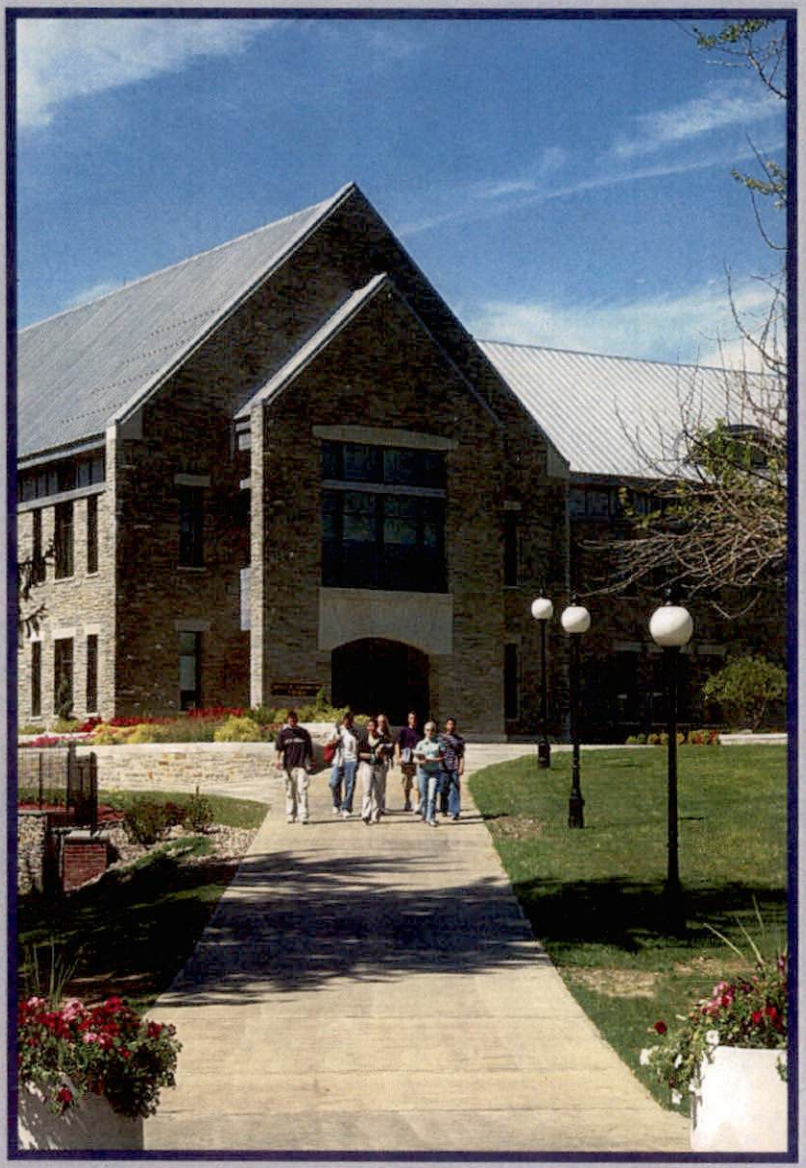
MARIST



Graduate Programs 2001–2003

MARIST

Graduate Programs
2001–2003

THE SCHOOL OF GRADUATE
& CONTINUING EDUCATION

MARIST COLLEGE
Poughkeepsie, New York 12601-1387

telephone: (845) 575-3800
toll free: (888) 877-7900
fax: (845) 575-3166
e-mail: graduate@marist.edu

Graduate Admissions Coordinator
Anu R. Ailawadhi

www.marist.edu/graduate

"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 graduate programs at Marist College will provide you with intellectual challenge, academic excellence, and a variety of learning resources to help you achieve your educational goals.

At Marist, our students find:

- *Distinguished faculty*
- *Cutting-edge curricula*
- *Flexible course schedules*
- *Individual attention*
- *Research opportunities*
- *State-of-the-art learning technology*

I look forward to welcoming you to the Marist College graduate community.

— H. Griffin Walling
Dean, School of Graduate and Continuing Education

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GRADUATE ACADEMIC CALENDAR 2001–2002

Traditional 15-week semesters

FALL SEMESTER 2001

September 2, Sunday
Freshmen and transfer resident students arrive on campus according to schedule.

September 3, Monday
Returning resident students arrive on campus according to schedule.
Orientation for New Students.

September 4, Tuesday
Fall 2001 Semester begins for all programs. *Day & evening classes begin; late registration.*

September 4–10, Tuesday–Monday
Course Change Period.

September 10, Monday
Last date for course changes.
Half tuition refund after this date.

September 24, Monday
No tuition refund after this date.

September 24, Monday
Graduate graduation applications due in Office of the Registrar for 1/02 candidates.

October 1, Monday
P/NC Option due.

October 18, Thursday
Residence Halls close at 6:30 p.m.
Evening classes will be held.

October 19–21, Friday–Sunday
Mid-Semester break.

October 21, Sunday
Residence Halls reopen at 10:00 a.m.

October 22, Monday
Classes Resume. *Midterm grades due by 10:00 a.m.*

October 26, Friday
Graduate graduation applications due in Office of the Registrar for 5/02 candidates.

October 29, Monday
Last date for dropping courses without penalty of WF grade.

November 21, Wednesday
Day classes held; no evening classes.
Residence Halls close at 6:30 p.m.

November 22–25, Thursday–Sunday
Thanksgiving Holiday; no classes held.

November 25, Sunday
Residence Halls reopen on Sunday at 10:00 a.m.

November 26, Monday
Classes resume.

December 13, Thursday
Last day of Fall 2001 classes.

December 14–20, Friday–Thursday
**Final Exam Period.*

December 15–16, Saturday–Sunday
Reading Weekend.

December 20, Thursday
Students required to vacate residence halls immediately after last exam.

December 21–22, Friday–Saturday
*Final Exam Make-up Days in case of inclement weather.**

December 27, Thursday
Final grades due by 10:00 a.m.

* *Final Exams are held through December 20, 2001. Exams may be rescheduled during exam week due to inclement weather. Travel plans should be arranged accordingly.*

WINTER INTERSESSION 2002

January 2, Wednesday
Day & evening classes begin.

January 15, Tuesday
Last day of classes.

January 18, Friday
Final grades for Winter Session due by noon.

SPRING SEMESTER 2002

January 18, Friday
Last date for incompletes & grade changes for Fall 2001.

January 21, Monday
Residence Halls open at 10:00 a.m.

January 22, Tuesday
Spring Semester begins; day & evening classes held.

January 22–28 Tuesday–Monday
Course Change Period.

January 28, Monday
Last date for course changes.
Half tuition refund after this date.

February 1, Friday
Deadlines for grade changes & resolving incompletes for Winter '02.

February 11, Monday
No tuition refund after this date.

February 25, Monday
P/NC Option due.

March 12, Tuesday
Midterm grades due by 10:00 a.m.

March 19, Tuesday
Last date for dropping courses without penalty of WF grade.

March 22, Friday
Residence Halls close at 6:30 p.m.

March 23–31, Saturday–Sunday
Spring Recess.

April 1, Monday
Residence Halls reopen at 10:00 a.m.

April 1, Monday
No day classes held;
Classes resume with Evening classes.

May 4, Saturday
Last day of Spring 2002 classes. *Monday day classes will be held on this day. Regularly scheduled Saturday classes will also be held.*

May 5, Sunday
Reading Day.

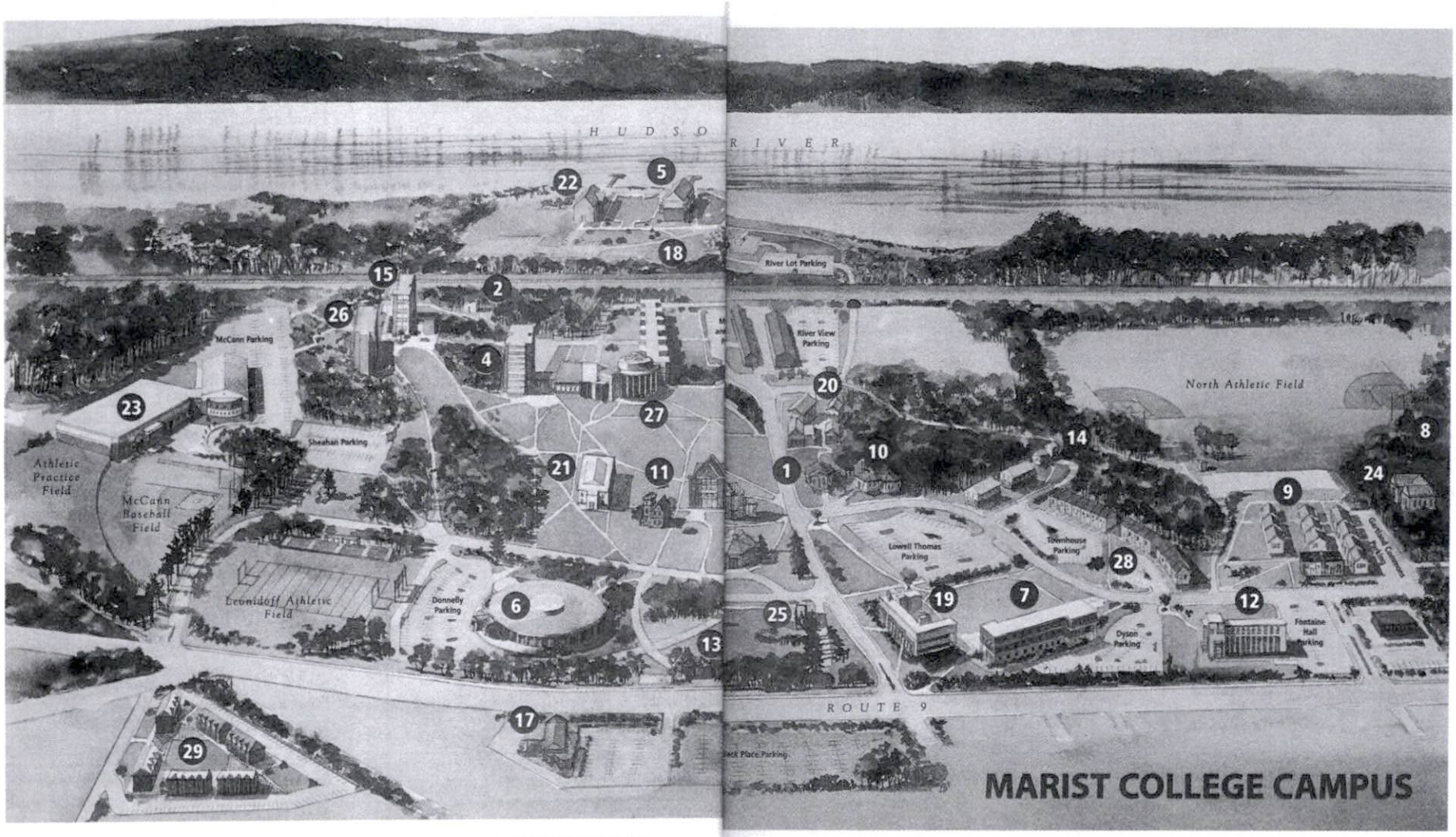
May 6–11, Monday–Saturday
Final Exam Period;
Saturday exams will be scheduled.

May 13, Monday
Senior Final grades due by 10:00 a.m.

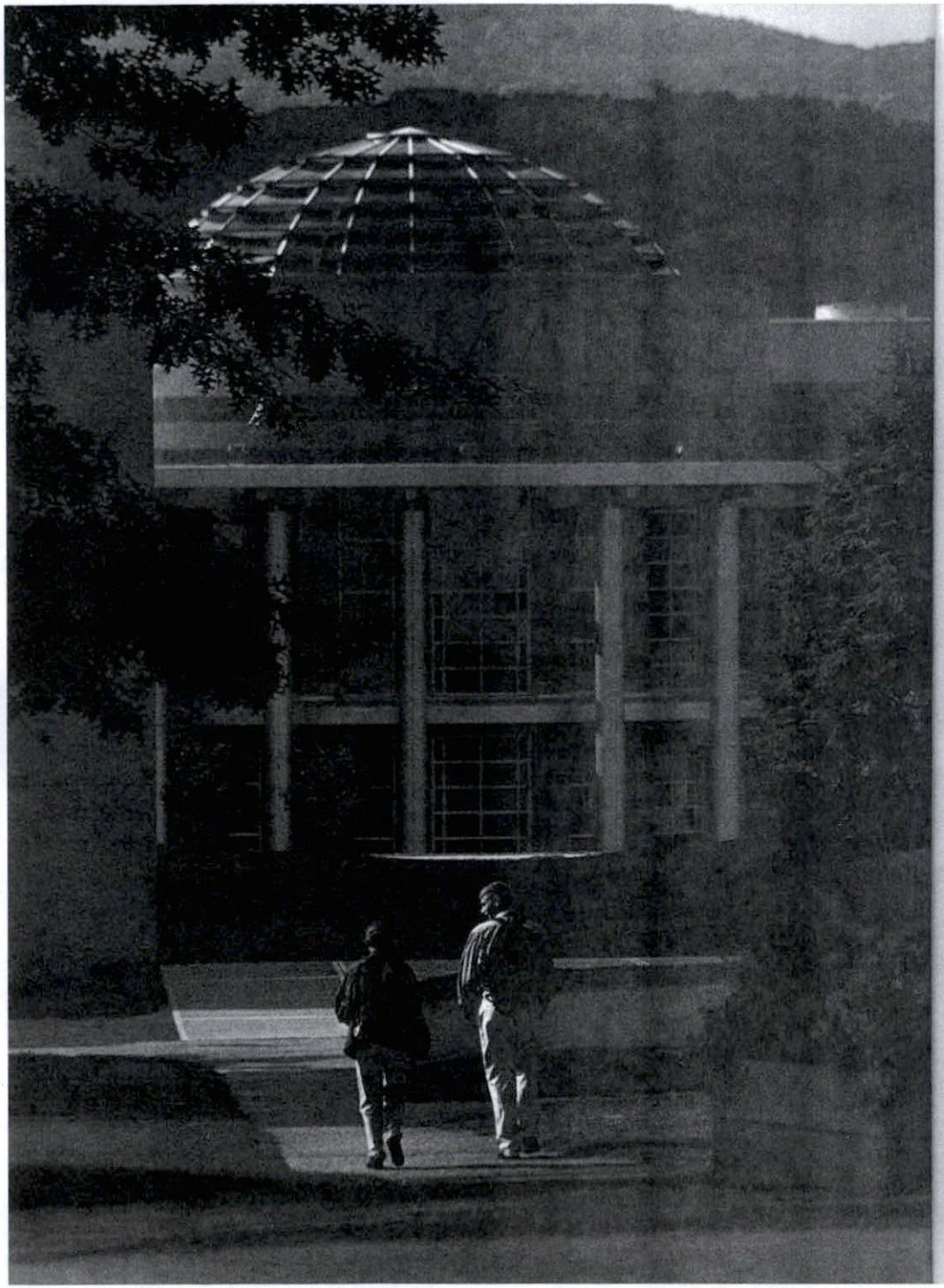
May 18, Saturday
Fifty-sixth Commencement.

May 20, Monday
Final grades due by 10:00 a.m.

June 10, Monday
Last date for grade changes & resolving incompletes for Spring 2002.



1. **BENOIT HOUSE**
   - Student Residence
2. **BYRNE HOUSE**
   - Student Counseling Services
   - Campus Ministry
3. **OUR LADY SEAT OF WISDOM CHAPEL**
4. **CHAMPAGNAT HALL**
   - Special Services
   - Freshman and Sophomore Student Residence
5. **CORNELL BOATHOUSE**
6. **DONNELLY HALL**
   - Business and Financial Affairs
   - Donnelly Coffee Shop
   - Computer Center/Information Technology
   - Computer Store
   - School of Science
   - Financial Aid
   - Institutional Research and Planning
   - Fashion Program
   - Office of the Registrar
   - Safety and Security
   - Transfer Admissions
7. **MARGARET M. AND CHARLES H. DYSON CENTER**
   - Dyson Coffee Shop
   - The Graduate Center of Public Policy and Administration and the Marist Bureau of Economic Research
   - School of Graduate and Continuing Education
   - School of Management
   - School of Social and Behavioral Sciences
   - Teacher Education Program
8. **FERN TOR**
   - Arboretum and Nature Trails
9. **GARTLAND APARTMENTS**
   - Upperclassman Residence
10. **GREGORY HOUSE**
    - Student Residence
11. **GREYSTONE HALL**
    - Office of the President
    - Office of Executive Assistant to the President
12. **FONTAINE HALL**
    - Office of College Advancement
    - Alumni Affairs
    - College Relations
    - Marist Institute of Public Opinion
    - School of Liberal Arts
13. **KIERAN GATEHOUSE**
14. **KIRK HOUSE**
    - College Chaplain
15. **LEO HALL**
    - Freshman Housing
16. **JAMES A. CANNAVINO LIBRARY**
    - Academic Student Services
    - Center for Career Services
    - Higher Education Opportunity Program
    - Academic Technology
    - International Education and Marist Abroad
17. **FINE ARTS PROGRAM**
    - Steel Plant Studio
18. **FUTURE HOME OF LONGVIEW PARK**
    - Riverfront Recreational Area
19. **LOWELL THOMAS COMMUNICATIONS CENTER**
    - School of Communication and the Arts
    - School of Computer Science and Mathematics
20. **LOWER TOWNHOUSES**
    - Upperclassman Housing
21. **MARIAN HALL**
    - Freshman Housing
22. **MARIST BOATHOUSE**
23. **JAMES J. MCCANN RECREATIONAL CENTER**
    - Athletic Department
    - Aerobic Center
    - Field House
    - Fitness Center
    - Hall of Fame
    - Natatorium
    - Varsity Coaches Center
24. **ST. ANN'S HERMITAGE**
25. **ST. PETER'S**
    - Upward Bound
26. **SHEAHAN HALL**
    - Freshman Residence
27. **STUDENT CENTER**
    - Undergraduate Admissions
    - Campus Bookstore
    - Dining Services/Cabaret
    - Health Services
    - Infirmary
    - Nelly Goletti Theatre
    - Student Activities
    - Student Affairs
    - Student Government Association
    - Student Housing Office
28. **UPPER TOWNHOUSES**
    - Upperclassman Residence
29. **WEST CEDAR TOWNHOUSES**
    - Upperclassman Residence



Welcome to Marist College

Located on the east bank of the Hudson River in Poughkeepsie, New York, Marist College is an independent, coeducational liberal arts and sciences institution. The College serves some 4,000 traditional undergraduates, 850 adult undergraduates, and over 900 graduate students on its scenic 130-acre campus.

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. Marist first offered graduate courses in 1972, but grew rapidly throughout the ensuing years by offering graduate programs in Business Administration, Public Administration, Computer Science — Software Development and Information Systems, Counseling and Community Psychology, School Psychology, and Educational Psychology. Graduate level certificate programs are also offered in Teacher Education, Information Systems, and School Psychology.

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.

Through a partnership with the IBM Corporation, Marist College is known as one of the most technologically advanced institutions of higher education in the country. This $16 million joint study has given IBM an opportunity to test concepts and applications that they believe to be of value in the 21st century to education, business, and other fields. This partnership provides 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, Internet, and satellite technology, all link Marist students, faculty, and administrators to the world.

Over 900 individuals 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 and MPA programs has greatly expanded the reach of the Marist graduate community. Students from as far away as Europe, India, and China now count themselves as members of the Marist College family.

The Marist College Faculty

The Marist College faculty is comprised of highly experienced and credentialed educators who are dedicated to the intellectual and professional development of their students. Many of these faculty members 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. Furthermore, the Marist College faculty is known for their long-standing commitment to excellence in teaching. 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.

Course Scheduling and Delivery

Marist College recognizes the competing needs of adult students who often balance their career and home life with their graduate studies. There are a number of options available to help students meet this challenge. Marist offers the convenience of evening classes and online classes, as well as a choice of campus locations, thus enabling working adults to pursue their graduate degree with minimal disruption to their personal lives. At the same time, part-time students can choose to accelerate their studies by taking more than one course per term. Fall, spring, and summer sessions allow students to complete their degree at a pace which suits their personal and professional goals.

Graduate courses are not just offered at the main campus in Poughkeepsie. They are available at extension centers in Fishkill and Goshen, as well as at several additional satellite locations. Graduate classes normally meet one evening per week (Monday through Thursday) at 6:30 P.M., either at the main campus of Marist College in Poughkeepsie, New York or at the Fishkill Extension Center. Two fifteen-week semesters are offered during the fall and spring terms, as well as a shortened summer session.

Online classes are accessible 24 hours per day and scheduled in eight-week segments. The online classes are generally taken sequentially, thus enabling students to complete six (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 currently holds memberships in: the Association of Colleges and Universities of the State of New York; the Commission on Independent Colleges and Universities; the American Association of Colleges for Teacher Education; and the Association of American Colleges. Marist is a charter member of the Visiting Student Program sponsored by the Associated Colleges and Universities of the State of New York. Marist College's other memberships include: 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 Council of Applied Master's Programs in Psychology; the National Association of Schools of Public Affairs and Administration; and the AACSB, a widely respected international association for management education.

Academic Facilities

JAMES A. CANNAVINO LIBRARY

The James A. Cannavino Library strives to support the teaching and learning environment by meeting the information needs of students and faculty. The newly constructed state-of-the-art library opened in the fall of 1999 and overlooks the campus green and the Hudson River.

The first floor of the 83,000-square-foot structure holds the library's circulating collection, print periodicals, and archives which include special collections of distinctive resources. The second level features the main reading room, the circulation, reserve, and reference desks as well as a selection of current print periodicals. The third floor houses electronic classrooms, a multimedia language lab, and centers for multimedia content development.

Spacious study areas and attractive quiet rooms are available throughout the library for research, conferences, and collaborative work. In all, the library provides more than 800 seats, most with network connections, for quiet study or group study as well as use of library materials. The library is open an average of 100 hours a week during the semester although it remains open for extended hours during exam periods.

The library collection includes more than 170,000 book and periodical volumes. Current periodical subscriptions exceed 6,000 titles in several formats. More than 4,500 videocassettes and videodisks on a variety of topics are available in the library as components of assigned coursework.

The James A. Cannavino Library has always been an innovator in developing and implementing computerized information resources and information literacy programs, as well as a suite of services especially for distance education and non-resident students. The MERIT electronic reserve room, developed in conjunction with IBM,

provides students with online access to reserve materials in any format — print, audio, and video — from several locations on campus. The library also provides 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.

A wholly integrated online library system supports a Web-based catalog of library holdings and an online circulation module that indicates location and availability of both circulating and non-circulating materials. Students are encouraged to contact a librarian whenever a question, concern, or problem occurs regarding library materials or usage, including online materials.

THE MARGARET M. AND CHARLES H. DYSON CENTER

The Dyson Center houses the Marist College School of Graduate and Continuing Education, School of Management, School of Social and Behavioral Sciences, 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, a 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 the Marist College School of Communication 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 an 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 the School of Science, the Computer Center, classrooms, lecture halls, 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 adult students in the Hudson Valley region, Marist College offers graduate courses in Business Administration and Teacher Education at the extension center in Fishkill, New York. Graduate courses in Counseling and Community Psychology, School Psychology, Educational Psychology, and Teacher Education are available at the extension center in Goshen, New York.

The Fishkill Center, Marist's newest facility, provides 10,500 square feet of classroom, conference room, 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 have access to the Marist College mainframe and the College's library resources from the site. Credit courses at both the graduate and undergraduate level, and business seminars as well as non-credit courses are offered in Fishkill.

The Goshen Center is located at the Goshen Executive Park on Matthews Street, just off Route 17 at exit 124. Undergraduate, graduate, and certificate courses are taught by Marist faculty and experienced professionals from the community. This facility has five classrooms and two computer labs and offers student access to the Marist mainframe and library resources.

For more information:

	FISHKILL	GOSHEN
Phone:	(845) 897-9648	(845) 294-6900
Fax:	(845) 897-4653	(845) 294-5785
	400 Westage Business Center Drive	40 Matthews Street
	Fishkill, NY 12524	Goshen, NY 10924

Student Facilities & Services

COMPUTER LABS AND INFORMATION SERVICES

Several computer labs are available for student use in Lowell Thomas Center, Dyson Center, and Donnelly Hall. Donnelly 258 is dedicated to drop-in use and Lowell Thomas 135 is available for drop-ins when not being used for class instruction. Computer Science students also have access to departmental labs with multimedia machines, LANs under Novell Operating Systems, and RISC 6000 for graphics support. Information Technology is located in Donnelly Hall, Room 258 and the Help Desk staff are available Monday through Friday from 8:30 A.M. to 5:00 P.M. For information regarding system availability and programming languages, please call (845) 575-3240.

SAFETY AND SECURITY

The Safety and Security Office provides 24-hour, seven-days-a-week service to the Marist College community. Among the many services provided through this office

are student escort programs during evening hours; fire and emergency equipment; and a lost-and-found department.

The Safety and Security Office works as the liaison to local fire, police, and rescue agencies. The office administers the College's parking and vehicle registration policy and is responsible for its enforcement in order to facilitate traffic flow and ensure unimpeded emergency response to the College community. The office is located in Donnelly Hall, Room 201 and can be reached by calling (845) 575-3000, extension 2282 or (845) 471-1822.

PARKING PERMITS

Parking on campus is limited to vehicles that are registered with the Safety and Security Office and have been issued a Marist College Parking permit. When applying for parking permits, students must present a valid driver's license, vehicle registration, and college identification. Commuter student parking is restricted during the day although after 6:00 P.M. students may park in the Dyson and Lowell Thomas lots.

Permits are issued for individual parking lots and are valid only for that specific lot. Vehicles without permits, or those parked in a lot other than designated, are subject to towing at the owners' expense. All fines must be paid at the Business Office within 10 days of issuance. Any 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. The bookstore is open six days per week during the academic year. Please call (845) 575-3260 for store hours.

THE STUDENT CENTER

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

ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities that support an extensive intramural program as well as 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 and a weight room, as well as 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. Special student rates are available for graduate students wishing to purchase a semester's membership to the McCann Center. For more information, please contact the Director of Athletics at (845) 575-3000, extension 2304.

CENTER FOR CAREER SERVICES

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

- individual career counseling
- interest inventory & personality type assessment
- résumé information & critiques
- assistance with job search correspondence
- annual career fairs
- on-campus interview program
- a résumé referral service
- employer information & directories
- an alumni career network

The Center also sponsors workshops on career decision making, résumé writing, interviewing skills, and salary negotiation. For information regarding these programs, please contact the Center for Career Services at (845) 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.

Required for application to all graduate programs are the following:

- A completed Marist Graduate Studies application form.
- $30.00 non-refundable application fee made payable to Marist College.
- Official transcripts from all undergraduate and/or graduate institutions attended (including two-year colleges).

Additional academic documentation and prerequisite requirements vary by department, and are outlined under the respective program descriptions contained in this Catalog.

Admissions applications are accepted on a year-round basis and students are admitted for all terms — fall, spring, and summer. Prospective graduate students should contact Graduate Admissions at (845) 575-3800 or visit *www.marist.edu/graduate* for an application.

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

Graduate Admissions Office
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.

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 Health Services office 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 requirements please contact:

Health Services
Room 350 Student Center
Marist College
Poughkeepsie, NY 12601-1387
Phone: (845) 575-3270
Fax: (845) 575-3275

Application Requirements for International Students

International students seeking admission to graduate study at Marist College must:

- submit an application for admission by May 1 for September of the same year, although earlier application is encouraged.
- provide an official evaluation of all foreign academic credentials (examination results and grade reports) that correspond to a bachelor's degree or its equivalent in the United States. This report may be issued in the student's home country or in the U.S. and must bear an official seal and be signed by an official representative of the evaluating agency.
- submit official test results of the TOEFL and TWE.
- submit the following documents:
  - original notarized copy of the Declaration of Finances Form signed by applicant and his/her sponsor (this document states the applicant has sufficient financial means to support tuition and living expenses while attending Marist).
  - letter from a bank or other financial institution (to verify that sufficient resources, calculated in US dollars, are available to cover the sponsor's commitment for at least the first academic year – this letter must bear an official seal and be signed by an official representative of the institution).

Estimated costs for international students for the 2001/2002 academic year include: tuition — $11,580; room and board — $7,725; orientation fee — $100; books and supplies — $800; personal expenses — $1,300. All expenses are estimated and in US dollars. While the College does not provide graduate student housing, some affordable housing is available near campus. For information, please contact International Student Programs at (845) 575-3000, extension 2818 or email *graduate@marist.edu*.

Marist provides partial financial assistance to a limited number of international students. Graduate Assistantships, consisting of a tuition grant (estimated annual amount US $2,000 – $2,500) and campus employment (estimated annual income of

US $2,000 – $4,200) are sometimes awarded. There are no separate application forms for assistantships or campus employment. If accepted students receive a financial award, they will be notified. **NOTE:** Marist does not offer awards for full tuition.

Language Proficiency

All international applicants whose primary language is not English must demonstrate proficiency in English. Prospective students must submit 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 or a 213 equivalent on the TOEFL Computer test as well as a minimum score of 4.0 on the TWE are required for admission to Marist. All test results must be sent directly from the Educational Testing Service to Graduate Admissions at Marist College. **NOTE:** Marist's report code is 2400.

International students must arrive several days before classes begin in order to participate in the mandatory International Student Orientation Program that takes place before the fall and spring semesters. The orientation session introduces students to the academic policies and procedures at Marist College and familiarizes them with the campus, the surrounding community, and the United States.

An American Culture and Language seminar is **required** for all new International Students as part of the extended orientation program. In addition, all new international students must take an English proficiency exam upon their arrival at Marist. Depending on the results of this exam, the College may require a student to register and pay for an additional English course.

For more information regarding English requirements and/or new student orientation please contact:

International Student Programs
Academic Learning Center
Marist College
Poughkeepsie, New York 12601-1387

telephone: **(845) 575-3000, extension 2818**
e-mail: **Graduate@Marist.edu**

Tuition and Fees

An advanced degree can enhance earning potential that 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 2001–2002

Tuition (per credit hour, 2001–2002 academic year)	$480.00
Registration and College Service Fee (non-refundable) 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.	$ 30.00
Application Fee (non-refundable)	$ 30.00
Matriculation Fee (non-refundable) This fee is payable immediately upon the student's acceptance into and registration for a degree program.	$ 30.00
Maintenance of Matriculation Fee (non-refundable) This fee is to be paid to maintain matriculated status during any semester in which the candidate for a degree is on an official leave of absence.	$ 15.00
Reinstatement Fee (non-refundable) This fee is to be paid by a student who has withdrawn from the program, but has applied for and been granted re-admission into the program.	$ 30.00
Thesis Fee	$ 30.00
Transcript Fee (payable at time of request)	$ 3.00
Audit Fee (tuition per credit hour, 2001–2002 academic year)	$145.00

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

Payment Options

All graduate students registering for courses at Marist College must pay their bill 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 Student Accounts Office 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.

FINANCIAL AID RECIPIENTS

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

Financial Aid

Financing graduate study is a major concern for many people, but there are several options available. In addition to traditional sources, including 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. For eligibility, students must be matriculated in a graduate program at Marist and maintain satisfactory academic progress each semester. Satisfactory progress is defined as maintaining a cumulative GPA of 3.0 or above. Financial 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 offers a scholarship program for part-time MBA students. Management Scholarships of $250 per three-credit course are available to students on a competitive basis. This scholarship program was designed to aid talented MBA candidates who do not receive tuition assistance from their employers and are initially awarded to newly matriculated students. In order to retain the award, Management Scholars must maintain steady and acceptable progress toward the degree and refile 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 provides McCann Fellowship awards for individuals employed by public sector and not-for-profit organizations who are interested in pursuing graduate studies 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 are designed to aid part-time MPA candidates who receive partial or no tuition assistance from their employers. In order to be eligible, students 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 their employer. In order to retain the award, McCann Fellows must maintain steady and acceptable progress toward their degree and refile a McCann Fellowship application each term. While amounts vary, McCann Fellows may be awarded up to $3,250 in funding during the course of their graduate studies.

Graduate Assistantships

Graduate Assistantships are awarded on a competitive basis to full-time students. Graduate Assistants work with faculty and staff to perform administrative and research tasks as well as other duties such as monitoring labs, tutoring, and assisting with student activities. Assistantships are comprised of a partial tuition waiver and stipend. The assistantship value and nature of work involved varies by program. The range is $2,000–$6,200 per year. For more detailed information, contact the Director of the respective graduate program.

NEED-BASED FINANCIAL ASSISTANCE

Marist also awards assistance based on 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 and the necessary forms are available by calling the Financial Aid Office at (845) 575-3230 or by visiting their website at *www.marist.edu/financialaid*.

In addition to the above, students must provide the Financial Aid Office with signed photocopies of the student's and/or spouse's Federal Income Tax Returns along with W-2 statements.

PLEASE NOTE: Marist College defines academic full-time study for graduate programs as a nine (9) or greater 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
There are a limited number of grants for full-time graduate study awarded each year to students who receive **no** other form of tuition assistance. The size of the award varies in accordance with need and academic merit and students must re-apply each year because it is not automatically renewed. To qualify, recipients must maintain a 3.0 or above cumulative grade-point index and a nine (9) credit per semester course load.

Part-Time Graduate Grant
There are a limited number of grants for part-time graduate study awarded each year to students who receive **no** other form of tuition assistance. The size of the award varies in accordance with need and academic merit as well as the number of credit hours being taken. Students must re-apply each year because the grant is not automatically renewed. To qualify, recipients must maintain a 3.0 or above cumulative grade point index.

Federal College Work-Study Program
College student employment is funded through the Federal College Work-Study Program and 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 could 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 is based upon financial need and enables qualified graduate students who are enrolled at least half time (6 credits) to borrow up to $8,500 annually. The variable rate of interest will not exceed 8.25%. During the in-school and grace periods the federal government pays the interest. Marist has a list of preferred lenders; please refer to the website: *www.marist.edu/financialaid* or contact the office of Financial Aid. Students also have the option to choose their own lender. However, it is their responsibility to obtain a pre-printed application and do any follow-up required. Please allow six to eight weeks for processing.

Unsubsidized Federal Stafford Loan
The Unsubsidized Federal Stafford Loan assists 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 with a variable rate of interest not to exceed 8.25%. Interest begins to accrue on the date of disbursement. Students may defer the interest, but it will be added to the loan principal (capitalized). **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 a number of alternative loan programs available for part-time or full-time graduate study. These programs are sponsored by private lending organizations and loan terms and interest rates may vary. Students should research the program that best suits their needs.

Information about a variety of financial aid services is available through the Financial Aid Office by calling (845) 575-3230 or by visiting their website at *www.marist.edu/financialaid*.

Graduate Academic Policies

Marist College assumes the academic integrity of its students and expects all individuals to uphold fundamental standards of honesty in every academic activity. Graduate students should be familiar with the academic policies and procedures of the College as well as degree and graduation requirements. The primary responsibility for knowing and meeting program requirements and deadlines rests with each student. Students who have questions regarding policies or procedures should speak with their graduate program director.

REGISTRATION AND COURSE WITHDRAWALS

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. The catalog in effect at the time of enrollment governs the degree requirements for matriculated students. Only matriculated students are eligible for financial aid.

NON-MATRICULATED OR VISITING-STUDENT STATUS

Individuals who have not been admitted to a Marist College degree or certificate program may enroll for graduate courses on a non-matriculated basis if they have completed an application, received permission from the graduate program director,

and paid appropriate tuition and fees. There is no limit to the number of graduate courses a non-matriculated student may take; however, if the student later decides to become a degree candidate, he/she must then satisfy the requirements for matriculation. It is important to note that a maximum of *nine (9) credits* may 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 credits earned at Marist College back to his/her home institution. Visiting students are still required to complete the application form and pay the required fee. In lieu of other admissions materials, visiting students must have a letter sent directly from their dean or program director to the Graduate Admissions office at Marist. This letter must state 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. Any 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. Matriculated 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 the student to re-apply for admission to the program.

RE-ADMISSION

A student who fails to maintain status as a matriculated student each semester must apply for reinstatement to 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 Office of the Registrar. Reinstatement is on the basis of current degree requirements and a 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 nine (9) credit hours to be considered full-time. Students registered for fewer than nine (9) credits are considered part-time.

ACADEMIC STANDING

The maintenance of a minimum cumulative grade point average (GPA) of 3.0 is required for good academic standing. Students must have 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. Students 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 should circumstances warrant.

I This temporary grade of I (incomplete) may be given at the end of the semester if a student has not completed the requirements of the course for serious reasons beyond his/her control. The student is responsible for resolving this grade within three weeks of 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 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 grade point average is achieved 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 Graduate Admissions. Admissions policies of the new program apply and all admissions materials required for the new program must be provided. This includes the application, an up-to-date Marist transcript, the $30 non-refundable application fee, and any other documentation required by the individual program.

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 any 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.

Graduate Program in Business Administration MBA

ASSISTANT DEAN, SCHOOL OF MANAGEMENT
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MISSION AND OBJECTIVES

The School of Management at Marist College has offered a Masters of Business Administration (MBA) degree since 1972. It is designed primarily as a part-time program for working adults. The MBA degree program provides graduate management education for adults holding or seeking responsible management positions in any type of organization. The program is structured to accommodate individuals with diverse academic backgrounds and professional experience.

Mission: In a personalized setting, the School of Management offers a broad-based management education primarily to working professionals in the Northeast region. We augment our graduate students' knowledge, skills and values, enabling them to competitively and ethically engage in today's rapidly changing global business environment.

The educational objectives of the MBA Program are:

- to provide a dynamic, broad-based business curriculum that cultivates professional skills and values, while focusing on real-world applications and employing current and emerging technologies.
- to advance students' managerial knowledge, elevate their communication, analytical, technological, and decision-making skills, and stimulate their appreciation of the social and ethical implications of working in a diverse, global business environment.

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 faculty with doctorates in their field, 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 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 attracts students with diverse backgrounds: accountants, bankers, brokers, engineers, systems analysts, health-care and human-resource professionals, individuals involved in manufacturing and marketing, and those interested in changing careers. The result is a dynamic, highly interactive educational environment that cultivates managers capable of effective decision making in today's complex business world.

ONCAMPUS OR ONLINE ... THE CHOICE IS YOURS

At Marist, students can take their MBA courses in a traditional classroom or in an accelerated online format. Classroom-based courses are offered on the Poughkeepsie campus and at the Fishkill Extension Center. Online classes are accelerated, and are accessible 24 hours a day, 7 days a week.

Marist's MBA program was the first to receive the New York State Education Department's approval to offer the entire MBA degree curriculum online. Since January 1999, students have been able to pursue their MBA in a traditional classroom setting, online, or in a combination of formats that best meets their needs. Taking classes online requires nothing more than access to the Internet. Perspective students should take an online tour by visiting *www.marist.edu/graduate/mbatour*.

ADMISSIONS REQUIREMENTS

At Marist, 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 spreadsheet 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

Applicants to the MBA program must submit:

- A fully completed Marist Graduate Studies application form
- A $30.00 non-refundable application fee made payable to Marist College
- Official transcripts from all undergraduate and/or graduate institutions attended
- A current résumé or a written statement describing work history and present responsibilities
- An official score report of the Graduate Management Admission Test (GMAT). Specify on the GMAT application that the GMAT score should be sent to Marist College. Marist's report code is 2400.

NOTE: Applicants holding a graduate degree from an accredited college or university, or at least 10 years of professional work experience, are not required to take the GMAT.

Registration forms for the GMAT can be obtained from the Office of Graduate Admissions or by contacting the Educational Testing Service 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. 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 fully admitted as a 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 permitted to pursue up to six MBA graduate credits 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 three weeks before the start of the semester. Non-matriculated students are limited to six credits and must complete the admissions requirements within one year. 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. Admission as a non-matriculated student does not guarantee full admission to the MBA program as a matriculated, degree-seeking student.

TRANSFER CREDITS/COURSE WAIVERS

The MBA program requires as few as 30 credit hours, with a maximum of 51 credit hours for the degree. Up to 21 credits of Foundation Courses 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 Courses. Instead, specific 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 (6) 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 (21 credits)
- Electives in Professional Areas (9 credits)

The Marist MBA degree program requires a minimum of 30 credits of graduate study. The program is designed and courses are 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, students may need up to 21 additional credits of foundation courses.

Upon admission to the program, each student receives an individually designed Program Curriculum indicating the courses that must be successfully completed to qualify for his/her 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

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 application 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), must 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 students are admitted to the MBA program.

Foundation Courses (0–21 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

The MBA Graduate Core

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 students 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.

Graduate Core Courses (21 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 661	Operational Excellence	3 credits
MBA 671	Corporate Financial Theory	3 credits
MBA 801	Strategic Management (Capstone course)	3 credits

MBA Electives

The nine (9) 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 and students can expect continuous changes to the list of elective offerings.

MBA Elective Courses (9 credits required)

MBA 612	Managerial Economics	3 credits
MBA 622	International Marketing Management	3 credits
MBA 643	Federal Income Taxation	3 credits
MBA 672	Financial Markets and Institutions	3 credits
MBA 673	Investment Analysis	3 credits
MBA 684	Leadership	3 credits
MBA 685	Negotiations & Conflict Management	3 credits
MBA 686	Strategic Cost Analysis	3 credits
MBA 687	Electronic Marketing	3 credits

NOTE: Special Topics courses may be added from time to time. Please check with the MBA Program Director, the MBA Newsletter, or the School of Management website for Special Topics 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

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.

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*

Rosanne Cahn, *Chief Economist, CS First Boston Corporation*

Mary Beth Colucci, *President, LaBurnam Marketing*

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

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

Marsha Gordon, *President & CEO, Westchester Chamber of Commerce*

David Grein, *Senior Vice President & CFO, T. J. Lipton, Inc. (retired)*

Stanley Grubel, *Vice President & GM, Philips Semiconductors*

Debra Levantrosser, *Consultant, PriceWaterhouseCoopers, LLP*

Robert Luce, *Vice President, Hay Group (retired)*

Michael P. McCormick, *Partner/Portfolio Manager, Gilder, Gagnon, Howe & Company, LC*

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

Frank Minerva, *Senior Vice President, PaineWebber*

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

John J. Nunziata, *Vice President, Intermedia Communications*

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

Roger Smith, *President, Pawling Corporation*

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

Thomas Troland, *Director of Development, Meredith Corporation*

Gerald Weinstein, *Executive Vice President, Medicus Communication*

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 as 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. The 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. **Prerequisites:** A competency in college level algebra and computers is required.

MBA 545
Accounting Foundations
3 Credits
An introductory course covering financial and managerial accounting from a users perspective. The classifying and recording of business transactions for corporations are emphasized. Also, the concepts of generating, analyzing, and using accounting information in the planning and control processes are 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. It 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 organizational 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, build culture, and motivate its citizens, and how to design organizations to leverage their competencies.
Prerequisite: MBA 555 Management Foundations

MBA 661
Operational Excellence
3 Credits
This course is designed to provide the student with the concepts and tools necessary to design, manage, and control the transformation process in manufacturing and service settings. The manufacturing philosophies of MRP/ERP, JIT/TQM, TOC/Synchronous Manufacturing, and Supply Chain Management will be explored in-depth. These concepts will be applied to case studies and/or business projects.

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, or typically comprehensive computer-oriented management games are employed. These involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research and diagnose in order to make realistic long-range recommendations. This should be one of the last courses completed in the program.

ELECTIVE COURSES

MBA 612
Managerial Economics
3 Credits
A study of the economic influences directly confronting the individual firm and industry. Coursework 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
International Marketing Management
3 Credits
This problem-solving marketing management course with an international focus aims to develop critical thinking skills in developing and implementing marketing strategies and programs in international contexts. Students will learn to develop critical appreciation of the external forces shaping marketing strategies in the interconnected and highly competitive global economy. They will also learn when to use different product-market entry and penetration strategies, when to standardize or adapt marketing programs, when to centralize or decentralize marketing decision making, and determine how to organize international marketing operations for maximum corporate effectiveness. The materials cover a broad range of industries in both consumer and business-to-business markets, and situations from all regions of the world, including both emerging and developed markets. We also focus on issues specific to international contexts, such as lead markets, the sequence of market-entry strategies, or the trade-off between standardization and local adaptation. Course material involves high-level interaction with the assistance of case studies and scenarios and assumes a basic foundation of marketing strategies and tactics.
Prerequisites: MBA 525 Marketing Foundations, MBA 535 Analytical Tools for Decision Making

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 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.
Prerequisites: 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 684
Leadership
3 Credits
This course will allow students to explore the theory and practice of leadership in today's organizations. We will examine leadership at three levels. First, we will examine the traditional perspective of leaders in an organization. We will distinguish between management and leadership and discuss the history of leadership thinking and the context for leadership in today's organizations. Second, leading others requires the ability to understand and lead ourselves; thus, we will examine self-leadership. Through self-assessments and reflection, students will have the opportunity to examine and develop their leadership abilities. Third, understanding leadership requires being able to see beyond the immediate leader-follower relationship; thus, we will discuss how the dynamics of this relationship are shaped by the larger system of which it is a part.

MBA 685
Negotiations & Conflict Management
3 Credits
This course is an introduction to the theory and practice of interpersonal bargaining. The course will examine types of bargaining strategies, planning for negotiations, how to handle negotiation breakdowns, communications, power, persuasion, and ethics in negotiations, as well as international dimensions of bargaining. The pedagogical approach will largely be through experiential learning exercises based on weekly readings. Evaluations of student efforts will be based upon self-reflections, self-assessment, and personal portfolio constructions, as well as in-class performance in negotiating sessions and debriefing discussions.
Prerequisite: MBA 555 Management Foundations

MBA 686
Strategic Cost Analysis
3 Credits
Strategic Cost Analysis views cost management as an important management tool enabling organizations to realize their strategic objectives. This course examines the concepts involved in using cost management as a strategic weapon. It also presents essential cost management techniques used to implement strategic cost management. These techniques include: activity-based costing, target costing, and a variety of performance measurement techniques. Actual corporate experiences with these techniques will be examined.
Prerequisites: MBA 545 Accounting Foundations, MBA 555 Management Foundations

MBA 687
Electronic Marketing
3 Credits
This course examines the impact of the Internet on traditional methods of marketing and its potential use for the marketing of goods and services across a range of product categories. This course investigates the utili-

ty of the Internet as a tool for businesses to increase effectiveness, efficiency, and competitiveness. Students will also study the business models currently existing on the Web and develop a framework that can be used to evaluate the Internet's potential for firm customer-relationship building across a range of business types. **Prerequisite:** MBA 525 Marketing Foundations

Additional Special Topic electives are available from time to time. Please refer to the MBA Newsletter.

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

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

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

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

MARGARET L. GAGNE Associate Professor of Accounting, 2000. *Degrees:* B.A., Huron College; M.B.A., University of South Dakota, Vermillion; Ph.D., Indiana University

TOM G. GEURTS Associate Professor of Finance, 2001. *Degrees:* B.S., Higher Technical College, Zwolle; M.S., University of Amsterdam; Ph.D., Pennsylvania State University

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

JOAN HOLLISTER Assistant Professor of Accounting, 2000. *Degrees:* B.A., Antioch College; M.S., State University of New York at Albany & State University of New York at New Paltz; Ph.D., Union College

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., Fordham University; M.A., University of Pennsylvania; Ph.D., University of Pennsylvania

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

VERNON Q. MURRAY Assistant Professor of Marketing, 1993. *Degrees:* B.A., City University of New York at 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

MICHAEL J. OLIVER Associate Professor of Economics, 2001. *Degrees:* B.A., University of Leicester, UK; Ph.D., Manchester Metropolitan University, UK

ELIZABETH F. PURINTON Assistant Professor of Marketing, 2001. *Degrees:* B.S., University of Maine at Orono; M.B.A., University of Rhode Island, Kingston; Ph.D., University of Rhode Island, Kingston

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 Associate Professor of Management, 1995. *Degrees:* B.A., City University of New York at Queens College; M.B.A., City University of New York at Baruch College; M. Phil., City University of New York at Graduate Center; Ph.D., City University of New York at Graduate Center

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

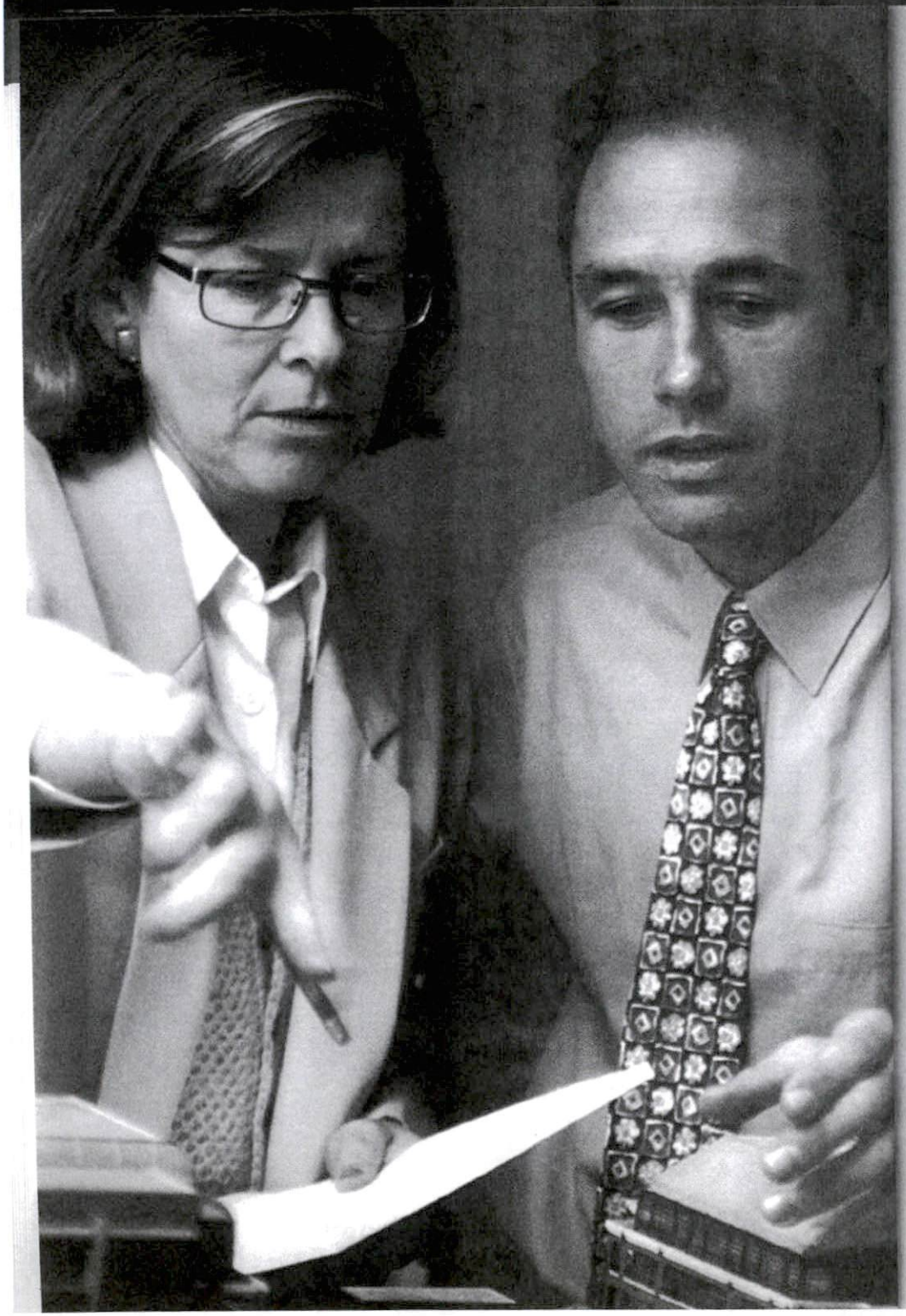
ROBERT WALSH Associate Professor of Accounting, 1997. *Degrees:* B.B.A, University of Notre Dame; M.B.A., University of Notre Dame; M.S., Penn State University; M.A., Ph.D., University of Notre Dame; C.P.A., Michigan and Florida

KEVIN J. WATSON Assistant Professor of Operations Management, 2000. *Degrees:* B.S., Auburn University; M.B.A., East Tennessee State University

STEVEN 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

More information can be found at

http://www.marist.edu/graduate/mba



The Graduate Program in Public Administration MPA

DIRECTOR, MPA PROGRAM
James D. Kent, Ph.D.
(845) 575-3343
james.kent@marist.edu

MISSION AND OBJECTIVES

The School of Management has offered the Masters of Public Administration degree program since 1980. It has rapidly become one of the most popular and widely accepted MPA programs for working adults in New York State.

The primary mission of the 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.

ADMISSIONS REQUIREMENTS

The MPA program is concerned with the interest, aptitude, and capacity of a prospective student as indicated by the applicant's previous academic record, achievement on the Graduate Records Examination (GRE), and past professional

achievement and growth. Applicants must hold a baccalaureate degree from an accredited college or university. Each applicant's credentials are evaluated on an individual basis.

Applicants who hold a master's degree in any field, or have achieved an undergraduate GPA of 3.0 or better are exempt from the GRE. Working adults with at least 10 years of professional work experience and a GPA greater than 2.5 may also be admitted without the GRE. All other applicants must take the GRE prior to being considered for admission into the program.

Applicants who present a strong application but who do not fully meet the criteria for full admission may be admitted on a conditional basis. Students admitted conditionally must earn an average GPA of B or better during the first nine (9) credits of course work in order to maintain their matriculation status in the program.

Applicants who have not taken the GRE or who do not meet the above criteria may be permitted to pursue up to six (6) graduate credits as non-matriculated students. Non-matriculated students are required to take the GRE and achieve a satisfactory test score, normally 800 or higher on the verbal-quantitative sections of the test, prior to being considered for admission to the program.

APPLICATION PROCEDURES

The Admissions Committee will review applications of students regardless of their undergraduate major. The overall scholastic record and potential of the applicant are assessed. Students without prior work experience in an administrative capacity will be required to satisfy this condition through an internship (MPA 660).

Applicants to the MPA program must submit the following:

- A fully completed Marist Graduate Studies application form
- A $30.00 non-refundable application fee made payable to Marist College
- Official transcripts from all undergraduate and/or graduate institutions attended
- A brief essay discussing why he/she wishes to pursue the MPA and its relation to the applicants' career goals
- A current resume or a written statement describing his/her work history and present responsibilities
- An official score report of the Graduate Records Examination (GRE) if required.

NOTE: Please specify on the GRE application that the GRE score should be sent to Marist College. Marist's report code is 2400.

DEGREE REQUIREMENTS

To qualify for the MPA degree, a student must complete 39 credits of graduate work. (Those individuals needing an internship must complete 42 credits). 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.

CONCENTRATION AREAS

Students may tailor the MPA program to their specific career interests by declaring a field of concentration. Concentrations are available in Criminal Justice Administration, Health Services Administration, Human Services Administration, and Nonprofit Administration. Students wishing to declare a concentration should do so as early in the program as possible, but must do so prior to starting Managing Organizational Change (MPA 530).

Seminar in Public Administration (MPA 699) is the capstone course in the program and is the final course scheduled for each student. Students must achieve a GPA of 3.0 or higher to be admitted to the seminar. No thesis or comprehensive examinations are required.

COURSE SCHEDULING

Campus-based graduate courses are scheduled from approximately 6:30 p.m. until 9:15 p.m. on weeknights Monday through Thursday. In addition to classes offered at the Poughkeepsie main campus, Marist has been a leader in providing cohort programs for the New York State Police throughout the state as well as MPA cohorts for the New York Police Department in New York City. This same recognized cohort format is now available as an online option to provide even greater convenience and flexibility for working adults.

THE ONLINE eMPA COHORT PROGRAM

Marist College, a recognized leader in the use of technology in the classroom, is pleased to be the first college in New York State to gain approval to offer its entire MPA program online. Students juggling work responsibilities, travel requirements, and family obligations can pursue their MPA from the convenience of their own keyboards, whenever and wherever they may be. Cutting-edge instructional technology enables students to interact extensively with their instructors and classmates. Communication is ongoing via e-mail, bulletin boards, group conference rooms, or private chat rooms. No technical skills beyond familiarity with a basic Windows environment are needed.

HOW THE eMPA COHORT WORKS

The eMPA Online Program is comprised of a group of students who begin their studies together and move through the program as a cohesive group. Students in a cohort enjoy the benefits of limited class size, preset course schedules, stable tuition, and the assurance of receiving the specific courses required to complete the program on time. Classes are scheduled in a sequence to enable students to achieve optimum relevancy from one course to the next. Cohorts begin two times per year, in the fall semester and again in the spring.

Online courses are eight weeks long and accessible 24 hours a day, 7 days a week. Students "attend class" when it is most convenient for them. There is no on-campus requirement nor are all students expected to be online at the same time. The accelerated format allows students to focus on one course at a time, while enabling them to complete the entire program in just over 2 years.

MPA DEGREE REQUIREMENTS

Courses (39 Credits)

MPA 500	Introduction to Public Administration
MPA 501	Politics and Policy
MPA 502	Economics in the Public Sector
MPA 503	Public Budgeting
MPA 505	Management in Public Organizations
MPA 506	Administrative Law
MPA 507	Information Technology for Public Administration
MPA 508	Research Methods and Statistics for Public Administration
MPA 513	Program Planning and Evaluation
MPA 521	Management in Nonprofit Organizations
MPA 530	Managing Organizational Change
MPA 616	Current Issues in Public Administration
MPA 660	Internship in Public Administration*
MPA 699	Seminar in Public Administration

* *Required of pre-service students only.*

Graduate Courses in Public Administration

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.

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.

MPA 502
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.

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.

MPA 505
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.

MPA 506
Administrative 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.

MPA 507
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.

MPA 508
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.

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 outcomes measurement, survey design, and presentation of results.

MPA 521
Management in Nonprofit Organizations
3 Credits
As more programs are operated by nonprofit organizations, public managers must understand the "third sector." This course provides an overview of the history, structure, and role of the nonprofit sector, including how nonprofit agencies differ from public and for-profit entities in mission, governance, funding, and staffing, and will consider current issues facing the nonprofit sector. **Prerequisite:** MPA 505 Management in Public Organizations

MPA 530
Managing Organizational Change
3 Credits
This course covers the theory and practice of improving organizational effectiveness through planned, systematic interventions, and change. Typical topics include analyzing organizational cultures, structures, processes, and capabilities; designing needed interventions; and assessing the motivational, educational, and other tools needed for successful implementation.

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.

MPA 660
Internship in Public Administration
3 Credits
Required of pre-service students only. The Internship in Public Administration is intended to provide field-based experience in a public or nonprofit organization.

MPA 699
Seminar in Public Administration
3 Credits
This course is intended to provide an integrating experience for students. Emphasis is placed upon specific problems, and extensive research and analysis of public policy are conducted.
NOTE: This is the final course in the MPA program. Students must obtain a 3.0 or higher GPA to enroll in this course.

Public Administration Faculty

GEOFFREY A. BLACK Adjunct 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., State University of New York at Albany

ALEXANDER F. CONTINI Adjunct Instructor of Public Administration, 1995. *Degrees:* B.S., Marist College; M.S., State University of New York at Albany; M.P.A., Marist College

JOSEPH A. D'AMBROSIO Adjunct Instructor of Public Administration, 1996. *Degrees:* B.A., New England College; M.P.A., Pace University

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

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

DOUGLAS LANDAU Assistant Professor of Public Administration, 2001. *Degrees:* B.A., Ramapo College of New Jersey; M.P.A., New York University; A.B.D., Idaho State University

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

MICHAEL MORAN Adjunct Instructor of Public Administration, 1999. *Degrees:* B.A., Iona College; M.B.A., Long Island University

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

W. BRUCE NEWMAN Adjunct Instructor of Public Administration, 1999. *Degrees:* B.A., Marist College; M.B.A., Pace University

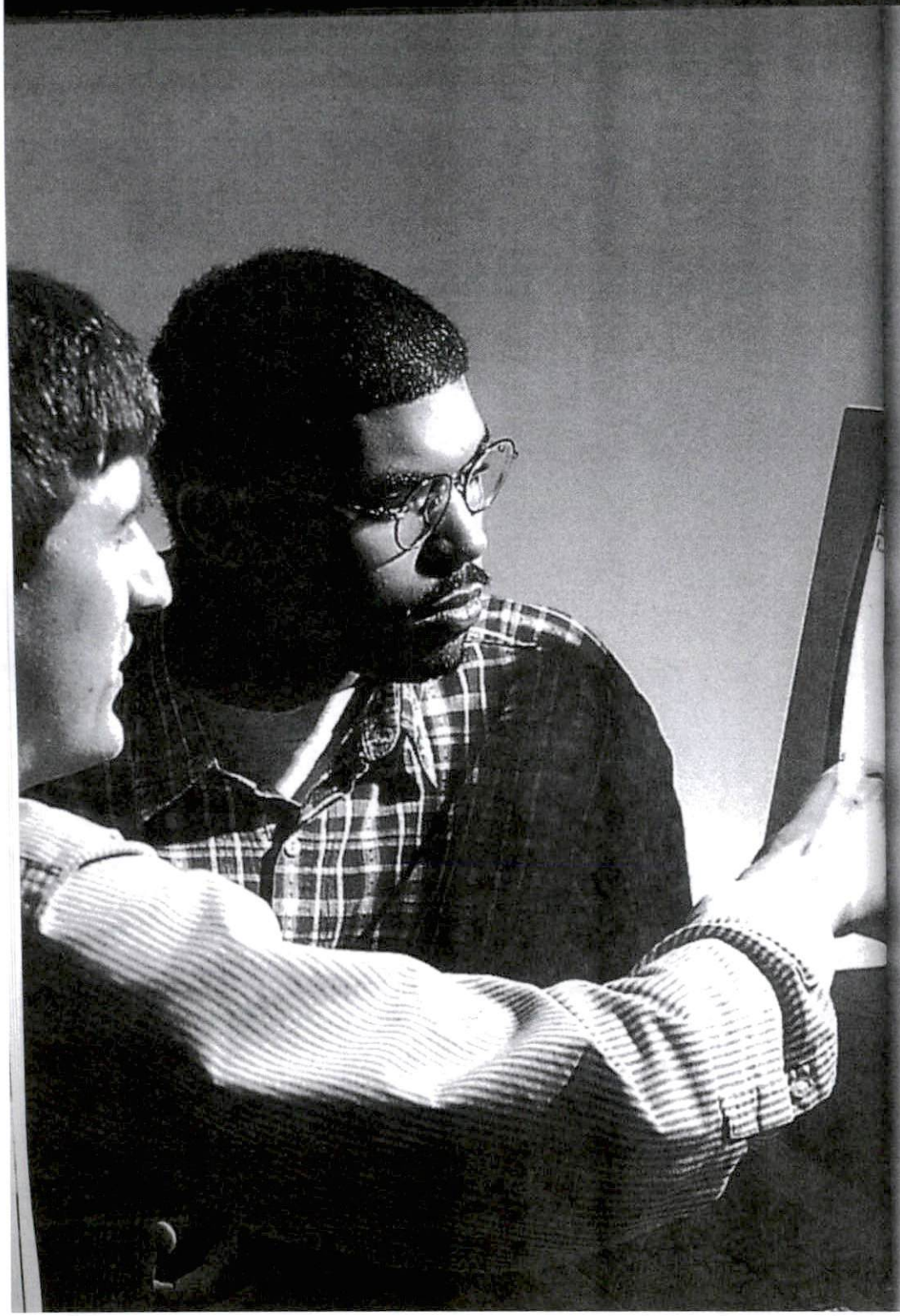
FREDERICK B. TYLER Adjunct Instructor of Public Administration, 1996. *Degrees:* B.A., Lehman College; M.B.A., Fordham University; Ed.D., Fordham University

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

RICHARD B. WOLF Adjunct Instructor of Public Administration, 1996. *Degrees:* B.A., Dartmouth College; LL.B., Yale Law School

JOHN ZANETICH Adjunct Instructor of Public Administration, 1995. *Degrees:* B.A., Rutgers University; M.A., Miami University; M.A., University of Pennsylvania

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

DIRECTOR, COMPUTER SCIENCE PROGRAM
Onkar P. Sharma, Ph.D.
(845) 575-3000, ext. 2610 or 2601
onkar.sharma@marist.edu

MISSION AND OBJECTIVES

The Master of Science in Computer Science/Information Systems (IS program) provides advanced expertise 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 expertise 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 proj-

ect 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 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 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. 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 FOR THE IS PROGRAM

MSCS 500	Fundamentals of Object-Oriented Programming
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 students entering the program in other than the fall semester may not be able to complete the master's program in four semesters.

MASTER OF SCIENCE IN COMPUTER SCIENCE/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

NOTES:

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 its 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
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 database approach and the need for data modeling are examined in detail. The growing use of database 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 requisite). 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 **OR** MSCM 528 and MSCM 529. 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.
Prerequisite: 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
Graduate Internship in Information Systems
(One, two, and three credits respectively)
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.

Prerequisites: 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.

Prerequisites: Completion of MSCS 517, MSCS 567, MSCS 637, and MSCS 657. MSCS 720 is a corequisite. Enrollment is limited. Those students closed out of one semester are guaranteed entry for the next offered class. 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 admission 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.

Computer Science/Software Development and Information Systems Faculty

HAROLD ANDERSON, JR. Assistant Professor of Computer Science. *Degrees:* B.S., University of Rhode Island; M.S., Trinity College; Ph.D., Syracuse University

JOSE ARREOLA Assistant Professor of Computer Science. *Degrees:* B.S., University Nacional Autonoma de Mexico; M.S., Pennsylvania State University; Ph.D., University of Pittsburgh

CRAIG FISHER Assistant Professor of Information Systems, 1989. *Degrees:* B.S., State University of New York at Oswego; M.A., Ball State University; Ph.D., State University of New York at Albany. *Specialty:* 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

JAN L. HARRINGTON Assistant Professor of Information Systems, 1989. *Degrees:* B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University. *Specialty:* 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. HOOPES Assistant Professor of Information Systems, 1983. *Degrees:* B.S., State University of New York at Binghamton; M.B.A., State University of New York at Binghamton; Ph.D., State University of New York at Binghamton. *Specialty:* Programming Concepts; Systems Analysis & Design

DANIEL MARCELLUS Associate Professor of Computer Science. *Degrees:* B.A., Cornell University; Ph.D., Harvard University

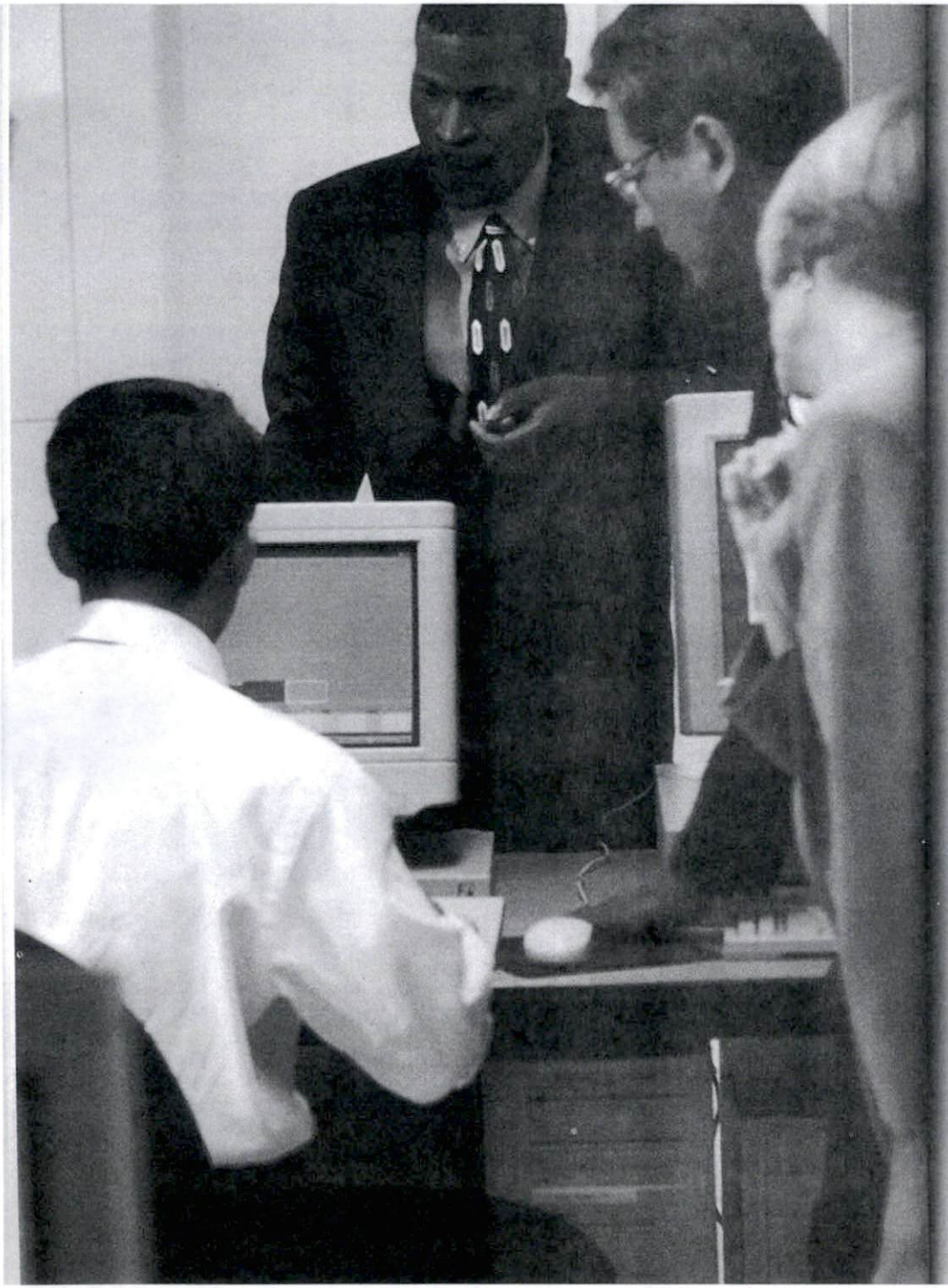
JEROME A. MCBRIDE Associate Professor of Information Systems, 1983. *Degrees:* B.S., Manhattan College; M.S.C.S., Purdue University. *Specialty:* Information Systems in Organizations; Database Management; Decision-Support Systems; Systems Analysis & Design; Management Science

PAMELA NEELY Visiting Assistant Professor of Information Systems. *Degrees:* B.S., State University of New York at Buffalo; M.S., University of Colorado; Ph.D., University at Albany (in progress)

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. *Specialties:* 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. *Specialties:* 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. *Specialties:* Computer Networks; Simulation



The Graduate Program in Computer Science/ Software Development

DIRECTOR, COMPUTER SCIENCE PROGRAM
Onkar P. Sharma, Ph.D.
(845) 575-3000, ext. 2610 or 2601
onkar.sharma@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 expertise 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 System/390 (G5) 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 includes the programming languages PASCAL, ASSEMBLER, PROLOG, C++, REXX, COBOL, JAVA, and FORTRAN; statistical packages SAS, MINITAB, and SPSSX; graphics package GDDM; data retrieval packages DB2 and QMF; modeling and simulation packages GPSS and RESq; the word processing package SCRIPT, and CMS Pipeline.

The student laboratories house over 200 PCs for student use and several classrooms are equipped with a PC and monitor to facilitate instruction. Microcomputer laboratories including object-oriented technologies, networking, and databases are administered by the department. Software available in the departmental laboratory includes the programming languages JAVA, C, PASCAL, C++, LISP, EIFFEL, ORACLE, 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.

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 31 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 computer programming, computer architecture, and mathematics. The level of competence can ordinarily be demonstrated by appropriate courses in the areas noted below.

Computer Science

Elementary Data Structures in JAVA
Elementary Data Structures in C++
Assembly Language Programming
Logic Design
Advanced Data Structures in C++

Mathematics

Differential and Integral Calculus
Discrete Mathematics
Probability/Statistics

MASTER OF SCIENCE IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

Course Requirements

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

(SD) Core Courses (15 credits)

MSCS 510	Software Design and Development
MSCS 530	Algorithms
MSCS 560	Computer Networks I
MSCS 610	Structure of Programming Languages
MSCS 590	Distributed Systems

Laboratory Course (1 Credit)

MSCS 561	Computer Networks Laboratory

Elective Courses (select 4 courses/12 credits)

MSCS 515	Operating Systems
MSCS 518	Compiler Design 1
MSCS 521	Computer Architecture
MSCS 531	Automata, Computability & Formal Languages
MSCS 542	Database Management
MSCS 550	Artificial Intelligence
MSCS 555	Computer Graphics 1
MSCS 560	Computer Networks 1

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, and computer architecture; 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. Internship Courses do not satisfy the Elective requirement.

Graduate Courses in Software Development

MSCS 500
Fundamentals of Object-Oriented Programming
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 introduces a formal approach to the design and development of software systems. The various phases of the software development process are covered and students are introduced to an object-oriented design methodology (UML). The course will be project driven and students will individually design and implement a complex software system that utilizes a well-designed user interface. JAVA will be the language of development and the JAVA AWT will be covered. **Prerequisite:** CMSC 335 Advanced Data Structures. Spring Semester

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 system as an integral part of the course.
Prerequisites: 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.
Prerequisites: 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 analyses of formal languages will be developed. Theoretical tools such as finite-state and push-down automata, and regular and context-free grammars will be presented as needed. Additionally, symbol-table construction and code-generation techniques will be required to develop a compiler for a selected subset of an instructor-specified small programming language.
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture. Spring Semester

MSCS 520
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 of 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 focus on the seven layers of the OSI Network Model. Students are introduced to hardware components of a network such as client and server machines, transmission media, bridges, routers and gateways, as well as network software components, and in particular the TCP/IP Protocol Suite. Topics covered include: Data Communications, Networking Systems, Data Link Protocols, TCP/IP Protocol Suites.
Prerequisites: CMSC 415 Computer Architecture; MATH 221 Calculus I; MATH 130 or 330 Probability/Statistics
Corequisite: MSCS 561 Computer Networking. Fall Semester

MSCS 561
Computer Networks Laboratory
3 Credits
This is a hands-on course in the building and troubleshooting of both peer-to-peer and client/server networks at all levels of the OSI and Internet Network models. The course consists of two halves: the first focuses on networking basics and peer-to-peer networks, the second on client/server networks. Microsoft Windows NT 4.0 combined with the Back Office Small Business Server is the platform for the client/server portion. The objective will be to develop a typical Intranet as would be used by a small business or department that provides web serving, e-mail, proxy/firewall protection, and DNS. This course provides the student with the hands-on-knowledge and experience allowing the building, development, and troubleshooting of an Intranet Network for the typical small business or department.
Corequisite: Computer Networks I

MSCS 590
Distributed Systems
3 Credits
This course focuses on the writing of simple client/server programs using the TCP/IP network protocol stack. It works through the establishment of simple connectionless communications, through connection-oriented communications, to multi-client connection-oriented communications. Students are exposed to the low-level workings of TCP/IP at the transport layer, and the student is provided with experience in writing simple network applications such as ECHO client/servers, IRCL Internet Relay Chat, SMTP Client/Servers. Students are also introduced to higher-level communication abstraction such as RMI (Remote Method Invocation), JSP (JAVA Server pages), JAVA Serulets, CORBA (Common Object Request Broker Architecture), and JDBC (JAVA Database Connectivity).
Prerequisites: MSCS 561 Computer Networks I; MSCS 510 Software Design and Development. Spring 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**
Special-topics courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered upon demand or instructor interest.
Prerequisite: Permission of Instructor.
Spring Semester

MSCS 610
Structure of Programming Languages
3 Credits
Data and control abstractions are considered. Advanced control constructs including backtracking and non-determinism are covered. Emphasis is on machine-independent imple-

mentation of programming language constructs. **Prerequisites:** 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 analyses. A more detailed study of code generation will be conducted with regard to code optimization. Error recovery strategies and run-time environments will be discussed. As time permits, recent advances in compiler design will be reviewed. Each student will engage in a project agreed upon jointly by the instructor and student. **Prerequisite:** MSCS 518 Compiler Design I

MSCS 630
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.
Prerequisite: 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. **Prerequisites:** MSCS 542 Database Management; CMSC 335 Advanced Data Structures

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. **Prerequisite:** 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 with the Program Director.

MSCS 710
Project
3 Credits
This is a project-based course. Students will work in teams to analyze, design, and implement a large system chosen from a list of selected projects. Students will utilize the skills gained in previous courses, especially Software Design and Development, in working as a team going through the various phases of the software development process. Student teams will have milestone presentations, including a final presentation, throughout the course. This course meets on a weekly basis. **Prerequisites:** Completion of at least 18 credits and MSCS 510 Software Design and Development. 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 submit a thesis proposal for approval to register for Thesis to his/her project advisor or graduate director six weeks prior to the end of the semester in which the student is enrolled for the project course. If approved, the Thesis advisor, the 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 Science/Software Development and Information Systems Faculty

HAROLD ANDERSON, JR. Assistant Professor of Computer Science. *Degrees:* B.S., University of Rhode Island; M.S., Trinity College; Ph.D., Syracuse University

JOSE ARREOLA Assistant Professor of Computer Science. *Degrees:* B.S., University Nacional Autonoma de Mexico; M.S., Pennsylvania State University; Ph.D., University of Pittsburgh

CRAIG FISHER Assistant Professor of Information Systems, 1989. *Degrees:* B.S., State University of New York at Oswego; M.A., Ball State University; Ph.D., State University of New York at Albany. *Specialties:* 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. *Specialties:* Programming Languages Theory; Compiler Design; Systems Software

JAN L. HARRINGTON Assistant Professor of Information Systems, 1989. *Degrees:* B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University. *Specialties:* 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. *Specialties:* Formal Languages; Computability; Algorithms; Neural Networks

JOAN E. HOOPES Assistant Professor of Information Systems, 1983. *Degrees:* B.S., State University of New York at Binghamton; M.B.A., State University of New York at Binghamton; Ph.D., State University of New York at Binghamton. *Specialties:* Programming Concepts; Systems Analysis & Design

DANIEL MARCELLUS Associate Professor of Computer Science. *Degrees:* B.A., Cornell University; Ph.D., Harvard University

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

PAMELA NEELY Visiting Assistant Professor of Information Systems. *Degrees:* B.S., State University of New York at Buffalo; M.S., University of Colorado; Ph.D., State University of New York at Albany (in progress)

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. *Specialties:* 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. *Specialties:* 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. *Specialties:* Computer Networks; Simulation

More information can be found at

http://www.marist.edu/graduate/sd.html

The Graduate Program in Psychology

DIRECTOR, PSYCHOLOGY PROGRAM
John Scileppi, Ph.D.
(845) 575-3000, ext. 2961
john.scileppi@marist.edu

MISSION AND OBJECTIVES

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.

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.

Both idiosyncratic and community systems perspectives are studied, with frequent opportunities for hands-on experience provided. Ethical behavior, stressed in the program, 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. Graduates of our program can and have become licensed in other states, which certify master's level practitioners.

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

- to provide students with relevant theory, skills, and practical experience which will enable them to perform competently in assessing individual differences, in counseling, and in planning and implementing effective individual, group, and system-level intervention;

- to provide students with the necessary academic training to continue their education at the doctoral level.

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for admission to the master's program in Psychology are accepted for all semesters and are available through the School of Graduate and Continuing Education or online at *www.marist.edu/graduate*. In addition to the application materials listed on page 13, applicants to this program 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 have not taken a course in testing may be asked to read introductory material on psychological testing and to 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;
- maintain 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 and the criterion for transfer is comparability between courses, as well as authorization from the appropriate course instructor. The request should be made to 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 workdays 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 by 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 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 12 credit hours of graduate work to raise his or her GPA to or 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 Program 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 where students attend classes four evenings per week and take 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 96 of this catalog or contact Dr. Paul Egan, Director, Graduate Program in School Psychology, at (845) 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 $34,000 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 faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. 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

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

At Marist College, it is possible to complete a Master of Arts in Psychology in just fifteen months. Marist's accelerated MA program entails four semesters of full-time study, but the difference is that students can begin the program in late May as opposed to waiting for September. Therefore, by following the recommended curriculum sequence, students complete their 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, and 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 diagnoses 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 the neuropsychology of schizophrenia. Psychiatric rehabilitation, a specific psychosocial intervention approach that has been found to be very helpful for this population, is discussed in 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 550
Multicultural Perspectives in Counseling
3 Credits
This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, worldviews, and within-group differences of several racial/ethnic minority populations, the course provides an overview of the sociopolitical nature of counseling approaches, and the way counseling has historically failed the culturally different. Summer 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 retarda-

tion, 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, and 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 Each
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.

More information can be found at

http://www.marist.edu/graduate/ps.html

The Graduate Program in School Psychology

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM
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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 Education 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 as reviewed on page 81 of this catalog. Similarly, our 41-credit Advanced-Certificate program complements Marist's MA in Educational Psychology as reviewed on page 107. Applicants for the advanced certificate programs who have earned a relevant master's degree elsewhere must have their transcripts evaluated as part of the admissions process. Their relevant master's degree will be accepted as satisfying the master's degree aspect of the NYSED certification process. However, students may be required to take additional courses that provide instruction in content and skill areas included in Marist's NYSED-approved program, but not significantly covered in the applicant's previously earned graduate credits.

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

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 except that they must have earned a Master's Degree from an accredited college or university. Admissions requirements for the 41-credit Advanced-Certificate program are the same as those for the MA Educational Psychology program listed below, except that students must have an earned a Master's Degree from an accredited college or university:

- an earned Baccalaureate degree from an accredited college or 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;
- maintain 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;
- maintain 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 reasons. The MA in School Psychology program educates and trains practitioners, and in this regard has a 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 judgments 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 faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. 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 & Methods of Instruction in Reading	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 semesters of full-time study. Each course is offered in the evening and meets one night per week from 6:30 P.M. to 9:15 P.M. 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
PSYH 604	Educational Assessments & Methods of Instruction in Reading
PSYG 607	Psychopathology
PSYG 609	Clinical Services for Child and Adolescent

SECOND YEAR

Fall

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

Spring

PSYG 702	Counseling II
PSYH 601	Learning Disabilities
PSYH 602	Consultation
PSYH 611	Practicum II

Summer

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

THIRD YEAR

Fall

EPSY 701	Community Systems Approach to Learning I
PSYH 701	School Psychology Internship/Sem. II
PSYH 703	School Psychology Internship/Sem. III

Spring

EPSY 505	Educational Psychology
PSYH 702	School Psychology Internship/Sem. I
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 psychologists. Rooted in research, the content of the subject matter includes the psychology of reading, developmental reading processes and methodologies, and diagnostic/prescriptive strategies. The consultative model of the school psychologist as a team member in the educational setting is stressed. On-campus lectures are supplemented by classroom, laboratory, and on-site practice designed to meet individual needs.

PSYH 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.

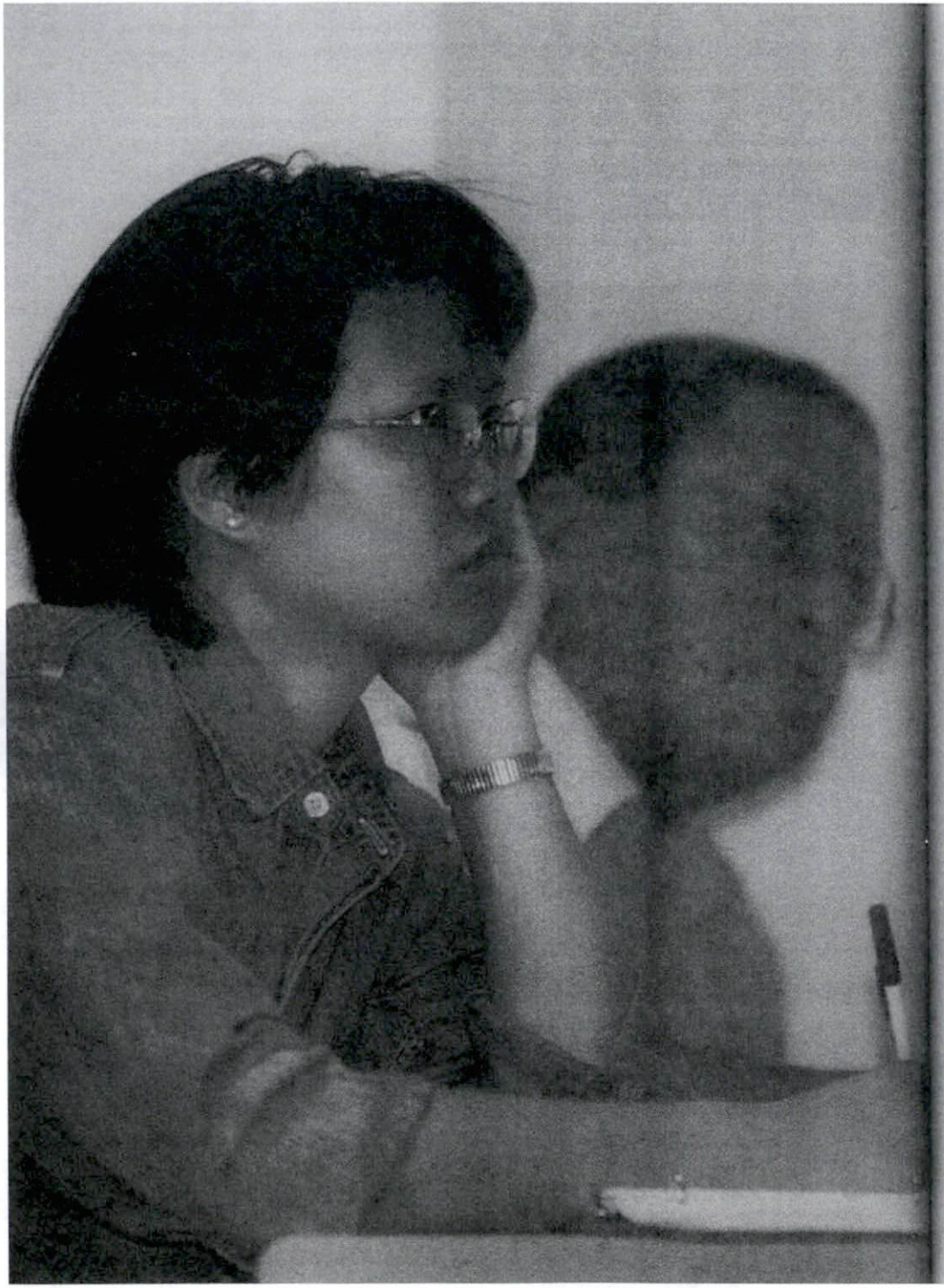
PSYH 701, 702, 703, 704
School Psychology Internship/ Seminar I, II, III & IV
3 Credits each
The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background into sound professional practice. Through the 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 Internship Coordinator. Students electing a full-time, 1,200-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 88 for PSYG course descriptions, and page 110 for EPSY course descriptions.

More information can be found at

http://www.marist.edu/graduate/sp.html



The Graduate Program in Educational Psychology

DIRECTOR, TEACHER EDUCATION PROGRAM
Stephen Garger, Ed.D.
(845) 575-3000, ext. 2978
stephen.garger@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.

This 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.

The program seeks to develop an integrating thread among a cluster of related educational foci. This is done by providing a context of theoretical knowledge in lifespan 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 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 113).

ADMISSIONS REQUIREMENTS

Admissions Requirements for the MA in Educational Psychology are:

- 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 or on other tests which indicate probable success in a graduate program

  NOTE: *Applicants holding a graduate degree from an accredited college or university or a current teaching certificate are not required to take the GRE.*
- 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;
- maintain a 3.0 cumulative grade-point average in graduate courses.

PROGRAM AND CLASS SCHEDULE

The program is designed so that it can 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.

A student on probation 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 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 dismissed from the program.

THE MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

Curriculum Summary

EPSY 505	Educational Psychology: Classroom Instruction & Organization	3 credits
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3 credits
EPSY 605	Psycho-Educational Assessment	3 credits
EPSY 611	Developmental Psychology I: Child & Adolescence	3 credits
EPSY 612	Developmental Psychology II	3 credits
EPSY 660	Interpretation & Evaluation of Educational Research	3 credits
EPSY/PSYG/PSYH (Elective)		3 credits
EPSY 701	Community Systems: Learning in a Culturally Diverse Society I	3 credits
EPSY 702	Community Systems: Learning in a Culturally Diverse Society II: Designing a Classroom Intervention	3 credits
EPSY 703*	Community Systems: Learning in a Culturally Diverse Society III: Applied Research Project	3 credits
		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 typiscores, 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 evidence on changes in 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.

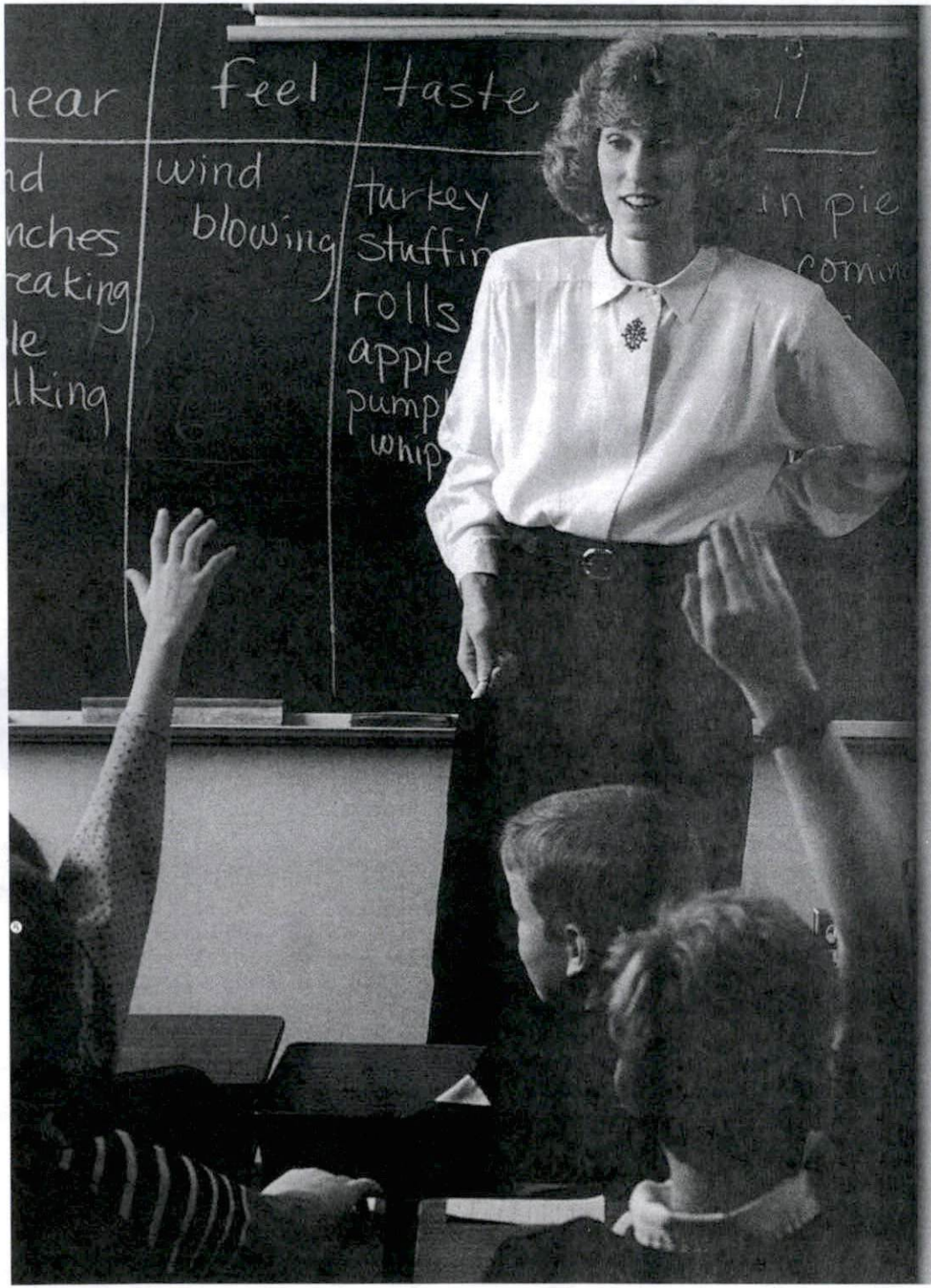
EPSY 701, 702, 703
Community Systems: Learning in a Culturally Diverse Society (I, II, III)
This is a series of courses which addresses the causes of achievement among children. Participants first develop an understanding of the psychological and sociological factors in a culturally diverse society educational 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. **Prerequisites:** EPSY 701 & 702

More information can be found at
http://www.marist.edu/graduate/ep.html



Graduate Certificate Programs in Teacher Education

DIRECTOR, TEACHER EDUCATION PROGRAM
Stephen Garger, Ed.D.
(845) 575-3000 ext. 2978
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Due to changes in the New York State Certification regulations, all course work (including student teaching) must be completed no later than Fall 2003 (December 2003). Beginning February 2004 this program will no longer be accepted by New York State for teacher certification.

CERTIFICATE PROGRAMS FOR INDIVIDUALS SEEKING PROVISIONAL TEACHING CERTIFICATION

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

MISSION AND OBJECTIVES

In keeping with Marist's traditions and mission, the faculty respects the uniqueness and dignity of each individual and creates an atmosphere that encourages students to reach their potential. We maintain high standards and are committed to helping our students become reflective professionals 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 only in the following areas: English, Mathematics, Social Studies, Biology,

Chemistry, French, and Spanish. Each program culminates with a ***required*** full-time student teaching experience in a local school, providing the practical experience needed to start a rewarding career in education.

APPLICATION PROCEDURE

Applications for admission to the Advanced Certificate Programs in Education are accepted for all semesters and are available through the School of Graduate and Continuing Education or online at *www.marist.edu/graduate*. 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.

ADMISSIONS REQUIREMENTS

- An undergraduate grade point average of 3.0 or above
- A personal interview with the Director of Teacher Education
- The individual's overall academic record, experience with age-appropriate children, and potential to succeed in the program.

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.

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 taken an introductory 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 both programs. This course may be completed concurrently with the program.

NEW YORK STATE PROVISIONAL CERTIFICATION REQUIREMENTS

Due to changes in the New York State Certification regulations, all course work (including student teaching) must be completed no later than Fall 2003 (December 2003). Beginning February 2004 this program will no longer be accepted by New York State for teacher certification.

The Teacher Education Department offers New York State approved programs leading to teaching certification and reflecting State certification requirements current until February 2004. New York State requires all applicants seeking provisional or permanent teaching certification to possess six (6) college credits of a foreign language at an introductory level 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 Education Department in Dyson 388.

ADVANCED CERTIFICATE PROGRAM IN ELEMENTARY EDUCATION (GRADES 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	0 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 Master of Arts in Educational Psychology degree*

Additional courses needed to complete the Master of Arts 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 PROGRAM IN SECONDARY EDUCATION (GRADES 7–12)

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

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 Master of Arts in Educational Psychology degree*

Additional courses needed to complete the Master of Arts in Educational Psychology degree are: EPSY 605, EPSY 611, EPSY 612, EPSY 660, EPSY 702, and EPSY 703.

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 participant's 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 Teacher Education Department. **Full-time** attendance at a secondary or middle school and on-campus seminar sessions are required. **Prerequisites:** All other program requirements must be met.

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 as well as 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 addresses 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 addresses methodologies and strategies specific to the teaching of Mathematics, including planning, instruction design, and student development issues.

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

EDAC 528
Methods: English
3 Credits
This course addresses methodologies and strategies specific to the teaching of English, including planning, 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 Teacher Education Department. **Full-time** attendance at an elementary school and on-campus seminar sessions are required. **Prerequisites:** All other program requirements must be met.

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More information can be found at

http://www.marist.edu/behaviorscience/teachereduc/

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