MARIST

Graduate Studies

2008-2009 eCatalog

www.marist.edu/graduate

Office of Graduate and Adult Enrollment
Marist College
Poughkeepsie, New York 12601-1387

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school of graduate & continuing education MARIST

Marist College Mission

Marist is dedicated to helping students develop the intellect and character required for enlightened, ethical, and productive lives in the global community of the 21st century.

Vision Statement

The College fulfills its mission by pursuing three ideals: excellence in education, the importance of community, and the principle of service. These ideals were handed down to us by the Marist Brothers who founded the College. Although Marist is now an independent institution governed by a lay board of trustees, the three ideals remain an integral part of the College mission.

The Marist ideal of excellence in education is achieved through an emphasis on quality teaching and distinctive learning opportunities. At the undergraduate level, this begins with a firm foundation in the liberal arts and sciences. Through core courses and their major field of study, students are educated to think logically and creatively, be able to synthesize and integrate methods and insights from a variety of disciplines, and effectively express their opinions both orally and in writing. Students are encouraged to consider the ethical dimensions of the subjects they study, and to become more aware of their own values and the value implications of the choices they make in their public and private lives. They are also exposed to cultures other than their own through on-campus programs and study abroad.

In addition to offering undergraduate programs to traditional-age students, Marist has a long history of serving the needs of adult learners for graduate, degree completion, and continuing-education programs. The College offers these students an educational experience that meets the same high standards as our traditional undergraduate programs. Marist allows these students to balance their education with work and family responsibilities by offering flexible scheduling, alternative methods of program delivery, and satellite campuses.

Marist seeks to distinguish itself by the manner in which it uses information technology to support teaching, learning, and scholarship at both the undergraduate and graduate levels. The College believes that by familiarizing our students with these advanced technologies, it better prepares them to be productive members of society and lifelong learners.

The Marist ideal of community is based on the belief that we become a better institution through the active involvement of faculty, staff, students, and alumni in the life of the College. At a time when social bonds in our society are tenuous, we seek to develop a relationship between our community members and the College that will last a lifetime. We do this by nurturing the development and well-being of all our community members. Of particular importance is assuring that the life of students outside the classroom is supportive of the educational goals pursued inside the classroom. We strive to be a diverse community but also one united by a shared commitment to the free exchange of ideas, consideration of the opinions of others, and civility in all our interactions.

Finally, Marist believes in the dignity of every human being and is committed to the principle of service. The College conducts programs for the disadvantaged, a wide

variety of programs that meet community needs, and programs that broaden access to education. We encourage students, faculty, staff, and alumni to make service an important part of their lives. Students are encouraged to become involved in campus activities, programs that assist the less fortunate in our society, and service projects throughout the Hudson River Valley and around the world. By sharing their time and talents, students help make Marist a better place to live and learn while developing a sense of personal and civic responsibility.

Introduction to Marist

What started as a school for training future Marist Brothers has developed into one of the leading colleges of the arts and sciences in the Northeast. Marist College's 150-acre campus overlooks the Hudson River in the heart of the historic Hudson Valley, midway between New York City and Albany, N.Y.

Recognized for academic excellence by U.S. News & World Report, TIME/The Princeton Review, and Barron's Best Buys in College Education, the College is also noted for its leadership in the use of technology to enhance the teaching and learning process.

Marist is home to approximately 4,000 traditional undergraduate men and women, 1,100 adult continuing-education students, and more than 1,000 full- and part-time graduate students. Its first graduating class in 1947 consisted of four Marist Brothers. Today, more than 22,000 alumni and alumnae call Marist alma mater.

Marist offers 29 programs leading to bachelor's degrees, 7 toward master's degrees, and numerous professional certificate programs. The College has a long-standing commitment to providing adults with educational opportunities that accommodate their working schedules, and extension centers have been established in Fishkill, Goshen, and Kingston, N.Y. Marist has seen tremendous growth in its graduate programs due in large part to its successful online MBA and MPA programs, the first to be accredited by New York State. This year, the Master of Science in Information Systems will also be available entirely online.

Marist has received national attention and a number of awards for its technology backbone, with an IBM ZSeries Enterprise Server and a Cisco Campus Network for voice, video, and data. Marist is one of only 200 institutions in the country to be connected to Internet II, and the College's James A. Cannavino Library offers more "ports per student" than any academic library in the country. A 19-year joint study agreement with the IBM Corporation has allowed both partners to develop innovative uses for technology both in and out of the classroom.

History

Marist can trace its roots to 1905, when the Marist Brothers purchased property and a house from Thomas McPherson in Poughkeepsie. In 1929, college-level courses were first offered. In 1946, the State of New York granted an official, four-year charter to Marian College under the leadership of founding president Brother Paul Ambrose Fontaine, FMS.

Dr. Linus Richard Foy was named president in 1958 and became, at age 28, the youngest college president in the United States. Marian College became Marist College in 1960. In that same year, the mission of the College was broadened to include the wider community; lay male students were admitted to pursue undergraduate studies. An evening division was also introduced to serve the educational needs of the surrounding communities. Women were admitted into the evening division in 1966. In 1968, women entered the day division, making the College fully coeducational. Ownership of the College was transferred in 1969 to the Marist College Educational Corporation with an independent board of trustees.

With the naming of Dr. Dennis J. Murray in 1979 to the presidency of Marist College, another period of significant growth and development began. The main campus now consists of 49 buildings and 29 student housing facilities, with a total estimated value of $300 million. During the past quarter-century, Marist has broadened its course offerings, become significantly more selective in its admissions, and nearly doubled its enrollment.

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 longstanding 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.

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, at the Marist Fishkill Center, or the Goshen 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 are scheduled in eight to 15-week segments. The eight-week online classes are generally taken sequentially, thus enabling students to complete six (6) credit hours of graduate work per semester.

The IBM/Marist Joint Study

Marist College has had a longstanding partnership with the IBM Corporation that has helped place Marist among the most technologically advanced liberal arts colleges in the country. A key component of the Marist/IBM partnership has been a 14-year Joint Study arrangement that has benefited both the College and IBM in many ways. Through the Study, IBM has been able to test concepts and applications that the company believes can be of value in the 21st century in education, business, digital media, communications, and other fields. The Study has also helped develop a world-class technology platform to support instructional, research, and administrative initiatives.

The College's participation in the Joint Study provides the unique opportunity for Marist students, faculty, and IT staff to work collaboratively with IBM research and development staff on various emerging technology initiatives.

This past year, Marist and IBM embarked on three emerging technology research projects with applications in both the business and academic worlds. These projects include grid computing, e-learning applications, and computing on demand. Current and planned activities provide Marist graduate students the opportunity to work closely with faculty from many disciplines.

Membership and Accreditation

Marist College is registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, (518)474-5851. The Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215)662-5606, accredits Marist College. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the U.S. Department of Justice for the training of foreign students. It is approved by the New York State Education Department for the training of veterans. The College is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and Scholar Incentive Awards. The College holds membership in the New York State unit of the American Association of Colleges for Teacher Education.

The College holds memberships in the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the Association of American Colleges. Marist is a charter member of the Visiting Student Program sponsored by the Associated Colleges and Universities of the State of New York.

Marist is also a member of the American Association of University Women, the Middle Atlantic Association of Colleges of Business Administration, the Middle States Association of Collegiate Registrars and Officers of Admission, the Council for the Advancement and Support of Education, and the American Assembly of Collegiate Schools of Business. The School of Management has achieved the prestigious program accreditation of its undergraduate and graduate degree programs in business by AACSB International – The Association to Advance Collegiate Schools of Business.

Marist is also affiliated with the National Catholic Educational Association of Governing Boards of Universities and Colleges, the National Association of Independent Colleges and Universities, the National Association of College and University Business Officers, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Attorneys, and the American Association of Fundraising Council.

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 on- and off-campus. The Library offers access to extensive collections and services located in the newly constructed library building and available electronically over the campus network.

The new, state-of-the-art library opened in the fall of 1999, overlooking 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, as well as circulation, reserve and reference desks, the reference collection, and a selection of current print periodicals. The third floor houses electronic classrooms, a multimedia language lab, and centers for multimedia content development. It is also home to a suite of collaborative student services including International Programs, the Academic Learning Center, the Writing Center, the Higher Education Opportunity Program, and the Center for Career Services, reflecting the emerging role of libraries in higher education as collaborative learning centers.

A vigorous collection development program keeps print, non-print, and online resources updated to serve the research, teaching, and learning needs of students and faculty. The library also maintains a digital library component that provides access to scholarly resources on the Web.

The James A. Cannavino Library has been an active innovator in developing and implementing computerized information resources.

An integrated online library system supports a web catalog of all library holdings and an online circulation module that indicates location and availability of all library materials.

Students are encouraged to contact a librarian in person, by phone, or email.

THE LOWELL THOMAS COMMUNICATIONS CENTER

The Lowell Thomas Communications Center houses the 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 center to provide students with an environment that offers both state-of-the-art computing technologies and communications labs and studios.

THE MARGARET M. AND CHARLES H. DYSON CENTER

The Margaret M. and Charles H. Dyson Center houses the School of Management, the School of Social and Behavioral Sciences, the School of Graduate and Continuing Education, the Graduate Center for Public Policy and Administration, and the Marist Bureau of Economic Research and is used for undergraduate and graduate instruction in all academic disciplines.

DONNELLY HALL

Donnelly Hall houses the School of Science, including a two-story greenhouse and lab for the study of medical technology; the Computer Center; classrooms; lecture halls; a Fashion Program complex; and a variety of student services and administrative offices. In proximity to Donnelly Hall are the Steel Plant Studios and Gallery, an expansive space for studio art courses and a digital media laboratory as well as a gallery regularly hosting exhibits of work by Hudson Valley artists.

FONTAINE HALL

Fontaine Hall, the home of the School of Liberal Arts, contains smart classrooms, seminar rooms, and a black box theatre for instruction and performances. The building also serves as headquarters for the nationally recognized Marist Institute for Public Opinion, with professional facilities where students conduct opinion surveys, and the Hudson River Valley Institute, a national center for interdisciplinary study of the Hudson River Valley.

Marist College Goshen Center

At the Marist Goshen Center, students enjoy personalized service and a vibrant education center with seven classrooms including a computer lab.

Marist Goshen's convenient location just off of Route 17 at exit 124 and its one-stop services for academic advisement, application, registration, and financial aid information are features that attract students from Orange, Ulster, Sullivan, and Rockland counties as well as areas of New Jersey and Pennsylvania.

We strive to provide high-quality academic programs, teaching facilities, and support services specifically for adult learners. This emphasis on quality has built a true adult learning community.

FACULTY

The faculty at Marist Goshen are experts in their fields. The professional experience helps to provide our students with the networking opportunities and cutting-edge skills needed to compete in today's workplace.

STUDENT SERVICES

Marist Goshen offers students a full range of student services and resources generally available at the main campus. Students can easily apply for admission and financial aid, register for classes, settle student accounts, receive one-on-one academic and career advisement, utilize proofreading services, and conduct library research using Marist's high-speed Internet connection, all at this one convenient location.

FOR MORE INFORMATION

Marist Goshen Center
40 Matthews Street, Suite 105
Goshen, New York 10924
Phone: (845) 294-6900
Email: *goshen@marist.edu*
Web: *www.marist.edu/goshen*

Marist College Fishkill Center

At the Marist Fishkill Center, students enjoy taking classes in a professional, modern center with six large classrooms including a computer lab. Students gather in a comfortable, attractive lobby/eating area and can do group work in our conference or breakout rooms.

Marist Fishkill is conveniently located at 400 Westage Business Center at the junction of Route 9 and I-84 at exit 13. Only 10 minutes from the Newburgh-Beacon Bridge, students come from Orange County to the west, from Westchester and Putnam Counties to the south, and Connecticut 30 miles to the east.

Students, as well as our faculty, appreciate the high-quality academic programs, state-of-the-art teaching facilities, and support services provided.

FACULTY

The faculty at Marist Fishkill are professionals working in their fields. Their experience helps to provide our students with the skills they need to compete in today's world, and the ability to apply the theory from class to the practical application of the workplace.

STUDENT SERVICES

The high-speed Internet connection enables students to utilize proofreading services and conduct library research available at Marist's main campus.

PROGRAMS

The Marist Fishkill Center currently offers the Master of Business Administration for adults wishing to pursue a new career or advance in their current one.

FOR MORE INFORMATION

Marist Fishkill Center
400 Westage Business Center, Suite 105
Fishkill, New York 12524
Phone: (845) 897-9648
Email: ***fishkill@marist.edu***
Web: ***www.marist.edu/fishkill***

Student Services & Facilities

INFORMATION TECHNOLOGY COMPUTER LABS

Marist maintains computer labs located at all three of our sites – Poughkeepsie, Fishkill, and Goshen. These include instructional labs equipped with a computer per seat, multimedia classrooms with a single instructor podium, and open labs that are available throughout campus. In all, Marist provides more than 500 computers available for academic use throughout its campus extension sites.

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.

STUDENT CENTER

The Student Center is a focal point for student events and activities. The monumental three-level structure features a student café and performance space known as the Cabaret as well as the student dining hall, the campus bookstore, and a health-services center. The Student Center opens onto a campus green with an outdoor performing arts area overlooking the Hudson River.

ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities that support an extensive intramural program as well as intercollegiate athletics competition. The James J. McCann Recreation Center features a pool with a diving well, basketball courts, three handball/racquetball courts, a fitness center, and a dance studio. The main field house for NCAA Division I play features a handsome wooden floor and seating capacity for 3,000 spectators. The McCann Center was renovated in 1996, and a new 20,000-square-foot addition containing a gymnasium, state-of-the-art fitness center, and locker rooms opened in 1997. For more information, please contact the Athletics Department at (845) 575-3553.

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 and job placement services available to students and alumni are:

- career advisement
- career assessment on DISCOVER
- résumé information & critiques
- assistance with job search correspondence
- annual career conferences with employers
- 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.

Required for application to all graduate programs are the following:

- A completed Marist Graduate Admissions application form available online.
- $50.00 non-refundable application fee made payable to Marist College.
- Official transcripts from all undergraduate and/or graduate institutions attended (including two-year colleges).
- A current resumé

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. Admissions decisions are made by the graduate program directors in consultation with faculty committees. Applications for admission to graduate study remain on file for one year and may be reactivated by written request at any time during that period.

Prospective graduate students should contact Graduate and Adult Enrollment at **(845) 575-3800** or visit *www.marist.edu/admissions/graduate* for more information. The office is located in Dyson Hall, Room 127.

Please address all applications and correspondence regarding graduate study to:
Graduate & Adult Enrollment
Marist College
3399 North Road
Poughkeepsie, New York 12601-1387

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 Public Health Law requires the following:

1. All full- and part-time undergraduate and graduate students must return a completed Meningitis Information and Immunization Form to the school in which they are enrolling.
2. All full- and part-time undergraduate students must demonstrate acceptable proof of immunity against measles, mumps, and rubella to the school in which they are enrolling. This law applies only to students born on or after January 1, 1957.

Information and pertinent forms are available at *www.marist.edu/healthservices* or you may 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 applying to any graduate program at Marist must:

- Submit an application for admission by June 1 for the fall semester or by October 15 for the spring semester with a $50 (U.S.) non-refundable processing fee.
- Provide an official evaluation of all foreign academic credentials (examination results and grade reports) that correspond to a four-year bachelor's degree or its equivalent in the United States.
- Submit a minimum score of **550** on the paper-based TOEFL exam ***or*** a **213** on the computer-based TOEFL ***or*** an **80** on the Internet-based TOEFL exam. Students may choose to submit a minimum score of 6.5 on the IELTS exam in lieu of the TOEFL. *All test scores must come directly from the Testing Service to Graduate & Adult Enrollment at Marist College. Note: the Marist report code is 2400. Copies of test scores will delay the admission process since an I20 will not be issued without official documents.*
- Submit an original notarized copy of the Declaration of Finances Form or notarized affidavit of support, signed by both the applicant and his/her sponsor, for $24,854 (U.S.) to cover costs for the 2008-2009 academic year.
- Submit an official letter from a bank or other financial institution (with bank seal and management signature) stating that a minimum of $24,854 (U.S.) is accessible to cover costs for the 2008-2009 academic year. **NOTE:** The amount may change for the 2009-2010 academic year.

Additional application requirements vary by graduate program; therefore, please follow the criteria listed for each individual program.

International graduate students must register for a minimum of 9 credits (3 classes) per semester to maintain a full-time course load. **NOTE:** a minimum of 6 credits (2 classes) must be taken on campus.

Some of the graduate programs have partial financial assistance available for academically high-achieving students. Please contact the Office of Graduate Admissions at *graduate@marist.edu* to learn about which programs offer financial aid options. **NOTE:** Marist does not offer full tuition awards.

LANGUAGE PROFICIENCY

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. (Marist College requires all international applicants whose primary language is not English to demonstrate proficiency in English.)

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
Phone: (845) 575-3000, extension 2818
Email: *graduate@marist.edu*
Web: *www.marist.edu/gce/graduate/international*

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 2008-2009

Tuition (per credit hour, 2008-2009 academic year) $695.00

Application Fee (non-refundable). . . . . $ 50.00

Maintenance of Matriculation Fee (non-refundable) . . . . . $ 15.00
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.

Reinstatement Fee (non-refundable). . . . . $ 75.00
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.

Thesis Fee . . . . . $ 30.00

Transcript Fee (payable at time of request) . . . . . $ 3.00

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. Students must supply the Office of Student Financial Services with documentation from their employers verifying deferment eligibility. Upon completion of a valid Employer Tuition Deferment Application, students are required to pay a minimum of $300 or the balance of tuition not covered by the employer – whichever is greater. Returning students have the option of full tuition deferment only if the employer is covering the total balance. Any charge not covered by the employer must be paid by the student.

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. Only electives listed for the individual graduate program requirements will be considered when determining financial aid eligibility. 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.

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 $200 to $400 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 academic progress toward their degree and re-file a McCann Fellowship application each term. Awards are based on availability of funds.

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.

International Scholarships

Scholarships are awarded on a competitive basis to international students enrolled in the Computer Science graduate programs. These awards are based upon actual enrollment and may range from $2,000 to $3,000 per academic year. For more detailed information, please contact the respective program director.

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). 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 Office of Student Financial Services at (845) 575-3230 or by visiting their website at *www.marist.edu/sfs*.

In addition to the above, students selected for verification must provide the Office of Student Financial Services with the following:

- Marist Application for Financial Aid for Graduate and Continuing Education Students
- Signed photocopies of Federal Income Tax Returns along with W-2 statements for the student and spouse (if applicable).

PLEASE NOTE: Marist College defines academic full-time study for graduate programs as a nine (9) or greater credit course load. However, this should not be confused with the Federal and State financial aid definition of full-time study which is a 12-credit course load 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 award amount varies in accordance with need and academic merit and students must re-apply each year as it is not automatically renewed. Based upon actual enrollment, this award may range from $2,000 to $4,000 per academic year. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index and a nine (9) credit per semester course load.

Marist 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. Based upon actual enrollment, this award may range from $600 to $2,000 per academic year. Students must re-apply each year as the grant is not automatically renewed. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index.

Marist Five-Year Graduate Grant

There are a limited number of grants for full-time graduate study awarded each year to students enrolled in a Marist College combined undergraduate/graduate degree program who receive no other form of tuition assistance. The award amount varies in accordance with need and academic merit. Based upon actual enrollment, this award may range from $2,250 to $4,000 per academic year. To qualify, recipients must maintain a 3.0 or higher cumulative grade-point index and a nine (9) credit per semester course load.

Marist Graduate/International Student Employment Program

College student employment is funded through Marist's Campus Employment Program. There are opportunities for employment with various academic and administrative offices within the College. Students are not allowed to work more than 20 hours per week during the regular academic terms and 40 hours per week during vacation periods.

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 on the Web Application or Express TAP Application with the New York State Higher Education Services Corporation.

Specific TAP eligibility requirements are provided on the Marist website: *www.marist.edu/registrar*. It is the student's responsibility to be familiar with and to meet the eligibility requirements each term. In summary, to be eligible for TAP, a student must be a matriculated full-time (at least 12 credits applicable to the program) student, a New York State resident, a U.S. citizen or permanent resident alien, and have completed high school or the equivalent. Physical proof of high school completion is required to be on file at Marist College. First-time state aid recipients in the 2006-07 academic year and thereafter with a non-U.S. high school transcript are required to pass an Ability to Benefit exam. Students must meet the Ability to Benefit requirement before the first day of classes for the term for which they are seeking aid. In addition, the student must meet the TAP-mandated college requirements for determining program pursuit and satisfactory academic progress. To be pursuing one's program satisfactorily, a student who is in his/her first year of receiving a TAP award must receive a passing or failing grade in at least one-half of the minimum full-time course load; a student who is in his/her second year as a TAP recipient must receive a passing or failing grade in at least three-fourths of a minimum full-time course load; in his/her third and fourth years, a student must receive a passing or failing grade in all of the courses constituting the minimum course load. Any course which was passed previously cannot be repeated and counted toward the minimum full-time (12 credits) necessary for TAP eligibility. The only exception occurs when a grade is passing but is unacceptable in a particular curriculum.

Making satisfactory progress requires that a student achieve a satisfactory cumulative index and accumulate credits at a steady rate. The minimum progress expected is given in chart form and has been approved by the New York State Higher Education Services Corporation (HESC). It is important for students to understand

that these criteria only determine student eligibility for a TAP award; they are not the general criteria for academic achievement at Marist College. A student conceivably may meet these standards for a TAP award and yet not meet the academic standards of Marist College for continuation as a student.

STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR DETERMINING ELIGIBILITY FOR STATE STUDENT AID

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th
A student must have accrued at least this many credits	0	6	12	21	30	45	80	75
With at least this grade-point average	0	2.0	2.5	2.75	3.0	3.0	3.0	3.0

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 interest rate is fixed at 6.8% effective July 1, 2006. 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/sfs* or contact the Office of Student Financial Services. Students also have the option to choose their own lender. However, it is their responsibility to obtain a pre-printed application with lender name, code, and address, 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 $12,000 annually or up to $20,500 in combination with a Subsidized Federal Stafford Loan with a fixed rate of interest of 6.8% effective July 1, 2006. 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 $20,500, not to exceed the cost of attendance.

PLUS Loans for Graduate or Professional Students

As of July 1, 2006, graduate students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program.

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.

FIFTH-YEAR UNDERGRADUATE LOAN PROGRAM – FOR PREREQUISITE UNDERGRADUATE CLASSES

A student may apply for a Stafford Loan for up to 12 months of coursework taken in a single consecutive 12-month period if the school has documented that the coursework is necessary in order for the student to enroll in a graduate or professional program. This category of students may borrow at the fifth-year undergraduate loan level, and the loan limit is not prorated if the program is less than an academic year.

Electives taken which are not required for the specific graduate program are not eligible for financial aid.

TUITION PAY™ MONTHLY PAYMENT PLAN

The College also cooperates formally with an independent agency to arrange for financing of college costs on a monthly payment basis. Information is available by calling the Office of Student Financial Services, or visiting their website at *www.marist.edu/sfs*.

REQUIREMENTS TO MAINTAIN FEDERAL ELIGIBILITY

Marist College SAP Policy – Graduate Students

Requirements for meeting financial aid eligibility: HEA Section 484(c), 34 CFR 668.32(f), and 34 CFR 668.34 require colleges to define and enforce standards of Satisfactory Academic Progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for this financial assistance. These Satisfactory Academic Progress requirements must provide a maximum time frame for completion of the degree, a graduated credit accumulation over this time, as well as a quality mechanism. Essentially, these minimum standards require students to demonstrate that they are actively pursuing their degree.

Qualitative Standard:

- Students will be reviewed for satisfactory academic progress twice per year, after the fall and spring semesters
- Students will be placed on financial aid warning whenever the semester GPA is below 3.00, but the cumulative GPA is at or above 3.00
- The first semester that the cumulative GPA is below 3.00, the student will be placed on financial aid probation. At the end of the following semester, if the cumulative GPA is below 3.00, the student will lose their financial aid eligibility

- Students who have lost their financial aid eligibility have the option of requesting a one-time appeal from the Office of Student Financial Services.

Quantitative Measure:

- Students must complete 75% of the hours attempted once 9 hours have been attempted. Although the College considers the student in good academic standing, based on a cumulative GPA of 3.00 or better, failure to earn the necessary number of credits toward degree completion can jeopardize the student's aid eligibility. Students who exceed 150 percent of the normal time required to complete their academic programs are not eligible for additional Title-IV assistance for the period that is in excess of 150 percent of their academic period normally required to complete the program of study. Students must earn 75% of the credits attempted to meet the quantitative requirements.
- Students who do not meet the quantitative requirements, regardless of their GPA, will be ineligible for financial aid. Students who have lost their financial aid eligibility have the option of requesting a one-time appeal from the Office of Student Financial Services.

Definition of Attempted Hours:

- The hours for which the student is registered at the end of the add/drop period.
- All transfer hours
- All hours are included, even if the student did not receive financial assistance during these time periods.

Military Service Activation:
Students called to active duty that results in withdrawal from all classes will be granted probation upon submission of documents verifying activation. Students must meet the Financial Aid Standards of Progress at the time of military activation to be granted automatic probation.

The Appeal Process for Students Who Have Failed the Satisfactory Academic Progress Standards:
Students will be notified by the Office of Student Financial Services that they have lost their financial aid eligibility.

Students will initiate the process by requesting a one-time appeal. Such requests should be forwarded to the Executive Director of Student Financial Services within two weeks of aid loss notification.

Possible reasons for appeal: serious personal problems, family tragedy, illness, employment and/or difficult adjustment to college, and other unusual circumstances that could reasonably contribute to a lack of academic progress. Appeals should include supporting documentation.

A committee comprised of the Executive Director of Student Financial Services, the Director of the Center for Advising and Academic Services, the Registrar, and others as needed will review the appeal request.

Please note, only one appeal will be granted, whether based on qualitative and/or quantitative standards. Students who are not granted an appeal, or those who have already used the appeal but do not have a cumulative GPA of 3.00 or do not meet quantitative standards, will regain eligibility once the cumulative GPA and quantitative standards are met.

INSTITUTIONAL POLICY FOR REFUNDS

Since engagements with instructors and other provisions for education are made in advance by the College, the withdrawal and refund policies are as follows:

You must contact your graduate Director to officially withdraw or take a leave of absence from Marist College. Simply notifying the classroom instructor is insufficient. In computing the refund, the Office of Student Financial Services accepts the date on the completed transaction form that has been received in the Office of the Registrar.

Full tuition refund and half tuition refund eligibility is specific to each graduate program. Please contact your program director for the dates for your program.

TITLE IV RECIPIENT POLICY FOR REFUNDS

The law specifies how we determine the amount of Title IV program assistance you earn if you withdraw from Marist College. The Title IV programs for graduate students that are covered by this law are: TEACH Grants, Stafford Loans, Graduate PLUS Loans, and Federal Perkins Loans.

When you withdraw during your payment period the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received less assistance than the amount you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period. The number of days in each payment period is determined based on the academic semester start, end and breaks as provided by the Office of the Registrar.

If you do not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, we must obtain your permission before we can disburse them. You may choose to decline part or all of the loan funds so that you do not incur additional debt. We may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. We need your permission to use the post-withdrawal grant disbursement for all other charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt to Marist College.

Federal Student Aid may not cover all unpaid institutional charges due to Marist College.

UNOFFICIAL WITHDRAWAL

Marist College academic policy does not require attendance recordkeeping. If you fail to earn a passing grade, we must determine your last day of attendance and federal financial aid must be adjusted accordingly within 30 days after grades are available. If there is no supporting documentation to verify the last date of attendance, Title IV aid will be prorated at 50% and you will be notified by the College.

EXCESS FINANCIAL AID

NO REFUNDS of excess financial aid will be processed until after one-half of the tuition-refund period is over. (See Academic Calendar for specific dates concerning these refunds.)

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 on 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. **PLEASE NOTE:** Marist College defines academic full-time study for graduate programs as a nine (9) or greater credit course load. However, this should

not be confused with the Federal and State financial aid definition of full-time study which is a 12-credit course load or higher.

COURSE CANCELLATIONS

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

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 Information Systems, 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.

NC This grade is given at the end of the semester if a student has not completed the requirements of an elective internship.

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 permitted 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 $250.00 per course.

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 and Adult Enrollment. 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 $50 non-refundable application fee, and any other documentation required by the individual program.

ACADEMIC GRANTS

The Office of Academic Grants provides assistance to full-time faculty interested in securing grant awards for research, curriculum development, and other creative activities relevant to the College's academic mission. Office staff assist faculty in locating funding sources, obtaining and interpreting application forms, developing proposal narratives and budgets, and securing institutional support and approvals.

POLICY FOR AFFIRMATIVE ACTION

Marist College supports the principles of equal opportunity and affirmative action. All applications are accepted and reviewed without regard to race, religion, sex, age, color, disability, national origin, veteran status, marital status, or sexual orientation.

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

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

Marist College does not tolerate sexual harassment in any form, nor harassment involving inappropriate or threatening behavior based on race, color, gender, religion, national origin, age, disability, or sexual orientation. Students or staff who believe they have been subject to such harassment should contact the Office of Human Resources or the Dean of Student Affairs.

For assistance in any of these areas contact the Office of Human Resources, Marist College, Poughkeepsie, NY 12601; telephone (845) 575-3349.

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.

ASSOCIATE DEAN, MBA PROGRAMS
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Since 1972, the School of Management at Marist College has offered a Master of Business Administration (MBA) degree designed to meet the unique needs of working adults. Structured for part-time study, the Marist MBA program provides a high-quality, broad-based business management education that emphasizes the application of theory to management practice and the use of technology to enhance student learning.

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.

MBA courses are taught predominantly by full-time faculty with doctorates in their fields, many of whom have significant management experience. The management faculty view instructor-student interaction as an important component of all MBA courses and are dedicated to working with their students to achieve their educational goals.

Students in the MBA program 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.

SCHOOL OF MANAGEMENT MISSION

The School of Management seeks to prepare our undergraduate and graduate students to become effective, socially responsible leaders and managers in today's competitive and rapidly changing global business environment.

We support our mission by providing a high-quality, broad-based management education within the framework of a strong liberal arts tradition; excellence in teaching in a highly nurturing, personal setting; the application of theory to management practice; and the use of technology to enhance student learning.

In addition, we share our resources through professional and volunteer service to the business, nonprofit, government, and academic communities.

EDUCATIONAL OBJECTIVES

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.

AACSB INTERNATIONAL ACCREDITATION

In 2002, the Marist College MBA program was granted accreditation by one of higher education's most prestigious and rigorous international accrediting bodies, The Association to Advance Collegiate Schools of Business (AACSB). Accreditation by AACSB is the highest distinction offered to business schools both nationally and internationally and confirms Marist's commitment to the highest standards of excellence in its business curriculum, faculty, and student resources. Only 30 percent of business and management programs nationwide are accredited at both the bachelor's and master's degree level, achieving a standard widely accepted and adopted by the educational and business communities.

MBA COURSE SCHEDULING

Students in the MBA program may pursue their studies in any of three convenient formats: in a traditional classroom setting, online, or through a combination of both – whatever best suits their needs.

We offer classroom-based courses that meet one night per week, Monday through Thursday, from 6:30 P.M. until 9:15 P.M. at the Marist Fishkill Center — a professional office complex designed to meet the needs of working professionals. Our online courses require no technical skill beyond familiarity with a basic Windows environment. Classroom-based and online courses are 15 weeks long and begin in September and January. We also offer a limited selection of classes in the summer. Summer classes are typically condensed into eight-week sessions and start in late May and run until mid-July.

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college in New York State to gain approval to offer its entire MBA program online. Students juggling work responsibilities, travel requirements, and family obligations can pursue their MBA from the convenience of their own keyboards, whenever and wherever they may be. We utilize Ucompasse Learning technology that enables students to interact extensively with their instructors and classmates. Online students log on according to their own schedules, when it is most convenient for them. Communication is ongoing via e-mail, bulletin boards, group conference rooms, and private chat rooms. There is no on-campus requirement nor are all students expected to be online at the same time. To take an online tour visit *www.marist.edu/mba.*

ADMISSIONS REQUIREMENTS

The MBA program looks at the interest, aptitude, and capacity of a prospective management student as indicated by the applicant's previous academic record, achievement on the Graduate Management Admission Test (GMAT), letters of recommendation, response to essay questions, and past professional achievement and growth. The MBA Admissions Committee will review applications of qualified applicants regardless of their undergraduate major. All applicants must hold a baccalaureate degree from an accredited college or university.

Students with an undergraduate GPA of 3.0 or higher may take up to two foundation courses in one semester as a non-matriculated candidate. The student must satisfy all requirements for matriculation upon completion of the non-matriculated semester. Admission as a non-matriculated student does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate. Applications for the MBA program are reviewed according to published deadlines.

We expect MBA students to have adequate competencies in basic math skills through college algebra and basic computer skills including the use of spreadsheet and word-processing software. We encourage students who consider themselves deficient in these basic areas to take basic skills courses at Marist or another college or university before starting the MBA program.

REGISTRATION PROCEDURES

All students in the MBA program receive scheduling information and registration materials midway through the semester for the following semester. Registration for graduate courses requires the signature of the assistant dean for processing. Students are encouraged to register early and are responsible for meeting registration deadlines. Payment is required at the time of registration. Registration for online courses must be financially cleared and fully processed**.**

MBA PROGRAM ACADEMIC POLICIES

A minimum cumulative undergraduate GPA of 3.0 is required to enroll in the MBA program. The maintenance of a minimum cumulative GPA of 3.0 is required for good academic standing and to graduate. Students must achieve a cumulative GPA of 3.0 after completing one semester of full-time study or its equivalent.

Any student whose cumulative GPA falls below 3.0 or receives a letter grade of F will be placed on academic probation and have one semester of full-time study or its equivalent in which to reestablish good academic standing. Any student who has two semesters (consecutive or otherwise) of academic probation faces academic dismissal. Failed courses must be retaken the next time the course is offered. Any student who earns a grade of F within their first 9 credits of coursework will not be permitted to continue in the program.

Students in the MBA program are expected to maintain matriculation by completing at least one course per semester throughout the academic year – spring and fall. (Summer enrollment is encouraged, but not required.) Any student who is compelled to leave school for even one semester must notify their academic advisor or the program director in writing to request a Leave of Absence. The number of times a graduate student may be granted an LOA is limited to one calendar year.

Interruption of study beyond one academic year (2 semesters) requires re-application. The admissions policy and program curriculum effective at the time of re-admission will apply.

All academic requirements for the MBA degree must be completed within seven years of admission. A minimum cumulative GPA of 3.0 is required to enroll in MBA 801 and to graduate. Requests for an extension of the seven-year limit must be made in writing to the program director. MBA students may request permission to participate in May commencement exercises when they have completed all but 6 credits of their program, provided that the remaining courses will be completed by the end of the fall semester following commencement. Such requests should be made in writing to the assistant dean or the program director. Students must be in good academic standing (minimum cumulative GPA of 3.0) to participate in commencement.

All program-specific information (course schedules, registration materials, etc.) is generated from the School of Management; therefore, MBA students are responsible for keeping the Office of the Registrar and the School of Management office informed of any change in home address, phone number, email address, or place of employment. To change your address, go to: *www.marist.edu* and click on Current Students. Scroll down to Registrar and click on Change of Address. Please Note: you must use your Marist Account to make changes.

(For additional policies and procedures not covered in this section, please refer to the Student Handbook.)

APPLICATION PROCESS

Applicants must submit all of the material listed below:

- A completed Marist Graduate Admissions Application;
- A $50.00 non-refundable application fee made payable to Marist College;
- Official transcripts from all undergraduate and graduate institutions attended;
- A current resumé or a written statement describing work history and present responsibilities;
- An official score report of the Graduate Management Admission Test (GMAT) taken within five years of application. Specify on the GMAT application that the GMAT score should be sent to Marist College. Marist's report code is K9K-FZ-91;
- Completed recommendation forms from two references;
- Written response to essay questions;
- Proof of MMR immunity (if born on or after January 1, 1957).

  NOTE: Applicants holding a graduate degree from an accredited college or university are not required to take the GMAT. Applicants with an undergraduate GPA of 3.0 or higher maybe permitted to enroll for one semester as a non-matriculated student pending submission of a completed Graduate Admissions Application, transcripts from all undergraduate and graduate institutions attended (unofficial copies are acceptable for non-matriculation only), and an application fee. Non-matriculated students are limited to two foundation courses and must submit all application materials

necessary for matriculation by the next application deadline. A student who fails to gain admission into the MBA program will be withdrawn at the conclusion of their non-matriculated semester. Foundation course waivers are determined by the Program Director at the time of application. Candidates wishing to apply for foundation course waivers or transfer credit from another institution *must submit all official transcripts at the time of application*.

Applicants can obtain registration forms for the GMAT from the Office of Graduate and Adult Enrollment 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 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 engage in adequate preparation may result in scores unacceptable for admission to the program.

INTERNATIONAL APPLICANTS

International applicants may apply for the fall and the spring semesters according to published application deadlines. International students must have their transcripts evaluated (and translated, if necessary) for program equivalency by a recognized credential evaluation service prior to application. A course-by-course evaluation and grade equivalency are needed. International students are advised that the MBA program is designed primarily for part-time study. Immigration regulations state that no more than one online course per semester may be used toward the 9 credits required to meet full-time status. Students wishing to pursue the program on a full-time basis assume responsibility for remaining in compliance with immigration regulations. Please visit *www.marist.edu/graduate* for complete international admissions criteria.

TRANSFER CREDITS

Up to six (6) graduate credits, earned within seven years of starting the MBA program, may be transferred from another AACSB-accredited graduate business program to satisfy graduate core and/or elective requirements. A minimum grade of B is required. Courses presented for transfer must be substantially equivalent to the Marist course requirement and must be presented at the time of admission. Transfer credits require the prior approval of the MBA Program Director and are accepted at his/her discretion. A request to transfer credits must be accompanied by a course description and course syllabus.

MBA PROGRAM OVERVIEW

The Marist MBA program is comprised of 3 components:

- Foundations for Management Study (0–21 credits waivable)
- 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. Depending on your prior education in business, students may need up to 21 additional credits of foundation courses, bringing the total credits required for the degree to 51 credits. Upon admission to the program, each candidate receives an individually designed Curriculum Sheet that indicates which courses the candidate must successfully complete to qualify for his/her degree.

Foundation Courses

The candidate must successfully complete the foundation courses that serve as prerequisites for related core courses before he/she may enroll in the associated core course. We designed the MBA foundation classes to provide the academic background required for the core and elective classes. Up to 21 credits of foundation courses may be waived on the basis of prior graduate or undergraduate study in the foundation subject areas provided a grade of B or better was earned and that the course was taken**:**

a) at an AACSB-accredited school within the past 10 years

or

b) within the past seven years at a non-AACSB accredited school.

MBA core and elective courses assume a basic knowledge of the field and include little or no review. We encourage students who believe they may have forgotten salient concepts in any foundation course area to register for the appropriate foundation course, even if waived, before moving on to its respective core course. Transfer credits are not applicable to foundation courses.

Foundation courses or their equivalents are not applicable to the 30 credits of core and electives required for the degree. Foundation courses can be satisfied by completing the required course at Marist College, at other approved institutions, or through a test-out option. Students may discuss these options with their academic advisor in greater detail upon admittance to the MBA program. Previous academic coursework is evaluated and waivers of foundation course requirements are determined upon review of a completed application file. Courses may neither be waived, nor may academic credit be granted, on the basis of life experience.

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

MBA Core Courses

MBA core courses develop managerial skill and expose students to current trends and concepts at the forefront of management thought. These 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. We designed this course to develop an executive-level, strategic management perspective and to integrate previous knowledge. The candidate must complete all MBA Core courses and at least 6 credits of electives to register for the Capstone.

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 and Practice	3 credits
MBA 801	Strategic Management (Capstone course)	3 credits

MBA Electives

MBA elective courses allow you to concentrate in a specific area or you may take courses in several areas of interest, whichever is most relevant to your professional objectives. Electives are intended to be a dynamic part of the MBA program. We offer a wide selection of electives so choose those courses that will best prepare you to move ahead on your career path.

MBA Elective Courses (9 credits required)

(Please visit www.marist.edu/mba for a complete list of current electives)

MBA 613	International Economics	3 credits
MBA 622	International Marketing	3 credits
MBA 623	Consumer Behavior	3 credits
MBA 644	Financial Statement Analysis	3 credits
MBA 653	Management and Collective Bargaining	3 credits
MBA 662	TQM/Design and Management of High-Performance Organizations	3 credits
MBA 672	Financial Markets and Institutions	3 credits
MBA 673	Investment Analysis and Theory	3 credits
MBA 684	Leadership, Power and Influence	3 credits
MBA 685	Negotiations and Conflict Management	3 credits
MBA 686	Strategic Cost Analysis	3 credits
MBA 687	Electronic Marketing	3 credits
MBA 688	Ethical Management of Organizations	3 credits
MPA 500	Introduction to Public Administration	3 credits

MPA 521	Management in Nonprofit Organizations	3 credits
MSCS 527	Systems and Information Concepts in Organizations	3 credits
MSCS 537	Data Management	3 credits
MSCS 567	Data Communications	3 credits

NOTE: From time to time we offer Special Topics courses. We include course descriptions for Special Topics courses in course registration mailings.

Advanced Certificate in Executive Leadership

The nine-credit **Advanced Certificate in Executive Leadership** program is designed for individuals with an academic background in business or management who wish to enhance their leadership skills and their knowledge of current leadership practices and theory.

Applicants to the Advanced Certificate program must have a bachelor's degree with an undergraduate cumulative GPA of 3.0 or higher and have satisfied the prerequisite course requirement as described below. Admission as a non-matriculated student in the certificate program does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate. Credits earned in the certificate program may be applied toward Marist's AACSB-accredited MBA program provided the student applies and is fully admitted to the MBA prior to completing the academic requirements of the certificate. Non-matriculated students are limited to one advanced certificate. Admission decisions are made by the MBA Program Director and are final. Participants in the certificate programs are subject to the requirements for good academic standing that are applied to all students in the MBA Program.

Students pursuing the Advanced Certificate in Executive Leadership shall complete any three 600-level graduate courses from the following list:

MBA 654	Managing Organizational Change
MBA 684	Leadership, Power and Influence
MBA 685	Negotiations and Conflict Management
MBA 688	Ethical Management of Organizations

PREREQUISITE: Introduction to Business Management or its equivalent, taken at the undergraduate or graduate level with an earned grade of B or better OR obtain a score equivalent to a grade of B or better on the CLEP Introduction to Management exam. Candidate must have fulfilled the prerequisite requirements within the same time frame that was deemed acceptable for foundation course waivers. Alternatively, students may complete the appropriate MBA foundation course (MBA 555 Management Foundations) to satisfy this prerequisite requirement.

Advanced Certificate in Production Management

The nine-credit **Advanced Certificate in Production Management** program is designed for individuals with an academic background in business, engineering, or production management who work in manufacturing settings and wish to enhance their knowledge of current production and quality-management theories and practices.

Applicants to the Advanced Certificate program must have a bachelor's degree with an undergraduate cumulative GPA of 3.0 or higher and have satisfied the prerequisite course requirement as described below. Admission as a non-matriculated student in the certificate program does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate. Credits earned in the certificate program may be applied toward Marist's AACSB-accredited MBA program provided the student applies and is fully admitted to the MBA prior to completing the academic requirements of the certificate. Non-matriculated students are limited to one advanced certificate. Admission decisions are made by the MBA Program Director and are final. Participants in the certificate programs are subject to the requirements for good academic standing that are applied to all students in the MBA Program.

Students pursuing the Advanced Certificate in Production Management shall complete all three 600-level graduate courses from the following list:

MBA 635	Business Analysis for Effective Decision Making*
MBA 661	Operational Excellence
MBA 662	TQM/Design and Management of High-Performance Organizations

PREREQUISITE: Business Statistics or its equivalent taken at the undergraduate or graduate level with an earned grade of B or better OR obtain a score equivalent to a grade of B or better on the DANTES Principles of Statistics or the Regents College Statistics test. Candidate must have fulfilled the prerequisite requirements within the same time frame that was deemed acceptable for foundation course waivers. Alternatively, students may complete the appropriate MBA foundation course (MBA 535 Analytical Tools for Decision Making) to satisfy this prerequisite requirement.

*MBA 635 is a prerequisite for both MBA 661 and MBA 662.

Advanced Certificate in Marketing

The nine-credit **Advanced Certificate in Marketing** program is designed for mid-career or senior-level professionals with an academic background in marketing, business, or management who wish to enhance their knowledge of marketing concepts.

Applicants to the Advanced Certificate program must have a bachelor's degree with an undergraduate cumulative GPA of 3.0 or higher and have satisfied the prerequisite course requirements as described below. Admission as a non-matriculated student in the certificate program does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate. Credits earned in the certificate program may be applied toward Marist's AACSB-accredited MBA program provided the student applies and is fully admitted to the MBA prior to completing the academic requirements of the certificate. Non-matriculated students are limited to one advanced certificate. Admission decisions are made by the MBA Program Director and are final. Participants in the certificate programs are subject to the requirements for good academic standing that are applied to all students in the MBA Program.

Students pursuing the Advanced Certificate in Marketing shall complete three 600-level graduate courses from the following list:

MBA 621 Strategic Marketing Planning
MBA 622 International Marketing
MBA 623 Consumer Behavior
MBA 687 Electronic Marketing

PREREQUISITES: Introduction to Marketing, Business Law, and Business Statistics and/or their equivalents taken at the undergraduate and/or graduate level with an earned grade of B or better OR obtain a score equivalent to a grade of B or better on the CLEP Principles of Marketing, CLEP Introduction to Business Law, and DANTES Principles of Statistics. Candidate must have fulfilled the prerequisite requirements within the same time frame that was deemed acceptable for foundation course waivers. Alternatively, students may complete the appropriate MBA foundation courses (MBA 501 Legal Environment of Business, MBA 525 Marketing Foundations, and MBA 535 Analytical Tools for Decision Making) to satisfy these prerequisite requirements.

Advanced Certificate in Financial Management

The nine-credit **Advanced Certificate in Financial Management** program is designed for mid-career or senior-level finance professionals with an academic background in management, finance, or accounting who wish to enhance their financial acumen and their knowledge of current financial management theory.

Applicants to the Advanced Certificate program must have a bachelor's degree with an undergraduate cumulative GPA of 3.0 or higher and have satisfied the prerequisite course requirements as described below. Admission as a non-matriculated student in the certificate program does not guarantee full admission to the MBA program as a matriculated, degree-seeking candidate. Credits earned in the certificate program may be applied toward Marist's AACSB-accredited MBA program provided the student applies and is fully admitted to the MBA prior to completing the academic requirements of the certificate. Non-matriculated students are limited to one advanced certificate. Admission decisions are made by the MBA Program Director and are final. Participants in the certificate programs are subject to the requirements for good academic standing that are applied to all students in the MBA Program.

Students pursuing the Advanced Certificate in Financial Management shall complete three 600-level graduate courses from the following list:

MBA 644 Financial Statement Analysis
MBA 671 Corporate Financial Theory and Practice
MBA 672 Financial Markets and Institutions
MBA 673 Investment Analysis and Theory
MBA 686 Strategic Cost Analysis

PREREQUISITES: Undergraduate and/or graduate coursework in the following subjects: Macroeconomics, Microeconomics, Business Statistics, Managerial Accounting, Financial Accounting, Financial Management and Business Management or their equivalents with an earned grade of B or better taken within the same time

frame that was deemed acceptable for foundation course waivers. Alternatively, students may complete the appropriate MBA foundation courses (MBA 515 Economics Foundations, MBA 545 Accounting Foundations, MBA 535 Analytical Tools for Decision Making, MBA 575 Finance Foundations, and MBA 555 Management Foundations) to satisfy these prerequisite requirements.

Advanced Certificate in Information Systems (MBA Graduate — Advanced Certificate Option)

MBA students who elect to take their electives in Information Systems may, upon graduation from the MBA program, apply those credits toward an Advanced Certificate in Information Systems. MBA Graduates choosing this option will complete an additional 9 credits of coursework in the Information Systems program following the completion of their MBA to earn the Advanced Certificate in Information Systems.

Courses required for Advanced Certificate in Information Systems are:

MSCS 527	Systems and Information Concepts in Organizations	3 credits	(MBA elective)
MSCS 537	Data Management	3 credits	(MBA elective)
MSCS 567	Data Communications	3 credits	(MBA elective)
MSCS 647	Information Analysis	3 credits	
MSCS 657	Systems Design	3 credits	
MSCS 720	Information Systems Project	3 credits	

SCHOOL OF MANAGEMENT ADVISORY BOARD

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

Stephen Cosgrove, Vice President, Corporate Controller, Johnson & Johnson

Jack Eberth, *Class of '69*, Program Executive, Engineering & Technology Services, IBM Corp. (*retired*)

Stanley Grubel, Vice President & General Manager, Philips Semiconductors *(retired)*

Debra Levantrosser, *Class of '96,* Executive Director, Lean/Supply Chain Improvement, Johnson & Johnson

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

Michael Marchesano, *Class of '78*, Managing Director, Jordan Edmiston Group, Inc.

Frank Minerva, *Class of '76,* Managing Director, Private Wealth Management, UBS AG

William Moran, *Class of '63,* Executive Vice President, Chase Manhattan Bank *(retired)*

Richard O'Donnell, Jr., *Class of '84*, Director, UTC Power Global Supply Chain, United Technology

Sara Pettes McWilliams, Principal, Executive Search/KMASA

Thomas Troland, *Class of '66,* Senior Market Analyst/Research Group, Meredith Corporation

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 law, agency law, 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 goods, how many goods will be produced, and how goods are distributed. In addition, the course will examine the performance of the aggregate 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 fiscal and monetary policy tools that influence the economy.

MBA 525
Marketing Foundations
3 Credits
This course addresses the management challenge of designing and implementing the best combination of marketing variables to carry out a firm's strategy in its target markets. Specifically, this course seeks to develop the student's skills in applying the analytic perspectives, decision tools, and concepts of marketing to such decisions as product offering, communications programs, distribution, and pricing to capture the value created for the customer. The student's basic objective is to develop his/her own understanding and management skills in this critical aspect of general management.

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: Competency in college-level algebra and computers.

MBA 545
Accounting Foundations
3 Credits
An introductory course covering financial and managerial accounting from a user's 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, sociocultural, 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 Planning
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 501 Legal Environment of Business; MBA 525 Marketing Management; 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, forecasting, linear programming, project management, 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 build skills that will help the student effectively manage change. Particular attention will be given to enhancing the student's capability to analyze situations of change, plan and implement appropriate actions for change, and learn from personal experiences and the experiences of others regarding change.
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 and to develop systems thinking. The manufacturing philosophies of MRP/ERP, JIT/TQM, TOC/Synchronous Manufacturing, and Supply Chain Management will be explored in depth. Additionally, project-management skills will be developed and practiced. These concepts will be applied to case studies and/or business projects.
Prerequisite: MBA 635 Business Analysis for Effective Decision-Making

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 refers to 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 capstone 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 is the final core course to be taken in the program.
Prerequisites: Good academic standing and completion of all core courses and at least two electives.

ELECTIVE COURSES
(Please visit www.marist.edu/mba for a complete listing of current electives.)

MBA 613
International Economics
3 Credits
This course provides students with an opportunity to study the international economic context for business strategy and provides an overview of the determinates of trade between nations, comparative advantage, national trade and competitiveness policies, and exchange rates. Students will also become familiar with key international institutions such as the International Monetary Fund and the World Trade Organization, and regional economic institutions such as the European Union and North American Free Trade Association. Information sources regarding the balance of payments, global capital flows, and financial reserves help prepare the student to understand international financial issues and institutions. Students will apply the knowledge gained through case analyses of particular industries in international competitive context.
Prerequisite: MBA 515 Economics Foundations

MBA 622
International Marketing
3 Credits
This course will address global issues and environmental and cultural aspects of doing business internationally with special emphasis on strategic implication of marketing in different country cultures. Decisions areas include (but are not limited to) product adaptation, modes of entry, and business ethics. Students will learn to plan and organize for global marketing and develop market entry strategies, market targeting and positioning strategies as well as product, pricing, distribution, and promotion strategies. Issues of gray marketing, dumping, and transfer pricing will also be addressed. Lecture and case discussion will be used along with learning activities involving case preparation and presentation and an international marketing planning project. Class sessions will consist of varying percentages of lecture, discussion of specific assignments, student presentations, and analysis of appropriate cases.
Prerequisites: MBA 501 Legal Environment of Business; MBA 525 Marketing Foundations; MBA 535 Analytical Tools for Decision Making

MBA 623
Consumer Behavior
3 Credits
This course studies the mental and physical processes in which consumers engage. It integrates social and cognitive psychology with marketing and economic theory to better understand consumers with the ultimate goal of developing marketing strategy.

How do consumers make choices? How will their backgrounds affect those choices?

This course studies why consumers do what they do with an eye toward improving marketing strategy development. We'll discuss both psychological and marketing theory as well as market trends, societal changes, and yes, even aberrant consumer behavior.

Prerequisite: MBA 525 Marketing Foundations

MBA 644

Financial Statement Analysis

3 Credits

Financial statements are relevant to the decisions of many individuals including investors, creditors, consultants, managers, auditors, directors, analysts, regulators, and employees. This course equips the student to use the information provided in financial statements to make reasoned decisions in a variety of contexts. Traditional analytical techniques such as ratio analysis, trend analysis, and vertical and horizontal analysis are used. Additionally, the course provides a framework in which the students can develop appropriate valuation techniques.

Prerequisites: MBA 545 Accounting Foundations; MBA 575 Finance Foundations

MBA 653

Management and Collective Bargaining

3 Credits

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

Prerequisite: MBA 555 Management Foundations

MBA 662

TQM/Design and Management of High Performance Organizations

3 Credits

Total Quality Management/Design and Management of High Performance Organizations is an introduction to the principles of manufacturing and service quality management. This course exposes the student to a wide range of quality management terms and theories while examining the strategic role of quality in the organization and strategic issues involved in the management of quality. Topics include: Six Sigma, methodologies for identifying and assessing customer requirements, developing customer focus, measuring quality performance, statistical process control, sampling/designing of experiments, reliability analysis, and continuous improvement. As such, this class provides a basis on which to assess, evaluate, and recommend corrective management actions to current or proposed quality initiatives. Focus is on understanding and being able to apply all the concepts throughout an organization.

Prerequisite: MBA 635 Business Analysis for Effective Decision-Making

MBA 672

Financial Markets and Institutions

3 Credits

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

Prerequisites: MBA 515 Economics Foundations; MBA 575 Finance Foundations

MBA 673

Investment Analysis and Theory

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, Power and Influence
3 Credits
This course will examine the theory and practice of leadership in organizations. Traditional and modern theories of leadership will be explored, as well as the practical application of these theories in the workplace. In addition to covering the traditional concepts of leadership in organizations, this course will take an in-depth look at the power and influence a leader has over the organization and its members.

MBA 685
Negotiations and 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 construction, 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 utility 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

MBA 688
Ethical Management of Organizations
3 Credits
This course will introduce students to the basic concepts of ethics. Students will examine ethical frameworks as they relate to business, the environment, the consumer, and the individual with an organization. Students will also learn to apply these frameworks using moral decision-making techniques to real-world case studies. The class will offer students practical tools to help them recognize and address challenging ethical decisions.
Prerequisite: MBA 555 Management Foundations

MPA 500
Introduction to Public Administration
3 Credits
Introduction to Public Administration provides a general overview of the field of public administration. The course 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 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.

MSCS 527
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 relationship 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.

MSCS 537
Data Management
3 Credits
A study of the critical issues related to managing data in organizations. The concept of data as a resource, the data environment, the 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.
Prerequisite: MSCS 527 Systems and Information Concepts in Organizations

MSCS 567
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 527 Systems and Information Concepts in Organizations; MSCS 537 Data Management

Business Administration Faculty

ELMORE ALEXANDER Dean and Professor of Management, 2007. *Degrees*: B.A., Wake Forest University; M.A., Ph.D., University of Georgia

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

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

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

CHRISTY HUEBNER CARIDI Visiting Assistant Professor of Economics, 2006. *Degrees:* M.B.A., Fordham University; Ph.D., New School University

KENNETH COLETTI Visiting Assistant Professor of Accounting, 2003. *Degrees:* M.B.A., Marist College

ANN E. DAVIS Assistant Professor of Economics, 1986; *Degrees*: B.A., Barnard College; M.A., Northeastern University; Ph.D., Boston College

LAURA EBERT Assistant Professor of Economics, 2002. *Degrees*: B.A., Bard College; M.A. University of Connecticut at Storrs; Ph.D., New School University

JOANNE GAVIN Assistant Professor of Management, 2002. *Degrees*: B.S., University of New Orleans; M.B.A., University of New Orleans; Ph.D., University of Texas at Arlington

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

KATHERINE L. JACKSON Associate Professor of Finance, 2005. *Degrees*: B.S., Francis Marion University; Ph.D., University of South Carolina

BEATE KLINGENBERG Assistant Professor of Management, 2004. *Degrees*: B.S., M.S., University of Erlangen-Nürnberg; Ph.D., Friedrich-Alexander University of Erlangen-Nürnberg (Germany)

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

GEORGE MARRON Assistant Professor of Management, 2006. *Degrees*: B.A., Iona College; M.S.L.I.R., New York Institute of Technology, Ph.D., Cornell University

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 Professor of Marketing, 1984. *Degrees*: B.A., Vikram University; M.A., Christian College; M.B.A., Pace University; Ph.D., Vikram University

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

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 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 Graduate Center; Ph.D., City University of New York Graduate Center

KENNETH SLOAN Assistant Professor of Business, 2003. *Degrees*: B.A., M.P.A., M.B.A., Cleveland State University; Ph.D. (ABD), George Washington University

JOHN STEPHAN Assistant Professor of Management, 2006. *Degrees*: B.A., College of William & Mary; M.B.A., Columbia University; Ph.D. Columbia University

DELLA LEE SUE Assistant Professor of Economics, 2000. *Degrees*: A.B., Mount Holyoke College; M.A., Boston University; M.Phil., Columbia University; Ph.D., Columbia University

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

SATINA V. WILLIAMS Assistant Professor of Accounting, 2006. *Degrees*: B.S., Benjamin Franklin University; M.B.A., University of North Carolina; Ph.D., Virginia Commonwealth University

RONALD WOOD Assistant Professor of Management, 2002. *Degrees*: B.S., M.S., State University of New York – Empire State College; Ph.D., Walden University

ASSISTANT DEAN, MBA/MPA PROGRAMS
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MISSION AND OBJECTIVES

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

The primary mission of the MPA program is to educate leaders and managers of public and nonprofit agencies. Pre-service students gain 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 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 program evaluation.

COURSE SCHEDULING

Students may pursue the MPA program in a traditional classroom setting, online, or through a combination of both – whatever best suits their needs. Classroom courses and online courses cover the same content, have identical learning goals, and are taught by the same faculty. The key difference is the delivery system.

Classroom courses are offered from 6:30 P.M. until 9:15 P.M. one night per week, Monday through Thursday, for fifteen weeks on the Poughkeepsie main campus.

Online courses are offered in accelerated 8-week segments or "rounds." Round 1 courses run the first 8 weeks of each semester. Round 2 courses run the second 8 weeks of each semester. Online courses require no technical skill beyond familiarity with a basic Windows environment.

Students wishing to move through the program in the most expedient manner can do so by following an online cohort schedule. Online cohort schedules require taking two courses per semester (Round 1 and Round 2) in the fall and the spring, and one course in the summer. Following a preset online cohort schedule allows students to focus on one course at a time, while enabling them to complete the entire program in just over two years. Cohort schedules are included in each student's acceptance packet.

Students wishing to pursue the program on campus may take one or more online classes during their course of study in order to complete the program in a timely fashion.

In addition to classes offered online and 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.

HOW ONLINE COURSES WORK

Marist College, a recognized leader in the use of technology in the classroom, was the first college in New York State to gain approval to offer its entire MPA program online. Students juggling work responsibilities, military duty, travel requirements, and family obligations can pursue their MPA from the convenience of their own keyboards, whenever and wherever they may be. U-compass eLearning instructional technology enables students to interact extensively with their instructors and classmates. Online students log on according to their own schedules, when it is most convenient for them. Communication is continuous via e-mail, bulletin boards, group conference rooms, and private chat rooms. There is no on-campus requirement, nor are all students expected to be online at the same time. To take an online tour, visit *www.marist.edu/management/mpa.*

ADMISSIONS REQUIREMENTS

The members of the MPA Admissions Committee look at the interest and aptitude 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. All applicants must hold a baccalaureate degree from an accredited college or university.

Applicants who hold a master's degree in any field, or have achieved an undergraduate GPA of 3.0 or higher, will be fully matriculated into the program. Applicants with less than 10 years of work experience and an undergraduate GPA below 2.5 are required to take the GRE and achieve a combined test score of 800 or higher on the verbal-quantitative sections of the test to be considered for admission into the program. We require applicants without prior work experience in an administrative capacity to satisfy this condition through an internship (MPA 660).

Students entering the MPA program are expected to have word-processing, spreadsheet, and both library and Internet research skills. We strongly advise applicants who have not had an undergraduate course in Algebra, Statistics, or Geometry within the past five years to take a Pre-calculus or Statistics course before beginning the MPA program.

APPLICATION PROCEDURES

The Admissions Committee will review applications of prospective students regardless of their undergraduate major. The overall scholastic record and potential of the applicant are assessed. Applicants for campus-based classes begin the program in the fall semester. Students who wish to pursue the program online may begin in the fall

or the spring semester. Applications are accepted on a rolling basis. Admission decisions are made according to published deadlines.

Applicants to the MPA program must submit:

- a completed Marist Graduate Admissions Application;
- a $50.00 non-refundable application fee made payable to Marist College;
- official transcripts from all undergraduate and graduate institutions attended;
- a brief essay discussing why the applicant wishes to pursue the MPA and its relation to the applicant's career goals;
- a current resumé or a written statement describing the applicant's work history and present responsibilities;
- an official score report of the Graduate Records Examination (GRE) if required.

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

REGISTRATION PROCEDURES

All students in the MPA program, including those on an approved Leave of Absence, receive scheduling information and registration materials midway through the semester for the following semester. Registrations for graduate courses require the signature of the program director or Assistant Dean for processing. Students are encouraged to register early and are responsible for meeting registration deadlines. Registration for online courses must be financially cleared and fully processed no less than 10 days prior to the course start date.

TRANSFER CREDITS

Applicants with previous graduate work earned in a similar program within 10 years of starting the MPA program may request to transfer up to 6 credits toward their MPA degree. A grade of B or better is required. Courses presented for transfer must be substantially equivalent to the Marist course requirement and must be presented at the time of admission. Transfer credits require the approval of the MPA Program Director and are accepted at the Director's discretion.

MPA PROGRAM ACADEMIC POLICIES

We require that students maintain a minimum cumulative GPA of 3.0 for good academic standing. Students must achieve a cumulative GPA of 3.0 after completing one semester of full-time study or its equivalent. Any student whose cumulative GPA falls below 3.0, or who receives a letter grade of F in any semester, will be placed on academic probation and have one semester of full-time study or its equivalent in which to reestablish good academic standing. We require that you retake a failed class the next time we offer the course.

We expect students in the MPA program to maintain their matriculation by completing at least one course per semester throughout the academic year — spring and

fall. While we encourage summer enrollment, we do not require that you participate in summer classes.

Any student who is compelled to leave school for even one spring or fall semester must notify the program director in writing to request a Leave of Absence. Interruption of study beyond two consecutive semesters requires re-application. The admissions policy and program curriculum effective at the time of readmission will apply.

The School of Management generates all program-specific information (e.g., course schedules, registration materials, etc.); therefore, MPA students are responsible for promptly informing the School of Management of any change in their home address, home phone number, email address, or place of employment.

To qualify for the MPA degree, a student must complete 39 credits of graduate work (42 credits for those needing an internship). Candidates must complete the MPA degree requirements within seven years of acceptance into the program. Any candidate who seeks an extension beyond the seven-year limit must submit their request in writing to the program director. To graduate, the MPA candidate must have a minimum cumulative GPA of 3.0.

All candidates start the program with MPA 500 — Introduction to Public Administration and conclude the program with our capstone course MPA 699 — Seminar in Public Administration. All students must take this capstone course during his/her final semester in the program. To qualify for admittance into the capstone seminar, the candidate must be in good academic standing. The final seminar is a full-semester (15-week) course, even online. We do not require a thesis or comprehensive examinations as part of the MPA program requirements.

MPA COURSES

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	Global Issues in Public Administration
MPA 660	Internship in Public Administration*
MPA 699	Seminar in Public Administration

** Required of pre-service students only.*

MASTER OF PUBLIC ADMINISTRATION FIVE-YEAR MPA PROGRAM

The Marist MPA program is notable for providing academic excellence to nonprofit organizations, government employees, and members of the law enforcement community throughout New York State and is the foremost provider of graduate education for the New York City Police Department.

The Marist MPA Five-year Program is available for undergraduate students who wish to progress directly to graduate study after completing their baccalaureate degree. The program offers any undergraduate major the opportunity to complete a valuable master's degree in a substantially reduced time.

Five-Year Program Curriculum

Marist students who have attained senior status and have a cumulative GPA of 3.0 or higher are eligible to apply for the MPA Five-year Program. If admitted, they will take one MPA course in the spring term of their senior year; this course will count as an elective in their undergraduate program. Upon conferral of the applicant's baccalaureate degree in May, the candidate would then take one MPA course and an internship in the summer. The student would then take four courses each semester during the next academic year to complete the MPA degree the following May.

Students wishing to pursue the Five-year MPA degree should identity themselves by their sophomore year to ensure sufficient time to take the required undergraduate courses. Formal application can begin in the senior year upon completion of 90 credits.

Students from any undergraduate major interested in the MPA Five-year Program must take the following four courses as undergraduates:

POSC 110	American National Government	POSC 301 Program Evaluation OR CRJU 375 Program Evaluation
POSC 283	Public Administration OR	POSC 240 Public Policy OR
CRJU 301	Criminal Justice Organization	ECON 421 Public Finance

All coursework must be completed within the prescribed time frame in order to graduate.

For additional information, please contact the MPA program director.

Graduate Courses in Public Administration

MPA 500
Introduction to Public Administration
3 Credits
Introduction to Public Administration provides a general overview of the field of public administration. The course 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
Politics and Policy considers the public policy-making process with particular emphasis on the political environment. This course covers strategic and operational planning theories and practices, as well as ethical dilemmas.

MPA 502
Economics in the Public Sector
3 Credits
Economics in the Public Sector introduces the role of government in national and sub-national economies, privatization, intergovernmental fiscal relationships, economic analysis techniques such as cost/benefit analysis, and social and political considerations in public economic and fiscal activity.

MPA 503
Public Budgeting
3 Credits
Public Budgeting covers the theory and practice of public budget preparation and review, governmental accounting and auditing, and political issues in the budget process. The course includes consideration of capital budgeting, revenue estimation, and the history of budget reform efforts.

MPA 505
Management in Public Organizations
3 Credits
Management in Public Organizations covers aspects of organization theory and behavior pertinent to public and nonprofit management. This course 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
Administrative Law explores 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
Information Technology for Public Administration focuses 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
Research Methods and Statistics for Public Administration provides 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. Familiarity with high school algebra is necessary.

MPA 513
Program Planning and Evaluation
3 Credits
Program Planning and Evaluation is an analysis of the theory and practice of designing, implementing, and evaluating public and nonprofit programs. This course develops skills in outcome 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.

MPA 530
Managing Organizational Change
3 Credits
Managing Organizational Change 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
Global Issues in Public Administration
3 Credits
Global Issues in Public Administration is designed to cover topics of contemporary and controversial nature, focusing on globalization and international aspects of government.

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

MPA 699
Seminar in Public Administration
3 Credits
The Seminar in Public Administration is the capstone course in the MPA program. It is intended to provide an integrating experience for students. Emphasis is placed upon specific problems. Extensive research and analysis of public policy are conducted. **NOTE:** Students must be in good academic standing to enroll in this course. The final Seminar is a full 15-week semester course.

Administration Faculty

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

TONY J. CARRIZALES Assistant Professor of Public Administration, 2006. *Degrees*: B.A., Cornell University; M.P.A., Cornell Institute for Public Affairs; Ph.D., Rutgers University

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

BENJAMIN DATTNER Adjunct Instructor of Public Administration, 2001. *Degrees*: B.A., Harvard College; Ph.D., New York University

MARGARET A. GREENLY Adjunct Professor of Public Administration, 1999. *Degrees*: B.A., Seton Hill College; M.S. Columbia University; M.P.A., Marist College

MARY E. HOGENCAMP Adjunct Professor of Public Administration, 2001. *Degrees*: B.S., State University of New York at Stony Brook; M.P.A., Marist College

MYUNGSOON HUR Assistant Professor of Public Administration, 2006. *Degrees:* B.A., Kyungpook National University; M.A. New York University; Ph.D. New York University

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

DEBRA S. LEVANTROSSER Adjunct Professor of Public Administration, 2002. *Degrees*: B.A., Michigan State University; M.P.A., Marist College

JAMES MELITSKI Assistant Professor of Public Administration, 2003. *Degrees*: B.S., Ithaca College; M.A., Montclair State University; Ph.D., Rutgers University

ROY MEROLLI Executive Vice President, Marist College. Professor of Public Administration, 1996. *Degrees*: B.A., University of Connecticut; M.A., University of Connecticut; Ph.D., University of Connecticut

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

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

CAROLE A. RICHARDSON Adjunct Instructor of Public Administration, 1999. *Degrees*: B.A., M.P.A., Central Michigan University; D.P.A., Western Michigan University

CHRISTOPHER SANDOR Adjunct Instructor of Public Administration, 2001. *Degrees*: B.A., State University of New York at Albany; M.P.A., Nelson A. Rockefeller College of Public Affairs and Policy; M.B.A., Lally School of Management, Rensselaer Polytechnic Institute

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

JOHN T. ZANETICH Adjunct Instructor of Public Administration, 1995. *Degrees*: B.A., Rutgers University; M.A., Miami University; M.A., University of Pennsylvania; Ph.D., Nelson A. Rockefeller College of Public Policy and Public Affairs

GRADUATE DIRECTOR

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MISSION AND OBJECTIVES

The Master of Science in Information Systems (IS program) offers excitement and challenges for the information age. It 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, systems 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 systems 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-systems 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 ISM professional include systems analyst and/or designer, business analyst, information-systems project manager, data administrator, data processing auditor, information-systems manager, consultant, or educator. Career paths for the ITM professional include security administrator, technical manager, systems administrator, network specialist, network operations manager, IT administrator, internet engineer, LAN/WAN engineer, network administrator.

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

In essence, 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.

Two tracks are offered. One is the foundation for a career position of Chief Information Officer (CIO). The second is the foundation for a career position of Chief Technology Officer (CTO).

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 or online;
- participation in small-group or team situations. These are designed to help develop your systems 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 addressed in the Admissions to Graduate Programs section of the General Information section of this catalog, applicants to the graduate program in Information Systems must submit the following:

- a current resumé;
- 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, desired specialization, and the applicant's personal and professional expectations from the program;
- optionally, at the graduate director's discretion, two letters of recommendation may be required.

Admissions requirements for international students are outlined in the Application Requirements for International Students in the General Information section of this catalog.

PREREQUISITES

Applicants to the Information Systems Management track are expected to have completed undergraduate-level course work in introductory statistics.

Applicants to the Information Technology Management track are expected to possess a reasonable proficiency in object-oriented programming and statistics, since knowledge and skill in these areas will be used throughout this specialization.

Proficiency in computer programming can be satisfied with a B or better grade in the Marist graduate course MSIS 500 Fundamentals of Object-Oriented Programming.

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 graduate 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 36 to 37 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 graduate director. IS degree requirements must be completed within seven (7) years of acceptance into the program with a cumulative index of 3.0 or higher. Requests for an extension of the seven-year limitation must be made in writing to the graduate 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 graduate 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 2 course waivers (6 credits) 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 graduate director serves as the primary advisor to all students in the program. The graduate 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 graduate 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 graduate 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.

The graduate director reserves the right to limit the number of courses that a student may take each semester depending upon a student's professional workload and other concerns.

CAPSTONE ACTIVITY

The Information Systems Policy Course (MSIS 730) is 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, it is expected that all other required courses will have been completed before the student enters this course. This will maximize the student's experience in the 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. 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 average. Those below this average 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 enrollment in the capping course must have a 3.0 or higher cumulative average. If, upon completion of the capstone course, the cumulative average falls below 3.0, then the capstone course affecting the average must be taken again.

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

COURSE SCHEDULING CONSIDERATIONS

The IS program offers a mixture of graduate courses both online and in the classroom on a regular basis. Specific schedules will be addressed by the graduate director as needs mandate.

IS PROGRAM OVERVIEW:

The IS graduate program offers two specializations. Each specialization will consist of six required common IS core courses and three required specialization-specific courses. One specialization is the Information Systems Management track (ISM), which has a business-application focus. The other specialization, Information Technology Management track (ITM), has an Information Technology focus. **NOTE:** It is strongly recommended that full-time graduate students work closely with the graduate director in order to accommodate any changes in scheduling that may become necessary.

SUBSTITUTE COURSES

In certain cases, the graduate director may include one or more substitute courses in a student's program. When this occurs, these substitute courses will become part of the degree requirements in place of the standard courses.

MASTER OF SCIENCE IN INFORMATION SYSTEMS COURSE REQUIREMENTS:

MSIS Core Required Courses (18 Credits)

MSIS 527	Systems & Information Concepts in Organizations	3 credits
MSIS 537	Data Management I	3 credits
MSIS 567	Data Communications	3 credits
MSIS 647	Information Analysis	3 credits
MSIS 657	Systems Design	3 credits
MSIS 730	Information Systems Policy	3 credits

Specializations — choose one:

ISM Required Courses (9 credits)

MBA 525	Marketing Foundations	3 credits
MBA 555	Management Foundations	3 credits
MBA 575	Finance Foundations	3 credits

Electives 9 credits from: Information Systems, Business, Software Development

Prerequisite:

MATH 130	Introduction to Statistics

ITM Required Courses (16 credits)

MSIS 507	Computer Concepts & Software Systems	3 credits
MSIS 517	Web Technologies	3 credits
MSIS 561	Data Communications Lab	1 credit
MBA 525	Marketing Foundations	3 credits
MBA 555	Management Foundations	3 credits
MBA 575	Finance Foundations OR	
MBA 545	Accounting Foundations	3 credits

Electives 3 credits from: Information Systems, Business, Software Development

Prerequisites:

MSIS 500	Fundamentals of Object-Oriented Programming
MATH 130	Introduction to Statistics

It is strongly advised that the graduate director be consulted in the choice of these elective courses in order to help tailor the program to the student's specific needs.

Each student must consult with the IS graduate director to plan a course schedule to enable the student to complete the IS program in the most efficient time frame considering student desire, transfer credits or waivers, prerequisites, and possible scheduling information.

Graduate Courses in Information Systems

MSIS 500 (ITM)
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 implementation. 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 semester

MSIS 507 (ITM)
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 systems resources is examined in detail. Computer terminology, physical computer implementations, and the operating environment for application programs are discussed. Fall and spring semesters

MSIS 517 (ITM)
Web Technologies
3 Credits
This course gives students a chance to gain experience with many of the technologies which drive the World-Wide Web. While the Web began as a collection of static, linked documents, it has evolved to include robust applications which deliver dynamic content and rich, interactive experiences. Students will be introduced to various cutting-edge technologies and have projects assigned for each.
Prerequisite: MSIS 500 Fundamentals of Object-Oriented Programming (C++) OR its equivalent. spring semester

MSIS 527 (Core)
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

MSIS 537 (Core)
Data Management I
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.
Prerequisite: MSIS 527 Systems and Information Concepts in Organizations. Fall and spring semesters. (Spring semester recommended.)

MSIS 557 (Elective)
Data Quality in Information Systems
3 Credits
This course will help students explore and understand data and information quality (DQ and IQ) problems in information systems, databases, and data warehouses. The student will be able to recognize and use DQ and IQ concepts in information-systems projects: e.g., recognize patterns of data and design deficiencies in systems; suggest appropriate DQ and IQ improvement plans in light of known deficiencies; perform information quality assessments of organizations; apply data cleansing techniques to data warehouses, and experience the influence of data quality indicators on decision making. A combination of state-of-the-art literature and hands-on projects will be studied. Offered at least every other year.
Prerequisite: MSIS 537 Data Management

MSIS 567 (Core)
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.
Prerequisite: MSIS 527 Systems and Information Concepts in Organizations. Fall and spring semesters

MSIS 637 (Elective)
Decision Support Systems
3 Credits
A study of support systems for decision making in complex, technologically rich environments. The focus is on decision theory principles, problem identification, model formulation, and solution procedures. The distinction between decision support systems and transactional modes of processing information is examined. Sample quantitative and qualitative tools will be employed to study the behavioral aspects of decision making in a decision support environment. At least one expert system will be examined or developed. Neural networks are discussed.
Prerequisites: MSIS 537 Data Management; MATH 130 Intro to Statistics. Fall semester. Offered at least every other year.

MSIS 638 (Elective)
Information Systems Business Intelligence
3 Credits
This course aims to introduce the emerging information technologies for management support through business-intelligence systems. On completion of this course, students should be able to recognize the need for management support and business-intelligence requirements beyond typical management information systems as well as understand the application of various information technologies for business intelligence that support transformation and analysis of massive amounts of transaction data. The course includes hands-on work on data warehousing, OLAP, and data mining.
Prerequisite: MSIS 537 Data Management I

MSIS 647 (Core)
Information Analysis
3 Credits
An examination of the strategies for developing information systems including a study of the systems 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 or an online case study.
Prerequisites: MSIS 527 Systems and Information Concepts in Organizations; MSIS 537 Data Management. Fall and spring semesters

MSIS 657 (Core)
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 systems 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: MSIS 647 Information Analysis. Fall and spring semesters

MSIS 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. Offered fall, spring, and summer semesters. Arrangements made through the program director.
Prerequisites: Completion of 12 graduate credits and 3.0 GPA.

MSIS 720 (Elective)
Information Systems Project
3 Credits
Through the use of projects, this course fits together all of the concepts from previous courses regarding information-systems development. The student gains experience in analyzing, designing, implementing, and evaluating information systems. Assignments consist of at least one systems-development project involving all or part of the systems-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 MSIS 537, MSIS 567, MSIS 647, and MSIS 657. Offered at least every other year.

CAPSTONE COURSE

MSIS 730 (Core)
Information Systems 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 organizational 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.

Prerequisites: Completion of MSIS 537, MSIS 567, MSIS 647, and MSIS 657. Enrollment is limited. Those students closed out of one semester are assured entry for the next offered class. spring semester or as needs otherwise dictate. Advance written notice is required two semesters before the course is to be taken.

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 Master of Business Administration, a Master of Public Administration, or some other Master's degree program that contains or has been supplemented by a significant management-related component. The certificate program allows individuals who generally have little or no formal education in IS to develop an expanded graduate-level background in IS as an adjunct to their prior degree. Candidates who have taken an IS concentration at the graduate level at Marist are ineligible for this certificate.

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 graduate 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 additional technical competency may be gained through taking some 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:

MSIS 527	Systems & Information Concepts in Organizations	3 credits
MSIS 537	Data Management I	3 credits
MSIS 567	Data Communications	3 credits
MSIS 647	Information Analysis	3 credits
MSIS 657	Systems Design	3 credits
MSIS 720	Information Systems Project	3 credits

ADMISSION 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 in the General Information section, 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 resumé and written summary of technical or professional non-credit course education if applicable;
- optionally, at the graduate director's discretion, two letters of reference may be required;
- 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 three credits of course work. Upon completion of three credits, they will receive matriculated status if they have achieved at least a 3.0 GPA. All other prerequisites for matriculation must be met prior to receiving matriculated status. A cumulative 3.0 GPA is required to obtain the certificate.

Computer Science/ Software Development and Information Systems Faculty

RONALD COLEMAN Assistant Professor of Computer Science and Information Technology, 2002. *Degrees*: B.S., City College of New York; Ph.D., Polytechnic University

CRAIG FISHER Associate Professor of Information Systems, 1989. *Degrees*: B.S., State University of New York at Oswego; M.A., Ball State University, Indiana; Ph.D., State University of New York at Albany. *Specialties*: Data Quality; Problem Solving & Programming; Systems Analysis & Design; Database Management

JAN HARRINGTON Associate Professor of Information Systems, 1989. *Degrees*: B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University. *Specialties*: Systems Architecture; Object-Oriented Software Development; Network Security; Technology and Society

HELEN HAYES Assistant Professor of Mathematics and 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, 1990. *Degrees*: B.S., M.B.A., Ph.D., Binghamton University. *Specialties*: Systems Analysis & Design; End User Computing; Assessment; Project Management

ALAN G. LABOUSEUR Professional Lecturer of Information Technology, 2003. *Degrees*: B.S., Marist College; M.S., Pace University. *Specialties*: Software Development, Database Systems, Internet-enabled Applications

EITEL J.M. LAURÍA Assistant Professor and Graduate Director of Information Systems, 2002. *Degrees*: Electrical Engineering, Universidad de Buenos Aires (Argentina); MBA, Universidad del Salvador (Argentina) / Universidad de Deusto (Spain); Ph.D., State University of New York at Albany. *Specialties*: Data Management; Business Intelligence; Decision Support Systems; Data Mining; Bayesian Networks ; IT Implementation

ANNE BERINATO MATHEUS Lecturer of Information Systems and Director of Computer Literacy, 2001. *Degrees*: B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College. *Specialties*: Information Decision Systems; Organizational Studies

ROGER NORTON Associate Professor of Computer Science, 1980. *Degrees*: B.S., University of Massachusetts; M.A., Brandeis University; Ph.D., Syracuse University. *Specialties*: Semantics of Programming Languages; Object-Oriented Programming; Distributed Computing; Grid Computing

S. PRADHAN Assistant Professor of Computer Science, 2004. *Degrees*: B.A., University of Bombay; Ph.D., University of Illinois; Ph.D. University of Maryland. *Specialties*: Databases; Software Engineering; Artificial Intelligence; Technology and Society

RUSSELL W. ROBBINS Assistant Professor of Information Systems, 2005. *Degrees*: B.S.B.A., University of Missouri-Columbia; M.S., State University of New York at Binghamton; M.S., Ph.D., Rensselaer Polytechnic Institute. *Specialties*: Project Management; IS & Ethics; Computational Modeling

ONKAR SHARMA Professor of Computer Science, 1986. *Degrees*: B.S.E., Bahar Institute of Technology; M.S.C.S., University of California at Berkeley; Ph.D.C.S., New York University. *Specialties*: Computer Architecture; Systems Software

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

JAMES M. WEIR Visiting Lecturer. *Degrees*: B.S., Computer Engineering, Lehigh University; M.S. Computer Engineering, Lehigh University. *Specialties*: Multimedia, Web Applications. *Research*: Streaming Video; Content Management

DIRECTOR, SOFTWARE DEVELOPMENT PROGRAM, COMPUTER SCIENCE

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MISSION AND OBJECTIVES

The 31-credit Master of Science in Computer Science/Software Development (SD) program is designed to provide advanced knowledge 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, database designers, technical managers, network specialists, and others who wish to broaden their understanding of the computer-science field, particularly in the area of software development.

Primary areas of emphasis include object-oriented methodologies; software design and development; systems programming; database design and management; networking and distributed systems; theoretical aspects of computer science; graphics, animation, and game design; and artificial intelligence and robotics. 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 through out the curriculum.

ADVANCED TECHNOLOGY SUPPORT

Marist College is one of the 25 most technologically advanced campuses in America. This distinction has been awarded to Marist by the Princeton Review and Forbes. The criteria included the breadth of the computer-science and information-technology curriculum, equipment for student use, wireless internet access on campus, and support for handheld computing, among other things.

Marist has a longstanding partnership with IBM: the IBM-Marist Joint Study has helped Marist to develop an advanced technology platform which is among the best in higher education.

Through a National Science Foundation Grant, an Internet2 high-performance network connection and a collaborative grid of advanced internet applications are available to Marist.

Many state-of-the-art computing labs are available throughout the campus for student use.

Marist College is a recipient of a major grant from the New York State Office of Science, Technology and Academic Research to spur growth and development of businesses, and industry using technology. The Marist Center for Collaborative and

On-Demand Computing, established through the grant, in collaboration with local businesses, including IBM, offers advanced internship and research opportunities.

APPLICATION REQUIREMENTS

A baccalaureate degree from an accredited college or university with a GPA of 2.75 or higher is required for admission to the graduate program in computer science. Additionally, applicants should submit the following:

- A completed graduate application and application fee;
- Official copies of all undergraduate and graduate transcripts;
- An updated resumé specifying programming languages known.

Admissions requirements for international students may be found at *www.marist.edu/graduate*. 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 in a non-matriculated status 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 admissions 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. Occasionally, conditional admission is granted; students must meet the specified conditions to continue in the program.

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 in the catalog in effect 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 or in the 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, approves all registration requests, and performs graduation audits. 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

Programming and Data Structures in JAVA
Programming in Assembly Language
Logic Design and Computer Architecture
Advanced Data Structures

Mathematics

Discrete Mathematics
Probability/Statistics
Differential and Integral Calculus

Graduate Courses in Software Development

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:

Core Courses (15 credits) Semester Offered

MSCS 510	Software Design and Development	Spring
MSCS 530	Algorithms	Spring
MSCS 560	Computer Networks I	Fall
MSCS 610	Advanced Theory of Programming Languages	Spring
MSCS 620	Distributed Systems	Fall

Laboratory Course (1 Credit)

MSCS 561	Computer Networks Laboratory	Fall, Spring

Elective Courses (12 credits/select 4 courses)

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

Additional Electives (offered when there is sufficient demand)

MSCS 596-600	Special Topics in Computer Science	Spring
MSCS 640	Distributed Database Systems	
MSCS 655	Computer Graphics II	
MSCS 660	Computer Networks II	
MSCS 670	Applied Artificial Intelligence	
MSCS 720	Thesis	

Project Course (3 credits)

MSCS 710	Project	Fall

Internship Courses

MSCS 690, 691, 692 Graduate Internship in Software Development All Semesters

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 and Special Topics courses. Internship Courses do not satisfy the Elective requirement.

Description of Courses

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 using Unified Modeling Language. The course is project-driven and student teams design and implement a complex software system that utilizes a well-designed user interface. Java is the language of development and Java Swing will be covered. *(Offered: spring semester)*
Prerequisite: CMSC 335 Advanced Data Structures

MSCS 515
Operating Systems
3 Credits
Operating systems provide service to users to simplify their programming and data processing tasks, and they also manage systems resources to assure their efficient utilization. This course mainly presents operating systems as resource managers. In order to gain hands-on practical experience, students design and implement a multiprogramming operating system as an integral part of the course. *(Offered: fall semester)*
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture

MSCS 518
Compiler Design
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. *(Offered: spring semester)*
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture

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 such as pipe lining and array processing are covered; special emphasis is placed on RISC and multiprocessing architectures. *(Offered: spring semester)*
Prerequisites: CMSC 330 Logic Design; MATH 221 Differential and Integral Calculus

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 and the theory of NP-completeness will be covered. *(Offered: spring semester)*
Prerequisite: CMSC 335 Advanced Data Structures

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 the limits of algorithmic computation. Various forms of models of computation will be explored. *(Offered: fall semester)*
Prerequisite: CMSC 335 Advanced Data Structures

MSCS 542
Database Management
3 Credits
A study of the issues related to the design and administration of modern database systems, with special emphasis on relational database systems. This course will study data modeling, query languages, schema refinement and tuning of existing databases, physical implementation of databases, and systems issues in the management of data. *(Offered: spring semester)*
Prerequisites: MATH 250 Discrete Mathematics; 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. (*Offered: fall semester*)
Prerequisite: CMSC 335 Advanced Data Structures

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. (*Offered: fall semester*)
Prerequisites: CMSC 310 Object-Oriented Programming Using C++; MATH 221 Differential and Integral Calculus

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: Switching Techniques, Data Link Protocols, Media Access Control, TCP/IP Protocol Suite. (*Offered: fall semester*)
Prerequisites: CMSC 415 Computer Architecture; MATH 221 Calculus I; MATH 130 or 330 Probability/Statistics
Corequisite: MSCS 561 Computer Networking Laboratory

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 to allow the building, development, and troubleshooting of an Intranet Network for the typical small business or department.
(*Offered: fall and spring semesters*)
Corequisite: MSCS 560 Computer Networks I

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 in spring semester*)
Prerequisite: Permission of Instructor

MSCS 610
Advanced Theory (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 implementation of programming language constructs. *(Offered: spring semester)*
Prerequisites: CMSC 335 Advanced Data Structures; CMSC 415 Computer Architecture

MSCS 620
Distributed Systems
3 Credits
This course studies Open Standards distributed systems based on the TCP/IP protocol. The course exposes students to Internet addresses, sockets, streams, universal character codes, threads, and Internet protocols like SMTP, HTTP, MIME, etc. The course also investigates several object and service distribution methods like Remote Method Invocation (RMI), Common Object Request Broker (CORBA), Java Spaces, and Jinni. The course pursues a practical approach to these ideas through simple Java programs as well as a larger project written in Java in which small student teams analyze, design, and build a distributed system using software-development practices. (*Offered: fall semester*)
Prerequisites: MSCS 510 Software Design and Development; MSCS 560 Computer Networks I

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 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.
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. Arrangements should be made with the graduate director and internship coordinator. (*Offered fall, spring, and summer semesters*)
Prerequisites: Completion of 12 graduate credits and 3.0 GPA

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. *(Offered fall semester)*
Prerequisites: Completion of at least 18 credits and MSCS 510 Software Design and Development

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

ROBERT M. CANNISTRA Professional Lecturer of Computer Science, Information Systems and Information Technology, 2002. *Degrees*: B.S., State University of New York at Brockport; M.S., Marist College (in progress). *Specialties*: Network Infrastructure and Design, Policy-Based Routing, Network Security

RON COLEMAN Assistant Professor of Computer Science, 2002. *Degrees*: B.S., The City College of New York; M.S., Ph.D., Polytechnic University. *Specialties*: Data Mining; Machine Learning; Distributed Systems; Software Design and Development; Game Design and Programming

CRAIG FISHER Associate 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

JAN 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 M. HAYES Assistant Professor of Mathematics and 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

ALAN R. LABOUSEUR Professional Lecturer of Information Technology, 2003. *Degrees*: B.S., Marist College; M.S., Pace University. *Specialties*: Database Systems; Web Development; Programming for Business

EITEL J.M. LAURÍA Assistant Professor of Information Systems, 2002. *Degrees*: B.S., University of Buenos Aires, Argentina; M.B.A., Universidad del Salvador, Argentina / Universidad de Deusto, Spain; Ph.D., SUNY Albany. *Specialties*: Data Management; Information Decision Systems; Business Intelligence; OLAP; Data Mining; Statistical Machine Learning; Bayesian Belief Networks and their application in Information Technology Implementation

ANNE B. MATHEUS Professional Lecturer in Information Systems and Information Technology; Information Systems Internship Coordinator; Director of Computer Literacy, 2001. *Degrees*: B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College; A.B.D., SUNY Albany. *Specialties*: Information Decision Systems; Organizational Studies; Information Quality

ROGER NORTON Dean, School of Computer Science and Mathematics, 1980. Novell Certified NetWare Administrator & NetWare Engineer. *Degrees*: B.S., University of Massachusetts; M.A., Brandeis University; Ph.D., Syracuse University. *Specialties*: Semantics of Programming Languages; Object-Oriented Programming; Distributed Computing

SHEKHAR PRADHAN Assistant Professor of Computer Science, 2004. *Degrees*: Ph.D., University of Maryland, Computer Science; Ph.D., University of Illinois, Philosophy. *Specialties*: Intelligent Databases, Software Engineering, and Artificial Intelligence

RUSSELL ROBBINS Assistant Professor of Information Systems, 2005. *Degrees*: B.S., B.A. (Finance), University of Missouri; M.S. (Accounting), SUNY Binghamton; M.S. (IT), Rensselaer Polytechnic Institute; Ph.D., Rensselaer Polytechnic Institute (in progress)

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

JAMES WEIR Visiting Lecturer in Information Technology, 2003. *Degrees*: B.S., M.S., Lehigh University. *Specialties*: Multimedia; Web Applications

PROGRAM DIRECTORS

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MISSION AND OBJECTIVES

The Master of Science in Technology Management (MSTM) is a joint program developed and delivered by the Schools of Computer Science & Mathematics, and Management at Marist College. The program instructs professionals with technical education, experience, and expertise in the application of technology to organizational strategy that impacts firm effectiveness, efficiency, and competitiveness. Students in the program develop the ability to recognize technology as a key success factor for the enterprise. They are given an integrative and comprehensive approach to manage the implementation and application of technology to the organization's value chain. Graduates are expected to take up middle-management and executive positions in organizations with responsibility to effectively use technology for organizational competitiveness.

The program advantages enhance student's career development that can lead to Senior Technology Executive roles. Alternatively these individuals may work in the role of consultants to traditional business managers in the application of technology to increase a firm's competitive advantage.

Candidates for the Master of Science in Technology Management are technology, science, and engineering professionals with five to ten years of experience in technical or managerial positions, who want to expand their managerial and technical skills and organizational knowledge in technology management and implementation. These are individuals who bring technology to organizational functions and are readying themselves for leadership positions in technology to create value for their firms and their clients. They need to be forward-thinking professionals who can spot opportunities for their organization to take advantage of emerging technologies. They will enroll in this program to enhance the organization's operations, decision-making processes, and engagements with their network partners through the ability to efficiently and effectively apply technology to innovate the business. The MSTM program is a 12-course, 36-credit-hour, part-time program to be completed in six semesters, including a two-semester capstone experience and an intensive 10-day international residency in the "Global Aspects of Technology Management." Students will also have an orientation.

PHILOSOPHY

Technology is defined as the body of scientific methods and materials applied to industrial and commercial objectives. In the spirit of this definition, this program focuses on the nexus of firm strategy and technology to create competitive advantage. The Marist College Master of Science in Technology Management enhances managerial acumen in strategically directing the use and products of technology across an enterprise. Creating value for the organization requires managers to be change agents, proactive in a dynamic world, and to understand the dynamic relationship between the organization's competitive and internal environments. Managers need to use existing resources to create value, and to understand the impact of their decisions and actions for all stakeholders across the full spectrum of the value chain. Focusing on the systems and interpersonal processes of managing, this program provides an integrative, applied perspective for facilitating operational and strategic decision making with technology resources (in the form of IT and other modern technologies). The goal is for managers to create value for the organization by leveraging human, knowledge, and technology assets. As such, this program offers unique capstone experiences to achieve this by building capabilities in managing technology workers and processes as well as planning for the future. A two-semester capstone experience focuses on building analytical and strategic thinking through case study and then applying what is learned in real-world team and individual projects that focus on building the business case for implementing change in their own firms.

DIFFERENTIATION

We have reviewed many programs and have found that the positioning of the MSTM is comparatively unique as it:

- Creates an integrated enterprise view of IT and other technologies by focusing on its beneficial role across the value chain.
- Instills Project Management as an integral skill in planning and managing operations.
- Focuses on the distinctive skills and role of the Senior Technology Executive in driving innovation across the organization, its suppliers, customers, and partners.
- Develops the ability to align business opportunities with emerging technologies.
- Offers an interdisciplinary program by drawing upon the strengths of the School of Management and the School of Computer Science and Mathematics, through its department of Computer Science, Information Systems and Information Technology.
- Is offered fully online and follows a cohort format.
- Requires students to attend an international residency, dealing with technological changes across international markets and amidst global developments, virtual organizations, and management across cultures.
- Combines corporate site visits with presentations by professors from non-U.S. universities and presentations by relevant practitioners.

ON-SITE AND ONLINE FORMAT

This program is offered online in a cohort format. Courses in fall and spring run 15 weeks, courses in summer run 10 weeks. There are three residencies (one international).

INTRODUCTORY RESIDENCY

The cohort meets at Marist College in the week prior to the first semester for a two-day introductory residency. The objective of the residency is to provide an introduction the program and to Marist College, as well as the opportunity to meet cohort members. It includes meeting program faculty and administrative staff as well as training in the online *e*learning system, any other communication tools used, and Marist College's online library facilities.

FINAL RESIDENCY

This residency is connected to the Capstone courses and concludes the program. Students present their final projects to a forum of industry representatives and faculty. Junior cohort members (students in the next cohort) are encouraged to join the audience for the final project presentations.

INTERNATIONAL RESIDENCY

The course Global Aspects of Technology Management is an international experience. Students travel to Marist for a one-day introduction to the program (introductory reading material is distributed up to four weeks prior to the course). Following the introduction is a 10-day trip to a foreign country that explores global aspects of technology management through visits to companies, academic and other institutions, and direct interaction with the respective cultures. Details of the academic work are laid out in the respective syllabus. Destinations will vary based on the faculty leading the program and current technology hot-spots in the world.

ADMISSIONS REQUIREMENTS

In addition to the application materials addressed in the Admissions to Graduate Programs section of the General Information section of this catalog, the following are required for admission consideration to the MSTM Graduate Program:

- A minimum of a bachelor's degree, preferably in computer science, engineering, science, or business with an MIS concentration. Other undergraduate majors are considered if the concurrent experience base warrants admission to the program.
- An undergraduate GPA of 3.0 or higher.
- A completed Graduate Admission Application (available online).
- A $50 application fee.
- Two recommendation letters.
- Official transcripts from all prior undergraduate and graduate institutions attended.

- A current resumé.
- At least three years of post-baccalaureate leadership and managerial experience in a technology role or at least five years of post-baccalaureate professional experience in a technical position if little to no leadership or managerial experience.
- A GMAT (Report code is K9K-FZ-91)score or a GRE (Report code is 2400) score (on both tests) of 500 or better — tests may be waived if the applicant has five years of post-baccalaureate managerial or leadership experience or eight years of post-baccalaureate professional experience or a graduate degree. Admissions requirements for international students are outlined in the Application Requirements for International Students in the General Information section of this catalog.

STUDENT STATUS

Only admitted students are enrolled in the program. Only enrolled students may take classes in the program. Students enroll in the program as part-time students. They attend classes online with certain on-campus and off-campus short residencies. The program calendar fits within the school academic calendar. Marist College's minimum admission, continuation, and graduation policies and procedures apply.

CONTINUATION

This is a cohort-based program. Students are expected to take all courses in the program in the prescribed sequence. They are required to maintain a B average. They are required to obtain a passing grade in each course, which is a C or better. Only two grades of C are permitted throughout the program. If a student misses a course or is unable to continue for any reason, they must wait to join the next cohort in a subsequent year to continue their progress toward graduation.

EXIT REQUIREMENTS

Students are required to complete all 36 credits of course work with grades of A, B, or C and with at least a B average.

ADVISEMENT

The program directors serve as the primary advisors to all students in the program. Students should feel free to discuss any questions or concerns that they may have regarding their planned studies with the program directors.

CURRICULUM

MSTM 601	Leadership and Organizational Behavior
MSTM 603	Systems and Information Concepts in Organizations
MSTM 623	Decision Making Tools for the Technology Manager
MSTM 625	Marketing Foundations for Technology Managers
MSTM 630	Data and Information Quality for the Information Executive
MSTM 640	Analyzing the Corporate Financial Environment of Technology-Driven Companies
MSTM 720	Enterprise Information Modeling
MSTM 754	Managing Organizational Change
MSTM 800	Global Aspects of Technology Management
MSTM 801	Capstone I: Strategic Technology Management
MSTM 802	Capstone II: Information Systems Policy
MSTM 803	Integrative Capstone: Managing Technology Projects and Operations

Total number of required credits **36**

Graduate Courses in Technology Management

CORE COURSES

MSTM 601
Leadership and Organizational Behavior
3 Credits
This course examines management and leadership in technology organizations in both theory and practice. Traditional and modern theories of leadership and organizational behavior, as well as practical application of these theories in the workplace, are explored. The course also examines aspects of power and influence of leaders in organizations. The course assists students in examining his/her leadership style and assists in the development of a plan to improve skills in desired areas relevant to managing technology.

MSTM 603
Systems and Information Concepts in Organizations
3 Credits
This is a course concerned with the organization and its environment as a super system and hence all other systems are sub-systems within the super system. The reciprocal effects of organization and technology are stressed to develop fundamental understanding of the impacts and demands of new technologies on organizations. Systems theory is used to develop the systems approach to problem-solving in large global organizations. Several case studies covering such topics as value chain management, enterprise resource planning, and competitive advantage are analyzed to further develop the skills and knowledge of the systems approach. MIS literacy is developed to build an adequate foundation for subsequent coursework in other areas. Most of all, this is a course in problem-solving in using Information Technology in Organizations.

MSTM 623
Decision Making Tools for the Technology Manager
3 Credits
Decision Support Systems (DSS) were first developed in the 1970s to provide decision makers with computer-based tools for semi- and unstructured decision-making tasks. The emphasis is on helping managers make better decisions. Decision makers are increasingly overwhelmed by the number of decisions, the amount of data available, and the necessary speed of decision making. Their success depends on their ability to extract business value from the raw data their organization collects. This course focuses on the application of management science and data-driven decision-making tools to assist human decision-making processes. Throughout the course students are encouraged to think critically about how we make decisions, and to learn how to avoid common errors of judgment that occur because of faulty intuition and biased mental models.

MSTM 625
Marketing Foundations for Technology Managers
3 Credits
Managers of technology-driven firms are facing competition from every corner of the globe. Constantly evolving lines of competitive products, new technologies, and new regulations are commonplace. In this competitive environment where product life cycles are short, managers of technology-driven firms must develop and implement successful marketing strategies. This course, specifically designed for managers of technology-based companies, will provide the knowledge and skills to develop and implement highly effective strategic marketing strategies. Course lectures, case studies, and discussion sessions integrate the concepts

and principles. Primary focus is on issues facing corporations in technology intensive industries.

MSTM 630
Data and Information Quality for the Information Executive
3 Credits
This course is an executive overview of data and information quality (DQ and IQ) problems in organizational information systems and an exploration of approaches to correct such problems. Approaches to correcting the problems within organizations include Total Data Quality Management, treating Information as a Product (IP), building IP-MAPS, judicious application of Control Processes and statistics, Measurement, Information Quality Assessments (IQA), Methods to analyze integrity of databases (IA), record-matching, and Quality Function Deployment (QFD). The student will study current journal articles that discuss the theoretical tenets of this emerging field of study. A combination of state-of-the-art literature review, in-depth discussions, and hands-on projects will be used to develop knowledge and the ability to meet objectives.

MSTM 640
Analyzing the Corporate Financial Environment of Technology-Driven Companies
3 Credits
This course will provide students with the knowledge to analyze the corporate financial environment of technology firms as well as the financial impact of implementing and applying technology throughout the value chain. They will be introduced to the relevant tools to analyze financial statements, as well as to the means of making financial decisions regarding raising capital and dividend policy. The instructors will use technology companies as the lecture examples and will also point out the specific needs and requirements of technology firms. Given that technology firms are often in a stage of rapid growth, the specific corporate financial environment of this stage will be analyzed. In particular, liquidity management will be stressed. In addition, the students will apply what they are learning to their own company. Students will, throughout the course, present their findings to the class. This will allow them to see the wide variety of reporting formats and differing financial circumstances of these firms.

We will examine these topics from multiple viewpoints, and emphasize the importance of thinking, analyzing, and applying the concepts rather than memorizing descriptive material. This course will therefore be conducted in a lecture/discussion format. Class participation is desired and expected. The material to be learned for the exams will come from the lecture material, the course textbook, and class discussions.

MSTM 720
Enterprise Information Modeling
3 Credits
This course prepares students to effectively model, manage, and participate in the development of information-technology applications in support of business processes.

The course provides an integrated view of the organization from an external and internal perspective with the aim of familiarizing students with concepts and techniques for aligning enterprise information architectures to organizational goals and objectives.

MSTM 754
Managing Organizational Change
3 Credits
This course covers the theory and practices of improving organizational effectiveness through planned, systematic intervention. Change management—the visualization, planning, and implementation of transitions throughout the organization or business unit—is fast becoming a key source of competitive advantage. The course will provide the theory and practice of change management and strategic planning, including organizational development and organizational transformation.

MSTM 800
Global Aspects of Technology Management
3 Credits
Students spend a week in an international residency. Dealing with technological changes across international markets and amidst global developments, virtual organizations, and management across cultures are the primary focus. Corporate site visits are combined with presentations by professors from non-U.S. universities and presentations by relevant practitioners.

MSTM 801
Capstone I: Strategic Technology Management
3 Credits
This course is designed to enable students to analyze business situations from the point of view of the practicing technology manager. Technology managers have responsibility for making strategic decisions that affect the company across the enterprise. The key tasks involved in technology management include the detection of and adaptation to environmental change, the procurement and allocation of critical resources, the integration of activities across the organization, and the alignment of technology strategy and activity with the firm's vision.

Students will combine knowledge from other courses with information presented here to develop sophisticated interpretations and analyses of actual business problems and opportunities involving technology and strategy.

MSTM 802
Capstone II: Information Systems Policy
3 Credits
This is a course that investigates the fundamental issues that the CIO manages in order to perform his/her functions in a way that leads to success of the firm. Emphasis is placed on investigating the knowledge, skills, and abilities required to become a CIO. The course covers many of the current issues that executives face in making IT and IS decisions. The diverse topics include mission of IS/IT, new roles for IS/IT, CIO responsibilities, strategic uses of information technology, seven planning techniques for introducing new technology, distributed technology strategies for global corporations, outsourcing, managing information resources and staff, new approaches to developing systems, and transitioning from legacy systems.

MSTM 803
Integrative Capstone: Managing Technology Projects and Operations
3 Credits
Managing Technology Operations and Projects is intended to provide the student with an insight into operations processes, systems functions, and projects of technology-driven organizations. Additionally, this course provides the theoretical base as well as practical business application to enable technology management professionals to manage projects successfully An integrative approach emphasizes technical as well as communications and leadership skills necessary to accomplish value and customer satisfaction in project management (PM). This course provides students with an opportunity to prepare and present an integrated technology-focused field project using the concepts, topics, and methods learned during the program and integrated in the preceding capstone experience. Emphasis is on the full development, analysis, and proposed resolution of an ongoing technological issue or concern of prime importance to an organization.

MSTM Program 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

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

LAURA EBERT Assistant Professor of Economics, 2002. *Degrees*: B.A., Bard College; M.A., University of Connecticut at Storrs; Ph.D., New School University

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

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

JOANNE GAVIN Assistant Professor of Management, 2002. *Degrees*: B.S., University of New Orleans; M.B.A., University of New Orleans; Ph.D., University of Texas at Arlington

JAN HARRINGTON Associate Professor of Information Systems, 1989. *Degrees*: B.S., University of Washington; M.L., University of Washington; Ph.D., Drexel University

BEATE KLINGENBERG Assistant Professor of Management, 2003. *Degrees*: M.S., Chemistry, Friedrich-Alexander University of Erlangen-Nürnberg (Germany); Ph.D., Physical Chemistry, Friedrich-Alexander University of Erlangen-Nürnberg (Germany); M.B.A., Marist College

EITEL J.M. LAURÍA Assistant Professor and Graduate Director of Information Systems, 2002. *Degrees*: Electrical Engineering, Universidad de Buenos Aires (Argentina), MBA, Universidad del Salvador (Argentina) / Universidad de Deusto (Spain); Ph.D., State University of New York at Albany

ANNE BERINATO MATHEUS Lecturer of Information Systems and Director of Computer Literacy, 2001. *Degrees*: B.A., Marist College; M.A., Marist College; M.S.C.S., Marist College

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 Professor of Marketing, 1984. *Degrees*: B.A., Vikram University; M.A., Christian College; M.B.A., Pace University; Ph.D., Vikram University

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

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

RUSSELL W. ROBBINS Assistant Professor of Information Systems, 2005. *Degrees*: B.S.B.A., University of Missouri-Columbia; M.S., State University of New York at Binghamton; M.S., Ph.D., Rensselaer Polytechnic Institute

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 Graduate Center; Ph.D., City University of New York Graduate Center

KENNETH SLOAN Assistant Professor of Business, 2003. *Degrees*: B.A., M.P.A., M.B.A., Cleveland State University; Ph.D., George Washington University

DELLA LEE SUE Assistant Professor of Economics, 2000. *Degrees*: A.B., Mount Holyoke College; M.A., Boston University; M.Phil., Columbia University; Ph.D., Columbia University

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

DIRECTOR, MENTAL HEALTH COUNSELING PROGRAM

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MISSION AND OBJECTIVES

Mental Health Counseling is a distinct profession with national and state standards for education, training, and clinical practice. Mental Health Counselors provide a full range of services for individuals, couples and families, and groups. The Master of Arts in Mental Health Counseling Program at Marist College provides the academic preparation necessary to become a Licensed Mental Health Counselor in New York State. The 60-credit Mental Health Counseling Program emphasizes the personal and professional growth of its students, fostering self-awareness and a deeper understanding of others. The Program curriculum is rich in coursework stressing the theory and practice of counseling, assessment, and research, and underscores the importance of a multicultural approach. Counselors-in-training gain the knowledge and skills necessary to provide quality mental health care to help their clients function effectively in all aspects of their lives.

Marist's program is approved by the New York State Education Department and graduates will have fulfilled the academic requirements for the license in Mental Health Counseling.

The objectives of the Master of Arts (MA) in Mental Health Counseling 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;
- a strong research framework which provides the foundation for proactive application of counseling courses;
- a comprehensive externship experience in a clinical setting with professional supervision;
- a strong professional and ethical approach to Mental Health Counseling.

APPLICATION AND PREREQUISITE REQUIREMENTS

Applications for admission to the master's program in Mental Health Counseling are accepted for all semesters (although ideally most full-time students start in the fall) and are available through the Graduate and Adult Enrollment Office or online at *www.marist.edu/sbs/graduate/mamhc/admissions.html*. Applicants to the MA in Mental Health Counseling Program must submit:

- The Graduate Admissions Application.
- A $50 application fee (non-refundable).
- Official undergraduate (and graduate) transcripts.

a. The undergraduate transcript should document a major in psychology or a closely related field. It must also indicate a minimum overall GPA of 3.0 (based on a system where a 4.0 equals an A grade).

b. Non-psychology major applicants must demonstrate that they have taken undergraduate coursework in general psychology, statistics, and research methods. Coursework in undergraduate psychological testing/assessment is also preferred, and applicants may be asked to take our proficiency exam in this area. A minimum grade of 3.0 is required in these courses.

- A current resumé.
- Three letters of reference from former faculty members or employment supervisors that attest to the applicant's ability to be successful in graduate school and the field of mental health counseling.
- Graduate Record Examination (GRE) Scores – Verbal, Quantitative, and Writing. Applicants who can demonstrate the successful completion of graduate coursework elsewhere may be exempted from the GRE.
- A Personal Statement of a least 500 words, describing the applicant's background, experiences, personal qualities, and academic and career goals related to mental health counseling.
- To an interview with the Program Director.

DEGREE REQUIREMENTS

To qualify for the MA in Mental Health Counseling a student must:

- complete all requirements not later than five years after matriculation;
- complete a total of 60 credit hours in courses and externship;
- maintain a 3.0 cumulative GPA in graduate courses;
- achieve a grade of "P" for the externship.

TRANSFER CREDIT

Transfer credits may be accepted pending review by the Program Director. Credits must be from a regionally accredited graduate program. A minimum grade of 3.0 is required in transferred courses which must also be sufficiently comparable to Marist courses. Requests for transfer credit should be made to the Director of the Program.

EXTERNSHIP REQUIREMENT

The Mental Health Counseling Program maintains an extensive list of placements providing mental health counseling to a variety of client populations and providing supervision by a licensed professional. The graduate externship typically occurs in the last two semesters. It consists of 300 hours of experience each semester in a professional setting with a licensed supervisor. A contract is drawn between the student and the professional supervising the externship, insuring a solid educational and

training experience. A Marist faculty member is assigned to coordinate each student's externship and provide group supervision.

PROBATION AND DISMISSAL

A minimum GPA of 3.0 in graduate courses 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.

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 3.0, the student will be dismissed from the program.

Probation/dismissal can also occur for non-academic reasons. The MA in Mental Health Counseling 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 help ensure the community well being, the department reserves the right to place on probation or dismiss from the program any student it judges to be ethically or psychologically unfit to function as a Mental Health Counselor. 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

Full-time students starting during a fall semester may complete the program in two years. Full-time students take four courses (12 credits total) during the fall and spring semesters, and two courses (6 credits total) during the two summer semesters.

ADVISEMENT

Each student is advised by the Program Director. Students must meet with the Director prior to registration.

GRADUATE STUDENT AND PROFESSIONAL ASSOCIATIONS

Students may choose to participate in the Graduate Student Association (GSA). Academic and social functions are arranged throughout the academic year for graduate students. The GSA may sponsor talks, symposia, and workshops of interest to students, faculty, and the community. GSA officers have been successful in obtaining a diverse array of speakers to address students. Students are also encouraged to participate in regional, state, or national professional organizations, such as the New York Mental Health Counselors Association and the American Mental Health Counselors Association.

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. Most recently students have presented at the annual meeting of the American Psychological Association and the Association for Psychological Science meetings. Funds are available to support student research and presentations. For further details, contact the Director of the Graduate Psychology Program.

THE MASTER OF ARTS, MENTAL HEALTH COUNSELING

Curriculum Sequence (Full Time – 60 Credits; the sequence is subject to change)

Fall I

PSYG 605	Research I
PSYG 613	Assessment I
PSYG 701	Counseling I
PSYG 607	Psychopathology

Spring I

PSYG 606	Research II
PSYG 614	Assessment II
PSYG 702	Counseling II
PSYG 620	Lifespan Development

Summer I

PSYG 511	Personality
	Elective

Fall II

PSYG 550	Multicultural Perspectives in Counseling
PSYG 711	Counseling III
PSYG 708	Externship I
	Elective

Spring II

PSYG 520	Community Psychology
PSYG 712	Counseling IV
PSYG 650	Professional Orientation + Ethics
PSYG 709	Externship II

Summer II

PSYG 531	Career Development/Counseling
	Elective

Graduate Courses in the Mental Health Counseling Program

Course Descriptions for Required Courses

PSYG 511
Personality
3 Credits
This courses provides an 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.

PSYG 520
Community Psychology
3 Credits
This course 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.

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

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, world views, 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.

PSYG 605
Research I
3 Credits
Basic social-science research designs and statistical analyses used in studying treatment efficacy of intervention, including evaluation of organizational and counselor effectiveness. Introduction to concepts of evidence-based practice and program evaluation, review and critical analysis of professional literature, and research ethics. May include projects such as design of survey instruments or analysis of research literature on a specific therapy method.

PSYG 606
Research II
3 Credits
Continues topics begun in Research I. Intermediate-level research designs and statistical analyses used in studying treatment efficacy for interventions. In-depth investigation of methods and concepts used in program evaluation. May include projects such as review of research literature or writing a proposal for a program evaluation study.
Prerequisite: PSYG 605

PSYG 607
Psychopathology
3 Credits
The course 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.

PSYG 613
Assessment I: Intelligence/ Cognitive Assessment
3 Credits
This course focuses on the foundation of psychological assessment 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 lifespan assessment.

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 lifespan. 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.

PSYG 620
Lifespan Development
3 Credits
This course will compare and contrast major methods of conducting developmental research including naturalistic, case-study, cross-sectional, longitudinal, survey, and correlational methods. It will evaluate the cultural differences in human development as well as compare and contrast the major theories of human development. It will analyze changes within behavioral, physical, cognitive, emotional, moral, personality, and social-developmental areas throughout life.

PSYG 701
Counseling I: Counseling Theory and Practice
3 Credits
This course will review various counseling theories and approaches that have historically and currently impacted the fields of counseling and psychotherapy. It will include techniques and strategies associated with the major counseling fields and provide an understanding of clinical phenomena relevant to counseling. Included is an awareness of the professional, ethical, and legal considerations related to the counseling profession.

PSYG 702
Counseling II: Microskills Counseling
3 Credits
Knowledge of basic relationship-building and counseling skills associated with both the Human Relations counseling model (Rogers, Egan, Ivey, etc.) and the Cognitive-Behavioral counseling theorists (Lazarus, Beck, Ellis, etc.) will be reviewed. In addition, an understanding of the various stages of the counseling process from initial contact to termination for the above-mentioned and other theorists will be covered. An awareness of the professional, ethical, and legal considerations related to the application of these skills and interventions will be covered.

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 by a licensed professional for a total of 600 hours of experience. The student may extern after the majority of course work is completed and with permission from the program director.

PSYG 710
Professional Orientation and Ethics
3 Credits
Students will review the ethical theories of major philosophers and utilize the tools of generative dialogue to gain a greater

understanding of the theorists. The historical origins of counseling psychology will be reviewed. The course will cover the tasks required to become an effective and licensed mental health counselor. A review of the professional organizations in the counseling field, their ethical standards, and their purpose will be covered.

PSYG 711
Counseling III: Group Counseling
3 Credits
This course provides an awareness of the history of the development of group therapy with an understanding of the therapeutic factors operative in groups. It provides historical perspectives, various theoretical perspectives, and specific group-therapy techniques and strategies. An awareness of the professional, ethical, and legal considerations particular to group counseling will be covered.
Prerequisites: PSYG 701 and 702

PSYG 712
Counseling IV: Families and Couples Counseling
3 Credits
This course covers an awareness of the historical roots and contributors to the development of family and couples counseling. Included is a review of family and couples dynamics from a systems theory perspective. In addition, an understanding of the theoretical underpinnings of the major schools of family and couples counseling (Structural, Communications, Transgenerational, Strategic, Social Learning, Solution Focused, etc.) will be reviewed. An awareness of the professional, ethical, and legal considerations particular to family and couples counseling will be covered.
Prerequisites: PSYG 701 and 702

Course Descriptions for Electives

PSYG 507
Rehabilitation of the Neurologically Impaired Individual
3 Credits
This course includes lecture, discussion, and readings which 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 focuses on the patient's cognitive, emotional, behavioral, environmental, and vocational status following onset of disability.
Prerequisite: 6 graduate credits

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 analyzes the use of these drugs with special populations and from a historical perspective.

PSYG 530
Managed Care
3 Credits
This course recognizes the altered ways of providing services in psychology and medicine. Discussion includes clinicians' and agencies' frequent need to obtain preapproval for therapeutic services rendered and to provide services using a short-term therapy model. Essentials for working in managed-care environments are addressed in this course. Using a seminar model, students investigate cutting-edge developments in the managed-care systems and learn how to use these in enriching their own professional 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 on 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.

PSYG 545
Psychology of Communication
3 Credits
This course 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 nonverbal communication, transactional analysis, communicating through the mass media, and constructive patterns of communications in work groups, families, couples, and other social systems are provided.

PSYG 548
Multimodal Therapy: Assessment and Treatment
3 Credits
This course covers holistic assessment and treatment of human problems as exemplified by the multimodal therapy of Arnold Lazarus. 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.

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 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.

PSYG 720
Chemical Dependency Counseling
3 Credits
This course will review the various therapeutic modalities including both individual and group approaches with this population. A historical and current review of the various treatment modalities will be covered including peer groups (AA, etc.) and behavioral strategies. The effects of substance abuse and addiction on individuals and their families will also be covered.

PSYG 725
Biopsychology
3 Credits
This course reviews the biological influences on behavior. It covers neurological mechanisms and provides a review of the effects of medication on behavior.

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. Course content is continuously reviewed and adjusted to meet the changing dynamics in the field as reflected in federal and New York State regulations and in widely accepted professional standards.

At Marist College, students interested in pursuing study toward 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 a minimum of 62 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 68-credit MA in School Psychology meets the above-cited criteria. Our 32-credit Advanced Certificate program complements Marist's MA in Mental Health Counseling. Similarly, our 47-credit Advanced Certificate program complements Marist's MA in Educational Psychology. Applicants for the advanced certificate programs who have earned a relevant master's degree elsewhere must have their transcripts evaluated as part of the admissions process. Their relevant master's degree will be accepted as satisfying the master's degree aspect of the NYSED certification process. However, students maybe 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.

During the first year in the program, students must meet three New York State Education requirements that are necessary for certification as a school psychologist. They must attend the Child Abuse Identification and Standards in Violence Prevention seminars; both seminars are offered on campus and participation in these sessions is included on student transcripts. Students may opt to make their own arrangements to meet these two requirements. Students must also complete the required fingerprinting process and materials are provided.

Students register for the School Psychology Internship / Seminars concurrently; seminars meet on a weekly basis during both fall and spring semesters. While completion of all coursework is recommended before beginning the internship, a minimum

of 47 credit hours must be completed, including the following courses: Assessment I and II, Counseling I and II, Multimodal Therapy or Play Therapy, Consultation, Learning Disabilities, Educational Psychology, Integration of Learning Theories and Teaching Methodologies, and Practicum I and II. Students take PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring. Internships require 1,200 hours (600 hours each semester, 5 days per week) within the school setting over the course of the regular academic year. The internship must be completed in a state-approved school setting and may not be completed concurrent with duties associated with employment in a particular setting.

Marist also offers an optional 600-hour internship approved by the New York State Education Department. Students electing this internship option would be in the school setting for approximately 2½ days per week throughout the academic year (300 hours each semester) and would register for PSYH 701 in the fall and PSYH 702 in the spring.

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 psychological research methods (recommended, but not required, is a course in psychological testing);
- achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;
- achievement of an acceptable score (at least 25th percentile or better on all sub-scales) on the Graduate Record Examination (GRE) general test or achieve the same level on another nationally normed standardized summative assessment of undergraduate achievement. Applicants who have completed a graduate degree in psychology and/or a related field and have at least five years' work experience in an educational or clinical setting MAY be exempted from the GRE or other standardized test requirement;
- submission of a written personal statement of at least 500 words describing your background, experiences and goals, and how these factors relate to your desire to become a school psychologist;
- submission of 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 32-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 47-credit Advanced Certificate program are the same as those for the MA Educational Psychology program listed below, except that students must have earned a master's degree from an accredited college or university:

- an earned Baccalaureate degree from an accredited college or university;

- prerequisite courses: completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);
- Provisional Teaching Certificate if intending to pursue permanent teaching certification;
- achievement of acceptable scores on the Graduate Record Examination (GRE) General Aptitude Test, 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;
- submit all items required in the comprehensive portfolio no later than April 1 of the calendar year in which the candidate expects to graduate;
- complete the School Psychology Praxis II Examination.

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 admissions process;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- submit all items required in the comprehensive portfolio no later than April 1 of the calendar year in which the candidate expects to graduate.

TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis. A grade of B or better is required for acceptance of any transfer credits. 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. The Program Director serves as the advisor for Masters and Certificate students.

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 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

PSYH 612	Developmental Psychology I	3 credits
PSYG 605	Research Methods I	3 credits
PSYG 606	Research Methods II	3 credits
PSYH 705	Counseling I	3 credits
PSYH 706	Counseling II	3 credits
PSYG 511	Personality	3 credits
PSYG 607	Psychopathology	3 credits
PSYH 609	Clinical Services for Children & Adolescents: Linkage with Related Services in Schools	3 credits
PSYG 548	Multimodal Therapy OR	
PSYH 630	Play Therapy	3 credits
PSYG 550	Multicultural Perspectives of Counseling OR	
EPSY 640	Social Foundations of Education	3 credits
PSYH 616	Assessment I: Intelligence/ Cognitive Assessment	3 credits
PSYG 614	Assessment II: Personality Assessment	3 credits
EPSY 505	Educational Psychology	3 credits
EPSY 510	Integration of Learning Theory	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 602	Consultation in the Schools	3 credits
PSYH 603	Psycho-Educational Services in General Education	3 credits
PSYH 631	Neuropsychology of Learning	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit
PSYH 701	School Psychology Internship/Seminar I	3 credits
PSYH 702	School Psychology Internship/Seminar II	3 credits
PSYH 703	School Psychology Internship/Seminar III	3 credits
PSYH 704	School Psychology Internship/Seminar IV	3 credits

TOTAL: 68*

* *Marist also offers an optional approved internship experience, which is also NYSED approved, with 600 contact hours; students electing this option would complete School Psychology Internships I and II and would graduate with 62 credit hours.*

Advanced Certificate in School Psychology

(32 Credits)
(Complements the Marist College MA in Mental Health Counseling)

EPSY 505	Educational Psychology: Classroom Instruction & Organization	3 credits
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3 credits
PSYG 550	Multicultural Perspectives in Counseling OR	
EPSY 640	Social Foundations of Education	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

(PSYH 609 Clinical Services for Children & Adolescents is required for all School Psychology candidates; students in the MA in Mental Health Counseling Program who are contemplating applying to this Advanced Certificate program may take PSYH 609 as an elective during the MA in Psychology Program or during completion of the Advanced Certificate program.)

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 credits
PSYH 704	School Psychology Seminar IV	3 credits
		TOTAL: 32*

** Marist also offers an optional approved internship experience, which is also NYSED approved, with 600 contact hours; students electing this option would complete School Psychology Internships I and II and would graduate with 26 credit hours.*

Advanced Certificate in School Psychology

(47 Credits)
(Complements the Marist College MA in Educational Psychology)

PSYH 705	Counseling I	3 credits
PSYH 706	Counseling II	3 credits
PSYG 511	Personality	3 credits
PSYG 607	Psychopathology	3 credits
PSYG 548	Multimodal Therapy OR	

PSYH 630	Play Therapy	3 credits
PSYH 609	Clinical Services for Children & Adolescents	3 credits
PSYH 616	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 credits
PSYH 704	School Psychology Seminar IV	3 credits
		TOTAL: 47*

** Marist also offers an optional approved internship experience, which is also NYSED approved, with 600 contact hours; students electing this option would complete School Psychology Internships I and II and would graduate with 41 credit hours.*

SCHEDULE

The graduate program in School Psychology is designed to be completed in six semesters of full-time study and two summer sessions, depending on whether the student selects the part-time or full-time internship. 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 the summer sessions.

MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE (Full-Time Internship)

FIRST YEAR

Fall		Spring	
PSYH 616	Assessment I	PSYH 609	Clinical Services
PSYH 612	Development I	PSYH 606	Research II
PSYG 511	Personality	PSYG 607	Psychopathology
PSYG 605	Research I	PSYG 614	Assessment II

Summer

PSYH 630	Play Therapy OR PSYG 548 Multimodal Therapy
PSYG 631	Neuropsychology of Learning

SECOND YEAR

Fall

PSYG 550	Multicult Couns OR
EPSY 640	Social Foundations Educ
PSYH 705	Counseling I
PSYH 601	Learning Disabilities
PSYH 610	Practicum I

Spring

PSYH 602	Consultation in Schools
PSYH 603	PsychoEd Services
PSYH 706	Counseling II
PSYH 611	Practicum II

Summer

EPSY 505	Educational Psychology
EPSY 510	Integration of Learning Theory

THIRD YEAR

Fall

PSYH 701/703	Internship I/III

Spring

PSYH 702/704	Internship II/IV

Graduate Courses in School Psychology

PSYG 616
Assessment I: Intelligence/ Cognitive Assessment*
3 Credits
Presents aspects of assessment related to intelligence/cognitive skills including norm-referenced tests, interviews, observations, and informal assessment procedures, including the history and theory of these procedures and their particular relevance and utility to school settings. Reviews useful statistical and measurement concepts, particularly as they apply to interpreting assessment results to parents and school personnel. Practical skills are obtained through role-play administration and examination of tests which may include Wechsler, Stanford-Binet, Kaufman, and Woodcock Johnson. Preparation of a report based on role-play administration which becomes part of student's ongoing portfolio.
* Although there is no formal prerequisite, if a student has not had an undergraduate course in psychological assessment, it is *strongly* recommended that this student carefully review an undergraduate psychology text such as Cohen or Gregory. Fall and summer.

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. Fall semester.

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 of 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. Spring semester.

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. Spring semester.

PSYH 609
Clinical Services for Children and Adolescents: Linkage with Related Services in Schools
3 Credits
Course 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 on Special Education (CSE) in New York State; (3) applying psychological assessment to areas such as mental retardation, autism, learning disabilities, and emo-

tional disturbance; (4) pursuing a greater understanding of services and resources available to children and families in the community. Spring semester.

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.
Prerequisites: 24 graduate credits including Assessment I and II, completion of the Child Abuse Identification and Violence Prevention Workshops, and completion of the fingerprinting process through the NYS Education Department.

PSYH 612
Developmental Psychology I
3 Credits
This course focuses on the study of changes in human behavior with increased age 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 lifespan perspective on development with particular emphasis on children and adolescents. 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.

PSYH 630
Play Therapy
3 Credits
This is a basic introduction to Play Therapy with a review of its origins, history, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play development, and as a therapeutic tool for helping to treat emotional problems. Students will gain an understanding of the multitude of play therapy strategies and techniques that can be used. They will also understand, critique, and apply various theories of play therapy. This course will be a combination of lecture and videotapes along with hands-on experiential activities. Summer session.

PSYH 631
Neuropsychology of Learning
3 Credits
This course is designed to provide students with an overview of neuropsychology as it applies to children within a school setting. It will include an understanding of functional neuroanatomy and major theoretical approaches to neuropsychological assessment. The underlying neural processes of attention, memory, and executive function will be presented along with suggested measures of assessment and intervention, within the framework of Response to Treatment Intervention. The students will also understand the neurological bases of common disorders such as speech and language, nonverbal learning disabilities, acute lymphocytic leukemia, attention deficit hyperactivity disorder, Tourette's syndrome, lead poisoning, Asperger's syndrome/autism, as well as the neuropsychology of emotions. Reading, math, spelling, handwriting, and written language disorders will be understood and assessed from a neuropsychological perspective. Research-based effective remedial interventions will also be discussed. Summer session.

PSYH 705
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 lifespan perspective on therapeutic interaction. Counseling techniques with children and adolescents will be emphasized.
Prerequisite: 24 graduate credits. Fall semester.

PSYH 706
Counseling II
3 Credits
This course introduces students to theories and methods of group interventions with children and adolescents. 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: PSYH705 Counseling I. Spring semester.

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.

Students serve as interns for 1,200 hours in a state-approved public school setting during the academic year. Students register for PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring semester. All placements must be approved by the Internship Coordinator. Students opting for the 600-hour internship (300 hours each semester, approximately 2½ days per week) register for PSYH 701 in the fall and PSYH 702 in the spring.

DIRECTOR, GRADUATE EDUCATION PROGRAMS
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MISSION AND OBJECTIVES

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

Two tracks of the Master of Arts Degree in Educational Psychology are offered. The first track leads to Professional Certification in Childhood Education (1-6) for students with initial teacher certification in this area. The second track meets the needs of those students who possess initial certification in one of the Adolescence Education areas and leads to initial certification in Middle Childhood Extension (5-6). Students completing this Middle Childhood Extension (5-6) will thus meet the master's degree requirements for professional certification in Adolescence Education. Both tracks of the M.A. in Educational Psychology entail the successful completion of 36 credit hours of coursework. Both tracks are oriented around a pedagogical core curriculum described below. All students complete this Pedagogical Core curriculum and other required courses as listed in the Curriculum Summary section. All students complete, submit, and defend an electronic portfolio based on the National Board of Professional Teaching Standards.

The teacher education programs at Marist College are designed to develop students who are reflective professionals. The program of study integrates a strong critical perspective and liberal arts foundation with research-validated pedagogical knowledge. As members of a community of learners, students are expected to master the personal and professional knowledge, skills, and dispositions needed to teach and assess students within the full range of abilities, to evaluate and improve teaching, to develop creative standards-based curricula, and to contribute as effective teachers and leaders in their schools and communities. The roles of research and technology and the importance of critical thinking, creative problem-solving, and multicultural and global perspectives are emphasized.

The course of study in the Master of Arts in Educational Psychology program supports the core values of Marist College identified in the institutional Mission Statement. The program is oriented around a fifteen-credit-hour pedagogical core curriculum that reflects this mission by cutting across five essential areas of knowledge and skill needed by teachers: 1) Art and Science of Teaching, 2) The Learner, 3) Literacy, 4) Foundations, Context and Purpose, 5) Research and Inquiry.

The pedagogical core domains are described as follows:

1. Art and Science of Teaching

Teaching comprises an ever-changing, unique combination of scientific reasoning and artistry intended to promote the highest level of student achievement. Skills that foster student motivation, communication, self-worth, and content mastery provide a foundation for developing artistry to further enhance the learning experience. This domain encourages students to explore the techniques of teaching while developing effective teaching styles consistent with their individual personalities.

2. The Learner

At the center of all education is the learner. In order to provide effective education to all learners, teachers need to understand the specific learning needs of each student, and how those learning needs are affected by differences in development, temperament, cognitive functioning, and social, economic, and cultural contexts. In this domain, contemporary psychological theory and research are applied to learners in the context of the study of development, assessment, and learning. Study in this domain allows educators to create classroom learning communities where everyone, including teachers, are unique and respected learners who participate actively in their own education.

3. Literacy

This domain is the cornerstone of all teaching and learning. Here teachers acquire the knowledge and skills necessary for teaching others to become critically literate in all six domains of literacy: reading, writing, listening, speaking, viewing, and visually representing. Furthermore, teachers learn to appreciate how the acquisition of critical literacy is a necessary requisite for a lifetime of growth and empowerment. A wide variety of theoretical and practical matters pertaining to literacy are explored in this domain.

4. Foundations, Context, and Purpose

The purpose and meaning of any educational activity is not a given, but must be constructed, articulated, and justified within the particular context in which it occurs. Teachers and other educational professionals must, therefore, have a deep awareness of this context — including its cultural, historical, linguistic, technological, and philosophical roots — in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry

Teachers, in order to be effective, must be adept researchers and they must be actively engaged in meaningful forms of inquiry. Moreover, teachers must have the capacity to critically examine various research claims and to assess the relative worth of such claims to understanding their own classroom practice and environment, which includes using technology to obtain and evaluate information from the Internet.

Teachers must also be able to foster research skills in their own students and create a learning environment that encourages inquiry and critical thinking. This domain gives teachers experience from which to sharpen their expertise in this key area.

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;
- copy of initial teacher certificate;
- submission of a written personal statement of at least 500 words describing your background, experiences, and goals, and how these factors relate to your work in education;
- two letters of recommendation;
- where applicable, letter of recommendation from school principal;
- an on-campus interview with the program coordinator.

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 36 credits as prescribed in the curriculum requirements, including an electronic portfolio;
- maintain a 3.0 cumulative grade-point average in graduate courses.

GRADUATE ASSISTANTSHIPS

Up to $4,500 per year for a graduate assistantship may be awarded to full-time students in the School of Social and Behavioral Sciences. Assistantships are available in research and student activities, as well as tutoring, and require ten hours of experience each week during the fall and spring semesters.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor, generally the Coordinator of the Graduate Program in Educational Psychology. 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*

Pedagogical Core:

Skill and Artistry of Teaching:

EPSY 505	Educational Psychology	3 credits

The Learner:

EPSY 510	The Integration of Learning Theory	3 credits

Literacy:

EPSY 630	Teaching Content Area Literacy in a Diverse Society	3 credits

Foundations, Context, and Purpose:

EPSY 640	Social Foundations of Education	3 credits

Research and Inquiry:

EPSY 660	Interpretation & Evaluation of Research	3 credits

Other Required Courses:

EPSY 506	Content Area Assessment and Professional Portfolio Development	3 credits
EPSY 605	Psycho-Educational Assessment	3 credits
EPSY 620	Lifespan Development	3 credits
EPSY 650	Building a Community of Learners	3 credits

Track 1 – Professional Certification in Childhood Education, Grades 1-6
(For candidates possessing Initial Certification in Childhood Education)
Students complete 3 of the following:

EPSY 581	Developing Concrete / Visual Models as a Foundation for Understanding Mathematics	3 credits
EPSY 582	An Integrative Approach to Teaching the Humanities and Social Studies	3 credits
EPSY 583	Engaged in Science Education	3 credits
EPSY 700	Independent Project	3 credits

Track 2 – Professional Certification in Middle School Extension, Grades 5-6
(For candidates possessing Initial Certification in one of the Adolescence Education subject areas)

EPSY 585	Early Adolescent Development	3 credits
EPSY 586	Instructional Strategies for Middle School Education	3 credits

Students complete 1 of the following:

EPSY 581	Developing Concrete / Visual Models as a Foundation for Understanding Mathematics	3 credits
EPSY 582	An Integrative Approach to Teaching the Humanities and Social Studies	3 credits

EPSY 583	Engaged in Science Education	3 credits
EPSY 700	Independent Project	3 credits

TOTAL 36 Credits

**All students are required to develop, submit, and defend an electronic portfolio for completion of the program.*

PROGRAM AND CLASS SCHEDULE

The program is designed so that it can be completed by a full-time student in three to four 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.

SCHEDULE

The graduate program in Educational Psychology is designed with two delivery models. Coursework may be completed either through full-time or part-time study. In addition, there is the option of the cohort model (Greystone program).

MARIST COLLEGE MA IN EDUCATIONAL PSYCHOLOGY COHORT – GREYSTONE

Summer-Year I

EPSY 506	Content Area Assessment and Professional Portfolio Development
EPSY 640	Social Foundations of Education
EPSY 650	Building a Community of Learners

Fall-Year I

EPSY 505	Educational Psychology: Classroom Practice (online)
EPSY 510	Integration of Learning Theory and Teaching Methodologies (online)

Spring-Year I

EPSY 605	Psycho-Educational Assessment (online)
EPSY 660	Interpretation and Evaluation of Educational Research (online)

Summer-Year II: Professional Certification in Childhood Education

EPSY 581	Developing Concrete / Visual Models as a Foundation for Understanding Mathematics
EPSY 582	An Integrative Approach to Teaching the Humanities
EPSY 583	Engaged in Science Education

Summer-Year II: Professional Certification in Adolescence Education with a Middle School Extension

EPSY 581	Developing Concrete / Visual Models as a Foundation for Understanding Mathematics
	OR
EPSY 582	An Integrative Approach to Teaching the Humanities
	OR
EPSY 583	Engaged in Science Education
	AND
EPSY 585	Early Adolescent Development
EPSY 586	Instructional Strategies for Middle School Education

Fall-Year II

EPSY 620	Lifespan Development (online)

Spring-Year II

EPSY 630	Teaching Content Area Literacy in a Diverse Society (online)

Graduate Courses in Educational Psychology

EPSY 505
Educational Psychology: Classroom Practice
3 Credits
This course introduces students to the complex tasks teachers must accomplish in order to help all children learn in today's heterogeneous classrooms. We investigate the developmental stages of childhood and adolescence as they impact teaching and learning, consider the cultural contexts of educational practice, examine in detail the major tasks of teaching, and explore ways to manage the classroom environment to help all students, including those with disabilities, master challenging content and develop critical-thinking skills.

EPSY 506
Content Area Assessment and Professional Portfolio Development
3 Credits
In this course students learn to make content-rich artifacts of their professional practice into a professional teaching portfolio. This course explores the resources and standards necessary for developing a portfolio in the specific content, level, and area of a student's professional practice. Portfolios are constructed and assessed using the certification and learning standards for New York State, the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and the national teaching standards for the student's area of certification. For those who wish to pursue National Board for Professional Teaching Standards (NBPTS) certification in their level and area, this course will assist in the exploration of the portfolio requirements for that process. In addition to portfolio development skills, technical skills needed for an electronic web-based portfolio will be taught.

EPSY 510
The Integration of Learning Theory and Teaching Methodologies: Applications to the Classroom
3 Credits
The course focuses on the application of psychological principles and research to the learning-teaching process in the classroom. Students discuss concepts derived from the behaviorist, cognitive, and humanistic perspectives and develop specific applications to enhance academic learning and classroom management. Recent research evaluating the effectiveness of applying learning theories in the classroom is also discussed.

EPSY 581
Developing Concrete/Visual Models as a Foundation for Understanding Mathematics
3 Credits
This course develops teachers' ability to teach mathematics with understanding. Teachers will develop mathematics concepts through the use of concrete/visual representations as advocated by the National Council of Teachers of Mathematics (NCTM). The teaching and learning of mathematics will stress the NCTM Process Standards including the use of hands-on materials in a collaborative problem-solving environment. This course is appropriate for prospective and in-service elementary and middle school teachers.

EPSY 582
An Integrative Approach to Teaching the Humanities and Social Studies
3 Credits
This interdisciplinary course will investigate a variety of themes in literature, history, social science, and the arts in relation to the New York State Learning Standards. Emphasis is placed on developing conceptual understanding in these domains while encouraging an

integrative approach to teaching and learning. This course is appropriate for prospective and in-service elementary and middle school teachers.

EPSY 583
Engaged in Science Education
3 Credits
In this course students will be actively engaged in exploring multiple approaches to teaching specific science topics in the elementary and middle school classroom. Prospective and in-service teachers will gain a thorough understanding of contemporary educational theories in science education and learn to foster scientific inquiry in their classrooms. Teachers will develop the knowledge and skills necessary to link theory and practice and prepare appropriate materials for classroom use.

EPSY 585
Early Adolescent Development
3 Credits
This course addresses the special needs of early adolescents. Today's 5th and 6th graders are facing more biological, cognitive, social, and psychological challenges. There has been a shift toward an earlier onset of puberty and of risk-taking behaviors. These youths find themselves faced with making important decisions at a time when their cognitive capacities are still emerging. This course is designed for individuals seeking teacher certification at the middle school level and, as such, seeks to understand how these unique developmental issues will impact the classroom.

EPSY 586
Instructional Strategies for Middle School Education
3 Credits
This course explores the application of diverse instructional and curricular strategies in middle school education. Through a variety of activities, teachers consider the unique curricular and pedagogical needs of middle school students. In addition, the course investigates matters pertaining to classroom management and organization, interdisciplinary teaching, and the principles and practices of teaching specific subjects at the middle school level.

EPSY 605
Psycho-Educational Assessment
3 Credits
This course is an overview of the assessment of both typically developing learners and those with exceptional needs. It will provide an in-depth look at the varied purposes of assessment, developing measures to fit specific needs, classroom assessments (including teacher-developed assessments), curriculum-based and criterion-referenced assessments, analysis of student work, portfolio assessment, authentic assessment tasks, and norm-referenced standardized tests. Psychometric and measurement topics such as reliability, validity, test construction, and standardized scores will be explored. In addition, social and ethical issues surrounding the uses of testing and current trends in assessment will be analyzed.

EPSY 620
Lifespan Development
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 psychology. Included are discussions of the effects of cultural differences on human development. Dual listed as PSGY 620

EPSY 630
Teaching Content Area Literacy in a Diverse Society
3 Credits
This course explores content-area methods and materials for teaching comprehension, vocabulary, and study skills in diverse classrooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, attitudes, and perspectives. Students will create thematic units that integrate subject areas and utilize various learning approaches.

Modifications that address reading problems encountered in the content areas will be an integral part of the unit approach. A field-placement experience is required.

EPSY 640
Social Foundations of Education
3 Credits
This course highlights and explores the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social and multicultural context of childhood and adolescent development, as well as the social and multicultural implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices. In addition, the course explores the relationship between educational aims and objectives and the various instructional technologies and assessment methods utilized in contemporary schools.

EPSY 650
Building a Community of Learners
3 Credits
This course helps teachers develop the knowledge and skills to create classroom environments that enable all children to learn, and to contribute to efforts to promote lifelong learning for all members of the community. Topics may include: a community systems approach to school improvement; multicultural and anti-racist education; inclusive education and differentiated instruction; collaboration and consultation; and approaches to teaching that build community and promote social justice.

EPSY 660
Interpretation and Evaluation of Educational Research
3 Credits
Explores a diverse range of methodological approaches to educational and social inquiry. Students are encouraged to develop a critical perspective on the interpretation of research and to evaluate the appropriateness of various research approaches to classroom practice and organization as well as to larger matters of educational policy. In addition, the course will consider the means by which teachers can be actively engaged in research that has bearing on their own classroom and teaching.

EPSY 700
Independent Project
3 Credits
The project is an independent study related to teaching in a content area or understanding a specific school, classroom, or learning dynamic. The focus of the project is to be determined by students in consultation with Marist education and other disciplinary area faculty. Projects may take the form of action research, curriculum design and development, or intensive study of a particular topic in a content area.

Education and Psychology Faculty

DOUGLAS BENEWAY Adjunct Instructor. *Degrees*: B.A., State University of New York at New Paltz; M.A., Marist College; A.B.D., Virginia Consortium for Professional Psychology

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AMITY CURRIE Professional Lecturer in Psychology and Education. *Degrees*: B.A., Williams College; M.A., Marist College; Doctoral Candidate, Capella University

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THERESA HATFIELD Adjunct Instructor. *Degrees*: B.A., State University of New York at Binghamton; M.S., College of New Rochelle; Ph.D., City University of New York Graduate Center

ALLEN HERSHMAN Adjunct Instructor. *Degrees*: B.S., New York Institute of Technology; M.S., C.W. Post College; P.D., City University of New York, Staten Island; Ph.D., Walden University

TONDA HIGHLEY Adjunct Instructor. *Degrees*: B.A., Fort Hays Kansas State University; M.S., Kansas State University

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JOHN HUDAK Adjunct Instructor. *Degrees*: B.A., Bosco College; M.S., St. John's University; Ph.D., Hofstra University

THOMAS KULAGA Adjunct Instructor. *Degrees*: B.A., City University of New York, Brooklyn College; M.S., City University of New York, Brooklyn College

JAMES MARRIN Adjunct Instructor. *Degrees*: B.A., New School of Social Research; M.A., Columbia University; A.B.D., Catholic University of America

SALVATORE MASSA Adjunct Instructor. *Degrees*: B.A., City University of New York, Queens College; M.S., St. John's University; Ph.D., St. John's University

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KELLIANN MELAND Adjunct Instructor. *Degrees*: B.S., State University of New York at New Paltz; M.S., State University of New York at Albany; Ph.D., State University of New York at Albany

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SUSAN MORKEN Adjunct Instructor. *Degrees*: B.S., Worcester State College; M.A., Marist College; Advanced Certificate, School Psychology, Marist College

NANCY O'DONNELL Adjunct Instructor. *Degrees*: B.S., Carlow College; M.S., St. Xavier College; Ph.D., Yeshiva University

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

JOHN PISACANO Adjunct Instructor. *Degrees*: B.A., Manhattan College; M.S., Western Connecticut State University; M.A., Marist College

SALLY PITTMAN-SMITH Professional Lecturer of Teacher Education. *Degrees*: B.S., SUNY at New Paltz; M.S., SUNY at New Paltz; M.A., Marist College

DAVID POPPLE Adjunct Instructor. *Degrees*: B.A., Texas Lutheran College; M.A., Texas Woman's University; Ph.D., Texas Woman's University in Psychology and Philosophy

DAVID PURVIS Assistant Professor of Education. *Degrees*: B.S., SUNY at Syracuse; M.S., Rutgers University; Ph.D., Rutgers University

JAMES REGAN Associate Professor of Psychology, M.A. Psychology Director. *Degrees*: B.A. Loyola University; M.A., St. John's University; Ph.D., St. John's University

KATE RIORDAN Assistant Professor of Education. *Degrees*: B.A., Boston College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

WILLIAM ROBELEE Assistant Professor of Psychology, M.A. School Psychology Director. *Degrees*: B.A., State University of New York at Albany; M.A., State University of New York at Albany in Social Studies; M.A., State University of New York at Albany in Science; Ph.D., State University of New York at Albany

EDWARD SAGARESE Professional Lecturer of Education. *Degrees*: B.S., SUNY at Cortland; M.A., New York University

DOUGLAS SANDERS Adjunct Instructor. *Degrees*: B.A., Marist College; M.A., St. John's University

ALAN SCHNEIDER Adjunct Instructor. *Degrees*: B.A., Queens College; M.S., New York University; Ed.D., Teachers College Columbia University

ROBERT SCHWARTZ Adjunct Instructor. *Degrees*: M.A., University of British Columbia; Ph.D., University of British Columbia

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

PATRICIA SIMON-PHELAN Adjunct Instructor. *Degrees*: B.B.A., Baruch College, M.A., Marist College; Ph.D., Fordham University

JANET STIVERS Associate Professor of Special Education. *Degrees*: B.A., Mount Saint Mary College; M.A., Assumption College; Ph.D., State University of New York at Albany

CHRISTOPHER TAVELLA Adjunct Instructor. *Degrees*: B.A., City University of New York, Queens College; M.A., Fordham University; Ph.D., Fordham University

ELIZABETH TEED Assistant Professor of Psychology. *Degrees*: B.A., Marist College; M.A., Marist College; Ph.D., Union Institute

KONSTANTINOS TSOUBRIS Adjunct Instructor. *Degrees*: M.A., Hofstra University; Ph.D., Hofstra University

WILLIAM VANORNUM Professor of Psychology. *Degrees*: B.S., DePaul University; Ph.D., Loyola University

MARIANNE WOOD Adjunct Instructor. *Degrees*: B.A., Dominican College; M.A., Columbia University; M.S.D., Pace University; Ed.D., St. John's University

DIRECTOR, GRADUATE EDUCATION PROGRAMS

Rochelle Pyne, Ph.D.
(845) 575-3000, ext. 2994
rochelle.pyne@marist.edu

MISSION AND OBJECTIVES

The Teacher Education programs offered by Marist College are integrally linked to the College's Mission, emerging from a longstanding dedication to the preparation of teachers, and both shaped by and shaping the direction taken by the College as it has developed into an institution that is recognized as one of the leading private liberal arts colleges in the Northeast. Marist College introduces this new Master of Education Degree (M.Ed.) program to help address the continuing demand for well-prepared teachers in New York State. Graduates of the M.Ed. program will meet the academic requirements for initial New York teacher certification in Adolescence Education (Grades 7-12) in a specific content area (Biology, Chemistry, English, French, Mathematics, Social Studies, or Spanish). The program reflects the particular areas of focus for which Marist College teacher education is widely noted, including an emphasis on assessment, human development, technology as a tool of instruction, and students with disabilities, all of which are interwoven throughout the curriculum.

Students seeking the M.Ed. with initial teacher certification in Adolescence Education complete a minimum of 36 graduate credits as described below. In addition, students are required to demonstrate successful completion of the state's general education and specific content-area requirements, and pass the New York State Teacher Certification Examination (NYSTCE) — Content Specialty Test (CST) for their respective content areas and the NYSTCE — Liberal Arts and Sciences Test (LAST), in order to matriculate into the program. Consistent with state regulations, this graduate program concurrently meets the master's degree requirements for professional certification. Because each teaching field has course distribution requirements specified by the state, candidates who do not have an undergraduate major in the field in which they are seeking certification are advised by the chair in the various arts and science discipline departments in order to ascertain needed course requirements in the content area. In addition, an elective course requirement enables the academic advisor to specify particular requirements based on an individual candidate's interests, needs, and experience.

All students will complete the Pedagogical Core requirements and other required courses described below. In addition, all students are required to complete, submit, and defend an electronic portfolio based on the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards.

Admission to the program will occur on a rolling basis.

ADMISSIONS REQUIREMENTS

Admissions requirements for the Master of Education degree are as follows:

- the completion of a baccalaureate degree from an accredited institution with a cumulative grade-point average of 3.0 or higher on a 4.0 scale;

- completion of an academic major or its equivalent in the area of certification sought;
- completion of the state's general education core requirements;
- passing score on both the LAST and the CST in the area of certification sought;
- submission of two letters of recommendation;
- an application essay describing prior educational experience and professional goals;
- an interview with faculty admissions committee.

DEGREE REQUIREMENTS

To qualify for the Master of Education Degree, a candidate must:

- complete all requirements not later than five years after matriculation;
- complete a minimum of 36 graduate credits as prescribed in the curriculum requirements, including the pedagogical core curriculum;
- maintain a 3.0 cumulative grade-point average in graduate courses;
- submit and defend an electronic portfolio to the satisfaction of program faculty during the candidate's final semester.

Candidates who fail to maintain a 3.0 or higher grade-point average, or do not demonstrate the dispositions necessary to assume the responsibilities of a classroom teacher, are subject to dismissal from the program after review by the Department of Education.

PEDAGOGICAL CORE CURRICULUM

The M.Ed. program is oriented around a fifteen-credit-hour pedagogical core curriculum that cuts across the five essential areas of knowledge and skill needed by teachers: 1) Art and Science of Teaching. 2) The Learner. 3) Literacy. 4) Foundations, Context, and Purpose. 5) Research and Inquiry. Students complete coursework in each domain as specified in the program curriculum.

The pedagogical core domains are described as follows:

1. Art and Science of Teaching

Teaching comprises an ever-changing, unique combination of scientific reasoning and artistry intended to promote the highest level of student achievement. Skills that foster student motivation, communication, self-worth, and content mastery provide a foundation for developing artistry to further enhance the learning experience. This domain encourages students to explore the techniques of teaching while developing effective teaching styles consistent with their individual personalities.

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At the center of all education is the learner. In order to provide effective education to all learners, teachers need to understand the specific learning needs of each student, and how those learning needs are affected by differences in development,

temperament, cognitive functioning, and social, economic, and cultural contexts. In this domain, contemporary psychological theory and research are applied to learners in the context of the study of development, assessment, and learning. Study in this domain allows educators to create classroom learning communities where everyone, including teachers, are unique and respected learners who participate actively in their own education.

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This domain is the cornerstone of all teaching and learning. Here teachers acquire the knowledge and skills necessary for teaching others to become critically literate in all six domains of literacy: reading, writing, listening, speaking, viewing, and visually representing. Furthermore, teachers learn to appreciate how the acquisition of critical literacy is a necessary requisite for a lifetime of growth and empowerment. A wide variety of theoretical and practical matters pertaining to literacy are explored in this domain.

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The purpose and meaning of any educational activity is not a given, but must be constructed, articulated, and justified within the particular context in which it occurs. Teachers and other educational professionals must, therefore, have a deep awareness of this context – including its cultural, historical, linguistic, technological, and philosophical roots – in order to engage in purposeful and meaningful teaching. This essential domain of study prepares teachers who are able to reflect critically on teaching practices and educational policies in light of their complex relations to the environing culture. This study aims to equip teachers to make sense of classroom practices through an understanding of the larger social context in which these classrooms are embedded.

5. Research and Inquiry

Teachers, in order to be effective, must be adept researchers and they must be actively engaged in meaningful forms of inquiry. Moreover, teachers must have the capacity to critically examine various research claims and to assess the relative worth of such claims to understanding their own classroom practice and environment, which includes using technology to obtain and evaluate information from the Internet.

Teachers must also be able to foster research skills in their own students and create a learning environment that encourages inquiry and critical thinking. This domain gives teachers experience from which to sharpen their expertise in this key area.

TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis. No more than six graduate credits will be accepted from another institution. A grade of B or better is required for acceptance of any transfer credits.

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.

GRADUATE ASSISTANTSHIPS

Up to $4,500 per year for a graduate assistantship may be awarded to full-time students in the School of Social and Behavioral Sciences. Assistantships are available in research and student activities, as well as tutoring, and require ten hours of experience each week during the fall and spring semesters.

PROGRAM FORMAT

This degree program is available on campus in Poughkeepsie, New York. Some courses are also available online.

APPLICATION DEADLINES

August 1	Fall
December 1	Spring
April 1	Summer

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.

MASTER OF EDUCATION CURRICULUM SUMMARY

Marist Core Domain – Art and Science of Teaching:

EPSY 505	Educational Psychology	3 credits

Marist Core Domain – The Learner:

EDAC 510	Foundations of Inclusive Education: Perspectives, Policies, and Practices	3 credits

Marist Core Domain – Literacy:

EPSY 630	Teaching Content Area Literacy in a Diverse Society	3 credits

Marist Core Domain – Foundations, Context, & Purpose:

EPSY 640	Social Foundations of Education	3 credits

Marist Core Domain – Research And Inquiry:

EDAC 565	Field Experience and Action Research	3 credits

Other Required Courses:

EPSY 506	Content Area Assessment and Professional Portfolio Development	3 credits
EDAC 631	Literacy and Linguistically Diverse Learners	3 credits

Content Methods – Students complete one of the following: 3 credits

EDAC 520 (EDUC 420)	Methods of Teaching Social Studies in Secondary Schools	3 credits
EDAC 522 (EDUC 422)	Methods of Teaching Science in Secondary Schools	3 credits
EDAC 524 (EDUC 424)	Methods of Teaching Mathematics in Secondary Schools	3 credits
EDAC 526 (EDUC 426)	Methods of Teaching Languages in Secondary Schools	3 credits
EDAC 528 (EDUC 428)	Methods of Teaching English in Secondary Schools	3 credits
EDAC 664	Student Teaching Practicum in the Secondary School	6 credits
EDAC 665	Graduate Student Teaching Seminar: Classroom Management, Planning, & Assessment	3 credits
Graduate Elective (Determined in consultation with advisor)		3 credits
TOTAL		**36 credits**

Graduate Courses in Education

EPSY 505
Educational Psychology: Classroom Practice
3 Credits
This course introduces students to the complex tasks teachers must accomplish in order to help all children learn in today's heterogeneous classrooms. We investigate the developmental stages of childhood and adolescence as they impact teaching and learning, consider the cultural contexts of educational practice, examine in detail the major tasks of teaching, and explore ways to manage the classroom environment to help all students, including those with disabilities, master challenging content and develop critical-thinking skills.

EPSY 506
Content Area Assessment and Professional Portfolio Development
3 Credits
In this course students learn to make content-rich artifacts of their professional practice into a professional teaching portfolio. This course explores the resources and standards necessary for developing a portfolio in the specific content, level, and area of a student's professional practice. Portfolios are constructed and assessed using the certification and learning standards for New York State, the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards, and the national teaching standards for the student's area of certification. For those who wish to pursue National Board for Professional Teaching Standards (NBPTS) certification in their level and area, this course will assist in the exploration of the portfolio requirements for that process. In addition to portfolio development skills, technical skills needed for an electronic web-based portfolio will be taught.

EPSY 630
Teaching Content Area Literacy in a Diverse Society
3 Credits
This course explores content-area methods and materials for teaching comprehension, vocabulary, and study skills in diverse classrooms. Emphasis is on thematic approaches that meet national learning standards and focus on content-area knowledge, skills, attitudes, and perspectives. Students will create thematic units that integrate subject areas and utilize various learning approaches. Modifications that address reading problems encountered in the content areas will be an integral part of the unit approach. A field-placement experience is required.

EPSY 640
Social Foundations of Education
3 Credits
This course highlights and explores the interpretive, normative, and critical perspectives on education. Construing education broadly to include both school and non-school enterprises, the course aims to deepen students' awareness of the social and multicultural context of childhood and adolescent development, as well as the social and multicultural implications of various educational activities. The course draws largely from the disciplinary lenses provided by the social sciences and the humanities, encouraging students to develop their capacities to examine, understand, and evaluate educational policies and practices. In addition, the course explores the relationship between educational aims and objectives and the various instructional technologies and assessment methods utilized in contemporary schools.

EDAC 510
Foundations of Inclusive Education: Perspectives, Policies, and Practices
3 Credits
The course serves as an introduction to the philosophical and historical foundations of special education. Students will explore the fundamental elements of special education with emphasis on educational theories, philosophies, and legal issues. The current and emerging issues in special education will be discussed from historical, legislative, and policy perspectives. The impact on contem-

porary school practices on students with disabilities will be discussed within the context of the developmental processes of childhood and adolescence, general education, the laws that govern special services, and the status of special education within society. This foundation will set the stage for application in inclusive settings. Learning opportunities will include investigating best practices for inclusive education, the developmental spectrum of the individual, and analysis of a variety of assessment tools. Students will prepare learning activities that reflect research-based practices for individuals with special needs, including, but not limited to, multiple assessment opportunities and the integration of assistive technology. A field-placement experience is required.

EDAC 520 (EDUC 420)
Methods of Teaching Social Studies in Secondary Schools
3 Credits
Seeks to identify and demonstrate appropriate teaching techniques for secondary social-studies classes. Course topics include teaching controversial issues, social studies in the total curriculum, values and objectives in the social studies, the use of instructional technology in the social-studies curriculum, and student assessment. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience is required. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 420)

EDAC 522 (EDUC 422)
Methods of Teaching Science in Secondary Schools
3 Credits
A course concerned with objectives; classroom strategies and procedures; preparation of unit and lesson plans; use of demonstration; student laboratory experiences; science curriculum and evaluation; choosing texts and reference materials; the appropriate use of instructional technology; programs for advanced students; testing; construction and evaluation of classroom tests. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience is required. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 422)

EDAC 524 (EDUC 424)
Methods of Teaching Mathematics in Secondary Schools
3 Credits
The course focuses on current trends in mathematics education, including studies of analytical reasoning and problem-solving strategies; the role of instructional technology; real-world applications of mathematics; and interdisciplinary approaches to teaching mathematics. A study of secondary-level mathematics syllabi will also include ways of restructuring instruction and evaluation in light of the curriculum and evaluation of standards of the National Council of Mathematics Teachers (NCTM). Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience is required. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 424)

EDAC 526 (EDUC 426)
Methods of Teaching Languages in Secondary Schools
3 Credits
An examination of lesson and unit planning; motivational techniques; instructional technology; classroom management; and evaluation techniques as they relate to the objectives of foreign-language study. Recent trends and developments in language teaching to secondary-school students are also explored. Students will design and teach

demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience is required. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 426)

EDAC 528 (EDUC 428)
Methods of Teaching English in Secondary Schools
3 Credits
Approaches to and methods of teaching the various aspects of the English curriculum in the secondary school, including unit and lesson planning; recent trends in language-arts instruction; the appropriate use of instructional technology; test construction; and student assessment. Students will design and teach demonstration lessons congruent with the New York State Learning Standards and prepare assessments on specific topics with an emphasis on meeting the needs of diverse learners. A field-placement experience is required. The graduate level course requires independent, accelerated additional work appropriate for the graduate level. (Dual-listed as EDUC 428)

EDAC 565
Field Experience and Action Research
3 Credits
Students engage in a critical investigation of the culture and organization of schooling and an examination of educational research. The purposes of the class include analysis of schooling through observation, interview, and qualitative and quantitative study. Particular emphasis will focus on how teachers organize classrooms, how they communicate and interact with students, how they plan curricula and lessons for student learning appropriate for the developmental level, how they make decisions, how they make use of educational technology, how they assess learning, how they adapt lessons to meet varied learning needs, including students with disabilities, and how they contribute to their own knowledge through professional development and action research. Students participate in at least fifty hours of supervised field experience in diverse settings.

EDAC 631
Literacy and Linguistically Diverse Learners
3 Credits
This course examines current research in the teaching of language arts to students from diverse linguistic backgrounds. Students learn to consider the wide variety of social, intellectual, and cultural backgrounds that children bring to school and how this knowledge can be used to enhance learning in all classrooms. Language issues such as the acquisition of a second language and how to treat dialect differences in students' writing and speaking will be studied. This will aid in the understanding of the relationship between oral proficiency and other aspects of literacy. A field-placement experience is required.

EDAC 664
Student Teaching Practicum in the Secondary School
6 Credits
Students serve a full-time supervised internship five days weekly in a local middle/secondary school. Students complete two placements.
Prerequisites: All other program requirements with the exception of the graduate elective.
Corequisite: EDAC 665 Graduate Student Teaching Seminar

EDAC 665
Graduate Student Teaching Seminar: Classroom Management, Planning, & Assessment
3 Credits
Taken in conjunction with the student teaching experience (EDAC 664). Students study a range of problems encountered by teachers (e.g., classroom management, planning issues, professional ethics, etc.) in a seminar setting. The portfolio is submitted and evaluated during this course.

DIRECTOR, M.A. IN COMMUNICATION

Mary S. Alexander, Ph.D.
(845) 575-3000 x 2732
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ABOUT THE PROGRAM

The Master of Arts in Communication is a 30-credit graduate degree designed to develop and refine communication skills for multiple audiences. With a strong emphasis on theory, research, analysis, and writing, students develop a sense of the varied communication needs of organizations. Our diverse student population brings experience of many organizational settings to our classes, which allows rich discussions of how differences in organizational structure and culture impact communication. As students move through our curriculum, they are introduced to leadership styles, take on leadership roles in project development, and develop strategies for dealing with conflict. Through a combination of group and individual projects, students are encouraged to develop expertise in their area of interest, connecting theory to real-world situations from day one.

The strong leadership content in this degree sets it apart from many other graduate degrees in Communication. It infuses the values and skill sets needed to build relationships and act as a catalyst for change, enabling graduates to transform their environments. The balance of theory and application coupled with Marist's thesis/non-thesis option provides the educational flexibility for students seeking professional advancement as well as those continuing on to doctoral work in Communication.

FORMAT

Part-Time Option – The part-time option is offered fully online, with 8-week intensive courses, allowing students to complete their M.A. in two years.

Full-Time Option – The full-time option is offered fully online, allowing students to complete their M.A. in one year.

The application deadline for the full-time option is May 1. The application deadline for the part-time option is August 1.

THESIS/NON-THESIS OPTION

The Master's thesis represents a guided research effort by a graduate student seeking to demonstrate mastery of the theoretical and applied knowledge he or she has gained in the Master's program. The thesis option at Marist is highly competitive and requires a formal approval by the Graduate Committee. Students who wish to apply for this option must notify the graduate director of their intent to apply by October 1 of their first year. Students will submit a formal proposal for a thesis and must be granted permission to proceed by the Graduate Committee. Upon approval of the proposal, research will be conducted and once completed, will be approved, presented, and defended before a thesis committee. A limited number of students will be accepted into the thesis track each year.

For those not seeking research opportunities or transition to a Ph.D., the non-thesis option requires a final seminar course and comprehensive examination.

COMPREHENSIVE EXAMS

Comprehensive Exams will cover three areas: Communication Theory, Research Methods, and an Applied Area in Communication. The Graduate Committee will grade the exams. Full- and part-time students will take exams in the third week of August after completing all coursework. If a student fails, he/she can petition the Graduate Committee to retake the exam during the first week of February.

ADMISSION

Admission to the M.A. in Communication is competitive and based on undergraduate performance, a satisfactory score on the Graduate Record Exam (GRE), and a candidate's professional credentials or demonstrated interest in the Communication field. The Admissions Committee is committed to looking at the whole student and will evaluate professional and academic qualifications holistically.

Applicants to the Master of Arts in Communication must submit:

- a completed application for graduate admission;
- a $50 non-refundable application fee;
- official transcripts from all undergraduate (including two-year colleges) and graduate institutions including evidence of an earned BA or BS degree in Communication or a related field from an accredited college or university with a cumulative GPA of 3.0;
- an official score report showing an acceptable score on the Graduate Record Examination (GRE);
- a current resumé;
- a written statement of purpose;
- three letters of recommendation.

NOTE: *All Marist graduate programs require a minimum of a baccalaureate degree or its equivalent from an accredited college or university.*

DEGREE CONFERRAL REQUIREMENTS

To qualify for the Master of Arts in Communication, a student must:

- complete a total of 30 credits as described in the curriculum requirements with a passing grade on the comprehensive exams or a successful defense of the thesis;
- maintain a 3.0 cumulative grade-point average.

STUDENT ADVISEMENT

The Director of the Graduate Program in Communication will assign an advisor to students in the M.A. program. Students are encouraged to contact their advisor to discuss academic progress and planning.

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 requirements necessary to achieve good standing and will be given a limited time period in which to meet these requirements. Failure to achieve probationary requirements will result in dismissal.

THE MASTER OF ARTS IN COMMUNICATION

Curriculum Summary

COMG 500	Communication Theory	3 credits
COMG 501	Research Strategies & Methods	3 credits
COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 600	Organizational Communication	3 credits
COMG 601	Interpersonal Communication	3 credits
COMG 620	The Role of Communication in Conflict and Negotiation	3 credits
COMG 621	Leadership Communication	3 credits
MPA 530	Managing Organizational Change	3 credits
		27 credits

Choose one from:

COMG 602	Seminar in Communication OR	3 credits
COMG 700	Thesis*	3 credits
		3 credits

*The thesis option is very competitive. Students must submit a formal proposal and be accepted into the thesis track by the Graduate Committee. All others will take COMG 602 and will be required to take comprehensive exams.

Program Options and Class Schedules

The Full-Time Option is a fully online program allowing students to complete their MA in one year. Full-time students enroll in 4 courses in the fall and spring semesters, with the final two courses scheduled during the summer session. All courses are offered in eight-week formats with students participating in two courses at a time. All coursework, comprehensive exams, or thesis writing and defense will be completed during the summer.

Fall

COMG 500	Communication Theory	3 credits
COMG 501	Research Strategies & Methods	3 credits
COMG 600	Organizational Communication	3 credits
COMG 601	Interpersonal Communication	3 credits

Spring

COMG 502	Persuasion	3 credits
COMG 503	Media Relations	3 credits
COMG 620	The Role of Communication in Conflict and Negotiation	3 credits
MPA 530	Managing Organizational Change	3 credits

Summer

COMG 621	Leadership Communication	3 credits
COMG 602	Seminar in Communication OR	
COMG 700	Thesis*	3 credits

*Students wishing to pursue a thesis must notify the M.A. program director of their intent to apply for this option by October 1.

The Part-Time Option is entirely online, enabling students to complete the degree in two years. Part-time students enroll in two intensive eight-week courses in the fall & spring semesters, and one course during the summer sessions. Comprehensive exams are scheduled for the third week in August after the completion of the final seminar. Those writing a thesis will complete and defend their work during the second summer of their studies.

Fall I

COMG 500 Communication Theory

COMG 501 Research Strategies & Methods

Summer I

COMG 621 Leadership Communication

Spring I

COMG 502 Persuasion

COMG 503 Media Relations

Spring II

COMG 620 The Role of Communication in Conflict & Negotiation

MPA 530 Managing Organizational Change

Fall II

COMG 600 Organizational Communication

COMG 601 Interpersonal Communication

Summer II

COMG 602 Seminar in Communication & Comprehensive Exams OR

COMG 700 Thesis*

*Students wishing to pursue a thesis must notify the M.A. program director of their intent to apply for this option by October 1 of their first year.

Graduate Courses in Communication

COMG 500
Communication Theory
3 Credits
This course examines a variety of communication theories, how they are constructed, tested, and revised. Several theories are examined and critiqued (e.g., systems, discourse analysis, critical) with reference to their theoretical traditions. Connections between theory and research methods are explored, as well as the need for consistencies across theoretical and methodological approaches.

COMG 501
Research Strategies and Methods
3 Credits
This course provides a solid foundation for students to understand the process of fact-finding as well as knowledge creation. Students are provided with an in-depth understanding of data analysis and data-collection methods (qualitative and quantitative) commonly used by communications researchers as well as ways of synthesizing and analyzing scholarly literature.

COMG 502
Persuasion
3 Credits
This course examines theories of persuasion and reviews persuasion's role in society. Students will gain increased familiarity with concepts, theories, methods, and research findings; increased ability to apply theories in persuasion; increased ability to compare and evaluate approaches; increased sensitivity to problems of ethics in persuasion; and increased sophistication as persuader and persuadee.

COMG 503
Media Relations
3 Credits
This course will provide students with an understanding of how organizational relationships with news media influence management of issues and public relations, and how these communication functions are essential to effective strategic management and leadership of organizations. The course will focus on analysis of advanced cases in media relations.

COMG 600
Organizational Communication
3 Credits
This course will provide students an historical and thematic overview of organizational communication theory and research. It will provide a systematic but critical basis on which to discuss communication in complex organizations and will analyze assumptions and pragmatic solutions associated with these theories. It will also enhance students' research, analysis, writing, and presentation skills.

COMG 601
Interpersonal Communication
3 Credits
This course will introduce students to basic patterns of human communication in order that they may develop a better understanding of the interpersonal-communication process. Through exploration of theories of communication, perception, self-perception, language, and nonverbal interaction, students will develop their theoretical and practical understanding of how interpersonal relationships are achieved through communication in a variety of settings, including family, friendship, romantic, workplace, and intercultural encounters.

COMG 602
Seminar in Communication (Rotating course)
3 Credits
This course is intended to provide students with an advanced understanding of a specific communication dynamic, context, or other aspect deemed worthy of focus by the faculty of the School of Communication and the Arts.

COMG 620
The Role of Communication in Conflict and Negotiation
3 Credits
This course examines the role of communication in managing conflict in various relationships: interpersonal, inter-organizational, and international. Special emphasis is given to how the application of communication processes like negotiation can influence outcomes. Current cases are studied to reveal how organizational leaders in corporate ethical decisions and strategic communication in conflict and change management.

COMG 621
Leadership Communication
3 Credits
This course examines both the theoretical and applied dimensions of leadership, focusing on the communicative aspects of leaders and leadership. Course content covers: managing group members and tasks, models of leadership, situational dynamics of leadership, charismatic-versus-emergent leadership, team theory, trait-versus-situation orientations toward leadership, leadership ethics, and cultural differences in leadership style and identification.

COMG 700
Thesis
3 Credits
Students accepted for the thesis option will work very closely with his/her thesis director. The student will have to examine a theoretical model related to communication, supported by an in-depth review of the relevant literature; the student should come up with research hypotheses or research questions. These hypotheses or questions will be examined/tested through primary quantitative or qualitative research methods. The final draft of the thesis will be read and approved by a thesis committee. After the thesis is approved, it will have to be orally defended. All Marist faculty will be invited to attend the thesis defense. The final submitted thesis must be written in accordance with the style guidelines for APA publication.

MPA 530
Managing Organizational Change
3 Credits
Managing Organizational Change 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.

Faculty

MARY S. ALEXANDER Associate Professor, 2001. *Degrees*: B.A., Hunter College; M.A., Hunter College; Ph.D., New York University

DANIEL COCHECE DAVIS Assistant Professor, 1998. *Degrees*: B.A, San Francisco State University; M.A., San Diego State University; M.A., University of Southern California; Ph.D., University of Southern California

JOHN JAMES FAHEY Associate Professor, 1990. *Degrees*: B.S., University of Arizona; M.B.A., University of Arizona

SUE LAWRENCE Assistant Professor, 1979. *Degrees*: B.J., University of Missouri-Columbia; M.A., University of Missouri-Columbia; Ph.D., University of Missouri-Columbia

LAURA LINDER Associate Professor, 2003. *Degrees*: B.A., University of North Carolina at Greensboro; M.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

CAROL PAULI Assistant Professor, 1994. *Degrees*: B.A., University of Evansville; M.S., Columbia University; J.D., Benjamin Cardozo Law School

BRETT PHARES Assistant Professor, 2006. *Degrees*: M.A., State University of New York at Stony Brook; M.F.A., Hunter College

SHANNON ROPER Associate Professor, 2001. *Degrees*: B.A., Marist College; M.A., William Paterson University; Ph.D., Rutgers University

SUBIR SENGUPTA Associate Professor, 1998. *Degrees*: B.A., Jadavpur University; M.A., University of Georgia; Ph.D., University of Georgia

KEITH STRUDLER Assistant Professor, 2000. *Degrees*: B.A., Cornell University; M. Ed., University of St. Thomas; Ph.D., University of Florida

MARK VAN DYKE Associate Professor, 2004. *Degrees*: B.S., U.S. Naval Academy; M.S., Syracuse University, Ph.D. Candidate, University of Maryland

PAULA WILLOQUET-MARICONDI Associate Professor, 2001. *Degrees*: B.A., University of Hawaii; M.A., University of California, Santa Barbara; Ph.D., Indiana University

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Kevin Gaugler, Ph.D., *Interim Assistant Dean*
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