**
*3 Credits*
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. **Prerequisites**: MSCS 527 Systems and Information Concepts in Organizations. MSCS 537 Data Management (Core Requirement) Fall and Spring semesters.

MSCS 567 (IS-6)
**Data Communications**
*3 Credits*
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. **Prerequisites**: MSCS 507 Computer Concepts and Software Systems. **MSCS 527** Systems and Information Concepts in Organizations. Fall and Spring semesters

MSCS 637 (IS-7)
**Decision Support Systems**
*3 Credits*
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. **Prerequisites**: MSCS 647 Information Analysis. Fall semester

MSCS 657 (IS-8)
**Systems Design**
*3 Credits*
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

MSCS 693, 694, 695
**(One, two, and three credits respectively)**
**Graduate Internship in Information Systems**
The graduate internship will provide advanced professional experience in the field of information systems. This course enables students to integrate the elements of their formal preparation and to apply theoretical concepts to real-world information systems. Graduate internships cannot be used to meet any elective requirement. **Prerequisites:** Completion of 12 graduate credits and 3.0 GPA Offered Fall, Spring, and Summer Semesters. Arrangements made through the program director.

## CAPSTONE COURSES

MSCS 720 (IS-10)
**Information Systems Project**
*3 Credits*
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 MSCS 517, MSCS 567, MSCS 637, and MSCS 657. Fall and Spring semester.

MSCS 730 (IS-9)
**Information System Policy**
*3 Credits*
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 MSCS 517, MSCS 567, MSCS 637, and MSCS 657. MSCS 720 is a core requisite. Enrollment is limited. Those students closed out of one semester are guaranteed entry for the following offering. Spring semester

# Advanced Certificate in Information Systems

The 18 credit Advanced Certificate in Information Systems 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 Masters in Business Administration, a Masters in Public Administration, or some other Masters 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.

Because the courses required demand considerable time and effort, only one course is permitted in the first semester (this requirement may be 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.

All courses taken in the certificate program are graduate IS courses and may be later applied to the IS graduate degree program provided the grades earned are B or better. 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.

## CERTIFICATE REQUIREMENTS

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

| | | |
|---|---|---|
| MSCS 527 | System & Information Concepts in Organizations | 3 credits |
| MSCS 537 | Data Management | 3 credits |
| MSCS 567 | Data Communications | 3 credits |
| MSCS 647 | Information Analysis | 3 credits |
| MSCS 657 | Systems Design | 3 credits |
| MSCS 720 | Information Systems Project | 3 credits |

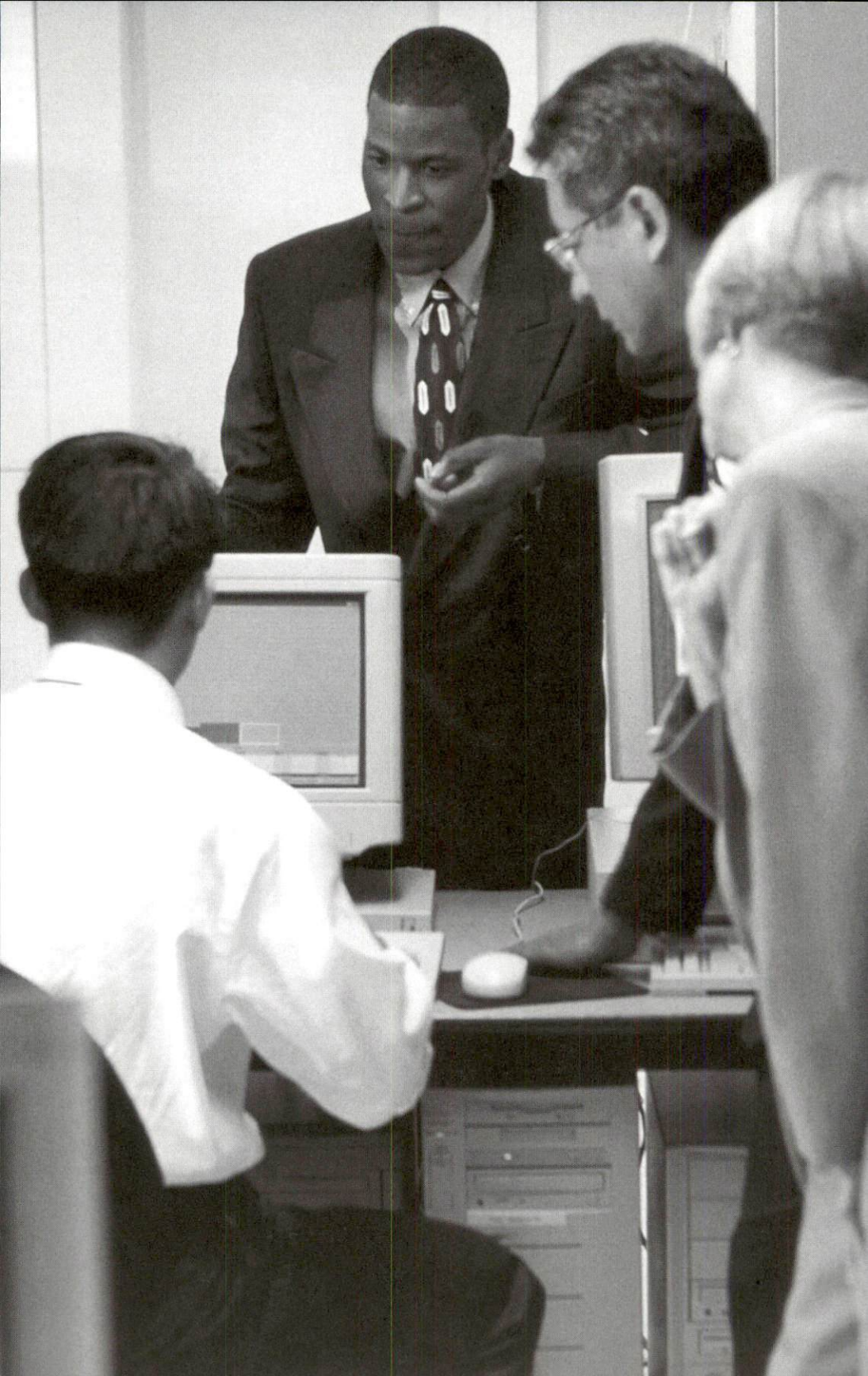
## ADMISSIONS REQUIREMENTS

Admission is based on prior academic performance and potential, a commitment to professional development, and demonstrated professional/leadership growth, as determined from the various documents submitted.

In addition to the application materials listed on page 13 applicants to the graduate certificate program in Information Systems must provide evidence of a significant business-related component in the baccalaureate or the master's degree along with:

- a current resume and 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 in those courses. All other prerequisites for matriculation must be met prior to receiving matriculated status. A cumulative 3.0 GPA is required to obtain the certificate.



# The Graduate Program in Computer Science/ Software Development

**PROGRAM DIRECTOR**
**Onkar P. Sharma, Ph.D.**
**(914) 575-3000, ext. 2610 or 2601**
**jzhw@maristb.marist.edu**

## MISSION AND OBJECTIVES

The 30 credit Master of Science in Computer Science/Software Development (SD) program is designed 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 prepares its' students for a career in industry, government or education. Individuals already employed within the industry 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 area of software development.

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 100 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.

## APPLICATION REQUIREMENTS

A baccalaureate degree from an accredited college or university with an acceptable GPA is required for admission to the graduate program in computer science. Additionally, applicants should submit the following:

- a completed graduate application and appropriate fee;
- official copies of all undergraduate (including two-year colleges) and graduate transcripts sent to the director of graduate admissions.

Admissions requirements for international students are outlined on page 15.

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.

## MATRICULATION 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.

## DEGREE REQUIREMENTS

To qualify for the Master of Science in Computer Science, students must matriculate and complete 30 credits as described below. 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 in Software Development are offered in the late afternoon and evening. 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. Starting with the second semester, it is recommended that part-time students take two courses per semester to ensure early completion of the degree requirements.

## 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.

## PREREQUISITES

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

### Computer Science

**Option 1: Undergraduate Preparation**

| | | |
|---|---|---|
| CMSC 120 | Computer Science I | 4 credits |
| CMSC 121 | Computer Science II | 3 credits |
| CMSC 230 | Assembly Language Programming | 3 credits |
| CMSC 330 | Logic Design | 3 credits |
| CMSC 335 | Advanced Data Structures | 3 credits |
| | | TOTAL 16 |

**Option 2: Graduate Preparation**

| | | |
|---|---|---|
| MSCS 500 | Fundamentals of Object-Oriented Programming Using C++ | 3 credits |
| MSCS 507 | Computer Concepts & Software Systems | 3 credits |
| MSCS 517 | Program, Data & File Structure | 3 credits |
| CMSC 335 | Advanced Data Structure | 3 credits |
| | | 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 and Integral Calculus | 4 credits |
| MATH 250 | Discrete Mathematics | 3 credits |
| MATH 130 | Probability/Statistics | 3 credits |
| OR | | |
| MATH 330 | Probability & Statistics | 3 credits |
| | | TOTAL 10 |

## MASTER OF SCIENCE IN COMPUTER SCIENCE IN SOFTWARE

### Development Course Requirements

Candidates for the Master of Science in Computer Science in Software Development must complete the following:

**SD Core Courses (12 credits)**

| | |
|---|---|
| MSCS 510 | Software Design and 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)**

| | |
|---|---|
| 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)**

| | |
|---|---|
| MSCS 710 | Project |

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.

# Graduate Courses in Software Development

MSCS 500
**Fundamentals of Object-Oriented Programming Using C++**
*3 Credits*
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
**Software Design and Development**
*3 Credits*
This course presents a formal approach to state-of-the-art techniques in software design and development, and provides a means for students to apply these techniques. **Prerequisite**: CMSC 335 Advanced Data Structures

MSCS 515
**Operating Systems**
*3 Credits*
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. **Prerequisite**: CMSC 335 Advanced Data Structures. CMSC 415 Computer Architecture Fall Semester

MSCS 516
**Concurrent Programming**
*3 Credits*
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. **Prerequisite**: CMSC 335 Advanced Data Structures. CMSC 415 Computer Architecture

MSCS 518
**Compiler Design I**
*3 Credits*
Both the design and implementation of compilers will be studied. The lexical, syntactic, and semantic analysis 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. **Prerequisite**: CMSC 335 Advanced Data Structures. CMSC 415 Computer Architecture Spring Semester

MSCS 520
**Performance Evaluation**
*3 Credits*
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
**Computer Architecture**
*3 Credits*
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 and Software Systems Math 221 Differential and Integral Calculus.
Spring Semester

MSCS 530
**Algorithms**
*3 Credits*
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
**Automata, Computability & Formal Languages**
*3 Credits*
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
**Database Management**
*3 Credits*
A study of the concepts and issues related to managing data in an information system. The evolution of computerized information systems from early file systems to current decision support systems is examined. Major database design philosophies along with their corresponding data models are explored. Specific examples of current database management systems, as well as issues such as recovery, integrity, concurrency and security are discussed. **Prerequisites**: MATH 250 Discrete Mathematics, CMSC 335 Advanced Data Structures. Spring Semester

MSCS 545
**Logic Programming**
*3 Credits*
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
**Artificial Intelligence**
*3 Credits*
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
**Computer Graphics I**
*3 Credits*
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 and Integral Calculus
Fall Semester

MSCS 560
**Computer Networks I**
*3 Credits*
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 and 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
**Advanced Theory of Programming Languages**
*3 Credits*
Data and control abstractions are considered. Advanced control constructs including backtracking and non-determinism are covered. Emphasis is on implementation of programming language constructs. **Prerequisite**: CMSC 335 Advanced Data Structures, CMSC 415 Computer Architecture. Spring Semester

MSCS 611
**Formal Methods in Programming Languages**
*3 Credits*
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
**Compiler Design II**
*3 Credits*
The topics covered in Compiler Design I will be reviewed, followed by the consideration of type and scope analysis. 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
**Theory of Computation**
*3 Credits*
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. **Prerequisites**: MSCS 531 Automata, Computability and Formal Languages

MSCS 640
**Distributed Database Systems**
*3 Credits*
Consideration of the problems and opportunities inherent in distributed databases on a network computer system. Topics covered include file allocation, directory systems, dead-lock detection and prevention, synchronization, query optimization and fault tolerance. **Prerequisite**: MSCS 542 Database Management. CMSC 335 Advanced Data Structure

MSCS 652
**Modeling and Simulation**
*3 Credits*
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 varieties and validation procedures. A simulation language will be used for the solution of typical problems. **Prerequisite**: CMSC 335 Advanced Data Structures

MSCS 655
**Computer Graphics II**
*3 Credits*
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
**Computer Networks II**
*3 Credits*
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 analysis of routing algorithms, flow control and buffer allocation algorithms, Internet working, protocol verification and encryption techniques. **Prerequisite**: MSCS 560 Computer Networks I

MSCS 670
**Applied Artificial Intelligence**
*3 Credits*
This course builds upon the first level AI course by concentrating on a limited number of topics from AI, investigating these topics to considerable depth, and emphasizing the design and implementation of software pertaining to these topics. Selection of specific topics to be pursued will be determined by the instructor in consultation with the students in the class. **Prerequisites**: MSCS 550 Artificial Intelligence

MSCS 690, 691, 692
**Graduate Internship in Software Development**
*One, two, and three credits respectively*
The graduate internship will provide advanced professional experience in the field of computer science. This course enables students to integrate the elements of their formal preparation and to apply theoretical concepts to real-world software development. Graduate Internships cannot be used to meet any elective requirements.
**Prerequisites**: Completion of 12 graduate credits and 3.0 GPA. Offered Fall, Spring and Summer semesters. Arrangements should be made the Program Director.

MSCS 710
**Project**
*3 Credits*
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 either A) results in the development of an implemented computing system or B) results in a publishable paper which may include and is not necessarily limited to the review of the current work been done at the time of writing. Fall Semester

MSCS 720
**Thesis**
*3 Credits*
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 submits 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 program 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

# Computer Sciences Faculty

**TOM CHAN** Assistant Professor of Information Technology, 1998.
*Degrees*: B.S.E.E., University of California at Long Beach; M.S., University of Southern California; M.B.A., Pepperdine University; M.A., His Lai University; Ed.D.,Texas Tech University. *Speciality*: Object-Oriented Programming; Web Applications

**SEAN DONNELAN** Adjunct Instructor of Information Systems. *Degrees*: B.A., Fordham University; B.S., Columbia University; M.B.A., Pace University; *Speciality*: Data Communications

**CRAIG FISHER** Assistant Professor of Information Systems, 1989. *Degrees*: B.S., SUNY Oswego; M.A., Ball State University. *Speciality*: System & Information Concepts; Problem Solving & Programming; Systems Analysis & Design; Database Management

**STUART GREENFIELD** Assistant Professor of Computer Science, 1985.
*Degrees:* B.E.E., The City College of New York; M.E.E., The City College of New York; M.S.C.S., Marist College; Ph.D., Union Institute Graduate School; *Specialty:* Programming Languages Theory; Compiler Design; Systems Software

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

**JAN L. HARRINGTON** Assistant Professor of Information Systems, 1989.
*Degrees*: B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University. *Speciality*: Data Management; System Architecture; Object-Oriented Technologies

**HELEN HAYES** Assistant Professor of Computer Science, 1983.
*Degrees:* B.A., College of St. Elizabeth; M.S., Fordham University; M.S.C.S., Syracuse University; *Specialty:* Formal Languages; Computability; Algorithms; Neural Networks

**JOAN E. HOOPE** Assistant Professor of Information Systems, 1990. *Degrees*: B.S., SUNY Binghamton; M.B.A., SUNY Binghamton; Ph.D., SUNY Binghamton; *Speciality*: Programming Concepts; Systems Analysis & Design

**JEROME A. MCBRIDE** Associate Professor of Information Systems, 1983.
*Degrees*: B.S., Manhattan College; M.S.C.S., Purdue University; *Speciality*: Information Systems in Organizations; Data Base Management; Decision Support Systems; Systems Analysis & Design; Management Science

**ROGER NORTON** Associate Professor of Computer Science, 1983; Novell Certified NetWare Administrator & NetWare Engineer; *Degrees:* B.S., University of Massachusetts; M.A., Brandeis University; M. Phil., Syracuse University; Ph.D., Syracuse University; *Specialty:* Semantics of Programming Languages; Object Oriented Programming; Distributed Computing

**ONKAR P. SHARMA** Professor of Computer Science, 1986; Director, Software Development Program. *Degrees:* B.S., Bihar Institute of Technology, Bihar University, India; M.S., University of California at Berkeley; Ph.D., New York University; *Specialty:* Computer Architecture; Systems Software

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

**REBECCA THOMAS** Assistant Professor of Computer Science, 1995. *Degrees:* B.S.E.E., Massachusetts Institute of Technology; Ph.D., Stanford University; *Specialty:* Artificial Intelligence

**JOSE L. TORRES** Professor of Computer Science, 1998; Dean, School of Mathematics and Computer Science. *Degrees:* B.S.Ch.E., National University of Mexico; M.Sc., Aston University; D.Eng., Dartmouth College; *Specialty:* Modeling & Simulation; Numerical Computing

# The Graduate Program in Psychology

**PROGRAM DIRECTOR**
**John Scileppi, Ph.D.**
**(914) 575-3000, ext. 2961**
**JZEH@maristb.marist.edu**

## MISSION AND OBJECTIVES

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

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 methodology 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 Art's (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.

## APPLICATION AND PREREQUISITE REQUIREMENTS

In addition to the application materials listed on page 13, applicants to the masters program in Psychology must submit:

- evidence of completion of 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.
- official Graduate Record Examination (GRE) General Aptitude Test scores. Applicants who can demonstrate the successful completion of graduate work elsewhere may be exempted from the GRE.
- three letters of recommendation from former faculty members or employment supervisors.

An on-campus interview with the program director is also required for admission to the program.

## 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 45 credit hours in courses and externship or thesis;
- achieve a 3.0 cumulative GPA in graduate courses;
- achieve a grade of "P" for the externship or the thesis.

## TRANSFER CREDIT

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.

## 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 a one-day-per-week experience in a professional setting during the first semester and the equivalent of two work days per week during the second semester. A contract is drawn between the student and the professional supervising the externship 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:

1. the student must submit a proposal to the Psychology Department by the beginning of the next to last semester of graduate study.
2. the thesis proposal will be circulated among the members of the student's thesis committee (see #4 below). Each faculty member may comment on the proposal's feasibility, logical consistency and value. Each faculty member may ask that the proposal be revised. A unanimous vote of the committee members approving the proposal constitutes acceptance by the department.
3. 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.
4. the student's thesis committee will be formed as follows: the student selects one faculty member to serve as supervisor of the thesis and the graduate program director appoints two additional faculty members.
5. the student must submit his/her completed thesis to the committee by the middle of the last semester of graduate study. The thesis must follow APA Format and must be acceptable to all three members of the committee.
6. after the written thesis has been found acceptable, the graduate student has the option to orally present and summarize his/her thesis at a meeting to which the psychology faculty and graduate students have been invited.
7. after successful completion of all the above, the student is to submit copies of the thesis, one each to the supervisor, the reader, the department and the library, by the beginning of the last week of the last semester of graduate study.

## PROBATION AND DISMISSAL

A minimum GPA of 3.0 in graduate courses attempted is a requirement for graduation from all graduate programs. 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 by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. Note: while a grade or B in any subsequent course may raise a 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 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to a 3.0, the student will be required to leave the program.

Probation/dismissal can also occur for non-academic reasons. The 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, professional behavior, and personal adjustment. In order to insure the community well-being, the department reserves the right to put on probation or dismiss from the program any student it judges to be ethically or psychologically unfit to function as a professional. Such judgments can be made at any time during the program, but students will be advised as soon as faculty are aware of potential problems.

## SCHEDULE

The graduate program in psychology is designed to be completed in four semesters of full-time study. A full-time student attends classes four evenings per week and takes twelve credits. Part-time students must complete the program within five years.

## 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 page 102 of this catalog or contact Dr. Paul Egan, Director, Graduate Program in School Psychology, at (914) 575-3000, ext. 2135.

## OUTCOME ASSESSMENT

In order to provide prospective and current students with accurate information regarding career and doctoral prospects, recent graduates 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, neuro-psychology 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.

## 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.

## 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 $4,000 per year is awarded to each graduate assistant in exchange for 10 hours of work per week. Graduate assistants may not also apply for Marist College grants. For further details, contact the Director of the Psychology Program.

## THE MASTER OF ARTS IN PSYCHOLOGY CURRICULUM REQUIREMENTS

| | |
|---|---|
| **Core** | |
| Assessment I & II | 6 credits |
| Developmental I & II | 6 credits |
| Counseling I & II | 6 credits |
| Personality & Psychopathology | 6 credits |
| **Research** | |
| Survey & Program Evaluation | 6 credits |
| **Community** | |
| Community Psychology & Elective | 6 credits |
| **Externship** | |
| (I & II) or Thesis | 6 credits |
| **Elective** | |
| General | 3 credits |
| | TOTAL 45 |

## CURRICULUM SEQUENCE (FULL-TIME STUDY)

### Semester Credits

Fall I

| | |
|---|---|
| Assessment I | 3 credits |
| Developmental I | 3 credits |
| Research I (Survey/Interview) | 3 credits |
| Personality | 3 credits |

Spring I

| | |
|---|---|
| Assessment II | 3 credits |
| Developmental II | 3 credits |
| Psychopathology | 3 credits |
| Community Psychology | 3 credits |

Fall II

| | |
|---|---|
| Community or General Elective | 3 credits |
| Counseling I | 3 credits |
| Research II (Program Evaluation) | 3 credits |
| Externship I * | 3 credits |

Spring II

| | |
|---|---|
| Community or General Elective | 3 credits |
| Counseling II | 3 credits |
| Thesis * | 6 credits |
| or | |
| Externship II * | 3 credits |

* 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, you begin your studies in late May. Following the recommended curriculum sequence, you will complete your studies in August of the following year - a full academic year ahead of schedule.

## ACCELERATED CURRICULUM SEQUENCE

### Semester Credits

**Summer I**

| | |
|---|---|
| Assessment II | 3 credits |
| Personality | 3 credits |
| Psychology Elective | 3 credits |

**Fall**

| | |
|---|---|
| Assessment I | 3 credits |
| Developmental I | 3 credits |
| Counseling I | 3 credits |
| Research I (Survey/Interview) | 3 credits |

**Spring**

| | |
|---|---|
| Psychopathology | 3 credits |
| Developmental II | 3 credits |
| Counseling II | 3 credits |
| Community Psychology | 3 credits |

**Summer II**

| | |
|---|---|
| Research II (Program Evaluation) | 3 credits |
| Externship | 6 credits |
| Psychology Elective | 3 credits |

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.

# Graduate Courses In Psychology

PSYG 507
**Rehabilitation of the Neurologically Impaired Individual**
*3 Credits*
Lecture, discussion and readings broadly address state-of-the-art rehabilitation medicine, rehabilitation psychology and neuropsychology. Emphasis is placed on the rehabilitation needs of a neurologically impaired population having principal diagnosis of stroke, head injury, and spinal cord injury. Theories of psychological adjustment to neurological and physical disability are examined and integrated within a framework for assessment and treatment delivered on a rehabilitation unit as well as through outpatient services. Exploration of assessment and treatment techniques focus on the patient's cognitive, emotional, behavioral, environmental, and vocational status following onset of disability. ***Prerequisite:*** 6 Graduate Credits. Fall semester

PSYG 508
**Psychopharmacology**
*3 Credits*
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
**Personality**
*3 Credits*
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 530
**Managed Care**
*3 Credits*
This course recognizes the altered ways of providing services in psychology and medicine. Frequently, clinicians and agencies must obtain pre-approval for therapeutic services rendered and they must provide services using a short-term therapy model. Essentials for working in managed care environments are given in this course. Students, using a seminar model, investigate cutting edge developments in the managed care systems, and learn how to use these in enriching their own professional development.

PSYG 531
**Career Development Counseling**
*3 Credits*
This is a broad-based survey course of career development across the life span. The course emphasizes the theoretical perspectives, assessment, counseling process and program development.

PSYG 540
**Cognitive and Psychiatric Rehabilitation of Schizophrenia**
*3 Credits*
This course focuses on schizophrenia and is taught by psychologists who provide clinical services to and conduct research with this population. Students are provided with a comprehensive introduction to schizophrenia that examines phenomenology, diagnosis, etiology and biology of the disorder. Special emphasis is placed upon developing and understanding of the neuropsychology of schizophrenia. Psychiatric rehabilitation, a specific psychosocial intervention approach that has been found to be very helpful for this population, is discussed detail. Finally, students learn about a research project being conducted at Hudson River Psychiatric Center which explores whether specific cognitive deficits associated with schizophrenia can be improved.

PSYG 545
**Psychology of Communication**
*3 Credits*
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
**Multimodal Therapy: Assessment and Treatment**
*3 Credits*
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
**Research Methods I: Survey/Interview**
*3 Credits*
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
**Research Methods II: Program Evaluation**
*3 Credits*
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
**Psychopathology**
*3 Credits*
Considers abnormal behavior from a historic perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored. Spring semester.

PSYG 609
**Clinical Services for Children and Adolescents: Linkage with Related Services in Schools**
*3 Credits*
Goals include: (1) developing a professional identity as a psychologist working in schools and clinical situations; (2) understanding the ramifications of the Individuals with Educational Disabilities Act (IDEA) and the former 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
**Developmental Disabilities**
*3 Credits*
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
**Developmental Psychology I**
*3 Credits*
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
**Developmental Psychology II**
*3 Credits*
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. **Prerequisite:** PSYG 611 or permission of the instructor. Spring Semester.

PSYG 613
**Assessment I: Intelligence/ Cognitive Assessment**
*3 Credits*
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
**Assessment II: Personality Assessment**
*3 Credits*
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
**Learning: A Community Systems Approach**
*3 Credits*
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
**Counseling I**
*3 Credits*
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
**Counseling II**
*3 Credits*
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
**Externship**
*6 Credits*
The externship is a semester-long, culminating experience for five-year program students. The student is required to build on the undergraduate internship experience by working two days per week in his/her final semester of graduate study under professional supervision.

PSYG 708 and 709
**Externship I & II**
*3 Credits Each*
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
**Thesis**
*6 Credits*
The thesis involves the empirical study of a topic significant to counseling or community psychology. The final draft of the thesis must be submitted by the middle of April for May graduation. See academic calendar for precise date.

## COMMUNITY COURSES

PSYG 520
**Community Psychology**
*3 Credits*
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
**Community Change**
*3 Credits*
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
**Community Public Health**
*3 Credits*
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
**Community Human Services Systems**
*3 Credits*
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
**Community Problems I & II**
*3 Credits*
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
**Community and the Aged**
*3 Credits*
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
**Multimodal Psychology: Applications in the Community**
*3 Credits*
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 Learning Revolution

# The Graduate Program in School Psychology

**PROGRAM DIRECTOR**
**Paul J. Egan, Ph.D.**
**(914)575-3000, ext. 2135**
**jz6y@maristb.marist.edu**

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

Marist College's NYSED approved 62 credit MA in School Psychology meets the above cited criteria. Our 26 Credit Advanced Certificate program complements Marist's MA in Psychology. Similarly our 41 Credit Advanced Certificate program complements Marist's MA in Educational Psychology. 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 includes the NYSED 600 hour internship, students may elect to increase the internship from 600 hour 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.

## 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 grade point average (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 (25th percentile or better). Applicants who can demonstrate the successful completion of substantive graduate work elsewhere and have professional experience 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 26 Credit Advanced Certificate program are the same as those for the MA in School Psychology listed above. Admissions requirements for the 41 Credit Advanced Certificate program are the same as those of the MA in Educational Psychology:

- an 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 NY State Teacher Certification Examination (TCE);
- two letters of recommendation from former faculty members;
- where applicable, letter of recommendation from 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 15 credits in the Marist College program.

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

## 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 62–68 credits as prescribed in the curriculum requirements including an approved school psychology internship;
- achieve a 3.0 cumulative grade point average 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 grade point average in graduate courses.

## TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis. Minimally an applicant with a relevant master's degree from another institution will be required to take 15 credits in the Marist College program.

## ADVISEMENT

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

## PROBATIONARY STATUS

A minimum grade point average (GPA) of 3.0 in graduate courses attempted is a requirement for graduation. If at any time the student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in 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 by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. Note: while a grade of B in any subsequent course may raise a 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 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the student will be required to leave the program.

Probation or dismissal can also occur for non-academic reason. The MA in School Psychology program educates and trains practitioners, and in this regard has responsibility to safeguard the welfare of the public. 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 judgements can be made at any time during the program, but students will be advised as soon as faculty are aware of potential problems.

## GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive 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 10 hours of work per week. For further details, contact the Director of the School Psychology Program.

## SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

### Master of Arts in School Psychology

| | | |
|---|---|---|
| PSYG 611 | Developmental Psychology I | 3 credits |
| PSYG 612 | Developmental Psychology II | 3 credits |
| | OR | |
| PSYH 604 | Educational Assessment & Method of Instruction in Reading | 3 credits |
| PSYH 703 | School Psychology Seminar III | 3 credits |
| PSYH 704 | School Psychology Seminar II | 3 credits |
| PSYG 605 | Research Methods I | 3 credits |
| PSYG 606 | Research Methods II | 3 credits |
| PSYG 701 | Counseling I | 3 credits |
| PSYG 702 | Counseling II | 3 credits |
| PSYG 511 | Personality | 3 credits |
| PSYG 607 | Psychopathology | 3 credits |
| PSYG 609 | Clinical Services for Children & Adolescents | 3 credits |
| EPSY 701 | Community Systems Learning in a Culturally Diverse Society I | 3 credits |
| PSYG 548 | Multimodal Therapy | 3 credits |
| PSYG 613 | Assessment I | 3 credits |
| PSYG 614 | Assessment II | 3 credits |
| EPSY 505 | Educational Psychology: Classroom Instruction & Organization | 3 credits |
| EPSY 510 | The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom | 3 credits |
| PSYH 601 | Learning Disabilities | 3 credits |
| PSYH 602 | School Consultation | 3 credits |
| PSYH 603 | Psycho-Educational Services in General Education | 3 credits |
| PSYH 610 | School Psychology Practicum I | 1 credit |
| PSYH 611 | School Psychology Practicum II | 1 credit |

### School Psychology Internship including:

| | | |
|---|---|---|
| PSYH 701 | School Psychology Seminar I | 3 credits |
| PSYH 702 | School Psychology Seminar II | 3 credits |
| PSYH 703* | School Psychology Seminar III | 3 *optional |
| PSYH 704* | School Psychology Seminar IV | 3 *optional |

**TOTAL: 62 (68)**

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

## Advanced Certificate in School Psychology

*(26 Credits)*

*(Complements the Marist College MA in Psychology)*

| | | |
|---|---|---|
| EPSY 505 | Educational Psychology: Classroom Instruction & Organization | 3 credits |
| EPSY 510 | The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom | 3 credits |
| PSYH 601 | Learning Disabilities | 3 credits |
| PSYH 602 | School Consultation | 3 credits |
| PSYH 603 | Psycho-Educational Services in General Education | 3 credits |
| PSYH 610 | School Psychology Practicum I | 1 credit |
| PSYH 611 | School Psychology Practicum II | 1 credit |

### School Psychology Internship including:

| | | |
|---|---|---|
| PSYH 701 | School Psychology Seminar I | 3 credits |
| PSYH 702 | School Psychology Seminar II | 3 credits |
| PSYH 703* | School Psychology Seminar III | 3 *optional |
| PSYH 704* | School Psychology Seminar IV | 3 *optional |
| | | **TOTAL: 26 (32)** |

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

## Advanced Certificate in School Psychology

*(41 Credits)*

*(Complements the Marist College MA in Educational Psychology)*

| | | |
|---|---|---|
| PSYG 701 | Counseling I | 3 credits |
| PSYG 702 | Counseling II | 3 credits |
| PSYG 511 | Personality | 3 credits |
| PSYG 607 | Psychopathology | 3 credits |
| PSYG 548 | Multimodal Therapy | 3 credits |
| PSYG 609 | Clinical Services for Children & Adolescents | 3 credits |
| PSYG 613 | Assessment I | 3 credits |
| PSYG 614 | Assessment II | 3 credits |
| PSYH 601 | Learning Disabilities | 3 credits |
| PSYH 602 | School Consultation | 3 credits |
| PSYH 603 | Psycho-Educational Services in General Education | 3 credits |
| PSYH 610 | School Psychology Practicum I | 1 credit |
| PSYH 611 | School Psychology Practicum II | 1 credit |

### School Psychology Internship including:

| | | |
|---|---|---|
| PSYH 701 | School Psychology Seminar I | 3 credits |
| PSYH 702 | School Psychology Seminar II | 3 credits |
| PSYH 703* | School Psychology Seminar III | 3 *optional |
| PSYH 704* | School Psychology Seminar IV | 3 *optional |
| | | **TOTAL: 41 (47)** |

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

## SCHEDULE

The graduate program in School Psychology is designed to be completed in six semester of full-time study. 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 normally 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-week summer sessions.

## MASTER OF ARTS IN SCHOOL PSYCHOLOGY

### Full-Time Study Curriculum Sequence

### FIRST YEAR

Fall

| | |
|---|---|
| PSYG 613 | Assessment I |
| PSYG 611 | Development I |
| PSYG 511 | Personality |
| PSYG 605 | Research I |

Spring

| | |
|---|---|
| PSYG 614 | Assessment II |
| PSYG 612 | Development II |
| OR | |
| PSYG 604 | Ed Assessments & Methods of Instruction in Reading |
| PSYG 607 | Psycho Pathology |
| PSYG 609 | Clinical services for children and adolescents |

## SECOND YEAR

Fall

| | |
|---|---|
| PSYG 606 | Research II |
| PSYG 701 | Counseling I |
| PSYG 548 | Multi-Modal |
| PSYG 610 | Practicum I |

Spring

| | |
|---|---|
| PSYG 601 | Learning Disabilities |
| PSYG 602 | Consultation |
| PSYG 702 | Counseling II |
| PSYG 611 | Practicum II |

Summer

| | |
|---|---|
| EPSY 510 | Integration of Leaning Theory & Methodologies |
| PSYH 603 | Psycho-Educational Services in General Education |

## THIRD YEAR

Fall

| | |
|---|---|
| EPSY 701 | Comm. Sys Approach to Learning I |
| PSYH 701 | School Psychology Internship/Sem. I |
| PSYH 703 | School Psychology Internship/Sem III |

Spring

| | |
|---|---|
| EPSY 505 | Educational Psychology |
| PSYH 702 | School Psychology Internship/Sem. II |
| PSYH 704 | School Psychology Internship/Sem IV |

# Graduate Courses in School Psychology

PSYH 601
**Learning Disabilities**
*3 Credits*
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
**Consultation in the Schools**
*3 Credits*
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
**Psycho-Educational Services in General Education**
*3 Credits*
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
**Educational Assessment and Methods of Instruction in Reading**
*3 Credits*
The development of knowledge, skills, and attitudes related to reading is the focus of this course for school psychol-ogists. 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 610 AND 611
**School Psychology Practicum I and II**
*1 Credit each*
The School Psychology Practicum is an integral part of professional training. Experiences are offered in a variety of settings and enable students to apply skills acquired through coursework. Students are required to complete 60 hours on-site during each practicum. Students register for practicum I (Fall) and Practicum II (Spring) respectively.

PSYH 701,702,703,704
**School Psychology Internship/Seminar I, II, III & IV**
*3 Credits each*
The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background into sound professional practice. Through the practical experience, the school psychology intern is given the opportunity and the support he or she will need to function as an effective school psychologist.

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

Please refer to page 94 for PSYG course descriptions, and page 116 for EPSY course descriptions.

# The Graduate Program in Educational Psychology

**PROGRAM DIRECTOR**
**Stephen Garger, Ed.D.**
**(914) 575-3000, ext. 2994**
**jshc@maristb.marist.edu**

## 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 for provisionally certified teachers and others interested in significant issues currently associated with teaching. The degree may be used by NY State provisionally certified teachers who are in need of a functionally related master's degree to complete the requirements for their permanent NY 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.

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 obtaining provisional teaching certification may apply to the Advanced Certificate Program in Elementary or Secondary Education. (please see page 119)

## ADMISSIONS REQUIREMENTS

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

- an 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, letter of recommendation from school principal;
- an on-campus interview with the program director.

## 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 30 credits as prescribed in the curriculum requirements including a final classroom or education based research project,
- achieve a 3.0 cumulative grade point average in graduate courses.

## PROGRAM AND CLASS SCHEDULE

The program is designed to be completed by a full-time student in three semesters. Part-time students must complete the program within five years. A full-time student attends classes four evenings per week and takes 12 credits per semester. Each course is worth three credits and meets one evening per week.

## ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor. Students are encouraged to have regular meetings with their faculty advisors 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 his or her GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. Note: 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 12 credit hours of work to raise his GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the student will be dismissed from the program.

## THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

### Curriculum Summary

| | | |
|---|---|---|
| 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 | 3 |
| EPSY 660 | Interpretation & Evaluation of Educational Research | 3 |
| EPSY/PSYG/PSYH | (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 | 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.

# Graduate Courses in Educational Psychology

EPSY 505
**Educational Psychology: Classroom Instruction and Organization**
*3 Credits*
Instruction and organization are interdependent in effective classrooms. The orderliness that derives from good management allows learning to occur in the social setting of the classroom, and carefully planned instruction helps students remain engaged in academic work. This course explores the ways order is established and maintained in classrooms across a variety of tasks and groupings to provide instruction that is effective for all students, including those with cultural differences and educational handicaps.

EPSY 510
**The Integration of Learning Theory and Teaching Methodologies: Applications to the Classroom**
*3 Credits*
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
**Psycho-Educational Assessment**
*3 Credits*
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. 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.

EPSY 611
**Developmental Psychology I: Child & Adolescence**
*3 Credits*
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 that 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
**Developmental Psychology II: Adulthood & Aging**
*3 Credits*
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 evi-

dence 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. **Prerequisite**: EPSY 611 or Permission of the Instructor. Dual Listed as PSYG 612.

EPSY 660
**Interpretation and Evaluation of Educational Research**
*3 Credits*
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. Students will be encouraged to recognize the importance of the classroom teacher being actively engaged in classroom research.

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
**Community Systems Learning in a Culturally Diverse Society I**
*3 Credits*
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
**Community Systems Learning in a Culturally Diverse Society II: Designing a Classroom Intervention**
*3 Credits*
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
**Community Systems Learning in a Culturally Diverse Society III: Applied Research Project**
*3 Credits*
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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# Graduate Certificate Programs in Teacher Education

**DIRECTOR OF TEACHER EDUCATION**
**Stephen Garger, Ed.D.**
**(914) 575-3000 ext. 2994**
**jshc@maristb.marist.edu**

## CERTIFICATE PROGRAMS FOR INDIVIDUALS SEEKING PROVISIONAL TEACHING CERTIFICATION

Advanced Certificate Program in Elementary Education (K-6)
Advanced Certificate Program in Secondary Education (7-12)

## MISSION AND OBJECTIVES

In keeping with Marist's traditions and mission, the faculty respect the uniqueness and dignity of each individual and create an atmosphere that encourages students to reach their potential. We maintain high standards and are committed to helping our students become teachers who will make a difference in the lives of children and youth.

The Advanced Certificate Programs in Elementary (K-6) and Secondary (7-12) Education were developed to address the escalating need for educated, competent teachers within the public school system. These twenty-four (24) credit graduate programs are designed for individuals with a baccalaureate degree who wish to obtain provisional teaching certification. Upon completion of the Certificate Program, the student may choose to transfer several of the courses as a transition into the Marist College Master's degree in Educational Psychology, which meets the State Education Department's criteria for permanent teaching certification.

The Advanced Certificate in Elementary Education leads to provisional certification in grades K through 6. The Advanced Certificate in Secondary Education leads to provisional certification in grades 7 through 12 with endorsements offered in the following areas: English, Mathematics, Social Studies, Biology, Physics, Chemistry, French and Spanish. Each program culminates with a full-time student teaching experience in a local school, providing the practical experience needed to start a rewarding career in education.

## APPLICATION PROCEDURES

Applications for admission to the Advanced Certificate Programs in Education are accepted for all semesters. In addition to the application materials listed on page 13, applicants to these programs must submit two letters of recommendation from former faculty members or employment supervisors who are familiar with your work habits or your ability to interact with children.

## PROGRAM PREREQUISITES

Applicants to the Advanced Certificate Programs in Elementary Education must hold a Bachelor's degree with a concentration (36 credits) in the liberal arts and sciences and have had an Introduction to Psychology course. Applicants to the Secondary Education program must have a major (36 credits) within one of the following endorsement areas: English, Social Studies, Biology, Chemistry, Mathematics, French, or Spanish and have taken an introductory Psychology course.

Additionally, a college level course in Child Development or Human Development is required for graduation from either program. This course may be completed concurrently with the program.

An undergraduate grade point average of 3.O is required for admission as a matriculated student. Applicants without a 3.0 may be admitted on a non-matriculated basis and will need to discuss this with the Director of Teacher Education.

## NEW YORK STATE PROVISIONAL CERTIFICATION REQUIREMENTS

The Teacher Education Program offers New York State approved programs leading to teaching certification and reflecting current State certification requirements. New York State requires all applicants seeking provisional or permanent teaching certification to possess six (6) college credits of a foreign language or three (3) college credits at the intermediate level. The foreign language requirement may be fulfilled while pursuing the program but must be completed prior to applying for the provisional teaching certificate.

The Liberal Arts and Sciences Test (L.A.S.T.) is also required for provisional certification and will be taken early in the program. Additionally, the Assessment of Teaching Skills-Written (ATS-W) will be taken toward the end of the program. Further information on these tests is available through the departmental secretary in Dyson 345.

## ADMISSIONS PROCEDURE

The Admissions Committee will review program applications regardless of the student's undergraduate major. The individual's overall academic record, experience with age appropriate children, and potential to succeed in the program are assessed. Students who meet the minimum GPA requirement but lack prior work experience in an educational setting may be required to complete non-credit fieldwork before being matriculated into the program. A personal interview with the Director of Teacher Education is also required of all incoming graduate students to the Certificate Programs in Education.

## ADVANCED CERTIFICATE PROGRAM IN ELEMENTARY EDUCATION (K-6)

### Required Courses

| | | |
|---|---|---|
| EPSY 505 | Educational Psychology: Classroom Instruction and Organization* | 3 Credits |
| EPSY 701 | Community Systems: Learning in a Culturally Diverse Society* | 3 Credits |
| EDAC 091 | Fieldwork | 3 Credits |
| EDAC 518 | Learning Environments and Curriculum Strategies | 3 Credits |
| EDAC 541 | Qualitative/Analytical Skills and Math Methods | 3 Credits |
| EDAC 551 | Literacy and Reading: Reading and Language Arts | 3 Credits |
| EDAC 562 | Student Teaching | 6 Credits |

### Electives (Select one of the following)

| | | |
|---|---|---|
| EPSY 510 | Integration of Learning Theory and Teaching Methods* | 3 Credits |
| EDAC 560 | Learning Enhanced Through Technology* | 3 Credits |

**These courses may be applied toward the Marist College Masters in Educational Psychology degree.*

Additional courses needed to complete the Masters in Educational Psychology are EPSY 510 (if not taken as an elective) EPSY 605, EPSY 611, EPSY 612, EPSY 660, EPSY 702, EPSY 703 and an EPSY elective (if not fulfilled by EDAC 560 above).

## ADVANCED CERTIFICATE IN SECONDARY EDUCATION (GRADES 7-12)

Endorsements in English, Social Studies, Biology, Chemistry, Mathematics, French, or Spanish required.

**Required Courses**

| | | |
|---|---|---|
| EPSY 505 | Educational Psychology* | 3 Credits |
| EPSY 510 | Integration of Learning Theory and Teaching Methods* | 3 Credits |
| EPSY 701 | Community Systems Learning in a Culturally Diverse Society* | 3 Credits |
| EDAC 091 | Fieldwork | 0 Credits |
| EDAC 512 | Secondary Methods | 3 Credits |
| EDAC 520-28 | Content Methods | 3 Credits |
| EDAC 560 | Learning Enhanced Through Technology* | 3 Credits |
| EDAC 515 | Student Teaching | 6 Credits |

**These courses may be applied toward the Marist College Masters in Educational Psychology degree*

Additional courses needed to complete the Masters in Educational Psychology are: EPSY 605, EPSY 611, EPSY 612, EPSY 660, EPSY 702, EPSY 703.

# Certificate Programs for Practicing Teachers

## ADVANCED CERTIFICATE IN LEARNING AND TECHNOLOGY – TRACK A

**For Provisionally Certified Teachers (15 Credits)**

The Advanced Certificate Program in Learning and Technology (Track A) is a fifteen (15) credit program designed for provisionally certified teachers or professional trainers who wish to integrate technology into their instructional practices.

The program provides an easy transition for provisionally certified teachers seeking to obtain permanent certification through completion of the Master of Arts in Educational Psychology. Nine credits earned in this program may be applied toward the MA in Educational Psychology with an additional 21 credits needed to complete the degree.

## APPLICATION PROCEDURES

Applications for admission to the Certificates in Learning and Technology are accepted for all semesters. In addition to the application materials listed on page 13, applicants to these programs must submit two letters of recommendation from former faculty members and/or employment supervisors who are familiar with your work habits and/or your ability to interact with children. An interview with the Director of Teacher Education is also required. An Introduction to Computing course and basic word processing skills are strongly recommended.

## TRACK A CIRRICULUM

**Required Courses**

| | | |
|---|---|---|
| EPSY 701 | Community Systems* | 3 Credits |
| EDAC 560 | Learning Enhanced Through Technology* | 3 Credits |
| EDAC 561 | Learning Enhanced Through Technology II | 3 Credits |
| EDAC 703 | Self-Designed Action Research Technology Project | 3 Credits |

**Electives (Select one)**

| | | |
|---|---|---|
| EPSY 505 | Educational Psychology* | 3 Credits |
| EPSY 510 | Integration of Learning Theory & Teaching Methods* | 3 Credits |

**These courses may be applied toward the Marist College Masters in Educational Psychology degree*

Additional courses needed to complete the Masters in Educational Psychology are: EPSY 505 (if not taken as an elective), EPSY 510 (if not taken as an elective), EPSY 605, EPSY 611, EPSY 612, EPSY 660, EPSY 702, EPSY 703.

## ADVANCED CERTIFICATE IN LEARNING AND TECHNOLOGY – TRACK B

### For Permanently Certified Teachers (12 Credits)

The Advanced Certificate Program in Learning and Technology (Track B) is a 12 credit program designed for permanently certified professional teachers seeking to learn new ways to effectively integrate technology into their classrooms and instructional practices.

## ADMISSION REQUIREMENTS

A Master's degree or Permanent Teaching Certification is required for applicants to the Track B Technology program. An Introduction to Computing course and basic Word-processing skills are strongly recommended.

## APPLICATION PROCEDURES

Applications for admission to the Certificates in Learning and Technology are accepted for all semesters. In addition to the application materials listed on page 13, applicants to these programs must submit two letters of recommendation from former faculty members and/or employment supervisors who are familiar with your work habits and/or your ability to interact with children. An interview with the Director of Teacher Education is also required.

## TRACK B CIRRICULUM

**Required Courses**

| | | |
|---|---|---|
| EDAC 501 | Knowledge Base for Expert Teaching in the Technologically Linked Classroom | 3 Credits |
| EDAC 560 | Learning Enhanced Through Technology I | 3 Credits |
| EDAC 561 | Learning Enhanced Through Technology II | 3 Credits |
| EDAC 703 | Self-Designed Action Research Technology Project | 3 Credits |

# Teacher Education Course Descriptions

EDAC 091
**Fieldwork**
*0 Credits*
Participation in the teaching-learning process in a school or other educational setting. Placement arranged through the Education Department.

EDAC 501
**Knowledge Base for Expert Teaching in the Technology Linked Classroom**
*3 Credits*
Seminar exploring current research and best practice models for teaching in today's classroom, building upon the participants understanding and use of technology and tied to current issues such as learning styles and diversity.

EDAC 512
**Secondary Methods**
*3 Credits*
This course focuses on general middle and high school areas emphasizing general methods, school issues, learning strategies, classroom practices and management. Classroom methods emphasizing individual differences are stressed.

EDAC 515
**Student Teaching**
*6 Credits*
Semester long clinical experience in the classroom on the secondary/middle school level under the supervision of the Office of Teacher Education. Full-time attendance at a secondary or middle school and on-campus seminar sessions are required. Prerequisites: All other program requirements met or permission of the Chair.

EDAC 518
**Learning Environments and Curriculum Strategies**
*3 Credits*
Course focuses on strategies for teaching both the traditionally defined content areas of science, social studies, and fine arts and the integrated curriculum in the elementary school. Students will develop skills in planning lessons, units of instruction, and authentic assessments that meet the needs of students in a diverse society. Course includes a concurrent field experience.

EDAC 520
**Methods: Social Studies**
*3 Credits*
This course will address methodologies and strategies specific to the teaching of Social Studies, including planning and instruction design and student development issues.

EDAC 522
**Methods: Science**
*3 Credits*
This course will address methodologies and strategies specific to the teaching of Science, including planning and instruction design for lab and classroom and student development issues.

EDAC 524
**Methods: Mathematics**
*3 Credits*
This course will address methodologies and strategies specific to the teaching of Mathematics, including planning, in– struction design and student development issues.

EDAC 526
**Methods: Foreign Language**
*3 Credits*
This course will address methodologies and strategies specific to the teaching of Foreign Language, including planning and instruction design and student development issues.

EDAC 528
**Methods: English**
*3 Credits*
This course will address methodologies and strategies specific to the teaching of English, including planning and instruction design and student development issues.

EDAC 541
**Qualitative/Analytical Skills and Math Methods**
*3 Credits*
This course emphasizes a constructivist approach to teaching mathematics content. Current research, NCTM Standards, teaching strategies and activities, ways to adapt instruction to address student needs, and curriculum based assessments are stressed.

EDAC 551
**Literacy and Reading**
*3 Credits*
This course focuses on diagnostic teaching. It studies recent trends in literacy instruction, covering teaching methods, materials and activities, instructional goals, informal assessment practices and thoughtful planning of literacy lessons emphasizing their cross-cultural applicability.

EDAC 560
**Learning Enhanced Through Technology**
*3 Credits*
The integration of educational practices and learning theory are discussed and related to the use of current and developing technology that will address students' learning goals. Various applications of technology that have specific educational implications will be explored with an emphasis on hands-on experience.

EDAC 561
**Learning Enhanced Through Technology**
*3 Credits*
This course is the second in the Learning Enhanced Through Technology sequence and will continue the exploration of the integration of educational practices and learning theory and their relationship to the use of technology within the classroom

EDAC 562
**Student Teaching**
*6 Credits*
Semester long clinical experience in the classroom on the elementary level under the supervision of the Office of Teacher Education. Full-time attendance at an elementary school and on-campus seminar sessions are required. **Prerequisites**: All other program requirements met or permission of the Chair.

EDAC 703
**Self-Designed Action Research Technology Project**
*3 Credits*
Students design, implement, and evaluate an original technological application for a specific educational setting, integrating current educational theories with available technologies and culminating in a final paper and presentation of the technology project. **Prerequisites**: EDAC 501, EDAC 560, EDAC 561.

For descriptions of the EPSY courses included in these programs, please see the Masters in Educational Psychology section.

# Psychology, School Psychology, & Educational Psychology Faculty

**MICHAEL A. BRITT** Assistant Professor of Psychology, 1990. *Degrees:* B.A., Marist College; Ph.D., SUNY at Albany

**JANE BOYD CALABRO** Adjunct Instructor. *Degrees:* B.S., University of Pennsylvania; M.A., New York University; Ph.D., Union Graduate School

**LOUIS E. CALABRO** Adjunct Instructor. *Degrees:* B.S., Hofstra University; M.A., Hofstra University; Ph.D., Hofstra University; Post-doctoral Fellow, New York University

**JOSEPH CANALE** Associate Professor of Psychology, 1984. *Degrees:* B.A., Marist College; Ed.D., University of Tennessee

**JANE CARBONE** Adjunct Instructor. *Degrees:* B.A., SUNY Albany; M.S., California State University

**LORI CRISPI** Assistant Professor. *Degrees:* B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

**PETER DEL ROSARIO** Adjunct Instructor. *Degrees:* B.A.,Union College; Ph.D., SUNY Buffalo

**SHERRY DINGMAN** Assistant Professor of Psychology, 1991. *Degrees:* B.A., University of Montana; M.A., University of Montana; Ph.D., University of Montana

**GREGORY DUNLAP** Adjunct Instructor. *Degrees:* B.S., Kansas State University; M.A., University of Iowa; Ph.D., University of Iowa

**LINDA L. DUNLAP** Associate Professor of Psychology, 1984. *Degrees:* B.A., Kansas State University; Ph.D., University of Iowa

**PAUL J. EGAN** Assistant Professor of Psychology, 1995. *Degrees:* B.A., SUNY Buffalo; Ph.D., SUNY Buffalo, Director, School Psychology Program

**NED ENGEL** Adjunct Instructor. *Degrees:* B.A., Queens College; M.S., St. John's University; Ed.D., Columbia University; Ph.D., Hofstra University

**STEPHEN GARGER** Associate Professor of Educational Psychology. *Degrees:* B.S., Manhattan College; M.A., University of Ottowa; Ed. D., Seattle University

**DEBORAH GATINS** Assistant Professor. *Degrees:* B.A. Vassar College; Ph.D., University of Miami

**JOHN GEORGE** Adjunct Instructor. *Degrees:* B.A., Columbia University; M.A., Adelphi University; Ph.D., Adelphi University

**KAREN HINTON** Director of Institutional Research & Planning. *Degrees:* B.A., University of Wisconsin; M.A., Wichataw State University; Ph.D., University of New Mexico

**JOHN HUDAK** Adjunct Instructor. *Degree:* Ph.D., Hofstra University

**SHEILA KNIGHTS** Adjunct Instructor. *Degrees:* B.A., SUNY Albany; M.S., Indiana State University; Psy.D., Pace University

**THOMAS KULAGA** Adjunct Instructor. *Degrees:* B.S., CUNY; M.S., CUNY

**RICHARD KURALT** Adjunct Instructor. *Degrees:* B.S., SUNY New Paltz; M.S., SUNY New Paltz

**JOHN LAMOTHE** Adjunct Instructor. *Degrees:* B.A., St. John's University; M.S.W., Fordham University; M.A., Marist College; P.D., Fordham University; Ph.D., Field Institute; P.D., St. John's University

**JOEL LORD** Adjunct Instructor. *Degrees:* Ph.D., New School for Social Research

**PAUL MARGOLIES** Adjunct Instructor. *Degrees:* B.S., Rensselaer Polytechnic Institute Ph.D., New School for Social Research

**SPENCER MARKS** Adjunct Instructor. *Degrees:* B.A., SUNY New Paltz; M.S., Russell Sage College

**SALVATORE MASSA** Adjunct Instructor. *Degrees:* B.A., CUNY, Queens College; M.S., St. John's University; P.D., St. John's University; Ph.D., St. John's University

**PATRICK MCCABE** Adjunct Instructor. *Degrees:* M.Ed., St. John's University; M.S., St. John's University

**JOHN NASH, F.M.S.** Adjunct Instructor. *Degrees:* M.A., Manhattan College; M.S., Iona College; Ph.D., Pacific Graduate School of Psychology

**EDWARD J. O'KEEFE** Professor of Psychology, 1961. *Degrees:* B.S., Iona College; M.A., Fordham University; Ph.D., Fordham University

**DAVID L. RULE** Adjunct Instructor. *Degrees:* B.S., College of St. Rose; M.S., College of St. Rose; Ph.D., SUNY Albany

**JOHN SCILEPPI** Professor of Psychology, 1973. Director, Psychology Program. *Degrees:* B.A., Marist College; M.A., Loyola University; Ph.D., Loyola University

**DEIDRE SEPP** Director of Career Services. *Degrees:* B.A., New England College; M.S., SUNY New Paltz

**WILLIAM SKOJEC** Adjunct Instructor. *Degrees:* B.A., SUNY Binghamton; M.A., National University; M.A., University of Hartford; Ph.D., University of Hartford

**GLENN SOBERMAN** Adjunct Instructor. *Degrees:* B.A., Haverford College; M.A., New School for Social Research; M.S.C., New Seminary; Ph.D., Walden University

**JANET STIVERS** Associate Professor of Special Education, 1985. *Degrees:* B.A., Mt. St. Mary College; M.A., Assumption College; Ph.D., SUNY Albany

**ELIZABETH TEED** Adjunct Instructor. *Degrees:* B.A., Marist College; M.A., Marist College; Ph.D., Cand., Union Institute

**WILLIAM E. VAN ORNUM** Associate Professor of Psychology, 1984. *Degrees:* B.S., DePaul University; Ph.D., Loyola University

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