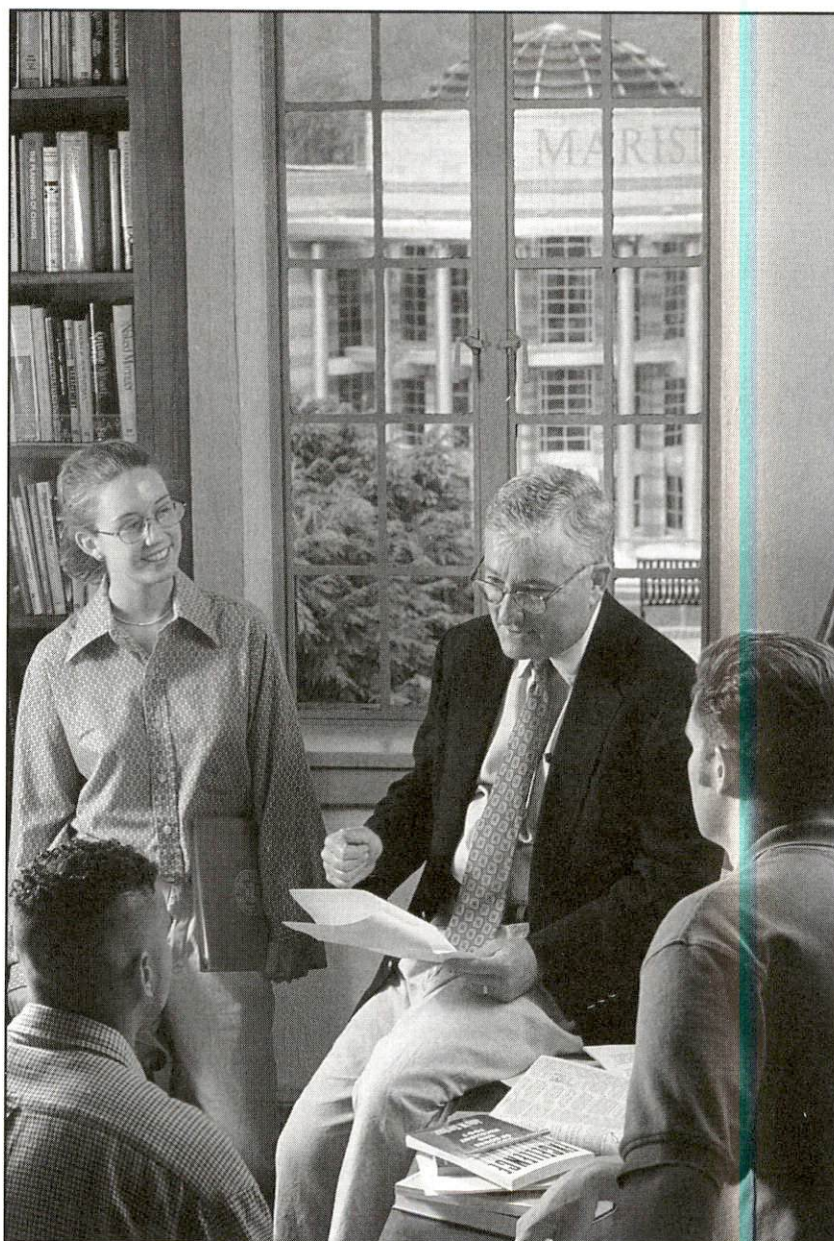


# MARIST COLLEGE

UNDERGRADUATE PROGRAMS  
1997-1999



# MARIST COLLEGE

## 1997-1999 Undergraduate Programs

QUESTIONS regarding admissions and information about Marist College may be directed to the Office of Admissions, Marist College, 290 North Road, Poughkeepsie, New York 12601.

The telephone number is (914) 575-3226.

E-mail: [admissions@marist.edu](mailto:admissions@marist.edu)

WWW: <http://www.marist.edu>

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# COMMUNICATION WITH THE COLLEGE

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## **MAILING ADDRESS:**

MARIST COLLEGE  
Poughkeepsie, New York 12601-1387

## **TELEPHONE NUMBER:**

(914) 575-3000

*Individual inquiries should be addressed to the following:*

## **PROSPECTIVE STUDENTS**

Admission to Freshman Class or  
for Advanced Standing  
*Office of Admissions*  
Financial Aid for Freshmen  
*Office of Admissions*  
Academic Programs  
*Appropriate Dean*  
Graduate Programs  
*Director of Graduate Admissions or  
Academic Vice-President*  
Transfer Procedure  
*Coordinator of Transfer Admissions*  
Courses for High School Seniors  
*Director of School-College Programs*  
Credit for Life/Work Experience  
*Executive Director, School of Adult Education*  
Housing  
*Director of Residence Life*

## **CURRENT STUDENTS**

Financial Assistance for Current Students  
*Financial Aid Director*  
On-Campus/Off-Campus Employment  
*Career Development and Placement*  
Housing  
*Director of Residence Life*  
Graduation Requirements  
*Registrar*  
Prolonged Absence from Class  
*Director of Student Academic Advisement*  
Leave of Absence  
*Director of Student Academic Advisement*

Withdrawal from College  
*Director of Student Academic Advisement*  
Withdrawal from a Course  
*Registrar*  
Re-Admission to College  
*Registrar*  
Student Activities  
*Director of College Activities*

## **ADMINISTRATIVE SERVICES**

Transcripts  
*Registrar*  
Evening Courses  
*Executive Director, School of Adult Education*  
Payment of Bills  
*Student Accounts Office*  
Career Counseling/Placement  
*Career Development and Placement*  
Veterans  
*Registrar*  
Cross-Registration  
*Registrar*  
Public Relations  
*Director of Public Information*  
Gifts or Bequests  
*Vice President for Advancement*  
Alumni Affairs  
*Director of Alumni Affairs*  
Security/Automobiles  
*Director of Safety and Security*

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

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

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# UNDERGRADUATE ACADEMIC CALENDAR 1997-98

(Traditional 15 week programs)

## FALL 1997 AUGUST

31 Sunday Freshmen arrive on campus according to schedule

## SEPTEMBER

1 Monday New transfer students arrive according to schedule  
Returning *resident students* arrive on campus according to schedule. Orientation for New Students

2 Tuesday FALL 1997 SEMESTER BEGINS FOR ALL PROGRAMS  
Day & Evening Classes begin; Late Registration

2-8 Tuesday – Monday Course Change Period

8 Monday Last date for course changes  
Half tuition refund after this date  
No tuition refund after this date

22 Monday Undergraduate graduation applications due in Registrar's Office for 1/98 candidates

26 Friday

## OCTOBER

8 Wednesday P/NC Option due

10-16 Friday – Thursday Midterm exam week

16 Thursday Residence Halls close at 6:30 PM  
Evening classes will be held

17-19 Friday – Sunday Mid-Semester break

19 Sunday Residence Halls reopen at 10:00 AM

20 Monday Midterm grades due by 10:00 AM

31 Friday Undergraduate graduation applications due in Registrar's Office for 5/98 candidates

## NOVEMBER

5 Wednesday Last date for dropping course without penalty of WF grade

26 Wednesday Day classes held; No Evening classes  
Residence Halls close at 6:30 PM

27-30 Thursday – Sunday Thanksgiving Holiday; No classes held

30 Sunday Residence Halls reopen on Sunday at 10:00 AM

## DECEMBER

1 Monday Classes resume

12 Friday Last day of Fall 1997 classes

13 Saturday READING DAY

15-20 Monday – Saturday \*Final Exams; Saturday exams will be scheduled

20 Saturday Students required to vacate residence halls immediately after last exam

21-22 Sunday – Monday \*Final Exam Make-up days in case of inclement weather

29 Monday Final grades due by 10:00 AM

\*Final exams are held *through* 12/20. Exams *may* be rescheduled during exam week due to inclement weather. Travel plans should be arranged accordingly.

**WINTER INTERSESSION 1998**

**JANUARY**

2	Friday	Day & Evening classes begin
3	Saturday	Winter Intersession classes held
19	Monday	Holiday (Snow make-up day for Winter Intersession, if needed)
20	Tuesday	Last day of classes
23	Friday	Final grades for Winter Session due by noon

Winter Session classes held Saturday, 1/3

**SPRING 1998**

**JANUARY**

20	Tuesday	Residence Halls open at 10:00 AM
21	Wednesday	Spring Semester begins; Day & Evening classes held
21-27	Wednesday - Tuesday	Course Change Period
23	Friday	Last date for incompletes & grade changes for Fall 1997
27	Tuesday	Last date for course changes; Half tuition refund after this date

**FEBRUARY**

6	Friday	Deadlines for grade changes & resolving incompletes for Winter '98
10	Tuesday	No tuition refund after this date
26	Thursday	Last day for reporting P/NC option

**MARCH**

7-13	Saturday - Friday	Midterm exam week
13	Friday	Residence Halls close at 6:30 PM
14-22	Saturday - Sunday	SPRING RECESS; Saturday class midterms will be held on 3/14
16	Monday	Midterm grades due by 10:00 AM
22	Sunday	Residence Halls reopen at 10:00 AM
23	Monday	Classes resume
27	Friday	Last day of dropping courses without penalty of WF

**APRIL**

9	Thursday	Day classes held; No evening classes
		Residence Halls close at 6:30 PM
10-12	Friday - Sunday	Easter Observance; No classes held
13	Monday	No Day classes held; Classes resume with Evening classes
		Residence Halls reopen at 10:00 AM

**MAY**

7	Thursday	Last day of Classes
8	Friday	READING DAY
9-15	Saturday - Friday	Final Exam Period; Saturday exams will be scheduled
18	Monday	Senior Final grades due by 10:00 AM
23	Saturday	FIFTY-SECOND COMMENCEMENT
26	Tuesday	Final grades due by 10:00 AM

**JUNE**

19	Friday	Last date for grade changes & resolving incompletes for Spring 1998
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## GENERAL INFORMATION

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### MISSION

Marist College, founded by the Marist Brothers, a congregation of Catholic teaching brothers, stands out from other colleges and universities because of the unique combination of its history, people, philosophy, information technology, and location.

Now an independent, liberal arts college, Marist is ecumenical in character, reflecting the ideals of the founder of the Marist Brothers, Father Marcellin Champagnat. These ideals include commitment to excellence in education, a pursuit of higher human values, and dedication to the principle of service.

The Marist ideal of excellence in education implies the cultivation of a free and enlightened mind through the discipline of scholarly study and dialogue. The College seeks to explore ways in which academic excellence may be enhanced by state-of-the-art information and communications technology. While broadening intellectual horizons and developing skills, Marist at the same time

provides opportunities, through its undergraduate and graduate programs, for career preparation and for entry into the world of work.

Marist combines the goal of intellectual development with that of heightening sensitivity to the values dimension of our lives. The College stimulates students to examine the ethical implications of the subjects they study. Our pursuit of this goal is complemented by co-curricula and campus life programs that encourage Marist students to aspire to high ethical standards. The College aims to expose students to cultures other than their own and to the values that link and transcend particular cultures. It seeks to encourage students to reflect on, and act upon, the Judeo-Christian ideals of love, justice, and compassion as foundations for a good life and a good society.

Marist's dedication to academic excellence and the pursuit of higher values is complemented, finally, by a commitment to serve the disadvantaged as well as to

serve the regional community as a whole. We give expression to this commitment through college programs for the disadvantaged, continuing education studies, and a wide range of community projects that enrich the lives of faculty, staff, and students.

Marist is thus dedicated to the development of the whole person in a way that will prepare the student for an enlightened, sensitive, and productive life in the global community of the 21st century.

## INTRODUCTION TO MARIST

Located on the east bank of the Hudson River in Poughkeepsie, New York, Marist College is an independent, private liberal arts institution for men and women. Its modern 130-acre campus serves 3,200 full-time undergraduate students as well as 600 adult students pursuing bachelor's degrees and an equal number of graduate students.

Marist awards Bachelor of Arts degrees in 15 majors, Bachelor of Science degrees in 10 majors and a Bachelor of Professional Studies in one major. An important development in Marist's academic programming was the introduction of graduate studies in 1972. Marist offers master's degree programs in Business Administration, Computer Science with majors in Software Development and Information Systems, Psychology, School Psychology, Educational Psychology, and Public Administration.

Marist's reputation as a nationally recognized regional college was affirmed in the fall of 1994 when the College first appeared in two published guides to the finest colleges and universities in America, **Barron's 300 Best Buys in College Education** and **America's Best Colleges**, published by U.S. News & World Report. In 1996, U.S. News & World Report also named Marist one of the top 15 best buys among colleges and universities in the northern United States.

Marist has also become known as one of the most technologically advanced institutions of higher education in the country as the result of its partnership with the IBM Corporation. The Marist/IBM partnership has resulted in a voice and data telecommunications system that links student rooms, faculty offices, classrooms, computer labs, library research labs, and administrative departments, enabling students and faculty to communicate with computer users and access research sources not only across campus but, via the Internet global computer

network, around the world.

Marist College has been recognized as one of the top four colleges and universities in America in the use of technology in and out of the classroom. The designation was made in 1995 by CAUSE, the association for managing and using information resources in higher education.

A strong working relationship between students and faculty is central to the learning process at Marist. A solid Core curriculum such as that offered by Marist leads to many opportunities for graduate study and professional work. Because of these factors, Marist students can better prepare for their long-range goals.

In addition to classroom instruction, Marist students learn in seminar settings, internship and work-study programs, and travel and study abroad. Many academic programs receive support from the College's Beirne/Spellman Media Center and the Computer Center. The College library has a permanent collection of more than 160,000 volumes, 1,750 professional, cultural and educational periodicals, including more than 500 stored electronically at CD-ROM workstations, and over 3,600 videocassettes. The library maintains several notable special collections: the Richard and Gertrude Weininger Collection of Judaic Studies; the Lowell Thomas Collection featuring valuable material on broadcasting and exploration; the Rick Whitesell Collection of rhythm and blues recordings and publications; the Hudson Valley Regional Studies Collection containing primary and secondary source materials pertaining to the history of the Mid-Hudson Valley; and the Richard W. Barnett Collection of the Hudson River Environmental Society, a comprehensive collection of research reports and documents on the ecology and resource management of the Hudson River.

Campus life encompasses a wide range of interests and talents. The student-administered Student Programming Council annually presents a full schedule of films, lectures, concerts and social activity. Through the Resident Student Council, on-campus students serve in an advisory capacity to the Director of Residence Life. Similarly, the Student Government Association represents the student body and serves as a decision-making group. Students engage in many activities, including drama, music, publications and volunteer programs. Numerous intramural and varsity sports are offered, including crew activities on the Hudson River.

### CAMPUS

Marist College is situated on the Hudson River along Route 9, the major north-south route east of the Hudson.

The College is located within two hours of New York City or Albany by railroad, bus or car. The Poughkeepsie railroad station, less than a five-minute drive from Marist, is served by the Metro-North Railroad and Amtrak. The Dutchess County Airport is in nearby Wappingers Falls, and Stewart International Airport is located in Newburgh, which is approximately one-half hour from the College.

Marist's 130-acre campus contains 41 buildings including 12 student residences and 3 major classroom buildings, a library, a student center, a chapel, student townhouses, garden apartment complexes for upperclass students, and athletic facilities including two boathouses on the Hudson for crew and sailing activities.

### HISTORY

The history of Marist College begins in 1905 when the Marist Brothers, members of the religious teaching order founded in France 90 years earlier by Father Marcellin Champagnat, arrived in the Mid-Hudson Valley to establish the first Marist house of studies in the United States. On the east bank of the Hudson, just north of Poughkeepsie, they opened their novitiate, Saint Ann's Hermitage, and began their work of training young men for a life of study, work, prayer and service. By 1929, the training center at the Hermitage had evolved into the Marist Normal Training School and, by 1946, into a chartered four-year college, Marian College, whose mission remained the training of Marist Brothers as teachers of the congregation's schools.

Under the leadership of its founding President, Brother Paul Ambrose Fontaine, Marian College and the Marist Brothers embarked on an extensive building program. This continued under Dr. Linus Richard Foy who in 1958 became, at age 28, the youngest college president in the United States. In that same year, the mission of the College broadened to include the wider community; lay male students were admitted to pursue degree study. An evening division also was introduced to serve the educational needs of the surrounding communities.

In 1960, Marian College became Marist College. The years which followed were marked by dynamic growth, both in academic programs and in facilities. Between 1949 and 1965, 12 major buildings were constructed. The manual labor was provided by the Brothers themselves

for the original gymnasium, Donnelly Hall, Fontaine Hall, Adrian Hall and Our Lady Seat of Wisdom Chapel. Throughout this period, the Brothers continued to teach, at the College and elsewhere, and volunteered their labor on weekends and holidays to supplement the work of student Brothers. It was an inspiring example of dedication to common goals.

Women were invited to enter the evening division in 1966 for the first time. In 1968, they entered the day division and the College became fully coeducational. Ownership of the College was transferred in 1969 to the Marist College Educational Corporation with an independent Board of Trustees. Nonetheless, the legacy of the Marist Brothers, a legacy of service and striving for excellence, continued to inspire and enrich the academic life of the College. Under President Foy's continuing leadership in the decade of the '70s, programs for the educationally disadvantaged were expanded, a computer center was added, graduate programs in business administration and community psychology were instituted, and the James J. McCann Recreation Center was completed.

In 1973, the College began a cooperative program with area secondary schools, in which selected high school seniors take freshman courses and "bridge" into college. In Fall, 1974, the College expanded its commitment to continuing education by increasing course offerings in the evening division and summer session and, in 1984, opened an off-campus extension center in Fishkill. A second extension center was opened in the Orange County town of Goshen in Fall, 1993.

In 1978, Marist College became the recipient of a \$1 million Title III award from the U.S. Department of Education for institutional development, one of only 28 such awards across the nation, and the fourth such award granted to a New York State college.

### CONTINUED GROWTH

With the naming of Dr. Dennis J. Murray in 1979 to the College presidency, Marist entered the '80s as a vital coeducational liberal arts institution holding fast to the timeless values of its rich heritage while embracing advanced technology in the service of education. Another period of significant growth and development began.

In 1981, Marist College became the recipient of a second \$1 million federal grant from the U.S. Department of Education for academic development. In 1982, Marist received another Title III grant, this time in the amount of

\$4 million for program planning and development.

Townhouses for upperclass students were completed in the Fall of 1982. To accommodate its growing student population, Marist dramatically renovated its original gymnasium in 1983 to create a new freshman residence for 140 students; it was named Marian Hall. In 1984, the College received \$2.5 million in equipment and almost \$2 million in software from the IBM Corporation to expand academic and administrative uses of the computer on campus. In the Fall of 1985, construction was completed on the Gartland Commons, located at the north end of the campus. The garden apartment complex houses upperclass students, and features an exceptional view of the Hudson River.

The Lowell Thomas Communications Center was opened in the Spring of 1987, providing students with the opportunity to combine the disciplines of communications and computer science in a state-of-the-art environment. The Center is named in honor of the legendary broadcaster and explorer who received an honorary degree from Marist in 1981.

Champagnat Hall, the College's largest residence hall, was renovated in 1988 to increase the energy efficiency of the building and update its appearance. The renovation also provided for telephone service to all rooms and prepared for the networking of the residence hall to the mainframe as part of the IBM/Marist Joint Study.

The opening of the Margaret M. and Charles H. Dyson Center in 1990 marked the completion of the College's most ambitious construction effort to that date. The 53,000-square-foot facility features computer and telecommunications capabilities unmatched at most institutions.

Donnelly Hall, one of the original classroom buildings on the Marist campus, underwent an \$8 million renovation, completed in 1991, to offer modern classrooms and science laboratories, as well as new offices providing student services. The Marist Computer Center is housed in Donnelly Hall.

In 1994 construction was completed on the largest and most complex building initiative in the history of the College. The \$27 million "Vision '94" project featured a three-story Student Center, a residence hall housing 382 students, a new office complex for the Student Affairs staff, and a set of townhouses for 144 students. The project also included a four-acre campus green with a performing arts area that overlooks the Hudson River.

The Student Center's Nelly Goletti Theatre was dedicated in late 1995 and is the site of student theatrical productions, concerts, and presentations by noted speakers. The Theatre was named in memory of the late internationally renowned singer and songwriter Nelly Goletti.

A 20,000-square foot addition to the James J. McCann Recreation Center was completed in early 1997 with major support from the McCann Foundation, which provided the leadership to build the original structure. It contains a new gymnasium for intramural and recreational athletics, new men's and women's intercollegiate locker areas, a new weight room and cardiovascular fitness center, and an electronic Hall-of-Fame room. The remainder of the McCann Center was renovated to include a coaches office complex, and a new sound system for the main gym. The exterior of the building was also redesigned, and the entrance opens onto an attractive, new Plaza of Champions.

## THE IBM/MARIST JOINT STUDY

Marist College is a partner with the IBM Corporation in a \$16 million joint study that has placed Marist among the most technologically advanced liberal arts colleges in the country. The study has given IBM an opportunity to test concepts and applications that the company believes can be of value in the 21st century in education, business, and other fields; and it has given Marist the opportunity to put advanced computer and telecommunications technology to work in support of instructional, research and administrative goals.

The introduction of computers and computer science courses at Marist began in the mid-1960s, a time when few colleges the size of Marist had moved into this field. From the start, the approach has been that computers are a functional tool for everyone at Marist as well as a scientific discipline to be mastered by those in the Computer Science Department. Computer technology took a large step forward at Marist in 1984, when IBM donated \$4.5 million in equipment and software to the College.

The IBM/Marist Joint Study began in 1988 with delivery of a \$10 million IBM 3090 mainframe computer to Donnelly Hall. The 3090 gives Marist a level of computing power ordinarily associated with large research universities and Fortune 500 companies. In the years since then, \$6 million more has been invested—half by IBM, half by Marist—in the software, hardware and fiber optic cabling and switches that now link all parts of the campus

in an integrated voice and data telecommunications system. The system reaches into every residence hall and every student room on campus, every faculty and administrative office, the library, and every classroom building on campus. The system uses a ROLM Systems switch, ROLM PhoneMail, and IBM Token-Ring local area networks.

Campus-wide connectivity means round-the-clock access to E-Mail, PhoneMail, the mainframe computer, the library, and a variety of database services. International networks, such as Bitnet and Internet, and satellite technology all link Marist students, faculty, and administrators with the world. In Marist classrooms and laboratories, instruction and research have taken on the look of the 21st century.

## MEMBERSHIP AND APPROVAL

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, and by the Middle States Association of Colleges and Universities. The College is also accredited by the United States Department of Justice for the training of foreign students. 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.

Marist is also affiliated with the National Catholic Educational Association of Governing Boards of Univer-

sities 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 Fund-raising Council.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records.
- (2) The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- (4) The right to file with the U.S. Department of Education a complaint concerning alleged failures by Marist College to comply with the requirements of FERPA.
- (5) The right to obtain a copy of Marist College's education records policy. Copies of this policy are available upon request at the Registrar's Office.

Additionally, Section 99.7 of FERPA requires that schools annually notify students currently in attendance of their rights under FERPA. Students currently in attendance will be provided a statement of their FERPA rights in their registration materials.

Marist will release at various times the following information unless requested in writing not to do so by the student: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational institution attended by the student. Students must notify the Registrar in writing should they not want information made available by filling out a form at the Office of the Registrar.

## 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 its many forms. Students and employees who believe that they have been subjected to sexually based behavior or proposals 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 (914) 575-3349.

## ACADEMIC FACILITIES

### MARIST COLLEGE LIBRARY

The Marist College Library strives to support the teaching and learning environment by meeting the information needs of students and faculty on and off the campus. The Library offers extensive collections and services located in the library building or available electronically over the campus network.

The Library holds over 160,000 book and periodical volumes on its shelves. Current periodical subscriptions totaling over 1,750 individual titles meet the demands of students for up-to-date information in print and in electronic formats. Over 3,600 videocassettes on a variety of topics are available in the library as components of assigned coursework. Library staff are constantly updating print and computer resources to serve the research needs of faculty and students. Each year approximately 6,000 new book titles are added to the collection, along with about 100 new periodical subscriptions and several hundred new videos.

Over 350 seats are available in the Library building for quiet study, group study or for the use of library materials. The Library is open on an average of 94 hours a week dur-

ing the semester with a librarian always on duty to meet the information needs of students. During exam periods the building remains open for extended hours.

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

The reference librarians provide a full range of services to meet student needs, including instruction on use of materials and machines, term paper consultation, and assistance with locating information on a variety of topics for course work or independent study. Students are encouraged to contact a librarian in person, by phone or on e-mail whenever a question, concern or problem occurs concerning library materials or usage.

### THE LOWELL THOMAS COMMUNICATIONS CENTER

Named in honor of the legendary broadcaster, the Lowell Thomas Communication Center houses Marist's School of Communication and the Arts and Computer Science and Mathematics division. Recognizing the profound impact of computer technology on the communications industry, Marist designed the Center to provide students with a state-of-the-art environment which enables them to engage in these interacting disciplines.

The Center includes 4 classrooms equipped with computer terminals and television monitors, two television studios, two broadcast production studios, a media presentation facility, print journalism rooms, and faculty offices. Just inside the main entrance to the Center is a public gallery with a permanent exhibition of memorabilia from Lowell Thomas' remarkable career as a pioneering broadcaster, world-famous explorer, author,

filmmaker, and co-founder of Capital Cities Communications. The gallery also includes a bronze bust of Lowell Thomas by sculptor Phil Krackowski.

An honorary alumnus of Marist, Lowell Thomas was a resident of Dutchess County for more than 50 years and took an active interest in the College's Communication program.

The memory of Lowell Thomas and his ideals are perpetuated through the annual Marist College Lowell Thomas Award, which was instituted in 1983. Award recipients are listed on a permanent plaque in the Lowell Thomas Gallery at Marist and include Eric Sevareid, Walter Cronkite, Douglas Edwards, John Chancellor, Howard K. Smith, Harry Reasoner, David Brinkley, Barbara Walters, Charles Kuralt, Diane Sawyer, Tom Brokaw and Dan Rather. In 1992, to mark the 100th anniversary of the birth of Lowell Thomas, special Centennial awards were given to Fred W. Friendly, Don Hewitt, Dallas Townsend, and Thomas J. Watson, Jr.

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

The Dyson Center, completed in time for the 1990-91 school year, was the College's most ambitious construction effort to that date. The three-story, 53,000-square foot structure includes 21 classrooms, 55 faculty offices, and 8 seminar rooms, all linked through fiber optic cabling to Marist's campus-wide telecommunications network. Computer-based simulations and computer-assisted group learning and problem-solving techniques have been incorporated in much of the Dyson Center routine. The Dyson Center houses the School of Management, the Social and Behavioral Science Division, the Graduate Center of Public Policy and Administration, and the Marist Bureau of Economic Research, and is used for undergraduate and graduate instruction in all academic disciplines. It also houses a variety of adult and continuing education programs. The Dyson Center is named in honor of the late businessman and philanthropist Charles H. Dyson, who received an honorary degree from Marist in 1986, and his late wife, Margaret.

### **DONNELLY HALL**

Donnelly Hall, a landmark academic and administrative building that underwent an \$8 million renovation in 1989-91, houses a new and expanded science center, the Computer Center, classrooms, lecture halls, the fine arts department and the fashion program, and a variety of stu-

dent services and administrative offices.

The renovations included a substantial expansion in space and equipment for the Division of Science. The number of laboratories was increased from 6 to 13 for instruction in biology, physics, chemistry, medical technology, botany, and environmental science.

Marist's is the only medical technology program in the Hudson Valley between New York City and Albany. The program's facilities are the equivalent of a hospital laboratory. In the physics laboratory, computers, lasers, and ultrasound systems give students more and better data than they could gather by their own observation, freeing them to analyze the data and learn physics. Geographic information systems (GIS) techniques are taught in an environmental science course. A two-story greenhouse provides an important resource for the Science Division as well as a beautiful feature of the building.

Student support services previously scattered in several locations have been clustered in Donnelly Hall in a "one-stop" arrangement that includes student financial aid, the business office, the Registrar, academic advisors, and career counselors.

### **INFORMATION SERVICES AND THE COMPUTER LABS**

Information Services is located in Donnelly Hall, Room 258. The Help Desk staff are available from 8:30 a.m. to 5:00 p.m., Monday through Friday. There are several systems to which students have access. DOBIS hosts the library's card catalog, CMS is available for CMS and SQL-type use, and all electronic mail is hosted on MUSICB. Students can obtain an account on this system from the Help Desk. For system availability, or programming language information, call the Status phone, 575-3240 or ext. 3240.

Students have access to several computer labs. Donnelly 258 is dedicated for drop-in use while the daVinci lab is available for drop-in use when not being used for class instruction and course-specific workshops.

Labs are also located in Lowell Thomas and Dyson. Lowell Thomas 126 is available for drop-in use when not being used for class instruction. Dyson 303 is used exclusively for class instruction while Dyson 386 is used for drop-in use but priority goes to students and faculty with reservations.

Reservations for Dyson 303, Lowell Thomas 126, and daVinci can be made by contacting the Registrar's Office at ext. 3250 or 575-3250.

Faculty can access the mainframe systems from home using software and connection information available at the Help Desk.

If you need additional information you can browse the Academic Computing Guide, available at our web site at <http://maristb.marist.edu/~jwgd/@httpd/acg9596.html>.

## STUDENT CENTER

The Student Center, completed in 1994, serves as the architectural focal point of the Marist College campus. The monumental three-level facility includes an art gallery, a Multi-Image Room for Admissions Office presentations to campus visitors, a classroom equipped with the most advanced IBM multimedia hardware, a student cafe and performance space, a health services clinic, a bookstore, a game room, and a number of student lounge areas. Renovations to the adjacent Campus Center resulted in new offices for student government, a remodeled cafeteria, a student fitness center, a music education and chorale complex, and multi-purpose meeting rooms. The Student Center opens onto a campus green complete with an outdoor performing arts area overlooking the Hudson River which is also the site for Commencement.

## ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities to support an extensive intramural program and intercollegiate athletic competition. On the north end of campus, bordering the Hudson River, are ten acres that have been developed for athletic and recreational use through the generosity of the James J. McCann Foundation. Included are an intramural softball diamond and a women's softball diamond. The campus also offers a boathouse and waterfront facilities for crew activities and sailing. Leonidoff Field is used for varsity soccer, lacrosse and football games.

At the south end of the campus is the James J. McCann Recreation Center, which received major funding support from the James J. McCann Foundation. By design, the Center is one of the most versatile facilities of its kind in the Mid-Hudson region. Special features include a pool capable of simultaneously handling 25-yard or 25-meter races and swimming and diving events, with spectator space for 500. The field house area can provide three basketball courts and is surrounded by a four-lane running track. The main court for NCAA Division I play features a handsome wooden floor; seating capacity for games is 3,900.

In addition, the facility includes a six-station rowing tank for crew practice, weight room, dance studio, and four handball/racquetball courts. Other areas of the complex contain locker rooms for men and women, a press box, classrooms, faculty/staff offices, and a lobby/exhibit area.

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

Also at the south end of the campus is the McCann Baseball Field, developed in 1992 with financial support from the James J. McCann Foundation. The field, regarded as one of the finest baseball facilities in the Northeast, is used for Division I intercollegiate competition.

## MARIST COLLEGE ALUMNI

Since 1946, more than 16,000 students have graduated from Marist College. They reside in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands and 43 foreign countries.

The Marist College Alumni Association includes all undergraduate and graduate degree recipients of Marist. Its goals are to encourage a supportive relationship among alumni and to promote the welfare of the College.

The Alumni Executive Board, an advisory council that works closely with the Office of Alumni Affairs, develops long-range goals and objectives for the Association. Regional alumni chapters provide opportunities for alumni to network with other graduates and to participate in activities which help advance the College. A class agent system fosters class ties and actively supports the Marist Fund, the College's annual giving program. An annual Homecoming Reunion Weekend is held in October.

In addition to participating in Association governance, alumni volunteer for the College's annual phonathon efforts and provide networking support to Marist undergraduates through the Career Development Office. The president of the Alumni Association attends all meetings of the Board of Trustees.

*Marist Magazine* and the *Alumni News* keep alumni informed about College developments, alumni services and programs, and activities of fellow graduates.

Further information about alumni activities is available by contacting the Office of Alumni Affairs in Adrian Hall, or visiting the Alumni web site at <http://www.marist.edu/alumni>.



## ACADEMIC SERVICES

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### ACADEMIC COMPUTING

The Department of Academic Computing provides faculty with support and resources to develop and modify curricula to incorporate computing applications. In this way, the College strives to expose students to the uses of technology in their fields of study. Academic Computing maintains a Faculty Computing Development Center in the Lowell Thomas Communications Center with computer and mainframe computing hardware and software. In addition, Academic Computing conducts faculty computing workshops and seminars, develops documentation, and provides support to students and faculty through the Computing Lab Assistant staff.

### THE WRITING CENTER

The Writing Center helps students and other members of the Marist community express their ideas clearly and effectively, thereby helping them become more self-sufficient and successful writers. The Center's tutors are faculty members who provide free, one-on-one tutoring for every academic writing situation, in all subjects and in all aspects of the writing process: from understanding assignments to generating and developing ideas, from expanding or improving rough drafts to revising the focus and structure of completed papers.

The Writing Center also assists students with non-academic writing situations, including the preparation of resumes and job or graduate school application letters. Because sessions usually last upwards of an hour, the Center encourages students to make appointments, although drop-ins are always welcomed.

## SPECIAL STUDIES AND PROGRAMS

### CENTER FOR ESTUARINE AND ENVIRONMENTAL STUDIES (MACCEES)

The Division of Science operates a research and teaching facility on the Hudson River. The laboratory houses a 200-gallon "living stream" aquarium that is fed with river water. This unit allows for bioassay and behavioral studies. Other equipment includes phase contrast and dissecting microscopes, small holding tanks, river sampling gear, chemicals for sample preparation and a boat for open river and embayment field work.

### CROSS-REGISTRATION

Marist College students may enroll in a course at Dutchess Community College, Ulster County Community College, the State University of New York at New Paltz, or the Culinary Institute of America, concurrent with full-time study at Marist. Students must have a 2.5 cumulative index, at least sophomore standing and approval of the Marist College Registrar in order to qualify for cross-registration. Cross-registration is limited to courses not available at Marist.

Further inquiries should be directed to the Office of the Registrar. Cross-registration is effected at the same time as regular registration at Marist.

### FRANKLIN D. ROOSEVELT STUDIES

During the past several years, the Division of Humanities, in cooperation with the Franklin D. Roosevelt Library, has focused attention on the wealth of scholarly materials available at the Roosevelt Library. The Roosevelt era in American history has had a vital role in the shaping of American domestic and foreign policies over the past decades. Marist College further associates itself with the growing number of scholars who have written about these historic days of our recent past. From time to time, we also place especially well qualified history interns at the Library.

Since 1965, we have, at times, sponsored Roosevelt symposia to examine important events, etc. Among the former New Dealers who have spoken at the symposia have been Justice William O. Douglas, appointed by F.D.R. to the Supreme Court; Adolph A. Berle, Jr., former brain-truster and Roosevelt's Assistant Secretary of State; and James Roosevelt, son of the late

President. Among the eminent historians who have delivered papers at the symposia have been Arthur M. Schlesinger, Jr., James MacGregor Burns, Frank Friedel, William Leuchtenburg, Joseph Lash and James David Barber. Attending these Roosevelt Symposia have been hundreds of college history professors and high school social studies teachers from many eastern states. From time to time, a Franklin D. Roosevelt Seminar Course (three credits) is offered. This topical seminar course allows undergraduate students the unique opportunity to utilize presidential papers and other pertinent manuscripts usually reserved for scholars and graduate students.

### MARIST INSTITUTE FOR PUBLIC OPINION

The Marist College Institute for Public Opinion (MIPO) is a survey research institute. Founded in 1978, MIPO provides interdisciplinary educational opportunities for students and information on public policy issues for the general public. In addition to coursework, seminars and internships, a major aspect of the Marist College Institute for Public Opinion is its program in government research, including analysis of voting behavior and political campaigns. MIPO has conducted extensive surveys on national, state and local elections, identifying issues facing the electorate.

MIPO has been covered by *Time*, *Newsweek*, *Business Week*, "Good Morning America," "The Today Show," CNN, and by the Associated Press International wire service, ABC, CBS, FOX, NBC, and PBS radio and television news, *The New York Times*, *The Wall Street Journal*, *The Washington Post* and other major newspapers throughout the nation.

Students interested in participating in MIPO's activities should contact Dr. Miringoff.

### GRADUATE STUDY

Advanced knowledge gained through graduate study is often essential for individuals seeking to expand their career opportunities. To assist people in mastering the skills necessary to excel in today's competitive professional environment, Marist College offers graduate level study in business administration, public administration, information systems, software development, psychology, educational psychology and school psychology.

All of Marist's programs provide a strong blend of theory and practical application, and many entail con-

centration or elective courses that enable students to tailor their studies to match their career goals. The programs focus on the needs of part-time students residing in the Hudson Valley region; however, full-time students are welcome. Classes are available weekday evenings at Marist's Poughkeepsie campus, as well as the College's Fishkill and Goshen Extension Centers. There is also a Saturday MBA program.

The **Master of Business Administration (MBA)** provides the managerial perspective necessary to effectively meet the demands of an increasingly global business environment. While the program addresses the quantitative aspects of the management sciences, its emphasis is on the management process and the behavioral influences so significantly affecting the successful operation of organizations. Elective courses are offered in accounting, finance, health services administration, human resources management and information systems. The **Saturday MBA** is designed for those who find it difficult to attend class during the week. Its accelerated schedule allows motivated students to complete an MBA in two and a half years of part-time study.

The **Master of Public Administration (MPA)** is designed for people currently in or aspiring to managerial and leadership positions in public, not-for-profit and health-care institutions. The program provides an understanding of the social and political context of administration; knowledge of organizational behavior and effective management techniques; and the quantitative and qualitative skills necessary for effective program evaluation. Concentrations are offered in criminal justice administration, health services administration, human resources management, human service administration, and information systems. An 18-credit-hour certificate program with a full range of specializations is also available.

The **Master of Science in Computer Science/Information Systems** provides advanced training and experience in both computer science and business administration. The goal of the program is to help meet the rapidly growing demand for knowledgeable personnel who possess a balanced combination of technical and managerial talents. The focus of the program is on business problem solving using the systems approach; teaming and cooperative work environments; managing and applying appropriate technology;

and driving organizational change for competitive advantage. Those who already possess a graduate degree with a significant management component (an MBA, MPA or related degree) are also invited to explore Marist's new Advanced Certificate Program in Information Systems.

The **Master of Science in Computer Science/Software Development** provides the advanced knowledge and skills necessary to advance the careers of systems developers, database designers, network specialists and applications programmers. A challenging combination of core and concentration courses enhances overall knowledge of computer science while enabling specialization in such important areas as artificial intelligence, computer architecture, database, or systems software. The program offers students a strong foundation for doctoral level study.

The **Master of Arts in Psychology** focuses on counseling and community psychology. In addition to examining contemporary theory, the program provides a strong background in research methodology and a life-span development framework for viewing human behavior. There are frequent opportunities for hands-on experience, including the option of a two-semester externship involving a clinical or research placement. An accelerated format allows full-time students to complete an MA in just fifteen months.

The **Master of Arts in Educational Psychology** is designed for provisionally certified teachers and others who are interested in the significant issues associated with teaching an increasingly diverse student population. After covering fundamental theory in life-span development, the program encourages participants to explore ways to link learning theory to the formulation of applied classroom strategies and methodologies. The degree meets NYSED requirements for permanent certification in elementary, special and secondary education.

The **Master of Arts in School Psychology** is designed to prepare professionals to meet the challenge of assisting today's students within the interactive contexts of their schools, families and communities. The program provides instruction in the theory and skills associated with the five roles regularly encountered by school psychologists: facilitator in understanding human behavior, counselor, psychological/educational examiner, consultant and information specialist/intervention strategist. Marist's program is NYSED approved and

leads to provisional certification as a school psychologist. Advanced certificate programs that complement Marist's MA programs in psychology and educational psychology are also available.

For detailed information regarding graduate programs and admissions requirements, contact the Office of Graduate Admissions at (914) 575-3530.

### **COMBINED UNDERGRADUATE/ GRADUATE DEGREE PROGRAMS**

In addition to traditional undergraduate degree programs, Marist College offers academically qualified students the opportunity to pursue combined undergraduate/graduate degree programs. Often referred to as "five-year" programs, these programs offer talented undergraduate students the opportunity to complete both a bachelor's and a master's degree within a framework of study that substantively reduces the time, and often the credit hours, required to complete both degrees on an independent basis. For qualified students, the programs offer potential savings in both tuition and living expenses.

A BA/MA program is currently available in Psychology, and there is an Accelerated program for Teacher Certification. BS/MS programs are available in Computer Science/Information Systems and Computer Science/Software Development. Admission to these programs is based upon undergraduate academic performance in conjunction with faculty recommendations, and in most cases is granted at the end of the sophomore year. Admission to the BS/MS in Software Development is granted at the end of the junior year. Inquiry about admission to a program should be made through the appropriate program director.

During the initial semesters of participation, students are officially considered undergraduates. A student enrolled in a combined undergraduate/graduate degree program technically moves to graduate standing the semester after he or she has completed the equivalent of 8 full-time, traditional semesters of undergraduate work toward his or her undergraduate degree, or has completed his or her undergraduate degree requirements; whichever occurs first.

Students enrolling in combined undergraduate/graduate degree programs are eligible for undergraduate scholarship awards and financial assistance during the undergraduate portion of their studies. Upon moving to

graduate standing, Federal, State and Marist guidelines governing financial assistance change, as does the cost of tuition. Marist's full-time flat-rate undergraduate tuition is replaced by graduate tuition calculated on a per-credit-hour basis. Each student's eligibility for need-based financial assistance is re-evaluated accordingly.

Students pursuing graduate study on a full-time basis are eligible for increased Federal Stafford Loan funding, and may qualify for Federal Work-Study funding. In addition, Marist College offers annual Graduate Grants of \$1,000–\$3,000 on the basis of need, in conjunction with academic merit. New York State TAP funding for graduate study is limited. Federal Pell Grant and Marist College undergraduate scholarship funding are not available to graduate students. Students interested in more detailed information regarding financial assistance for graduate study should contact the Financial Aid Office.

Graduate students are not normally accommodated in College housing. Students approaching graduate standing are encouraged to utilize the resources of the Office of Housing & Residential Life in their efforts to secure off-campus accommodations.

### **OFFICE OF INTERNATIONAL EDUCATION**

The Marist College Office of International Education sponsors programs and services for Marist students of all majors, including the Marist abroad program, international student services, and international events on campus. The office manages an international education electronic bulletin board that is open to members of the Marist community, including students studying abroad, international students, alumni living overseas, and interested students, faculty, and staff. *Frontiers: the interdisciplinary journal of study abroad* is edited within the office under the direction of Dr. Brian Whalen, director of international education.

### **MARIST ABROAD PROGRAM**

Marist College encourages and assists qualified students who wish to spend a semester, summer, or academic year studying overseas at universities throughout Europe, Africa, Australia, Latin and Central America, and the Far East. Currently under development are a number of international programs designed specifically for Marist students, including placements in internships

overseas. The Marist Abroad Program includes Fall and Spring Orientation seminars, as well as Welcome Back conferences for returning students.

### INTERNATIONAL STUDENT SERVICES

It is the responsibility of international students to maintain their passports, visas and other documents in good order and up-to-date, and report any change of address. Information concerning these matters, together with the common forms and certificate blanks, is available in the Office of the Registrar. An International Education Committee is available on campus to assist students in cultural, social, academic and legal matters. The Office of International Education sponsors an orientation program each semester and organizes social and cultural programs in conjunction with an International Student Association. Additional information may be found in the Academic Policy section of this catalog.

### PRE-HEALTH PROFESSIONAL PROGRAMS

Marist College offers prerequisite courses for entry into medical, dental and veterinary schools, as well as schools of podiatry, optometry, and other institutions allied to the health profession. Most often students interested in preparing for health-profession careers major in the sciences. Students may, however, major in the humanities and take the necessary prerequisite courses as electives.

A student planning to seek a career in a health profession should consult with the Health Professions Advisor, Dr. Joseph Bettencourt, early in his or her freshman year. The advisor assists a student in setting up a program of courses for entry into a professional school and continues counseling him or her while at Marist.

Admittance to a professional school is based upon a student's record of academic achievement, performance on a national qualifying examination and a letter of evaluation and recommendation from the Pre-Health Profession committee. This committee is chaired by the Pre-Health Profession Advisor and is composed of Science faculty members.

Students interested in applying to medical or veterinary schools should aim for a minimum cumulative index of 3.4 by the end of their junior year. Students interested in other professional schools should aim for an index of 3.0.

The mere fact that a student takes a preprofessional program is no guarantee that he or she will be accepted into the professional school of his or her choice, nor is it a guarantee that he or she will receive the recommendation of Marist College.

### PRE-LAW

Marist College takes pride in its tradition of providing students with a solid preparation for the study and practice of law. Grounded in a liberal undergraduate education modeled on the recommendations of the American Bar Association, this preparation has gained our students admission to a wide spectrum of law schools. These include the most prestigious in the country, among them Cornell, Yale, New York University and Notre Dame. From there our alumni have entered virtually every field of activity including government service, private practice, corporate law and the judiciary.

While requiring a degree from an accredited college, law schools generally prescribe no particular major or distinct pre-law curriculum. Instead they recommend broadly ranging courses which promote the acquisition of skills and habits conducive to legal reasoning. Law schools stress academic excellence, but they also urge the acquisition of certain key skills, among them:

- (1) The capacity for clear, critical and creative thinking;
- (2) Habits of thoroughness and intellectual curiosity;
- (3) The ability to organize materials and communicate the results both in written and spoken form.

You should therefore try to select courses which offer:

- (1) A variety of reading assignments selected from well-written sources;
- (2) Frequent and well-directed class discussions;
- (3) Ample opportunity to prepare and criticize written and oral reports.

Certain Marist courses, beyond those in the Core Program, have particular value:

- (1) Public Speaking (COM101) and Advanced Writing (ENG218) will enhance communication skills, as will involvement with the student newspaper *The Circle* and debate.
- (2) The study and practice of law gained from a deeper understanding of human institutions and values, for example as cultivated by courses in history, literature, philosophy or political science.
- (3) Clarity of thinking and analysis gained from expo-

sure to such courses as Logic (PHIL203) or those in mathematics.

- (4) Selected law-related courses may offer valuable knowledge and insights, e.g. Introduction to Law (PRLG101), Origins of the American Legal System (POSC105), The Constitution (POSC201) and Constitutional History of England (HIST342-343).

Broadly speaking, however, you should choose an educational program with objectives and purposes which meet your needs and interests. Indeed, an interesting and challenging program will inspire your best work and produce an undergraduate record which reflects that fact.

Members of the Pre-Law Advisory Committee (see below), which include practicing attorneys, offer advice on course selection, law school admissions and career planning. We suggest early and frequent consultation.

Annamaria Maciocia, Pre-Professional Advisor;  
Fontaine 305, ext. 7533

M.J. Loughran (J.D.); Dyson 342, ext. 2974

S.F. Myers (J.D.); Fontaine 305, ext. 2167

Robert J. Grossman (J.D.); Dyson 310, ext. 2947

J.G. White (M.A.); Fontaine 304, ext. 2403

L.C. Zuccarello (Ph.D.); Fontaine 307, ext. 2214

Through the Office of Career Development, qualified students may gain placement in law-related internships. Recently these have included the Dutchess County District Attorney, the Public Defender's Office, and the State Assembly. Career Development also guides interested students to contacts with Marist graduates in the legal profession, and organizes on-campus programs enabling alumni to offer their experience and expertise to students interested in law school.

Since the Law School Admission Test plays a major role (along with the academic record) in gaining admission to law school, Marist makes available several highly recommended test preparation programs to assist students in performing at optimum levels. Marist students also enjoy some cost reduction when certain LSAT preparation workshops, such as Kaplan, occur on campus.

## SECONDARY EDUCATION

Through the College's Office of Teacher Education, the Secondary Education program prepares students for careers as secondary school teachers in English, mathematics, biology, chemistry, social studies,

Spanish and French. The program seeks to provide for these prospective teachers:

- (1) A well-rounded professional and academic preparation which permits them to develop competencies for the initial stage of their teaching career.
- (2) An intensive training in a major field as well as in professional education courses which they will continue to build upon after their graduation from Marist.
- (3) The fulfillment of the requirements for provisional New York State teaching certification in a secondary school subject. All undergraduates interested in teaching certification should consult the Director of Teacher Education during their freshman year. Refer to the Education section of this catalog for further program details.

## SPECIAL EDUCATION/ ELEMENTARY EDUCATION

Marist College offers a state-approved program of study preparing students for N.Y.S. provisional certification in Special Education. Graduates also earn dual certification in Elementary Education.

Early advisement is essential. Interested students should seek information from the Director of Teacher Education before the end of their first semester. Further information about this program can be found in the Education section.

## VISITING STUDENT PROGRAM

A student attending a college or university in New York State may be eligible to study at another institution of his or her choice in the State. Over 50 colleges and universities in New York State participate in the Visiting Student Program. Collectively, these schools represent an extraordinarily rich educational resource. To qualify for the Visiting Student Program, a matriculated student at Marist must have a cumulative index of at least 2.5. Applications are available from the Admissions Office and should be submitted to the Office of Student Academic Advisement.

## OFFICE OF SPECIAL SERVICES/SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Special Services provides a comprehensive range of support services and accommodations which promote the full integration of students with dis-

abilities into the mainstream college environment. Services and accommodations are individualized to meet the needs of each student, and may vary depending upon the disability and/or course content. The Office supports the concept of self-advocacy in all students and does not provide faculty with prior notification of a student's enrollment. Requests for academic accommodations are made directly by the student.

To receive services and accommodations, students must identify themselves to the Office and present official documentation of their disability. Accommodations which may be provided as required by a student's specific disability include, but are not limited to: tape-recorded textbooks, note-taking modifications, readers, scribes, testing accommodations, and use of adaptive equipment.

Other services provided by the Office to eligible students include academic, personal and career counseling; peer tutoring, advocacy and liaison with faculty, staff and state agencies; and referral to campus and community services.

Students who wish to request these services are urged to contact the Office after admission.

Additionally, the Office sponsors the **Learning Disabilities Support Program** designed primarily for incoming freshman applicants with learning disabilities. For an additional fee, these students receive individualized assistance from a certified learning-disability specialist. Admission to this program is competitive and only a limited number of spaces become available each year. Information about the application process and admission requirements can be obtained by contacting the Office directly.

## STUDENT ACADEMIC AFFAIRS

Marist is committed to providing its students with the support needed to succeed during their college experience. To that end, the mission of Student Academic Affairs at Marist College is to proactively provide a broad range of opportunities essential for academic, career and personal development to increase the retention and success of our students. The Student Academic Affairs area is comprised of the five services described below.

### ACADEMIC LEARNING CENTER

The Academic Learning Center provides a range of diagnostic and academic support services to enable

students to have a more successful and rewarding learning experience at the College. The staff works closely with other student support service areas, as well as with the college faculty and residence hall staffs. In many ways, the Academic Learning Center acts as a central link for all student support services on campus. Among the most important activities of the Academic Learning Center are:

- credit courses in reading and learning skills,
- non-credit courses in writing, mathematics and reading;
- free course review or drop-in sessions, where a tutor, trained by Academic Learning Center Personnel and the instructor in the particular course, provides weekly or bi-weekly reviews of course material;
- free peer assistance in writing papers,
- individualized programs (video, computer, workbook) on specific skills,
- private tutoring (for a small fee).

### STUDENT ACADEMIC ADVISEMENT

While there are many supplemental forms of information available on campus, every Marist student is assigned to an academic advisor who is available to provide assistance in planning a meaningful program of study. Students are expected to meet with their academic advisors on a regular basis. In addition, academic advisors are the only professionals who have the authority to sign off on a student schedule. All students are required to obtain their advisor's signature on the appropriate course request forms during pre-registration, course change and add/drop periods.

New full-time students (freshmen and transfers) are assigned to an academic advisor by the Director of Student Academic Advisement (SAA). Students may request a new academic advisor by completing a change form available in the SAA office. Students who have not yet matriculated are advised through the School of Adult Education. Sometimes circumstances such as the declaration of a new major or a faculty leave will require a change of advisor. Students will be notified in writing of any advisement changes.

A student's academic advisor becomes an important contact person for program information and for future recommendations which may be requested for the student by graduate schools or potential employers. Students are encouraged to maximize this relationship by

maintaining close contact with their assigned advisor throughout their time at Marist.

### HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

The Higher Education Opportunity Program is a comprehensive academic support services program designed for New York State residents who have not had educational opportunities which prepared them for college and whose family income is low, meeting the income guidelines established by the Board of Regents.

HEOP students receive a broad range of innovative support services, including participation in a 6-week pre-freshman summer program, academic, personal, and career counseling, individual and small-group tutoring, leadership training, and student development workshops.

The HEOP program is jointly sponsored by the College and The New York State Higher Education Opportunity Program. Students are admitted without regard to age, race, or creed.

Applications are welcomed from anyone who:

- (1) Has been a New York State resident for at least one year before entry into HEOP.
- (2) Has a high school diploma or a State-approved equivalency diploma.
- (3) Is inadmissible according to Marist's regular admissions criteria.
- (4) Has the potential and motivation for successfully completing college.
- (5) Meets the economic guidelines established by the State of New York Board of Regents.
- (6) Has been in an approved opportunity program (if a transfer student).

For further information, please contact the HEOP office at (914) 575-3204, Donnelly Hall Room 228.

### SCHOOL-COLLEGE AND BRIDGE PROGRAMS

School-College Programs have been the focal point of articulation between local high schools and Marist since 1973, when the College developed its first "bridge" program. Marist currently has several bridge programs with local high schools allowing qualified high school seniors to complete their freshman year of college during their senior year in high school. These students undertake part of their course work at the high school and come to the College campus for the remainder of their program.

Marist also has developed a School-College program that recognizes college-level work done at the high school and allows qualified students to take these courses for Marist credit at a reduced tuition. All School-College courses are approved and supervised by the respective academic divisions at the College.

The Office of School-College Programs is also responsible for the administration of the Marist-New Hope extension center.

For further information about these programs please contact the Director of School-College/Bridge Programs.

### CENTER FOR CAREER SERVICES

The Center for Career Services assists matriculated students and alumni with developing and reaching their career goals. Numerous services and programs are available to help students identify career options, gain career-related experiences, and locate part-time, summer, and full-time jobs. To learn more, we invite you to visit our home page at <http://www.Marist.Edu/CareerServices>.

**Career Counseling:** Choosing a career path is a process that unfolds throughout the college years. It involves discovering individual potential, learning about career fields and making decisions amid numerous options. Students are encouraged to engage in career counseling which will assist them in learning which career fields would satisfy their interests, abilities, values and personality style. Career inventories and a computer-assisted career-guidance program support this process of self-discovery. Career counseling is also facilitated through workshops and courses in career decision making.

**Field Experience (Internships and Co-ops):** Students from any major may explore an interest in field experience, a paraprofessional work experience which links theoretical knowledge to real world situations. The Center for Career Services coordinates all elective field experiences. Field experiences required by an academic program are coordinated by the department. To be eligible for internships, students must meet certain requirements with respect to class standing and grade point average. The following organizations are a few of those accepting Marist students for internships and co-ops:

ABC-TV  
American Cancer Society  
AT&T  
CBS-TV

Digital Equipment  
 Dorf & Stanton  
 Honeywell  
 Ingersoll-Rand  
 IBM  
 J.P. Morgan  
 Marriott Corporation  
 Merrill Lynch  
 MTV Network  
 Mutual of Omaha  
 NBC-TV  
 New York State Assembly  
 Paine Webber  
 Rolling Stone Magazine  
 Smith Barney  
 Sony  
 The United Way  
 Xerox

**Part-time/Summer Jobs:** The Center's Job Location and Development program places students in part-time jobs in the local community and assists students in locating summer employment in any geographic area. The Center also sponsors a recruiting event each spring, *Summer Job and Internship Day*, to allow employers and students to discuss their mutual interests.

**Job Placement:** The Center places a strong emphasis on helping graduating students locate professional positions with quality firms. The Center hosts more than 200 employers each year at on-campus interviews or recruiting events such as the *Career and Employer Expo*; *Banking, Insurance and Financial Services Career Day* and *Teacher Recruitment Day*. The Center refers student resumes to organizations, provides links to employment web sites and maintains an *Alumni Career Network* to further assist students in making employment contacts. Helping students with resume preparation, job search correspondence and interview skills is also a strong component of the job placement program. *Employment Practicum*, a one-credit course, assists juniors and seniors in preparing for a job search. According to recent Outcomes Reports, 84–86% of Marist graduates go on directly to employment after graduation with such firms as:

Abraham & Strauss  
 American Management Systems  
 American Red Cross  
 Apple Computers

BBDO Advertising  
 Bear Stearns  
 Chase Manhattan  
 Deloitte & Touche  
 Dun & Bradstreet  
 Ernst & Young  
 General Electric  
 Goldman Sachs  
 MCI  
 Microsoft  
 New York Times  
 Panasonic  
 Paramount Pictures  
 Pfizer  
 Procter & Gamble  
 Ralph Lauren  
 Saatchi & Saatchi  
 Salomon  
 Texas Instruments  
 Unisys  
 Wang Laboratories  
 Westpoint Stevens

**Graduate School:** The Center supports the faculty in advising students for graduate and professional study. Helping students identify schools, register and prepare for graduate entrance examinations and locate financial aid are all parts of the Center's mission. The annual *Graduate School Forum* allows students to speak with representatives from more than 50 graduate schools. In any given year, 13–17% of Marist graduates go on directly to graduate or professional school. As alumni, 75% of Marist graduates complete their master's and doctoral degrees, many at such prestigious institutions as:

Boston University  
 Columbia University  
 Duke University  
 Georgetown University  
 New York University  
 Rutgers University  
 SUNY at Albany  
 SUNY at Binghamton  
 SUNY at Buffalo  
 SUNY at Stonybrook  
 University of Connecticut  
 University of Illinois  
 University of Massachusetts

University of Notre Dame  
University of Pittsburgh  
Tufts University

## COMMUNITY SERVICES

### SCHOOL OF ADULT EDUCATION

The School of Adult Education was created to respond to the growing community learning needs of the Mid-Hudson Valley in both day and evening sessions. Adult students seeking admission to the College should apply to the School of Adult Education; the School provides pre-enrollment counseling, academic and financial-aid advisement, support services, social activities, an honors society and a communication network for adult students. In addition, the School administers the following programs:

**Summer Session** runs daytime and evening sessions from late May to early August.

**Winter Intersession**, during three weeks in January, allows students to attend classes on an accelerated basis. Courses are available for both full- and part-time students at Marist, as well as for visiting students from other colleges.

Two off-campus extension centers in Fishkill and Goshen provide Marist educational opportunities for residents of the Hudson Valley. The Fishkill Center is located in the Dutchess Mall on Route 9, south of Interstate 84; the Goshen Center is in the Goshen Executive Park, 40 Mathews Street, off Route 17 exit 124, just south of Interstate 84.

Both extension centers provide classrooms for undergraduate and graduate courses, business seminars and non-credit courses for the public. Each has a computer lab hooked to the Marist mainframe. The telephone number for the Fishkill Center is (914) 897-9648; for Goshen, (914) 294-6900.

The Center for Corporate and Professional Education provides business, government and non-profit agencies with customized training on and off campus. These offerings may be for college credit, for professional certification or not for credit.

Non-credit courses for the public include the Financial Planning Certificate Program, Software Training, Computer Programming and Networking, and Management and Professional Development.

The Small Business Development Center, located at

the Marist Fishkill Center, provides free counseling and advice for people wanting to start their own business or who already operate a small business. For more information, call (914) 897-2607.

The Integrative Major is a bachelor's degree program for adults who prefer more flexibility in program design than is found in traditional majors. (See page 165 of this catalog for more information.)

Assessment of Prior Learning gained through work, community service, military or professional training, is administered by the School of Adult Education and assessed by Marist faculty.

The Center for Lifetime Study is a member-run educational organization for people of retirement age. Programs include non-credit courses, trips, special events and social activities.

Marist Alumni or Senior Citizens may audit one undergraduate course per semester on a space-available basis with the permission of the instructor. A registration fee is charged.

High school students entering their junior year have the option of taking one three-credit course a semester for college credit at Marist at reduced tuition. Written permission from the high school guidance counselor is required.

For further information, contact the School of Adult Education at (914) 575-3800.

### VETERANS

Marist College has the approval of the New York State Education Department for the training of veterans. The Registrar's office has information about veteran benefits; all student veterans must submit appropriate forms to this office. Additional information may be found in the Financial Aid section of this catalog.

### INSTITUTE FOR ECOSYSTEM STUDIES

Marist College is affiliated with the Institute for Ecosystem Studies through the establishment of joint education and research programs.

The Institute was established on 1,964 acres of land in Millbrook, NY, to carry out education and research on ecology and environmental problems.

### UPWARD BOUND PROGRAM

The Marist Upward Bound Program was founded in 1966. It is a federally funded program that is designed

to generate in program participants the skills and motivation necessary to persist in completing a program of secondary education and enter and complete a program of postsecondary education. The program currently serves 125 low-income and/or first-generation youths from 15 area high schools located in Dutchess, Orange and Ulster Counties.

Upward Bound provides participants with a core curriculum of instruction that includes Mathematics through Calculus II, Laboratory Science, Foreign Language, Computer Science, Career Exploration, Composition, and Literature. In addition, the program provides such services as: personal counseling, academic advice, tutorial support, social and cultural events. Many Marist faculty, staff and students serve as volunteers and salaried employees during both the academic year and summer program.

### **LIBERTY PARTNERSHIP PROGRAM**

The purpose of this New-York-State funded program is to provide "at risk" elementary school students with a broad range of services designed to increase their motivation and ability. By program design, students are supported so that secondary and post-secondary education and, ultimately, meaningful employment become realities in their lives.

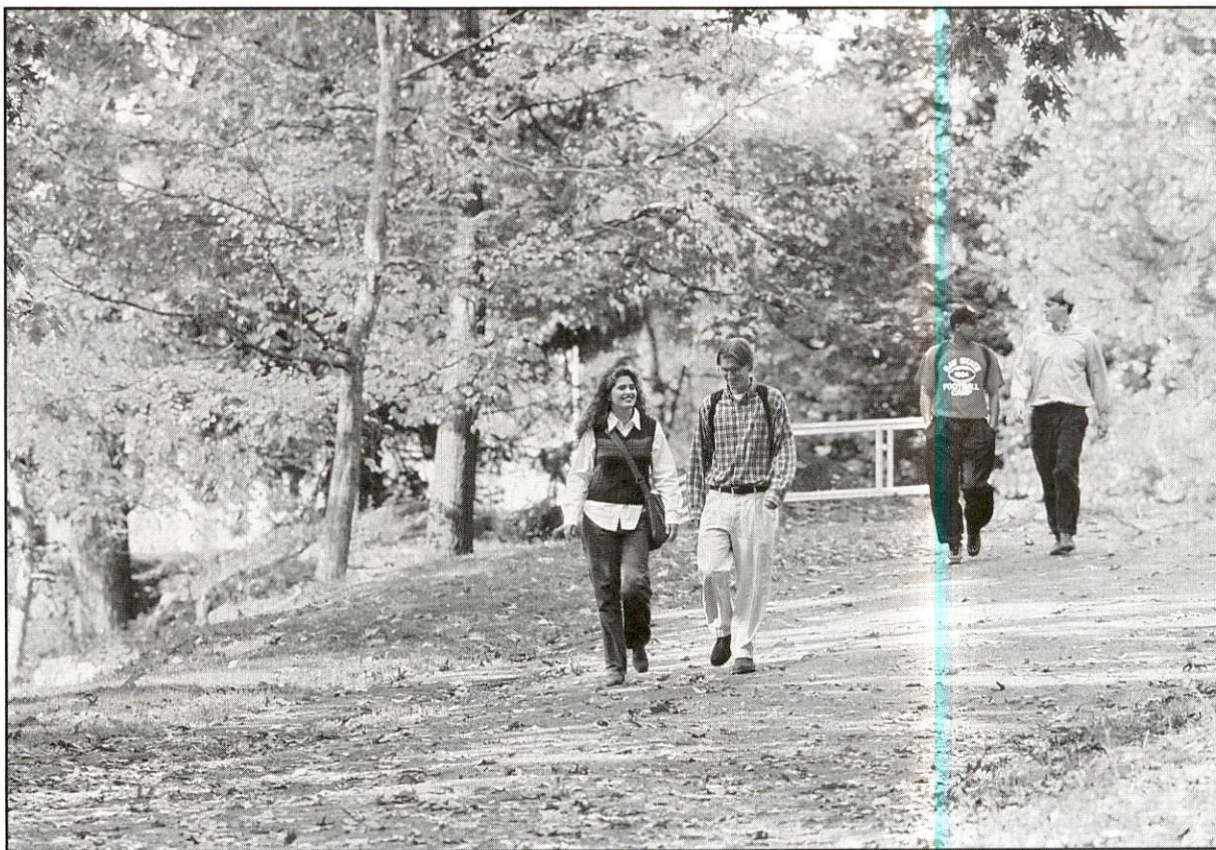
### **C-STEP (Collegiate Science and Technology Entry Program)**

The purpose of C-STEP is to increase the enrollment and/or retention of underrepresented minority and/or economically disadvantaged undergraduate and graduate students majoring in certain professions.

### **SPECIAL ACADEMIC PROGRAMS**

As a part of Marist College's historic mission to service, we offer educational programs in non-traditional settings. The College contracts with the Federal Bureau of Prisons to provide educational services. Marist also provides support in academic counseling, and tutoring services.

**Job Corp**-enrolls students in a college program designed to provide freshman-level courses that can be used for degree programs.



## CAMPUS LIFE

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### STUDENT ACTIVITIES

Student activities at Marist reflect the College's primary objective: to encourage each student in the full development of his or her intellectual, spiritual, cultural, social, vocational and physical capabilities. Opportunities for the total development of individuals are provided in conjunction with and beyond the scope of the formal educational programs. Organizations may be classified as follows: student government, residence government, departmental clubs, honoraries, social fraternities, publications, recreation, and service and interest groups.

The justification for these programs develops naturally from the pursuit of the College's underlying goals related to the development of the total individ-

ual. The strength of the activities program rests in the fact that it affords outlets for creative self-expression in diversified interest areas and settings for a maximum number of students.

### RESIDENCE LIVING

Residing in College housing provides students the opportunity to experience living in a community dedicated to the academic and personal development of each member. College housing is available to all freshmen and sophomores who were admitted to the College as residents and to qualified upperclassmen.

Residence facilities are an integral part of the College, not only in the size of the resident population, but also in the educational experience which takes

place therein. On an average over 70% of full-time undergraduates will live in college housing on campus.

The buildings used for on-campus housing vary in size and character from the Gartland Commons housing six students per apartment to the College's cluster houses holding 34 students each to the expansiveness of the largest of the College's high-rise facilities which can accommodate more than 450 students. The new Mid-Rise, completed in the summer of 1994, houses an additional 324 students in suite-style residences.

In order to provide an environment conducive to academic and personal development, a code of conduct and a corresponding norms structure are strictly enforced. The professional and para-professional staff responsible for enforcing the code and norms in the residence halls are: The Director of Housing coordinates the entire operation of the residence halls; the Residence Directors have the responsibility to manage the daily operations of residences; Assistant Residence Directors, Unit Coordinators and Resident Assistants have the responsibility of seeing to the smooth running of designated wings, floors or apartments primarily by enforcing norms, acting as role models and by being examples of leadership through active developmental and recreational programming.

All students who reside in college housing facilities without full kitchens are required to be on one of the board plans. (The management of the food program will attempt to meet the specific dietetic needs of students under medical directives.)

Residence assignments are, as a rule, made on the basis of double occupancy. The College reserves the right to require any student to live on campus.

## RECREATION

### ATHLETICS

Marist's spacious campus includes a number of athletic facilities. On the south end of campus is the James J. McCann Recreation Center. This recreational facility was opened in 1977 and is the focal point for the majority of our athletic teams. The riverfront area includes two boathouses for the storage of crew shells and sailing equipment for Marist rowers and community teams. Leonidoff Field is a stadium that provides seating for over 3,000 for home soccer, lacrosse and football contests. The Gartland Commons Playing

Fields are located behind the Gartland Commons. This ten-acre area serves as intramural fields for the students. The newest additions are the varsity baseball field and practice field adjacent to the McCann Center.

Marist offers a comprehensive intercollegiate athletic program. Men's varsity teams are offered in football, soccer, cross country, baseball, basketball, swimming and diving, crew, track and field, tennis and lacrosse. Women's varsity teams are offered in volleyball, tennis, cross country, softball, basketball, track and field, crew, soccer and swimming and diving. All of the varsity teams participate at the NCAA Division I level.

Numerous club sports are offered including ice hockey, skiing, rugby, cheerleading, men's volleyball, racquetball, equestrian, and women's lacrosse.

The intramural program offers a variety of activities including basketball, volleyball, softball, flag football, soccer, racquetball and aquatic competitions.

Throughout all levels of the physical education and athletics programs, the College emphasizes the physical, social and recreational benefits to be gained through active participation. With these educational values in mind, the College fosters a program that encourages as broad a student participation as possible in the physical education programs as well as in the intercollegiate, intramural and club sports offered.

## STUDENT GOVERNMENT, CLUBS AND ORGANIZATIONS

### CAMPUS MINISTRY

Campus Ministry seeks to provide for the religious and spiritual needs of all members of the Marist Community, which includes students of many faith traditions. The staff and the students who are active in planning Campus Ministry programs encourage all on campus to take part in volunteer efforts, prayer groups, discussions, retreats, and social activities sponsored by Campus Ministry.

A Catholic Mass is celebrated on Sundays and four weekdays in the Seat of Wisdom Chapel. Interfaith services are held there or at other sites on campus. Clergy of various traditions are invited to campus, and the staff networks with local churches and synagogues to provide opportunities for students to attend services.

The Campus Ministry center is in Byrne Hall, which is located behind Champagnat, and which it shares with the Counseling Center. Students and other

members of the Marist Community are welcome there at any time. The Catholic Chaplain is at Kirk House (north side of campus), and is available to all students. The Jewish chaplain may be contacted through the Byrne offices.

### RESIDENT STUDENT COUNCIL

The Resident Student Council is the consultative body for all Marist policies concerning residence halls and resident students. This is an elected body comprised of resident students from each residence hall. Faculty and administrative staff advise the Council.

### HOUSE COUNCIL

Each residence hall has an elected House Council, similar in concept to the Resident Student Council, which deals with matters pertaining to the respective houses.

### STUDENT GOVERNMENT

The Student Government Association (SGA) is responsible for the student governance at Marist College. SGA strives to maintain a positive working relationship with all groups and members within the college community. This is performed through the clear articulation of student concerns, issues, and priorities. The responsibilities of the SGA are:

- (1) Representing the student voice by making decisions which affect the entire campus or any one student group or organization.
- (2) Communicating information from students to the administration and from the administration to the students.
- (3) To grant or remove charters of clubs and organizations, and for ensuring they follow their purpose.
- (4) Appointing students to positions on the Executive Board, Judicial Board, and to campus-wide committees.
- (5) Appointing, guiding, and directing the Financial Board, which in turn appropriates funds from the Student Activity Fee to clubs and organizations.

### STUDENT BODY PRESIDENT

The Student Body President acts as a student ombudsman who represents the interests and opinions of the student body when dealing with college administration on matters directly affecting Marist students. He/she likewise presents the views of the administration and

faculty to the Student Body while striving to maintain mutual cooperation and understanding among students, faculty, and administration. The Student Body President acts to protect the rights of students and strives to make the Marist Community a place where people live and work with respect for each other. Another responsibility is to investigate problems and issues affecting students and for hearing student complaints. The Student Body President is the Chair of the Student Senate and Executive Board meetings.

SGA consists of three branches of government: the Executive Branch, Legislative Branch, and the Judicial Branch.

### EXECUTIVE BRANCH

The Executive Branch serves as an advisory part of the government. All of these positions are appointed by the Student Body President, upon approval of the Student Senate. The members consist of: the Executive Vice President, the Administrative Secretary, the Director of SGA Relations, the Chief Finance Officer, the Vice President for Student Life, the Vice President for Student Programming, the Vice President for Clubs, and the Vice President for Academics.

### STUDENT LIFE COUNCIL

The Student Life Council (SLC) consists of resident and commuter representatives. The purpose of this council is to promote activities to provide unity among commuter and resident students. The SLC will act as a facilitator in all matters pertaining to the well-being and interests of all students. Each residence area internally elects a representative to sit on this Council. Commuter representatives will be elected by the commuter constituency.

### STUDENT PROGRAMMING COUNCIL

The Student Programming Council (SPC) serves as the entertainment and programming arm of Student Government. The purpose of SPC is to provide quality entertainment to the students and members of the college community. Programming consists of lectures, performing arts, comedy, music, novelty acts and trips. The membership will be responsible for the development of a performance by using marketing techniques to publicize each performance.

## **STUDENT ACADEMIC COUNCIL**

The Student Academic Council (SAC) provides leadership in the pursuit of the academic objectives of the student body. SAC tries to establish firm lines of communication between the academic divisions and the student body and explores avenues of curricular growth and development. SAC provides an outlet for the concerns and/or suggestions of the student body on academic issues and assists in promoting student programs and proposals in academic matters.

## **COUNCIL OF CLUBS**

The Council of Clubs consists of all chartered clubs and organizations at the College. The Council is divided into five categories with each area representing a particular type of interest. These councils consist of: Co-Curricular/Honorary, Greek, Production, Social/Service, and Sports.

## **FINANCIAL BOARD**

The Financial Board is appointed by the Chief Finance Officer, upon approval of the Student Senate. The purpose of this board is to oversee the distribution of the Student Activity Fee monies to chartered clubs and organizations. The board consists of the Chief Finance Officer, four appointed students, and one administrator appointed by the Vice President for Student Affairs.

## **S.G.A. RELATIONS**

SGA Relations provides an open channel of communication between the Student Government Association and the Marist Community. SGA Relations is responsible for providing pertinent information to the students through on-campus mediums. Other responsibilities consist of polling and the designing of flyers for any SGA events.

## **LEGISLATIVE BRANCH**

The Legislative Branch serves as the voting arm of SGA. They are responsible for making decisions which may affect campus issues, SGA operations, and appointments to positions. This Branch is also referred to as the Student Senate. This Branch is made up of the following elected campus-wide positions: The President of the Senior Class, the President of the Junior Class, the President of the Sophomore Class, the President of the Freshman Class (to be elected in October), four res-

ident students, one traditional commuter student, and one non-traditional commuter student.

A traditional commuter is defined as a full-time undergraduate student who resides at their home address during enrollment. A non-traditional commuter is defined as a full-time undergraduate student who temporarily lives off-campus during enrollment.

## **JUDICIAL BRANCH**

The Judicial Branch is responsible for administering all hearings concerning and pertaining to student governance, with the exceptions of cases involving suspension, dismissal from college, or criminal charges. This branch is made up of the Student Judicial Branch. The purpose of the Judicial Branch is to provide for fair and just judicial procedures and decisions which preserve and protect students' rights. The Board shall also serve as an appellate recourse to disciplinary cases referred to it by college administrators, or the Student Body President. The Student Judicial Board consists of the Chief Justice, one appointed Administrator (by the Office of Student Affairs on a case-by-case basis), one Faculty member, two student appointees (one of which must be a commuter), and two students elected campus-wide.

## **HONOR SOCIETIES**

The College chapters of the national honor societies, Alpha Chi (all disciplines), Alpha Phi Sigma (Criminal Justice), Phi Alpha Theta (History), Pi Sigma Alpha (Political Science), Sigma Zeta (Science), Psi Chi (Psychology) and Alpha Sigma Lambda (Part-Time Students), sponsor campus-wide educational and cultural events as well as special activities for their members. Membership in these societies is based on standards of academic merit and accomplishment.

## **STUDENT SERVICES**

### **STUDENT HEALTH**

The College maintains a Health Service located in the Student Center, Rm. 350. It is staffed by Registered Nurses, Monday through Friday, 9:00 a.m. to 9:30 p.m., Saturday and Sunday from 12:00 noon until 5:00 p.m. No overnight care is available to students.

Health Services provides treatment of common minor problems of acute illnesses, blood pressure checks, nutrition counseling, allergy injections, suture

removal and other miscellaneous functions. Consultation and referrals to off-campus health-care providers and health education are also provided.

The on-campus Health Service facilities are available to all Marist students whether they are commuters, residents, full or part time.

All full-time students are also enrolled in the Marist/St. Francis Student Health Plan. This is a program developed by Marist College in cooperation with St. Francis Hospital. It provides ambulatory treatment at St. Francis Hospital's Emergency Treatment Center, around the clock, for medical problems unable to be treated at the College Health Service.

This plan is intended to provide supplemental coverage to existing parental or individual health plans. All medical services beyond those which are provided by the Health Services Office and the Marist/St. Francis Health Plan are the personal responsibility of the student.

When a medical problem of an emergency nature arises after Health Services hours, a resident student should contact the Resident Assistant or Resident Director to assure that the proper medical attention is acquired.

**Please Note**—New York State Law requires that all full-time and part-time students born on or after January 1, 1957 show proof of immunity against measles, mumps and rubella. Students who have not provided proof of immunity to Health Services will not be allowed to register for classes or reside in the residence halls.

## COUNSELING SERVICES

The Counseling Center provides psychological services to Marist students: it is the support service for emotional or personal concerns which may impede individual development and for students wishing to begin or continue psychotherapy. Our services include individual psychological counseling, group therapy, referrals, and topical workshops. Examples of the latter include presentations on relationship problems, eating disorders, sexual violence, and alcohol education. Special interest groups can also be formed based on student need.

Counseling staff consists of four counselors and, occasionally, graduate interns working under close supervision. To make an appointment, come by Byrne (behind Champagnat) or call Ext. 2152. At that point a

counselor will be assigned and an appointment time set.

The first session with a counselor is usually spent in a thorough exploration of the student's presenting problem as well as other areas of the student's life that are likely to be affected. The counselor and the student determine whether the problem is best treated here, in the community, or in a specialized treatment setting. There is no charge for any services offered in the Counseling Center nor is there a fixed number of sessions beyond which a student cannot be seen. However, due to limits on staff time and the college calendar, counseling tends to be short term.

The Counseling Center also has a separate, specialized Sexual Assault Services component, which provides counseling support to victim/survivors of assault (regardless of where/when the incident(s) occurred or whether it was reported to authorities) and which also provides, primarily through the Task Force on Sexual Violence Prevention, educational/awareness activities for the campus.

Any information given in counseling as well as the fact that the student has been seen in the Counseling Center is kept strictly confidential. Disclosure to any outside person requires prior permission of the student. However, should the life or safety of the student, or someone else, be in imminent danger, the counselor may be obligated to notify appropriate persons.

## THE FRESHMAN PROGRAM

As part of the College commitment to the successful adjustment and development of the Freshman members of the College community, a specific program has been developed to support them in this very important first year at Marist College.

The Freshman residence halls have norms that are specifically designed to assist students in their adjustment to dormitory life and to lend support to their academic career and social efforts. The use and possession of alcohol is not allowed, and parents are notified when disciplinary action appears necessary. Communication between parents and staff is encouraged in order to be supportive of the efforts of freshman students, the College and parents. Each freshman dorm (Leo, Sheahan and Marian) has assigned Mentors, professionals who assist the students in their social, personal and academic adjustment to college and are a key element of our Freshman Program.

## FRESHMAN ORIENTATION

Freshman orientation is a program designed to help new students. It is initiated during the late Spring and early Summer, prior to entrance, when new freshmen and their parents spend a day on campus. On this occasion, they receive information on first semester courses and are informed about financial aid, residence life and the Freshman Program, among other aspects of ongoing student support. The orientation continues during the fall semester with a program designed to acquaint the student with campus opportunities and services and to foster basic academic skill development. Similar programs are offered for transfers during the summer, and again in January.

## PUBLICATIONS

The Student Handbook:

Annual publication.

The Course Schedule:

A publication listing course offerings for the coming semester, published twice each year, Spring and Fall, prior to early registration week.

The Reynard:

Marist College Yearbook.

The Circle:

Weekly campus newspaper.

The Marist Journal of History:

Publication of Mu Zeta Chapter of Phi Alpha Theta.

The Mosaic:

An arts and literary magazine published once or more each year by the student body, containing contributions from students, faculty and staff.

## OFFICE OF SAFETY AND SECURITY

### SECURITY SERVICES

The Office of Safety and Security at Marist College provides a 24-hour, 7-day-a-week service to the college community, its visitors and guests. The Safety and Security Office works as a liaison with local fire, police and rescue agencies. Among the many services this office provides are as follows:

- (1) Free identification of property by use of electrical engravers, stickers and maintenance of file.
- (2) Free loan of battery booster cables. Assistance when possible.

- (3) Escort of students to and from dormitories during evening hours.
- (4) Motor vehicle, motorcycle, moped and bicycle registration and issuance of parking permits.
- (5) Key and lock issuance, maintenance and registration.
- (6) Fire alarm and equipment maintenance and fire drills in accordance with New York State law.
- (7) Security Supervisors have Cardio-Pulmonary Resuscitation (CPR) certification.
- (8) Lost and Found Department.
- (9) The Office of Safety and Security is located in Donnelly Hall, Room 201, and can be reached by calling (914) 575-3000, ext. 2282 or (914) 471-1822.

## PARKING & VEHICLE REGISTRATION POLICY

The Office of Safety and Security is responsible for the implementation of the parking and vehicle registration policy and the enforcement of its provisions.

In order to facilitate traffic flow on Marist College property and to ensure unimpeded emergency response to the needs of the college community the following policy has been established.

### Permits

Parking on campus is limited to those vehicles registered with the Office of Safety and Security and to which a Marist College parking permit has been issued. Vehicles without permits are subject to towing at the owner's expense.

Permits will be issued for individual parking lots and will only be good for that specific lot. Vehicles parked in other than the lot designated will be treated as vehicles without permits.

All vehicles must be registered for the current school year.

When applying for parking permits the following information and documents are required:

- a. Drivers license
- b. Vehicle registration
- c. College I.D. card—validated

Marist College provides handicap parking spaces throughout the campus. Only vehicles exhibiting official state handicap plates or official local government handicap parking permits will be permitted to park in the handicap parking spaces. The official plates and permits are recognized only when the operator of the

vehicle is the individual to whom the plates/permits are assigned. It should be noted that handicap parking rules are enforced by the Town of Poughkeepsie Police Department as well as Marist College Security.

Freshman resident students are not permitted to have a car on campus. Any exceptions must be approved by the Office of the Vice President of Student Affairs and the Director of Safety and Security. Freshman parking permits will be issued on a space-available basis.

### **Resident Student Parking**

There is a limited number of parking spaces on campus. Requests for parking permits will be approved on a space-available basis.

### **Commuter Student Parking**

Commuter student parking is limited to the Commons and Upper Townhouse lots and the McCann lot until 6:00 p.m. Monday through Friday. After 6:00 p.m. commuter students may park in the Dyson lot and Lowell Thomas lot.

### **Visitor Parking**

Visitor parking is permitted by display of visitor's parking pass issued by the Office of Safety and Security.

### **PARKING RESTRICTIONS**

In addition to the above, the following parking restrictions apply:

Parking is not permitted in areas other than marked parking spaces. Parking in restricted areas subjects the vehicle to traffic citations, "booting" and towing at the owner's expense. Restricted areas include, but are not limited to, fire zones, no parking areas, crosswalks, fire hydrants, handicap zones and restricted permit parking areas.

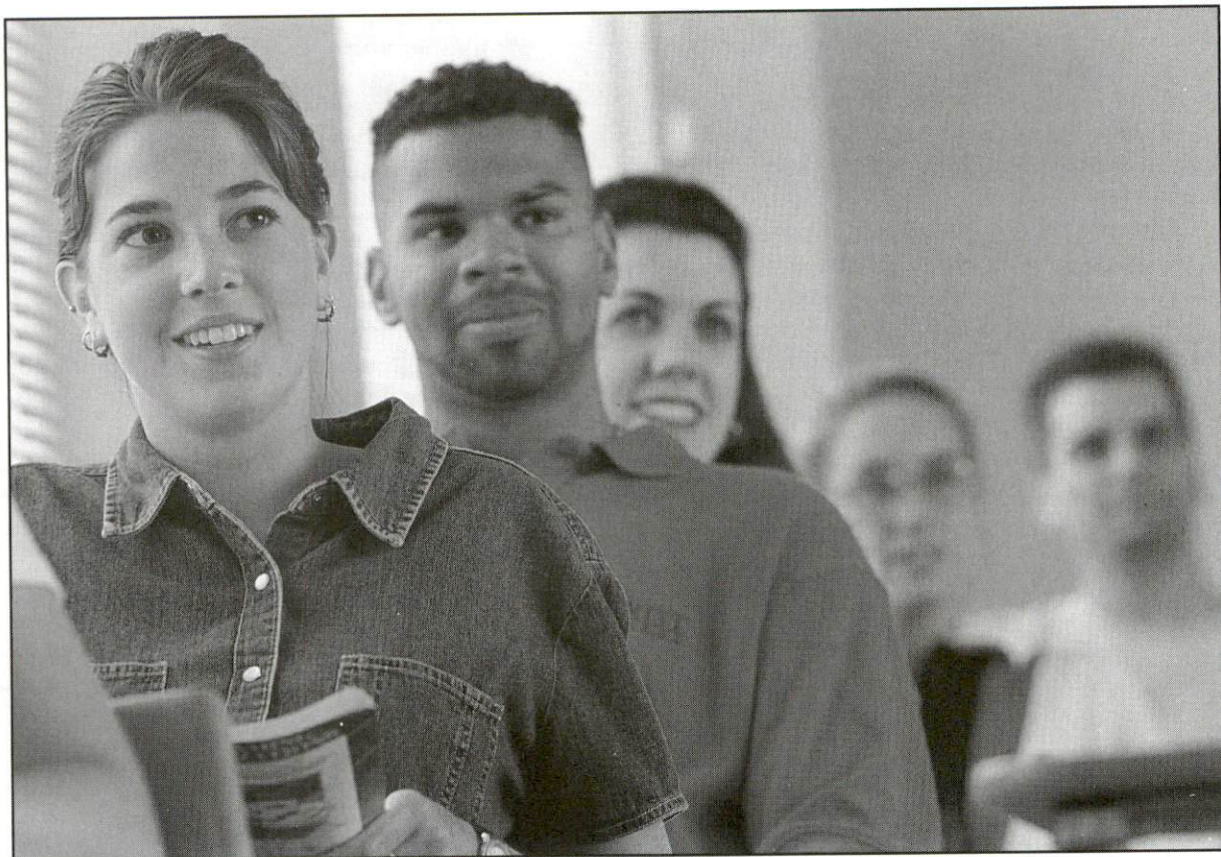
With the exception of resident-student parking areas, overnight parking is not permitted. **PARKING ON ROADS OR SHOULDERS OF ROADS IS PROHIBITED.**

The following fines will be assessed for violations of this parking policy:

(1) Failure to register vehicle .....	\$25.00
(2) Failure to display parking permit.....	10.00
(3) Parking in a restricted area .....	25.00
(4) Obstructing traffic .....	25.00
(5) Failure to park in marked space .....	25.00
(6) Parking in No Parking area .....	25.00
(7) Parking on road .....	25.00
(8) Parking on shoulder of road.....	25.00
(9) Parking in Fire Zone .....	50.00
(10) Blocking Doors and Exits .....	25.00
(11) Parking in Loading Zone .....	25.00
(12) Driving on walkway or grass .....	25.00
(13) Abandoned motor vehicle .....	25.00
(14) Passing Stop sign.....	25.00
(15) Excessive speed.....	25.00
(16) Hindering snow removal .....	25.00
(17) Parking in Handicapped Space/Ramp. . .	75.00
(18) Parking in Crosswalk.....	25.00
(19) Parking at Fire Hydrant .....	25.00
(20) Blocking Vehicle .....	25.00
(21) Boot Removal .....	20.00

All above violations may result in the vehicle being "booted" (immobilized), or towed. Fines must be paid at the Business Office within 10 days of issue.

Violations of this parking policy may result in revocation of parking privileges.



# ADMISSION TO THE COLLEGE

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## ADMISSION TO THE FRESHMAN CLASS

Marist College is committed to enrolling a diverse group of young men and women whose backgrounds and talents will enhance each other's educational experience. Moreover, the College seeks students who are eager to participate in the campus community and wish to make a positive contribution to the student body. Typically, candidates accepted for admission rank in the top half of their high school class, possess a grade point average of 85 or higher and present strong personal and leadership qualities. Test scores, although considered, are not the primary factor in the selection process. The secondary school record and the quality of courses completed are our principal concern.

All those applying to Marist must have graduated from an accredited high school or possess the appropriate high school equivalency and have completed 16 units, of which 14 must be in academic subjects. The following is the distribution of units:

English	4 units
American History	1 unit
Social Science	2 units
Science	2 units
Mathematics	3 units
Language	2 units
Elective	2 units

These high school unit requirements are flexible and depend, to a great deal, on the major that is selected. They should be viewed as guidelines.

In lieu of high school graduation, a General

Equivalency Diploma will be accepted. The applicant must have the scores of his or her GED exam sent directly to the Admissions Office from the proper reporting agency.

Accompanying the official admissions application form, obtainable from the Admissions Office, must be the following:

- (1) Official transcript of high school record.
- (2) Results of the Scholastic Assessment Test of the College Entrance Examination Board (SAT I) or ACT Test Scores.
- (3) Recommendation of the high school guidance counselor or college advisor.
- (4) A non-refundable \$35.00 application fee.

While a personal interview is not required, it is frequently helpful to our Admissions and Financial Aid committees as they evaluate candidates. Small group Information Sessions are held on select weekends and holidays and contain valuable information about admissions, financial aid, and life at Marist. Call the Admissions Office to make an appointment. Students may attend an Information Session in lieu of a personal interview. All students visiting campus are provided with a student-guided tour.

## INTERNATIONAL STUDENTS

In addition to meeting the academic standards for admission, international students applying for undergraduate admission to Marist College should supply the Admissions Office with the following:

- (1) Official translated transcripts of secondary school records.
- (2) An official translated transcript from any college or university attended.
- (3) Score reports of any national examinations administered by the applicant's country. Advanced credit for international diplomas is possible if all other academic prerequisites have been met.
- (4) Official results of the Scholastic Assessment Test (SAT I), if available, or the official results of the Test of English as a Foreign Language (TOEFL).
- (5) A statement of financial support indicating sufficient funds to cover educational and living expenses. A notarized statement of financial support by a sponsoring organization will suffice.

NOTE: International students should take into account that tuition and fees (see page 257) are based on one year of study. Additional costs will also be incurred due to cost of living increases and travel expenses.

An international student should apply well before (at least three months) the start of the semester he or she wishes to begin studies at Marist. Students who have not attended school in the U.S. and/or whose native language is not English are strongly advised to begin their study in September. Accepted students receive a letter of admission, an enrollment form and an "I-20" form which enables them to apply for an F-1 Student Visa at a U.S. Embassy or Consulate.

Overseas students should plan to arrive several days before classes begin in order to participate in the Marist International Student Orientation which occurs the week before full semester classes begin. The orientation is geared to help students become more familiar with the United States, the Marist campus, and the surrounding community. During orientation, all overseas students are individually tested for language proficiency to determine the appropriate course entry level. Additional prerequisites may be required.

## EARLY DECISION/ EARLY ACTION PROGRAM

Marist College offers an Early Decision/Early Action Option. A student who is interested should file his or her application in the fall semester of the senior year in high school. A transcript of the high-school record, the student's standing in his or her class, a recommendation from the college advisor or guidance counselor, and the results of the College Entrance Examination Board Assessment Test (SAT I) must be submitted before any decision regarding admission can be made.

Deadline for all completed Early Decision/Early Action applications is December 1, with notification made before January 1. **Candidates applying for Early Decision/Early Action are not restricted to Marist as their single choice college. Accepted candidates need not finalize their decision to enroll prior to May 1.** Accepted students will be asked to submit a deposit by February 15 and may have this deposit refunded until May 1, should the candidate choose another institution.

## MATRICULATION POLICY

To be matriculated means that a student has officially been recognized and accepted as a degree candidate at Marist. A student must be matriculated in order to be eligible for various types of financial aid.

Occasionally, a student wishing to study for a degree at Marist College, but failing in some way to meet ordinary admissions requirements, is permitted to take courses as a non-matriculated student. Upon completion of 12 credit hours with a 2.5 cumulative G.P.A., the student may matriculate. Failing this, he or she is required to obtain permission of the School of Adult Education to continue further coursework.

The College is also prepared to admit a limited number of qualified applicants who wish to take selected courses for credit but who do not wish to study for a degree at Marist College. Such applicants are subject to the usual admission requirements.

### *Visiting Students from other Colleges:*

A student in regular attendance at another college may register for courses at Marist to make up deficiencies or accelerate his or her program. Such a student should have permission from his or her Dean and should ascertain that the home college will accept the transfer credits. Students should contact the School of Adult Education for more information.

## TRANSFER STUDENTS

Marist College welcomes and encourages applications from transfer students. Each year, approximately 200 students from two-year and four-year colleges throughout the Northeast choose to transfer to Marist. Transfer admission is done on a rolling basis, beginning in February for the Fall semester, and in October for the Spring semester. Students interested in housing or financial aid are urged to submit applications as early as possible to ensure full consideration for these resources.

Transfers from two-year colleges must complete at least 60 credit hours at Marist. Transfers from four-year colleges must complete a minimum of 30 credit hours at Marist. All transfer students must complete a minimum of 12 hours of upper level credits in the major field. A maximum of six transfer credits can be accepted towards a minor, concentration, or certificate.

Marist maintains articulation agreements for selected majors with Dutchess, Ulster, Orange, Columbia-Green and Sullivan Community Colleges. Students with Associate degrees in selected majors with a 2.5 overall grade point average are awarded a full 60 credits toward the Marist degree requirements. Marist will accept selected Associate degrees as satisfaction of the Marist core/liberal studies requirements, with the exception of PHIL 103 World Views and Values and the Capping course in the major. Ideally, students will be able to complete the Marist degree in two years full-time study.

Other students will have their courses evaluated as stipulated below:

- (1) The course(s) must be similar in scope and content to courses offered at Marist.
- (2) Only courses in which a C or better has been obtained may be transferred to meet major, related field, and Core requirements. Credit for C- grades may be awarded on the elective credit category only.
- (3) If transferable credits total 24 or more, students will be required to take PHIL 103 World Views and Values; if transferable credits total 23 or less, students will be required to take PHIL 101 Introduction to Philosophy and PHIL 300 Ethics. Transfer students who have completed Intro to Philosophy and Ethics, or comparable courses, with a C or better are not required to take World Views and Values.

All students will receive an official transcript evaluation for the program to which they apply. The evaluation will specify how many credits are transferable towards the baccalaureate degree at Marist as well as the remaining courses necessary to fulfill Marist degree requirements. Grades for courses taken at other institutions are not included in the computation of the student's grade point average at Marist.

The evaluation will be mailed to each candidate after all records are received. Any questions pertaining to the evaluation should be directed to the appropriate admitting office. Students are advised not to register for any course to which transfer credit may be applied. In addition, students should be sure that the necessary prerequisites for the course have been met.

Applications for transfer admission and further information are available through the Admissions Office. Students who are twenty-two or over should contact the Office of Adult Education.

## PROFICIENCY EXAMINATIONS

The College grants credit to matriculated students for Advanced Placement (AP), College Proficiency Examinations (CPE), NYS Regents College Exams, ACT-PEP and the College Level Examination Program (CLEP) on an individual basis. The acceptable grade and credit assignment shall be determined by the department concerned with the subject area in which credit is sought.

To cover administrative costs, the College will charge \$25.00 for each credit accepted.

## CREDIT FOR DEMONSTRABLE KNOWLEDGE GAINED FROM LIFE/WORK EXPERIENCES

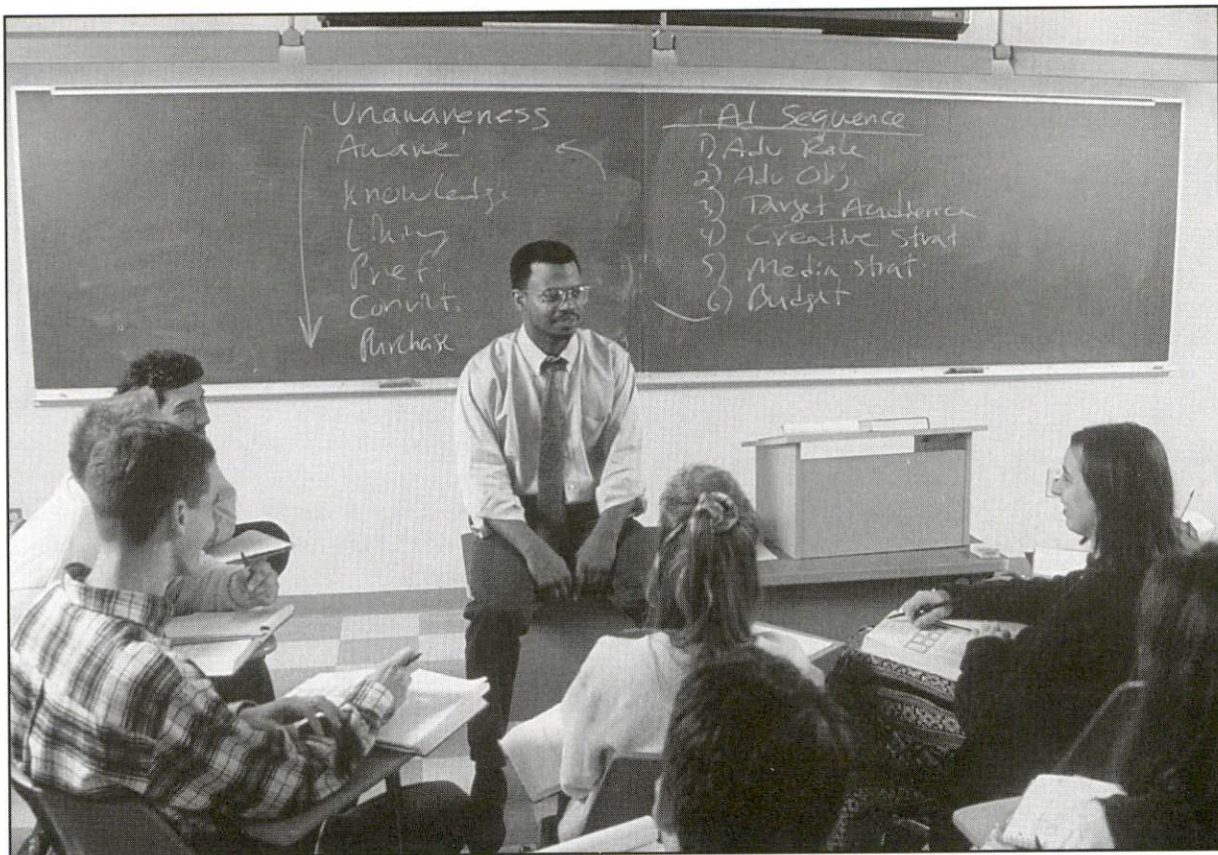
A matriculated undergraduate student may apply for a limited number of credits for knowledge acquired from adult life/work experiences which occurred prior to matriculation. The student must be able to demonstrate and verify learning and/or skills comparable to the outcomes of courses at post-secondary levels of instruction. Application for credits should be made following matriculation into the college. An administrative fee per application will be required plus a tuition fee for each credit awarded. Additional information may be obtained from the School of Adult Education.

## CREDIT FOR COURSE WORK AT OTHER INSTITUTIONS

Successfully completed studies at another institution prior to senior year will be accepted as partial fulfillment of the requirements for graduation if: (1) the student, while in residence at Marist College, qualified for and was accepted into an established program such as the Marist Abroad Program or the Visiting Student Program or (2) the student, while an undergraduate at Marist, offered sufficient reason to the Registrar and Division Dean to gain prior approval for summer or intersession courses at another institution or (3) the student began his undergraduate education at another college or university and transferred to Marist College (see the section on Transfer Students).

Students who have 60 or more credits on record at Marist will be permitted to do work only at other four-year accredited institutions. The final 30 credits for all students, which are equivalent to the senior year, may not be taken at another institution. No full-time, matriculated student at Marist is permitted to do course work concurrently at another institution.

Only those courses with a C grade or better may be transferred. Courses with C- grades will only be awarded credit for elective courses.



# ACADEMIC POLICIES

## STUDENT RESPONSIBILITY

Students are expected to familiarize themselves with the academic procedures and regulations described in this section of the catalog and with graduation requirements in their major. They are responsible for meeting deadlines published in the academic calendar and, when questions arise about regulations, policies or procedures, are expected to seek assistance from an advisor or the appropriate college office.

Please note that while academic advisors can provide assistance in understanding degree requirements and planning semester course loads, the primary responsibility for knowing and meeting program requirements rests with each student.

## REGISTRATION

To encourage students to plan their programs in advance and to allow for a certain degree of course adjustment, Marist has an early registration period. Students must consult with and obtain the signature of their academic advisor prior to submission of registration forms. It is the responsibility of the student to determine if prerequisites, as indicated in the catalog and registration materials, have been met prior to registering for courses. In all cases, students are encouraged to discuss course scheduling with their academic advisor. The exact dates and procedures for registration will be announced each semester by the Registrar's Office.

Approved changes in registration must be effected within the dates specified by the Registrar. A late registration fee of \$25 will be charged for any student who does not complete his or her registration during the designated periods.

## CREDITS WITHIN A SEMESTER

In the fall and spring semesters, a full-time matriculated student must register for a minimum of 12 credit hours. For most full-time students, the normal recommended load is 15 credit hours; the student may elect to attempt up to 18 credit hours although this is not recommended. To register for more than 18 credit hours, the student must obtain the permission of the Director of Student Academic Advisement.

The maximum number of credits that a student can register for in the January Intercession is 3 and in the summer, 11. Exceptions must be approved by the Executive Director of the School of Adult Education.

## AUDITING

The fee for auditing courses offered at Marist is one-third of the course tuition, except for physical education courses, for which the cost is two-thirds of the course tuition. Students do not receive academic credit for courses they audit. Any request to change from audit status or from credit to audit status must be submitted to the Registrar before the end of the third week of classes. \*

## COURSE WITHDRAWAL AND COURSE CHANGES

The official forms provided by the Registrar's Office are required for changing courses or withdrawing from a course. All withdrawals from courses require the instructor's signature on a withdrawal form available at the Registrar's Office. If the instructor is unavailable and the deadline for withdrawals is at hand, the appropriate dean/department chairperson may sign the withdrawal form in the absence of the instructor.

A student may change courses or a section of a course only during the first week of classes. A student may drop a course(s) during the second and third week of classes. Please see Refund section of this catalog to determine tuition liability. If a student withdraws from a course between the fourth and eighth week of the

semester, the course is recorded on his permanent record with the notation "W" (withdrawn).\*

If a student withdraws from a course after the first eight weeks of a semester, the course is recorded on his permanent record with the grade "WF" (failure).\*

For the exact dates of withdrawal deadlines, consult the Academic Calendar.

## DECLARING OR CHANGING A MAJOR

Students must declare a major field no later than the end of their sophomore year. They are also encouraged to declare a minor related to their educational goals. They are urged to discuss their choice of majors, minors, and certificate programs with faculty advisors and counselors.

Students can declare a major, a double major, change a major or declare a concentration by obtaining the permission of the appropriate dean/department chairperson on a form available in the Office of the Registrar. *Students who change their majors will be held to the requirements of the catalog of the year in which they declare the new major. They will be assigned an academic advisor in the new major.* Double majors, minors and certificates must be completed by the time the four-year degree requirements have been met. (Paralegal Certificates are the exception.)

## MINORS

Students may declare a minor in those academic disciplines for which requirements are described in the Programs of Study section of this catalog. Transfer students may apply only six transferred credits toward the completion of a minor. Forms to declare a minor are available in the Office of the Registrar. Minors must be completed by the time the four-year degree requirements have been met. Students who declare a minor will be held to the requirements of the catalog year in which they declare the minor.

## ATTENDANCE POLICY

Attendance policies for each course are determined by the instructor and must be stated in writing in the course syllabus. Instructors usually announce and interpret their attendance policies during the first class meeting. Students are responsible for familiarizing themselves

\*These dates are for a traditional, 15-week semester only. Contact the Registrar's Office for deadlines of all other programs.

with the attendance policy in each of their courses and to inform instructors if circumstances prevent their compliance. Instructors include contact information on the course syllabus for this purpose.

Students are encouraged to contact the Office of Student Academic Advisement when an illness or emergency arises which prevents attendance for more than two consecutive meetings of a course. Conversely, faculty members are asked to report excessive student absence to SAA for further investigation.

## GRADING SYSTEM

A student receives both midterm grades and final grades. However, only the final grades will appear on the academic record.

Grading is an objective measure of a student's mastery of a selected body of knowledge contained in a specific course. This mastery involves the elements of memory, understanding and expression. Memory refers to retention of certain items of information. Understanding implies insight into the interpretation of these facts. This insight would include the meaning of the thing itself, its relationship with other things or data and the ability to apply this information or data to new situations and problems. Expression is the ability to convey this assimilated knowledge to others.

In assigning a grade to a student, the instructor must function as a judge in a courtroom: examine thoroughly all the evidence involved in the case, weigh the evidence and make a decision on the basis of this evidence. In a similar way, the basis of the instructor's judgment is the concrete evidence the student himself provides. Formal examinations are only part of this evidence; questions asked by the student, recitation, term papers, book reports, written and oral quizzes, the student's participation in class discussion—each sheds light on the student's development in mastering a subject and is therefore pertinent to the instructor's grade evaluation of the student.

Viewed in the light of the preceding statement, the grading system is as follows:

### C

To earn a C grade a student must be able to recall the basic elements of a course, understand the essential background and materials of a course, apply the basic principles involved and express them intelligibly.

### B

To earn a B grade a student must manifest all the qualities characteristic of a C student and in addition reveal a memory that encompasses more than the basic elements of a course; he or she has a more personal grasp of the principles of the course and perceives wider application of them. The student should be able to discuss the subject matter of the course with ease.

### A

An A student is one who, in addition to all the qualities manifested by a B student, seeks mastery of a special field by reason of individual interest; he or she has initiative and originality in attacking and solving problems; he or she shows ability in rethinking problems and making associations and in adapting to new and changing situations; moreover, he or she has an appropriate vocabulary at his or her command.

### D

A student who is deficient in some degree in any of the areas that are characteristic of a C grade will earn a D.

### F

The student has failed to show mastery of the basic subject matter for the course.

### B+, C+, D+ /A-, B-, C-

The grades of B+, C+, D+, A-, B-, C- are used to indicate that a student has shown more or less than the usual competency required for that grade.

### I

The temporary grade of I (incomplete) may be given by an instructor when a student has not completed the requirements of the course at the end of the term for serious reasons beyond the individual's control. It becomes the student's responsibility to resolve this grade within five weeks after the last day of final examinations of that semester by completing the course requirements. Failure to conform to this time limit results in a final grade of F.

The student must contact his or her instructor not later than 24 hours after the time set aside for the final examination in the course to request the grade of incomplete. Refer to the Academic Calendar for exact dates to resolve incomplete grades.

**W/WF**

The grade of W is assigned to a student who officially withdraws from a course between the fourth and eighth week of a semester (see Academic Calendar for specific dates).<sup>\*</sup> Withdrawal after this period results in a grade of WF. Exceptions may be made by the Director of Student Academic Advisement or in the case of students enrolled in the School of Adult Education, from the Dean of the School, when circumstances warrant it. The W grade is not counted in the student's grade point average. WF is counted as an F in the grade point average.

Note that all withdrawals from courses require the instructor's signature on a withdrawal form available at the Registrar's Office. If the instructor is unavailable and the deadline for withdrawals is at hand, the appropriate dean/department chairperson may sign the withdrawal form in the absence of the instructor.

**NC (No Credit)**

This grade is received by a student who does not meet minimum course requirements in one of the following circumstances:

- (1) He or she is exercising the Pass/No Credit/U option as described below. OR
- (2) Approval of the Academic Vice President/Dean of Faculty has been obtained by the course instructor to grade students in a particular course on the Pass/No Credit/U scale. OR
- (3) With approval of the appropriate Dean, an instructor may award this grade when a student's failure is due to circumstances beyond the control of the student. A student's cumulative grade point average is in no way influenced by this grade.

**P (Pass)**

This grade is awarded to a student who satisfactorily completes course requirements in either of the following circumstances:

- (1) He or she is exercising the Pass/No Credit/U option as described below. OR
- (2) Approval of the Academic Vice President/Dean of Faculty has been obtained by the course instructor to grade students in a particular course on the Pass/No Credit/U scale.

The grade P entitles a student to receive credit for the course, but does not affect his or her cumulative grade point average.

**U (Unsatisfactory)**

This grade is received by a student who is exercising the Pass/No Credit/U option as described below, who has not met the requirements for a passing grade, and the student has not met the course requirements for satisfactory attendance and has not completed assignments for the course. The student receives no academic credit for this course, nor does it affect his or her cumulative grade point average.

**P/NC/U Option**

A student may elect to exercise the Pass/No Credit/U Option in courses that are not being used to satisfy major or minor field or Core requirements. Full-time students may exercise this option for 3 credits per semester. Part-time students may use this option for three of every twelve credits they take at Marist.

Requests must be made by the student within the official deadline by completing the necessary form from the course instructor. This will be the end of the first five weeks of a fifteen-week semester.\*

At the end of the semester the student will either:

- (1) receive the grade of "P" if the student meets the minimum course requirements for a passing grade,
- (2) receive the grade of "NC" if the student does not meet the minimum course requirements for a passing grade, and the student has met the course requirements for satisfactory attendance and has completed the necessary assignments for the course,
- (3) receive the grade "U" if the student does not meet the requirements for a passing grade, and the student has not met the course requirements for satisfactory attendance and has not completed assignments for the course.

**AU (Audit)**

This grade is received by a student who has audited a course for which he does not receive academic credit.

**GRADE POINT AVERAGE**

For each credit hour earned in a specific course, quality points are given as follows:

A = 4.0	C+ = 2.3
A- = 3.7	C = 2.0
B+ = 3.3	C- = 1.7
B = 3.0	D+ = 1.3
B- = 2.7	D = 1.0

<sup>\*</sup>These dates are for a traditional, 15-week semester only. Contact the Registrar's Office for deadlines of all other programs.

For an F, P, NC, U or WF, no quality points are earned. The grade point average, or cumulative index, is computed by dividing the total number of quality points earned on the scale of A through F, including WF, by the total number of semester hours of credits attempted, excluding courses for which the grades of P, NC, or U have been received. The grade point average is computed only on the basis of course work taken at Marist College.

### FAILURES

Academic failures in required subjects must be made up either at Marist or elsewhere. The student choosing to make up academic requirements at another college must have the prior written permission of the Registrar and the Division Dean. If it is impossible for a student to obtain the precise course he or she needs, the student may not substitute an equivalent without the permission of the Registrar and the Division Dean. Grades earned elsewhere will not be calculated in the student's cumulative grade point average. Only courses in which a C or better has been obtained may be transferred to meet major, minor, related field and Core requirements. Credit for C-grades may be awarded for elective credit only.

### REPEATS

A student may repeat a course in an effort to earn a higher grade. When the course is repeated at Marist, the higher of the two grades is used in calculating the student's cumulative index. If the student successfully repeats a course previously taken, the quality points of the lower graded course are subtracted from the student's record and replaced with the quality points earned in the higher graded course; no additional credits are earned.

When, with the prior permission of the Registrar and the Division Dean, a student successfully repeats a failed course at another institution, credits but not quality points are added to the student's record. A student may not repeat a successfully completed Marist course (grade above an F) at another institution in an effort to earn a higher grade.

### ACADEMIC HONESTY

The academic community of Marist College presupposes

the scholarly integrity of its members. Students who enter this community to pursue educational objectives are expected to meet fundamental standards of honesty in all phases of their academic activities. Integrity is a fundamental requisite in the preparation and presentation of all academic work, in the writing and submitting of papers and other course requirements and in all aspects of examinations. Honesty is a requisite of each student; plagiarism, forgery, and participating in any activity that is dishonest is simply not acceptable at this institution. The College will make provisions for the maintenance of academic honesty among its students according to criteria and procedures found in the Student Handbook.

### ACADEMIC STANDARDS

At the end of each semester, all students are expected to meet the following minimum standards: a semester grade point average of 2.0 and a cumulative grade point average of 2.0. A student who fails to achieve a 2.0 cumulative grade point average, or any student whose semester grade point average falls below 2.0, is subject to warning, probation or dismissal after review by the Faculty Academic Review Committee.

### ACADEMIC STANDING

#### ACADEMIC HONORS

##### Dean's List

The Dean's List, published twice a year, records the names of those students who have achieved academic excellence in the previous semester. The list distinguishes between First Honors and Second Honors. First Honors is awarded to a student with a semester grade point average of 3.5 or higher. Second Honors is given to the student with a semester grade point average of 3.25 or higher. To qualify for Honors in any given semester, a student must take at least 12 credits that are graded on the A-F scale.

##### Graduation Honors

- (1) At commencement, three grades of honors are awarded to those graduates who have completed a minimum of 60 credits of study at Marist College and who have maintained a superior level of achievement:
  - Summa Cum Laude, or highest honors, awarded to those having a cumulative grade point average

of 3.85 and no grade below B.

- Magna Cum Laude, or high honors, awarded to those having a cumulative grade point average of 3.6 and no grade below C.
  - Cum Laude, or with honor, for those having a cumulative grade point average of 3.25 or above.
- (2) Students in Combined Undergraduate/Graduate degree programs become eligible for the above awards during the Commencement ceremonies held in the academic year in which they have completed all requirements for their baccalaureate degree.
  - (3) Eligibility criteria for class valedictorian at graduation include completion of at least 90 credits of study at Marist College and at least 4 semesters as a full-time student at the College. Eligibility criteria for class salutatorian at graduation include completion of at least 90 credits of study at Marist College and the highest or second highest grade point index in the class. Criteria for the award of general excellence include completion of at least 60 credits of study at Marist College and the next highest grade point index in the class. Criteria for the award next-in-merit are completion of at least 60 credits of study at Marist College and the next highest grade point index in the class.

## THE MARIST COLLEGE HONORS PROGRAM

The honors program offers qualified students special academic opportunities and challenges. It brings together scholastically talented students, enabling them to enroll in specially designed honors classes, as well as to participate in co-curricular activities such as field trips, readings, lectures, and panel discussions. Based upon strong preparation and noteworthy achievement in high school, approximately 7% of each entering class is invited to join the program. Additional students may be invited to participate on the basis of high achievement and promise demonstrated during the freshman year at Marist. Honors courses are so designated on student transcripts, as is successful completion of each component of the program.

Space permitting, individual honors courses are open to election by any Marist student able to demonstrate appropriate, honors-level competency in the subject area. Interested students should apply during registration period to the director of the program, who will determine eligibility.

### I. Honors in CORE/Liberal Studies (lower-level component)

Students complete four lower-level honors courses. Honors offerings include specially designed honors sections of some required courses, as well as special topics. Generally students enroll in honors classes at the rate of one per semester. Remaining coursework—a substantial portion of the total—is chosen from regular offerings, thus ensuring honors students flexibility in choice of major and enabling them to take advantage of other educational opportunities at Marist, such as internships, study abroad, or fieldwork. Students cap this portion of the program with an honors section of PHIL 300 (Ethics).

*Requirements for graduating with Honors in Core/Liberal Studies:*

- (1) Completion of four 100- and 200-level honors courses, at least three of which meet Core/Liberal Studies requirements, and distributed throughout at least three different areas of the Core/Liberal Studies program: natural science, social science, history, literature, mathematics, fine arts, philosophy/religious studies, foreign language, and foreign culture. No more than one of the courses may be in the student's major field.
- (2) Completion of an honors section of PHIL 300 (Ethics).
- (3) A minimum of 60 credits, including all honors credits, earned at Marist College.
- (4) An Honors GPA of 3.0, with no more than two honors grades below B.
- (5) An overall GPA of 3.3.

### II. Honors in Liberal Studies (upper-level component)

Students who finish the lower-level component of the program successfully may choose to enter this broad-based, upper-level portion of the honors program. They complete four 300- and 400-level courses chosen from a variety of subject areas. Upper-level honors offerings emphasize special topics and interdisciplinary themes.

*Requirements for graduating with Honors in Liberal Studies:*

- (1) Successful completion of lower-level component of honors program.
- (2) Completion of four 300- or 400-level honors courses, no more than two in the student's major

field (note that no course may be used to satisfy requirements in more than one component of the program).

- (3) A minimum of 60 credits, including all honors credits, earned at Marist College.
- (4) An Honors GPA of 3.0, with no more than two honors grades below B.
- (5) An overall GPA of 3.3.

### HONOR SOCIETIES

In further recognition of academic excellence, Marist offers students the opportunity to merit admission to the College chapters of the following national honor societies:

Alpha Chi, Theta Chapter—

All academic disciplines

Alpha Phi Sigma—Criminal Justice

Phi Alpha Theta, Mu Chapter—History

Sigma Zeta, Alpha Phi Chapter—Science

Pi Sigma Alpha—Political Science

Psi Chi, Marist College Chapter—Psychology

Alpha Sigma Lambda—Part-Time Students,

All disciplines

Students should consult the divisional advisors for eligibility requirements. Part-time students should consult the School of Adult Education.

### ACADEMIC PROBATION

Students who do not meet the minimum academic requirements of the College, as outlined in the section on academic standards, may be placed on academic probation. Students who accept the probationary semester are required to meet any and all stipulations outlined in their probationary contracts. Under certain circumstances, a student may be granted more than a single semester of academic probation. A student granted a second consecutive semester of probation is not eligible for organized extracurricular activities, including, but not limited to, varsity athletics. Restrictions on such participation during the first semester of probation are made by the College's Faculty Academic Review Committee on an individual basis.

### ACADEMIC DISMISSAL

Students who fail to meet the minimum academic standards of the college will be dismissed. Under special circumstances, a student who is dismissed for academ-

ic reasons may apply for conditional readmission to Marist College *no earlier than one Fall or Spring semester following the dismissal*. Students dismissed in June cannot apply for readmission until the following January at the earliest; those dismissed in January may apply for September readmission. However, most students will want to take more than one semester to consider whether to seek permission to continue their studies at Marist.

To be considered for readmission, the dismissed student *must* submit the following items to the Office of Student Academic Advisement:

- (1) A *clearly written statement*, addressed to the Standards and Operations Committee offering direct, verifiable evidence of seriousness of purpose in returning to academic studies at Marist College (i.e., a letter of recommendation from a faculty member at another institution or medical documentation indicating that circumstances have changed).
- (2) An *official transcript* documenting satisfactory *full-time* academic performance at another institution of higher learning in the period following dismissal from Marist. For readmission purposes, *satisfactory performance is defined as earning a grade of "C" or higher in each course during a semester where a minimum of 12 credits have been completed*.

After reviewing the submitted materials, the Standards and Operations Committee has the authority to readmit the student on a provisional basis. The Committee may recommend: limited course loads, mandated academic support services, restricted extracurricular activity or any combination of requirements that may lead to enhanced academic performance. Readmitted students are automatically placed on high-risk academic probation. Under no circumstances will a student be readmitted to Marist more than once.

#### **Please note:**

- (1) Once the total number of credits from all sources has reached 60, no further credits will be transferred from a two-year institution.
- (2) Students must consult their academic dean for advice regarding which courses in their major and Core can be taken at another institution. Students who plan to transfer credits must complete the appropriate course approval forms, available in the Registrar's Office, before taking courses.
- (3) Grades earned at another institution are not calcu-

lated in the Marist grade point average.

- (4) Readmission applicants are strongly encouraged to contact the Office of Student Academic Advisement at least two months in advance of the semester for which they are seeking permission to return.

### ACADEMIC ENHANCEMENT COURSES

On the basis of academic review, a student who is experiencing academic difficulty may be required to enroll in the three-credit self-management course (PSYC103) or one of the basic skills courses offered through the Academic Learning Center. Skills courses offer institutional, not academic, credit (which may be applied toward the student's full-time status, but not toward the student's degree requirements).

### LEAVE OF ABSENCE

A student in good standing may take a leave of absence from the College for good reason. Leave of absence is ordinarily granted for no more than two semesters.

The Director of Student Academic Advisement must be consulted prior to leave-taking. If the leave is permitted, formal notification of the leave of absence is made to the College by means of a letter submitted to the Director.

Students planning to take courses at another college while on leave of absence with the intention of applying the credits towards their Marist degree must obtain prior approval from the appropriate Divisional Dean and the Marist Registrar. Forms for this purpose are available in the Registrar's Office.

Students on leave of absence receive copies of registration information and the Course Schedule prior to Early Registration week in fall or spring. Directions for completing registration for the semester of return are included. Students who desire campus housing on return from leave are responsible for providing the Housing Office with sufficient advance notice of their intention to return.

#### **Please Note:**

- (1) *Once the total credits from all sources have reached sixty (60), no further credits will be transferred from a two-year institution.*
- (2) Students must seek advisement from the appropriate Dean(s) as to courses to be taken in fulfillment

of the major and Core and must obtain prior written permission, as stated above, for all courses to be transferred.

### WITHDRAWAL FROM THE COLLEGE

A student who withdraws from Marist must complete the official withdrawal form and exit interview obtainable in person from the Office of Student Academic Advisement. In the absence of this official form, the student may submit a letter or written statement of withdrawal by mail. The official date of withdrawal will be the date the written verification is received. Unless such written notice has been given, no statement of honorable withdrawal will be issued by the College.

### READMISSION TO THE COLLEGE

All applicants for readmission are advised to submit their requests at least two months in advance of the semester of return.

Students who voluntarily withdrew from the College, and whose grade point average was 2.0 or above at the time of withdrawal, may apply for readmission. Students should contact the Office of the Registrar or the School of Adult Education for information about the readmission procedure.

Students who were dismissed from the College, or whose grade point average at the time of withdrawal was below 2.0, must contact the Director of Student Academic Advisement to obtain information about the readmission procedure.

All applicants for readmission who have taken courses at another institution and who wish to transfer these credits to meet degree requirements at Marist must submit an official transcript at the time of application for readmission and request a reevaluation of their credits.

Remaining course requirements in the major and in Core will be determined by the Divisional Dean of the student's major and the Registrar's Office.

Students granted readmission to the College may register for classes for the intended semester of return after the pre-registration period for that semester is complete. Please contact the Registrar's Office for details.

## TRANSCRIPT OF RECORD

An official transcript is one bearing the seal of the College and signed by the Registrar. Official transcripts of academic records are not given to students but will be sent directly to the college, professional school, government agency or business concern named by them.

To obtain a transcript a student or graduate must apply in writing to the Office of the Registrar. A fee of \$3.00 is charged for each transcript issued. *No transcripts will be issued during the periods of registration, examinations or commencement. Transcript processing time requires 3-5 business days.*

## APPLICATION FOR GRADUATION

Each candidate for graduation must file an application for graduation with the Office of the Registrar. See Academic Calendar for specific dates. Applications must be filed in order to receive commencement mailings, and so that student diplomas may be ordered.

## PARTICIPATION IN GRADUATION CEREMONY

Graduation ceremonies are held once a year in May at Marist College, for all undergraduate and graduate degree recipients. Participants in the graduation ceremony must have completed their degree requirements the previous August, January or current Spring semester. Information regarding Commencement is sent to eligible students by the Registrar's Office in the Spring.

Students who have not completed their degree requirements by May, but wish to participate in the Commencement ceremony, may request permission to participate in the ceremony, if they have met the following criteria:

- Student lacks 6 or fewer credits at the end of the spring semester to complete his or her degree requirements.
- Student must have a cumulative grade point index and major index of 2.000 or above.

Permission forms are available at the Registrar's Office in early March each year.

## GRADUATION REQUIREMENTS

### STATEMENT OF REQUIREMENTS FOR THE BACCALAUREATE DEGREE

The successful completion of courses totaling 120

credits, a minimum 2.0 cumulative index and a minimum 2.0 index in a student's major field are required for graduation. (The major field index is calculated using all coursework in the discipline and required related field courses.)

In addition, a New York State Board of Regents ruling dictates that undergraduate degrees shall be distinguished, as follows, by a minimum amount of *liberal arts content required for each degree*.

Courses are by their very nature defined as liberal arts or non-liberal arts. Courses theoretical or abstract in content are considered to be liberal arts. These are designated LA in the course description section of this catalog (designated with an "L" in the course number). Courses directed toward specialized study or specific occupational or professional objectives are non-liberal arts (designated with a "N" in the course number). Students should consult this catalog to determine whether a course is listed as liberal arts.

- (1) Three-quarters of the work for a B.A. shall be in the liberal arts and sciences (90 credits).
- (2) One-half of the work for a B.S. shall be in the liberal arts and sciences (60 credits).
- (3) One-quarter of the work for a B.P.S. shall be in the liberal arts and sciences (30 credits).

### DEGREES AND MAJOR FIELD REQUIREMENTS

Marist awards the Bachelor of Arts degree in fifteen majors, the Bachelor of Science degree in eleven majors, and the Bachelor of Professional Studies in Fashion Design and Merchandising.

Every student is required to major in an academic discipline or area called the major field. The major fields available to students at Marist College are the following: Accounting, American Studies, Biology, Business, Chemistry, Communication Arts, Computer Mathematics, Computer Science, Criminal Justice, Economics, English, Environmental Science, Fashion Design and Merchandising, Fine Arts, French, History, Information Systems, Information Technology, Integrative Major, Mathematics, Medical Technology, Political Science, Psychology, Psychology/Special Education, Russian, Spanish and Social Work. The requirements for the major field are listed separately under the Programs of Study section of the catalog.

## MAJOR FIELD REQUIREMENTS

**CATEGORY 1.0** A specific number of credits in the academic discipline or area in which the major is being earned.

**CATEGORY 2.0** A specific number of credits in academic disciplines or areas related to or supportive of the academic discipline in which the major is being earned.

## GENERAL EDUCATION REQUIREMENTS

**CATEGORY 3.0** A specific number of credits in the Core/Liberal Studies area is required. Complete details and requirements are listed in the Core/Liberal Studies Curriculum section (page 51).

## ELECTIVES

**CATEGORY 4.0** There is no specific distribution stipulated by the faculty for the courses taken by a student to fulfill the elective portion of his or her program. The student is consequently at liberty to make his or her own choices while keeping in mind the minimum liberal arts credit requirement for the degree being sought. Because the faculty is conscious of its own responsibility for the education of each student at Marist, it offers to students the following counsel:

- (1) Each student should attempt to establish clearly in his or her own mind the educational goals that he or she is attempting to achieve as the outcome of the college experience.
- (2) His or her course choices should be related to the achievement of these goals.
- (3) He or she should be aware that the background, professional training and experience of the faculty are resources which are at his or her disposal. It is strongly recommended, therefore, that each student seek out his or her own faculty advisor to discuss educational objectives.

## WRITING PROFICIENCY REQUIREMENTS

The College requires that a student demonstrate proficiency in writing in order to graduate. This requirement may be satisfied in the following ways:

- by obtaining a C or better in the course College Writing II.
- by passing College Writing II and the Proficiency Examination given at the end of each semester as the final examination in College Writing II.

## SECOND BACCALAUREATE DEGREE

Marist College will confer a second baccalaureate degree only as a means of recognizing that a candidate has competencies in two essentially different areas. Applications to be candidates for a second baccalaureate degree should be submitted to the School of Adult Education who will consult with the Division Dean for approval of the second degree application. A candidate for a second baccalaureate degree must complete at least 30 credit hours within the major and related field requirements beyond the requirements of his or her first baccalaureate degree.

## STATEMENT OF REQUIREMENTS FOR MINORS AND CERTIFICATES

The successful completion of all courses listed in the Programs of Study section of the catalog for declared minors and certificates and a minimum 2.0 cumulative index for these requirements are required for conferral of the minor or certificate being sought.

## COURSE CODES

In the pages that follow, each course is designated by a letter code, a number and a course title. Code letters denote subject areas and are given below. The number indicates a specific course and a specific course content, i.e., 100 level courses are elementary, 200–300 level courses are intermediate, and 400 level courses are advanced.

This publication gives the current course title associated with each course. In addition, the following subject areas are used to identify that particular field when registering.

ACCT	Accounting
ANTH	Anthropology
ART	Fine Art
BIOL	Biology
BUS	Business
CHEM	Chemistry
COM	Communication Arts
CMSC	Computer Science
CRJU	Criminal Justice
ECON	Economics
EDUC	Education

## ACADEMIC POLICIES

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ENG	English
ENSC	Environmental Science
FASH	Fashion Design and Merchandising
FCFR	Foreign Culture—French
FCIT	Foreign Culture—Italian
FCRU	Foreign Culture—Russian
FCSP	Foreign Culture—Spanish
FREN	French
GERM	German
GRK	Greek
HIST	History
INTD	Integrative
IS	Information Systems
IT	Information Technology
ITAL	Italian
JPN	Japanese
LAT	Latin
LERN	Learning Center
MATH	Mathematics
MEDT	Medical Technology
MUS	Music
PHIL	Philosophy
PHED	Physical Education
PHYS	Physics
POSC	Political Science
PRLG	Paralegal
PSYC	Psychology
REST	Religious Studies
RUSS	Russian
SOC	Sociology
SOCW	Social Work
SPAN	Spanish

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2.) Comp  
 3.) Hum  
 5.) Scie  
 6.) Soc Beh  
 1.) Comm  
 4.) Managem

## PROGRAMS OF STUDY

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## PROGRAMS OF STUDY

### THE CORE/LIBERAL STUDIES CURRICULUM

#### MISSION:

One enduring element of the Mission of Marist College has been to provide students with an experience that blends career preparation with an education in the tradition of the liberal arts. That commitment by the faculty to providing students with a fully rounded education is most prominently expressed in the Core/Liberal Studies Program which emphasizes the following goals:

- To assist and challenge students to become more aware of their own values and the value implications of the choices they face in their public and private worlds.
- To develop in students the capacity to synthesize and integrate methods and insights from a variety of intellectual disciplines.
- To ensure that students are conversant with the essential ideas and skills that comprise the disciplines of the liberal arts and sciences.
- To develop in students the critical skills of written exposition.

To achieve those goals, students are exposed to a curriculum that is both integrative and distributive, blending courses which all students take as part of a shared educational experience with elective courses in seven areas of study.

In the Introduction to Philosophy, students are introduced to “modes of consciousness,” which reflect the variety of ways of understanding one’s relationship with the world. In the Ethics course, the focus is on the integrative role that values play in the pursuit of knowledge. The required History course complements the emphasis on values awareness

## PROGRAMS OF STUDY

by providing students with an historical context for understanding the value assumptions of contemporary culture. The Capping course is a discipline-based experience which seeks to address the general concerns of the discipline within a wider context and to address the value-consciousness themes developed throughout the Core/Liberal Studies Program.

The requirements within the distributive areas ensure that students are introduced to a broad range of disciplines. Since each discipline represents a distinctive approach to knowledge and understanding, these courses complement the attention to values awareness emphasized in the common courses. These courses are content based and emphasize an understanding of the skills, methodology and ethical issues of each discipline.

The Core/Liberal Studies Program outlined below is in effect for all incoming freshmen except students in the Integrative Major. Students transferring to Marist may receive Core/Liberal Studies credit for courses previously taken. Core/Liberal Studies courses cannot be taken Pass/No Credit.

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### REQUIREMENTS IN CORE/LIBERAL STUDIES

### CATEGORY 3.0

#### 3.1 Philosophy Courses

For students entering with 0-23 credits:

- PHIL 101 Intro to Philosophy as freshmen and
- PHIL 300 Ethics during the junior or senior year

6 cr

For students entering with 24 credits or more:

- PHIL 103 World Views and Values
- Transfer students who have completed Intro to Philosophy and Ethics or comparable courses, with a C or better, are not required to take World Views and Values

3 cr

3-6 cr

#### 3.2 Writing Courses

On the basis of test scores, students will be placed into one of two writing requirements:

- a) ENG 116 and ENG 117, College Writing I & II;
- b) ENG 117, College Writing II

3-6 cr

On the basis of the exam and other evaluations, it may be recommended to some students that they first take ENG 001, Intro. to College Writing, as preparation for ENG 116, College Writing I. Transfer students who have completed College Writing I and II, or comparable composition courses, with a C or better are exempt from further writing requirements. Those who have completed College Writing I, or a comparable composition course, will be admitted into College Writing II.

#### 3.3 Distribution Studies

Students are required to complete 36 credits in courses drawn from the following areas (the listings within the categories below are not necessarily all inclusive).

3-6 cr

These requirements may be satisfied through the existing major and related field requirements of individual majors.

##### 1. Natural Science Areas

6 cr

- Biology
- Chemistry
- Physics
- Environmental Science
- Physical Anthropology (e.g., Intro to Anthropology I)
- Foreign Language Option (see \* below)

##### 2. Social Sciences Areas

6 cr

- Cultural Anthropology (e.g., Intro to Anthropology II)
- Economics
- Political Science
- Psychology
- Sociology

- |  |   |
|--|---|
| <p><b>3. History Area</b><br/>         For students entering with 0-23 credits:<br/>         HIST 135 Origins of Modern Times and<br/>         One other History course<br/>         OR<br/>         Foreign Language Option (see * below)</p> <p>For students entering with 24 credits or more:<br/>         Two History courses</p> <p><b>4. Literature Area</b><br/>         Literature in English, Foreign Literature in Translation<br/>         or in Foreign Language<br/>         Foreign Language Option (see * below)</p> <p><b>5. Mathematics Area</b><br/>         Mathematics<br/>         Foreign Language Option (see * below)</p> <p><b>6. Fine Arts Areas</b> (only LA designated courses)<br/>         Art (any LA designated course except ART 231, 235, 320, 420 and<br/>         other Special Topics Media courses which may be offered)<br/>         Film<br/>         Music<br/>         Theater Arts</p> <p><b>7. Philosophy/Religious Studies Area</b><br/>         May <i>not</i> be fulfilled by Foundation Courses:<br/>         PHIL 101, 103 or 300</p> | <p>6 cr</p> <p>6 cr</p> <p>6 cr</p> <p>3 cr</p> <p>3 cr</p> |
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36 cr

**\*Foreign Language Option**

- a. Foreign Language: Students are encouraged to take a foreign language beginning in Freshman year.  
 Students can substitute up to two courses in foreign language at the intermediate level or above for up to two of the following distribution requirements. Elementary Latin II may also be used.
  - A. The second course in mathematics
  - B. The second course in science
  - C. The second course in history
  - D. The second course in literature
- b. Foreign Culture: Students may substitute one course in foreign culture for the second course in either history or literature.
- c. The Foreign Language Option may not be used to replace major or related field requirements.
- d. Successful completion of 1 year in MAP may waive 3 cr in the foreign culture option and 3 cr in the history requirement.

- |   |             |
|---|-------------|
| <p><b>3.4 Capping Experience**</b><br/>         A capping experience provided through the major field area is required in all majors leading to the B.A. or B.S. degree. It is not required for candidates for the B.P.S. degree.</p> | <p>3 cr</p> |
|---|-------------|

\*\*Once a student has matriculated at Marist, Core/Liberal Studies Foundation and Capping Course requirements must be fulfilled at Marist College.

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3 cr

**Total Credits for Core/LS Requirement**

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45-51 cr

## **DIVISION OF COMPUTER SCIENCE AND MATHEMATICS**

**ONKAR P. SHARMA, Ph.D., *Dean***

### **MISSION:**

The Division of Computer Science and Mathematics prepares all Marist students to live and work within a technologically driven, rapidly changing world. The Division provides a broad-based mathematical and technological education to its students within the context of a solid liberal arts foundation. Students receive in-depth instruction in the theoretical underpinnings of their chosen fields, which they can apply through a wide variety of practical experiences.

The Division prepares students for careers of lifelong learning in which they can function at the technological frontier of a global community that is increasingly dependent on mathematical and technological expertise. In addition, the Division provides students with an ethical framework for the responsible use of mathematics and technology.

### **GOALS:**

- To educate students to think critically, communicate effectively, and create work of high quality.
- To stimulate intellectual curiosity and risk-taking so that students can become agents of change in their chosen fields.
- To teach students to become independent learners so that they will have the skills to continue learning throughout their lives.
- To provide students with the necessary theoretical and practical knowledge to prepare them for careers in mathematics, computer mathematics, computer science, information systems and information technology.
- To prepare students for graduate study in mathematics, computer science, information systems and information technology.
- To provide mathematical and technical competency education to the entire Marist student community through a wide variety of courses in mathematics and computing.

The Division of Computer Science and Mathematics is committed to providing its students with a broad range of educational opportunities both on and off the Marist College campus, including internships in the surrounding business community that provide many students with experience in their chosen fields. The Division is dedicated to serving its students, the professions of mathematics and computing, and the community of which it is part.

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## **DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS**

### **MISSION:**

The mission of the Department of Computer Science and Information Systems is to prepare students for lifelong careers in the study, design, development, and implementation of hardware and software and software systems. After completing a program within the Department, a student will:

- Have received instruction in the theoretical foundations of his or her chosen field, which will form a structure on which specific skills will be built throughout an individual's career.
- Have been introduced to current computing technologies, as appropriate to his or her chosen field.
- Be an independent learner who can remain up-to-date in one of this world's most rapidly changing fields.
- Be able to make socially and ethically responsible decisions about the uses of technology.

The Department of Computer Science and Information Systems is committed to providing its students with a broad range of opportunities both on and off the Marist College campus, including internships in the surrounding business community that provide many students with experience in their chosen fields.

The Department of Computer Science and Information Systems is also committed to providing technical competency education to the entire Marist student community.

## COMPUTER SCIENCE

**JAN L. HARRINGTON, Ph.D.,** *Chairperson*

The major in Computer Science is designed to provide students with a broad background in many aspects of Computer Science. The foundation is then supplemented by advanced courses which are selected by the students to correspond with their personal and career interests.

### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements		
	IS 130	3 cr	
	CMSC 110, 120, 121, 230, 310, 330, 331, 335, 415, 422, 435	32 cr	
	CMSC 478 Capping Course	3 cr	
	Any three upper-level courses to be selected from the following:	9 cr	
	Any 300- or 400-level CMSC courses except internship		
	Any 500-level graduate MSCS/software development course.		
	(Permission of instructor and chair required.)		
			47 cr
2.0	Course Requirements in Related Fields		
	MATH 130, 221, 222, 250, 251	15 cr	
	Laboratory Science	12 cr	
	All courses must be chosen from the following list.		
	An 8-credit laboratory science sequence must be included.		
	PHYS 211(3), 212(3), 213(1), 214(1) (Recommended)		
	BIOL 110(3), 111(3), 211(4), 112(1), 113(1)		
	CHEM 111(3), 112(3), 351(3), 113(2), 114(2)		
			27 cr
<b>Total Credit Requirement for a Major in Computer Science</b>			74 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION*		
	Natural Science	0 cr (fulfilled by major field req.)	
	Social Science	6 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr (fulfilled by major field req.)	
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			24 cr
<b>Total Core/Liberal Studies Requirement</b>			33-36 cr
4.0	Electives (and/or Internship)		
	Internship is limited to a maximum of 12 credits.		10-13 cr
<b>Total Credit Requirement for Graduation</b>			120 cr

\*The second course may be substituted by a course in foreign language at the intermediate level or above.

## PROGRAMS OF STUDY

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### REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

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The minor in Computer Science requires 9 credits in Computer Science at the 200-400 level or above. These credits are in addition to the requirements of the student's major and other minor(s). Total credit must include all of the following courses:

CMSC 110, 120, 121	8 cr
MATH 250	3 cr
Three CMSC courses at level 200 or above except internship.	9 cr

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<b>Total Credit Requirement for a Minor in Computer Science</b>	<b>20 cr</b>
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### RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE

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#### FRESHMAN YEAR

FALL		SPRING	
CMSC 110 Comp Stud Seminar	1 cr	CMSC 121 Comp Sci II	3 cr
CMSC 120 Comp Sci I	4 cr	MATH 250 Discrete Math I	3 cr
MATH 130 Intro Stat I	3 cr	IS 130 Comp Stud Concept	3 cr
PHIL 101 Intro Philosophy	3 cr	HIST 135 Origin Mod Times	3 cr
ENG 116 College Writing I	3 cr	ENG 117 College Writing II	3 cr
	<u>14 cr</u>		<u>15 cr</u>

#### SOPHOMORE YEAR

FALL		SPRING	
CMSC 230 Assem Lang Prog	3 cr	CMSC 331 Thry Prog Lang	3 cr
MATH 221 Calculus I	3 cr	MATH 222 Calculus II	3 cr
Core/LS Lab Science Sequence	4 cr	Core/LS Lab Science Sequence	4 cr
Core/LS	3 cr	CMSC 330 Logic Design	3 cr
Core/LS	3 cr	Elective	3 cr
	<u>16 cr</u>		<u>16 cr</u>

#### JUNIOR YEAR

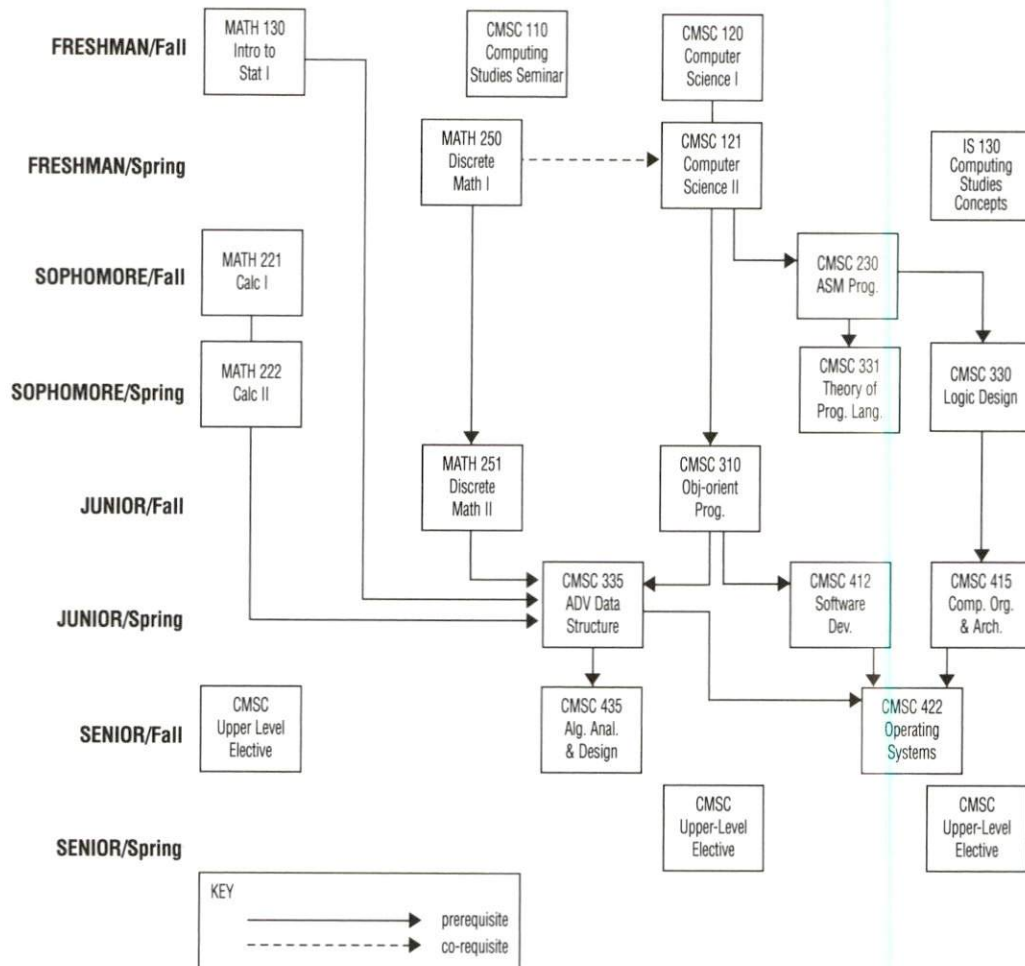
FALL		SPRING	
CMSC 310 Obj-Orient Prog	3 cr	CMSC 478 Software Dev (capping)	3 cr
MATH 251 Discrete Math II	3 cr	CMSC 415 Comp Org & Arch	3 cr
Core/LS Lab Sci Elective	4 cr	Core/LS	3 cr
Core/LS	3 cr	CMSC 335 Adv Data Structure	3 cr
Core/LS	3 cr	PHIL 300 Ethics	3 cr
	<u>16 cr</u>		<u>15 cr</u>

#### SENIOR YEAR

FALL		SPRING	
CMSC 422 Operating Systems	3 cr	Upper-Level Comp Sci Elect	3 cr
CMSC 435 Algo Anal & Des	3 cr	Upper-Level Comp Sci Elect	3 cr
Upper Level Comp Sci Elect	3 cr	Elective	4 cr
Elective	3 cr	Core/LS	3 cr
Core/LS	3 cr		
	<u>15 cr</u>		<u>13 cr</u>

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## COMPUTER SCIENCE PREREQUISITE STRUCTURE



## CERTIFICATE IN COMPUTER PROGRAMMING

The objective of a "Computer Programming" Certificate is to provide a fast-track certificate program to (re)train for a career in computer programming, and to satisfy some of the prerequisites for the Computer Science Software Development Graduate Program. For other requirements for admission into the graduate program, one should consult the graduate catalog. The certificate will assist students in learning the foundation of computer science and the skills of problem-solving, algorithm development, as well as program design, coding, testing and documentation.

The minimum admission requirement is a High School Diploma with 3 years of college preparatory mathematics or equivalent. This certificate program will be open to matriculated Marist students who meet the mathematics requirement and should also be very attractive to people who have already completed an Associate or Bachelor degree in areas other than Computing Sciences.

This certificate includes thirteen existing courses offered by the Division of Computer Science and Mathematics. Eight of these courses are to be completed. Six of the thirteen are required.

## COURSE REQUIREMENTS AND SEQUENCING

Session 1:	CMSC 120	Computer Science I
	MATH 250	Discrete Math I
Session 2:	CMSC 121	Computer Science II
	CMSC 230	Assembly Language Programming
Session 3:	CMSC 310	Object-Oriented Programming - C++
	Optional Course	
Session 4:	CMSC 478	Software Development
	Optional Course	

OPTIONAL COURSES: Choose one from the following courses:

MATH 130	Introduction to Statistics I
MATH 115	Calculus with Management Applications OR
MATH 221	Calculus I
IS 236	Problem Solving & Programming in Business
IS 321	Architecture of Hardware & Software
CMSC 330	Logic Design
CMSC 335	Advanced Data Structure

The certificate will be awarded after the successful completion of the eight courses if a student has received an overall average of C or better including a C or better in both CMSC 310 and CMSC 478. Up to two courses may be transferred from an accredited higher education institution.

## BS/MS PROGRAM IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

**ONKAR P. SHARMA, Ph.D.,** *Dean and Director*

In addition to its undergraduate major in Computer Science, the Department of Computer Science and Information Systems also offers a Master of Computer Science/Software Development degree. The Department recognizes that for some outstanding undergraduate students, certain of their undergraduate work might well be reflective of both the content and quality of that typically expected at the graduate level. The Department further recognizes that certain outstanding undergraduate students could participate successfully in graduate classes. For these reasons the Department offers a five-year program in Computer Science at the end of which the student will earn both B.S. and M.S. degrees.

This program offers an accelerated way of obtaining a master's degree. Instead of remaining three additional semesters at the minimum to gain the MS at 150 credits (120 + 30), those CS undergraduate students who are admitted to this program will be required to take only 143 credits, or 23 additional credits that can be completed in two semesters, normally the Fall and Spring following their undergraduate studies.

The five-year program is not appropriate for all students. Qualification occurs in the sixth semester. A cumulative GPA of 3.0 is required for acceptance into and continuation in the program. Students interested in entering the five-year program should speak to any CS faculty member early in their studies at Marist, but no later than the beginning of their sixth semester. A faculty recommendation is required for admittance into the program. See page 19 for more information.

## REQUIREMENTS FOR 5-YEAR B.S./M.S. PROGRAM IN COMPUTER SCIENCE

1.0 Undergraduate Course Requirements in Computer Science	
CMSC 110, 120, 121, 230, 310, 330,	29 cr
331, 335, 415, 435	
CMSC 478 Capping Course	3 cr
One upper-level CS Course	3 cr
(Any 300- or 400-level course except internship, those listed above, and 422)	

**Undergraduate Credit Requirement in CMSC**

35 cr

2.0	Course Requirements in Related Fields		
	Math 130, 221, 222, 250, 251	15 cr	
	Laboratory Science	12 cr	
	All courses must be chosen from the following list and an 8-credit laboratory science sequence must be included:		
	Physics 211, 212, 213, 214		
	Biology 110, 111, 112, 113, 211		
	Chemistry 111, 112, 113, 114, 351		
	Information Systems		
	IS 130	3 cr	
<b>Undergraduate Credit Requirement in Related Fields</b>			<b>30 cr</b>
<b>Total Credit Requirement for a Major in Computer Science</b>			<b>65 cr</b>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION COURSES		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION STUDIES		
	Natural Science	0 cr	(fulfilled by related field req.)
	Social Science	6 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr	(fulfilled by related field req.)
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			24 cr
<b>Total Credit Requirement Core/Liberal Studies</b>			<b>33-36 cr</b>
4.0	General Undergraduate Electives		9-12 cr
5.0	Graduate Courses taken at Undergraduate Level		
	MSCS 515, 531	6 cr	
	Any 500 MSCS course except MSCS 510 and 521	3 cr	
			9 cr
<b>Total 4-Year Credit Requirement</b>			<b>119 cr</b>
6.0	Fifth-Year Graduate Courses		
	Core courses: MSCS 520, 610, 611	9 cr	
	Any 4 graduate courses except MSCS 510 and 521	12 cr	
	MSCS 710 Project	3 cr	
<b>Total Graduate Credits, Fifth Year</b>			<b>24 cr</b>
<b>Total Credits for Completing 5-Year B.S.- M.S. Program</b>			<b>143 cr</b>

## PROGRAMS OF STUDY

### RECOMMENDED PROGRAM SEQUENCE FOR A B.S./M.S. IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

#### FRESHMAN YEAR

FALL		SPRING	
CMSC 120 Computer Science I	4 cr	CMSC 121 Computer Science II	3 cr
CSIS 110 Comput Stud Sem	1 cr	IS 130 Computing Studies Concepts	3 cr
MATH 130 Intro Statistics I	3 cr	MATH 250 Discrete Math I	3 cr
PHIL 101 Intro to Philosophy	3 cr	HIST 135 Origins of Modern Times	3 cr
Core/LS Writing	3 cr	Core/LS Writing or Elective	3 cr
	14 cr		15 cr

#### SOPHOMORE YEAR

FALL		SPRING	
CMSC 230 Assem Lang	3 cr	CMSC 331 Theo Prog Lang	3 cr
MATH 221 Calculus I	3 cr	MATH 222 Calculus II	3 cr
Core/LS Lab Science Sequence	4 cr	Core/LS Lab Science Sequence	4 cr
Core/LS	3 cr	CMSC 330 Logic Design	3 cr
Core/LS	3 cr	Elective	3 cr
	16 cr		16 cr

#### JUNIOR YEAR

FALL		SPRING	
CMSC 310 Obj-Ori Prg C++	3 cr	CMSC 478 SD & D (capping)	3 cr
MATH 251 Discrete Math II	3 cr	CMSC 415 Comp Org & Arch	3 cr
Core/LS Lab Science Elective	4 cr	Core/LS	3 cr
Core/LS	3 cr	CMSC 335 Adv Data Structure	3 cr
Elective	3 cr	PHIL 300 Ethics	3 cr
	16 cr		15 cr

NOTE: Students selected for Five-Year Program at this point.

#### SENIOR YEAR

FALL		SPRING	
MSCS 515 Op Systems	3 cr	MSCS 531 Auto Comp & Form Lang	3 cr
CMSC 435 Alg Anal & Des	3 cr	MSCS Grad Elective	3 cr
CMSC 400 UL Elective	3 cr	Electives	3 cr
Core/LS	3 cr	Core/LS or Elective	3 cr
Elective	3 cr		
	15 cr		12 cr

#### FIFTH YEAR

FALL		SPRING	
MSCS 530 Algorithms	3 cr	MSCS 610 Adv Theory Prog Lang	3 cr
MSCS 710 Project	3 cr	MSCS 611 Formal Meth Prog Lang	3 cr
MSCS Grad Elective	3 cr	MSCS Grad Elective	3 cr
MSCS Grad Elective	3 cr	MSCS Grad Elective	3 cr
	12 cr		12 cr

## INFORMATION SYSTEMS

JAN L. HARRINGTON, Ph.D., *Chairperson*

This major is designed to provide students with a broad background in the rapidly changing discipline of Information Systems that serves as a bridge between Computer Science and Business. The program's courses offer a balance of technical and business skills that are pertinent to the development, implementation and maintenance of information systems in a variety of organizational settings.

**REQUIREMENTS FOR A BACHELOR OF SCIENCE IN INFORMATION SYSTEMS**

Note: A minimum of 60 credits in Liberal Arts required.

1.0	Course Requirements in IS and CMSC	
	CMSC 120, 121	7 cr
	IS 110, 130, 236, 321, 404, 406, 408, 461, 492	25 cr
	IS Upper-Level Elective (Excludes Internship)	3 cr
	IS 477 Capping Course	3 cr

**Credit Requirement in IS and CSM** 38 cr

2.0	Course Requirements in Related Fields	
	MATH 115, 130, 230, 250	12 cr
	ECON 101, 102	6 cr
	BUS 101, 340	6 cr
	ACCT 203, 204	6 cr

Related Field Elective (200 level and up) in  
IS, IT, CMSC, MATH, BUS, ECON  
(Excludes IS Internship) 3 cr

**Credit Requirement in Related Fields** 33 cr

**Total Credit Requirement for a Major in Information Systems** 71 cr

3.0 Core/Liberal Studies Requirements

3.1	FOUNDATION COURSES	
	Philosophy/Ethics	6 cr
	Writing	3-6 cr

9-12 cr

3.2 DISTRIBUTION STUDIES\*

	Fine Arts	3 cr
	History	6 cr
	Literature	6 cr
	Mathematics	0 cr (fulfilled by related fields req.)
	Natural Science	6 cr
	Philosophy/Religious Studies	3 cr
	Social Science	0 cr (fulfilled by related fields req.)

24 cr

**Total Credit Requirement Core/Liberal Studies** 33-36 cr

4.0	Electives (and/or Internships)	13-16 cr
	Students interested in an internship are advised to defer free electives until after completing the sophomore year. The internship credit maximum is 12 credits.	

**Total Credit Requirement for Graduation** 120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Foreign Language Option description under the Core/Liberal Studies Curriculum in this catalog.

**REQUIREMENTS FOR A MINOR IN INFORMATION SYSTEMS**

The minor in Information Systems requires students to complete all of the eight courses shown below. Due to the course prerequisites and other interdependencies, students are recommended to commence the minor not later than the Fall semester of their Sophomore year in order to complete the sequence in the Spring Semester of their Senior Year.

CMSC 120	4 cr
MATH 250	3 cr
IS 110, 130, 236, 404, 408	13 cr
BUS 101	3 cr

**Total Credit Requirement for a Minor in IS**

**23 cr**

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN INFORMATION SYSTEMS****FRESHMAN YEAR****FALL**

CMSC 120 Computer Science I	4 cr
IS 110 Comp Stud Seminar	1 cr
MATH 130 Intro Statistics I	3 cr
PHIL 101 Intro Philosophy	3 cr
Core/LS Writing	3 cr
	<u>14 cr</u>

**SPRING**

CMSC 121 Computer Science II	3 cr
IS 130 IS Concepts	3 cr
MATH 250 Discrete Math I	3 cr
HIST 135 Origins Mod Times	3 cr
Core/LS Writing	3 cr
	<u>15 cr</u>

**SOPHOMORE YEAR****FALL**

IS 236 Prob Solv Prog	3 cr
BUS 101 Mang Org Behavior	3 cr
ECON 101 Prin Macroecon	3 cr
ACCT 203 Financial Account	3 cr
MATH 115 Calc w/Mgt App	3 cr
	<u>15 cr</u>

**SPRING**

IS 321 Arch Hard & Software	3 cr
MATH 230 Operational Models	3 cr
ECON 102 Prin Microeconomics	3 cr
ACCT 204 Managerial Account	3 cr
Core/LS Elective	3 cr
	<u>15 cr</u>

**JUNIOR YEAR****FALL**

IS 404 Syst Analysis Meth	3 cr
IS 408 Data Management	3 cr
Core/LS Elective	3 cr
Core/LS Elective	3 cr
Core/LS Elective	3 cr
	<u>15 cr</u>

**SPRING**

IS 406 Data Communications	3 cr
IS 461 Systems Design Methods	3 cr
Core/LS Ethics	3 cr
Core/CIS Upper Level Elective*	3 cr
Core/LS Elective	3 cr
	<u>15 cr</u>

**SENIOR YEAR****FALL**

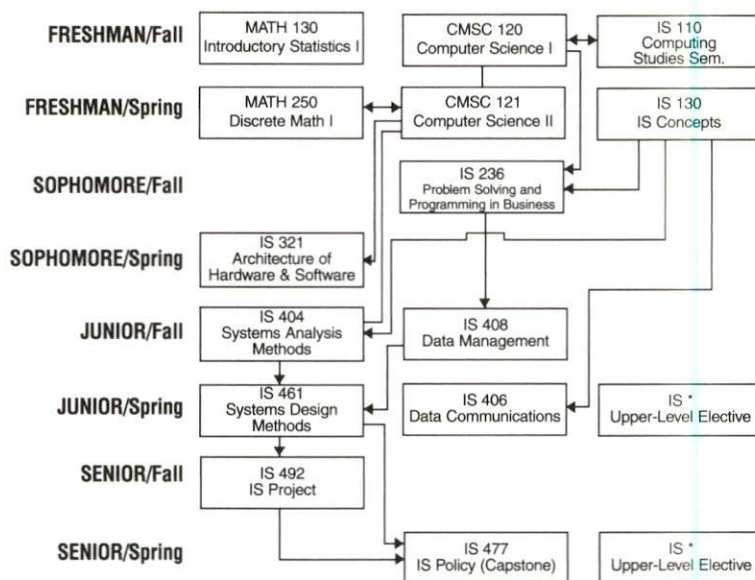
IS 492 CIS Project	3 cr
BUS 340 Marketing Management	3 cr
Core/LS Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	1 cr
	<u>16 cr</u>

**SPRING**

IS 477 IS Policy (Capping)	3 cr
IS Upper Level Elective*	3 cr
Related Field Elective	3 cr
Elective	3 cr
Elective	3 cr
	<u>15 cr</u>

\* IS Upper Level Elective: one of three courses will be offered each year; either IS 471, 472 or 452 or a course approved by the IS faculty.

## COURSES IN A SAMPLE SEQUENCE WITH APPROPRIATE PREREQUISITES INDICATED



\* The IS Upper Level Elective may be taken during either the junior or senior year. Prerequisites depend on the course chosen.

## INFORMATION SYSTEMS ANALYSIS &amp; DESIGN CERTIFICATE

The Information Systems Analysis Certificate provides a fast-track certificate to (re)train for entry level programmer/systems analyst positions and to provide computer competency in critical systems analysis and design skills. The certificate program also allows a student to earn 25 undergraduate credits that can be applied towards the Marist Bachelor of Science degree in Information Systems, or to satisfy prerequisites and reduce the credit load from the Marist Master of Science degree in Information Systems for those already holding a Bachelor's degree. The program provides essential knowledge and skills in computer programming, data management, data communications, systems analysis, and system design. It culminates with a real-world system development project experience.

Admission requirements: Minimum 50 college credits or equivalent life experience; proficiency in word processing and spreadsheet use (non-credit workshops are available to meet this requirement); three years high school mathematics or college equivalent. Up to two courses may be transferred from an accredited higher education institution.

This certificate includes the following eight courses. Because some courses are offered only once a year, students wishing to complete the program in the minimum 21 months should begin their program in the Fall semester.

## COURSE REQUIREMENTS AND SUGGESTED SEQUENCING

Fall Semester 1	CMSC 120 IS 130	Computer Science I Computing Studies Concepts
Spring Semester 1	IS 406 IS 408	Data Communications Data Management

## PROGRAMS OF STUDY

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Fall Semester 2	IS 236	Problem Solving & Programming in Business
	IS 404	Systems Analysis
Spring Semester 2	IS 461	System Design Methods
	IS 492	IS Project

The certificate will be awarded after the successful completion of the eight courses if a student has received a grade of C or better in each course.

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## BS/MS PROGRAM IN INFORMATION SYSTEMS

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**ONKAR P. SHARMA, Ph.D.,** *Dean and Director*

In addition to its undergraduate major in Information Systems, the Department of Computer Science and Information Systems also offers a Master of Computer Science/Information Systems degree. The Department recognizes that for some outstanding undergraduate students, certain of their undergraduate work might well be reflective of both the content and quality of that typically expected at the graduate level. The Department further recognizes that certain outstanding undergraduate students could participate successfully in graduate classes. For these reasons the Department offers a five-year program in Information Systems at the end of which the student will earn both B.S. and M.S. degrees.

This program offers an accelerated way of obtaining a master's degree. Instead of remaining three additional semesters at the minimum to gain the MS at 150 credits (120 + 30), those IS undergraduate students who are admitted to this program will be required to take only 143 credits, or 23 additional credits that can be completed in two semesters, normally the Fall and Spring following their undergraduate studies.

This program offers a mandatory field experience as a program requirement, which is particularly relevant for acquiring a position of excellence in today's marketplace.

The five-year program is not appropriate for all students. Qualification occurs in the fourth semester. A cumulative GPA of 3.2 is required for acceptance into the program; a GPA of 3.0 is required for continuation in the program. Students interested in entering the five-year program should speak to any IS faculty member early in their studies at Marist, but no later than the beginning of their fourth semester (see page 19 for more information).

## REQUIREMENTS FOR 5-YEAR B.S./M.S. PROGRAM IN INFORMATION SYSTEMS

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Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in IS and CMSC	
	IS 110, 130, 236, 321, 406, 408	16 cr
	CMSC 120, 121,	7 cr
	IS 497, 499 Advanced Internship	12 cr
	<b>Undergraduate Credit Requirement in IS and CMSC</b>	<b>35 cr</b>
2.0	Course Requirements in Related Fields	
	MATH 115, 130, 230, 250	12 cr
	ECON 101, 102	6 cr
	ACCT 203, 204	6 cr
	BUS 101, 301, 320, 340, 388	15 cr
	<b>Undergraduate Credit Requirement in Related Fields</b>	<b>39 cr</b>
	<b>Total Undergraduate Credit Requirement in IS, CMSC and Related Fields</b>	<b>74 cr</b>

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION COURSES		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION STUDIES		
	Natural Science	6 cr	
	Social Science	0 cr (fulfilled by related field req.)	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr (fulfilled by related field req.)	
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			24 cr
	<b>Total Credit Requirement Core/Liberal Studies</b>		33-36 cr
4.0	Electives (Students are advised to defer free electives until Junior year at the earliest.)		0-3 cr
5.0	Graduate Courses taken at Undergraduate Level MSCM 528 and 529, or MSCS 527, 647, 657		9 cr
	<b>Total 4-Year Credit Requirement*</b>		119 cr
6.0	Fifth-Year Graduate Courses		
	MSCS 637, 640, 720 (Capping), 730 (Capping)	12 cr	
	MBA 610, 654, 661	9 cr	
	PSYG 545 or approved MSCS or MBA course	3 cr	
			24 cr
	<b>Total Graduate Credits, Fifth Year</b>		24 cr
	<b>Total Credits for Completing 5-Year B.S.-M.S. Program*</b>		143 cr

\* Students normally would receive both the B.S. and the M.S. degree in the Spring of the fifth year at the conclusion of their studies.

## RECOMMENDED PROGRAM SEQUENCE FOR THE FIVE-YEAR B.S.-M.S. PROGRAM IN INFORMATION SYSTEMS

### FRESHMAN YEAR

#### FALL

CMSC 120 Computer Science I	4 cr
CMSC 110 Comput Studies Sem	1 cr
MATH 130 Intro Statistics I	3 cr
PHIL 101 Intro to Philosophy	3 cr
Core/LS Writing	3 cr
	14 cr

#### SPRING

CMSC 121 Computer Science II	3 cr
IS 130 Comput Studies Concepts	3 cr
MATH 250 Discrete Math I	3 cr
HIST 135 Origins of Modern Times	3 cr
Core/LS Writing or Elective	3 cr
	15 cr

### SOPHOMORE YEAR

#### FALL

IS 236 Problem Solv & Prog	3 cr
BUS 101 Mang & Org Behavior	3 cr
ECON 101 Princ Macroecon	3 cr
ACCT 203 Financial Account	3 cr
MATH 115 Calc w/Mgt Appl	3 cr
	15 cr

#### SPRING

IS 321 Arch Hardware & Software	3 cr
MATH 230 Operational Models	3 cr
ECON 102 Princ Microeconomics	3 cr
ACCT 204 Managerial Accounting	3 cr
Core/LS Elective	3 cr
	15 cr

NOTE: Students selected for Five-Year Program at this point.

## PROGRAMS OF STUDY

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### JUNIOR YEAR

FALL		SPRING	
MSCS 527 Info Sys Con I	3 cr	IS 406 Data Communications	3 cr
IS 408 Data Management	3 cr	MSCS 647 Information Analysis	3 cr
BUS 320 Financial Mgmt	3 cr	BUS 301 Personnel Admin	3 cr
Core/LS Elective	3 cr	Core/LS or Elective	3 cr
Core/LS Elective	3 cr	Core/LS Ethics	3 cr
	15 cr		15 cr

### SENIOR YEAR

FALL		SPRING	
MSCS 657 Systems Design	3 cr	IS 497 IS Advanced Internship	3 cr
BUS 340 Marketing Mgmt	3 cr	IS 499 IS Advanced Intern	9 cr
BUS 388 Production Mgmt	3 cr	Core/LS or Elective	3 cr
Core/LS Elective	3 cr		
Core/LS Elective	3 cr		
	15 cr		15 cr

### FIFTH YEAR (Graduate)

FALL		SPRING	
MSCS 637 Decision Supp Syst	3 cr	MSCS 730 IS Policy (Capping)	3 cr
MSCS 640 Dist Database Syst	3 cr	MBA 610 Global Environ Business	3 cr
MSCS 720 IS Project (Capping)	3 cr	MBA 661 Quality Mgmt Operations	3 cr
MBA 654 Org & Mgmt Develop	3 cr	PSYG 545 Psychology of Commun	
		or approved MSCS or MBA course	3 cr
	12 cr		12 cr

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## INFORMATION TECHNOLOGY

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**JAN L. HARRINGTON, Ph.D.,** *Chairperson*  
(Pending Approval)

A major in Information Technology prepares students to plan, develop, and manage the computing resources needed to support Internet and Intranet installations. This field focuses on the design and development of customized end-user software and hardware solutions, in particular involving multimedia applications, local area networks, and the World Wide Web.

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### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

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1.0	Course Requirements	
	CMSC 110 Computing Studies Seminar	1 cr
	CMSC 120 Computer Science I	4 cr
	CMSC 121 Computer Science II	3 cr
	CMSC 310 Object-Oriented Programming in C++	3 cr
	CMSC 478 Software Development	3 cr
	CSIS 203 Introduction to Multimedia	3 cr
	IS 130 Information Systems Concepts	3 cr
	IS 321 Architecture of Hardware and Software	3 cr
	IS 404 Systems Analysis Methods	3 cr
	IS 406 Data Communications	3 cr
	IS 407 Data Communications Lab	1 cr
	IS 408 Data Management	3 cr
	IT 115 Introduction to Scripting	3 cr
	IT 235 Applications Programming in Windows	4 cr
	IT 477 Computers and Society (capping)	3 cr

1.1	Concentration		
	Students must choose one of the following concentrations:	9 cr	
	<b>Instructional Technology</b>		
	PSYC 208 Educational Psychology		
	PSYC 342 Learning and Cognition		
	IT 300 Instructional Technology		
	<b>Graphics and Multimedia</b>		
	CMSC 250 Introduction to Graphics		
	ART 101 Fundamentals of Art and Design		
	ART 231 Introduction to Digital Art		
	<b>Computer Technology</b>		
	CMSC 330 Logic Design		
	CMSC 421 Microprocessors and Applications		
	IT 312 UNIX		
<b>Credit Requirement in Information Technology</b>			52 cr
2.0	Course Requirements in Related Fields		
	MATH 130 Introduction to Statistics I	3 cr	
	MATH 250 Discrete Math I	3 cr	
	MATH 115 Calculus with Management Applications OR		
	MATH 221 & 222 Calculus I & Calculus II	3-6 cr	
	PSYC 101 Introduction to Psychology	3 cr	
	PSYC 315 Human Factors Psychology	3 cr	
<b>Credit Requirement in Related Fields</b>			15-18 cr
<b>Total Credit Requirement for a Major in Information Technology</b>			67-70 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION*		
	Natural Science	6 cr	
	Social Science	0 cr	(fulfilled by major field req.)
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			24 cr
<b>Total Credit Requirement Core/Liberal Studies</b>			33-36 cr
4.0	Electives (and/or Internship)		14-20 cr
<b>Total Credit Requirement for Graduation</b>			120 cr

\*Students are encouraged to take intermediate foreign language or culture courses, which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY****FRESHMAN YEAR**

<b>FALL</b>		<b>SPRING</b>	
CMSC 110 Comp Stud Seminar	1 cr	CMSC 121 Computer Science II	3 cr
CMSC 120 Computer Science I	4 cr	MATH 250 Discrete Math I	3 cr
MATH 130 Intro Statistics I	3 cr	IS 130 IS Concepts	3 cr
PHIL 101 Intro Philosophy	3 cr	HIST 135 Origins Mod Times	3 cr
Core/LS Writing	3 cr	Core/LS Writing	3 cr
	14 cr		15 cr

**SOPHOMORE YEAR**

<b>FALL</b>		<b>SPRING</b>	
IT 115 Intro to Scripting	3 cr	IS 321 Arch Hard & Software	3 cr
PSYC 101 Intro Psychology	3 cr	IT 235 Appl Prog Wind	4 cr
MATH 221 Calculus	3 cr	MATH 222 Calculus II	3 cr
CSIS 203 Intro Multimedia	3 cr	PSYC 315 Human Factors	3 cr
Core/LS	3 cr	Core/LS	3 cr
	15 cr		16 cr

**JUNIOR YEAR**

<b>FALL</b>		<b>SPRING</b>	
CMSC 310 Obj-Ori Prg in C++	3 cr	CMSC 478 Soft Develop	3 cr
IS 404 Systems Analysis	3 cr	IS 406 Data Comm	3 cr
Concentration Course	3 cr	IS 407 Data Comm Lab	1 cr
Core/LS	3 cr	Concentration Course	3 cr
Elective	3 cr	Core/LS	3 cr
	15 cr	Elective	3 cr
			16 cr

**SENIOR YEAR**

<b>FALL</b>		<b>SPRING</b>	
IS 408 Data Management	3 cr	IT 477 Comp & Society (Capping)	3 cr
Concentration Course	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Elective/Internship	5 cr
Elective	3 cr		
	15 cr		14 cr

**DEPARTMENT OF MATHEMATICS****MISSION:**

The Department of Mathematics exists to support the study, teaching and application of mathematics at Marist College. Mathematical reasoning is a uniquely effective method of describing and analyzing human experience. As such, it is an indispensable part of any education in the sciences or liberal arts.

The Department of Mathematics seeks to ensure that all Marist students are given a basic understanding of mathematical reasoning and some experience of its application. It teaches more advanced techniques and interpretative skills to those whose chosen disciplines require them. It offers major and minor courses of study that initiate students into the active practice and use of mathematics and that provide the background necessary to pursue a career in the mathematical sciences or graduate study.

The department provides resources that support the scholarly activities of its faculty and students. It attempts to make the principles and use of mathematics known to the wider community, and provides appropriate mathemati-

cal services to the community where possible.

The Department of Mathematics combines the traditional focus of a liberal arts education with modern technology to create an environment that teaches quantitative reasoning, fosters deductive thinking, and promotes mathematical understanding at all levels. From the core courses through the advanced topics courses, students develop a broad understanding of the field of mathematics, the interdisciplinary applications of mathematics, and the role mathematics play in the careers they choose.

The mission of the department is:

- To trace the historical development of mathematics and to study its roles in the core of a liberal arts education;
- To teach critical thinking and problem-solving skills which can be applied within the discipline of mathematics and across the curriculum;
- To give students a broad understanding of the field of mathematics and of its diverse applications;
- To incorporate information technology into the curriculum to enhance the teaching and learning process.

## COMPUTER MATHEMATICS

**KEVIN J. CAROLAN**, *Chairperson*

The major in Computer Mathematics is designed to stress the interplay between mathematics and computer science. The student is given an opportunity to develop in both areas of study. A minor in Computer Science or Mathematics is not available to a Computer Mathematics Major. Students interested in a teaching career can pursue a course of study leading to provisional certification in mathematics at the secondary school level.

### REQUIREMENTS FOR A BACHELOR OF ARTS IN COMPUTER MATHEMATICS

Note: A minimum of 90 credits in Liberal Arts required.

1.0	Course Requirements in Mathematics and Computer Science		
	IS 110	1 cr	
	CMSC 120, 121, 230 or 233, 331, 335	16 cr	
	MATH 210, 221, 222, 240, 250, 320, 322, 330	22 cr	
	MATH 477 or CMSC 478 Capping Course	3 cr	
	Additional upper-level MATH courses(4)		
	MATH 321, 331, 410, 430, 440, 450	12 cr	
2.0	Course Requirements in Related Fields: None		
<b>Total Credit Requirement for a Major in Computer Mathematics</b>			<b>54 cr</b>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			<b>9-12 cr</b>
3.2	DISTRIBUTION*		
	Fine Arts	3 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr	
	Natural Science	6 cr	
	Philosophy/Religious Studies	3 cr	
	Social Science	6 cr	
		<b>30 cr</b>	
<b>Total Core/Liberal Studies Requirement</b>			<b>39-42 cr</b>

## PROGRAMS OF STUDY

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### 4.0 Electives

Recommended courses

MATH 420, 421, 424

24-27 cr

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### Total Credit Requirement for Graduation

120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies description in catalog.

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## RECOMMENDED PROGRAM SEQUENCE FOR BACHELOR OF ARTS IN COMPUTER MATHEMATICS

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### FRESHMAN YEAR

#### FALL

Core/LS	3 cr
CMSC 120 Computer Science I	4 cr
Core/LS PHIL 101	3 cr
Core/LS Writing	3 cr
CSIS 110 Comp Stud Seminar	1 cr
	<hr/> 14 cr

#### SPRING

CMSC 121 Computer Science II	3 cr
Core/LS	6 cr
Core/LS Writing or Elective	3 cr
Math 250 Discrete Math I	3 cr
Math 240 Problem Seminar I	1 cr
	<hr/> 16 cr

### SOPHOMORE YEAR

#### FALL

MATH 221 Calculus I	3 cr
CMSC 230 or 233 Assem Prog/Lang Study	3 cr
Core/LS	6 cr
Elective	3 cr
	<hr/> 15 cr

#### SPRING

CMSC331 Theory of Prog Lang	3 cr
MATH 222 Calculus II	3 cr
Core/LS	6 cr
Elective	3 cr
	<hr/> 15 cr

### JUNIOR YEAR

#### FALL

MATH 320 Calculus III	3 cr
MATH 330 Probability & Statistics	3 cr
Elective	3 cr
MATH Elective	3 cr
MATH 210 Linear Algebra	3 cr
	<hr/> 15 cr

#### SPRING

CMSC 335 Adv Data Structure	3 cr
MATH Elective	3 cr
Core/LS	6 cr
MATH 322 Calculus IV	3 cr
	<hr/> 15 cr

### SENIOR YEAR

#### FALL

Core/LS Ethics	3 cr
Elective	9 cr
MATH Elective	3 cr
	<hr/> 15 cr

#### SPRING

MATH 477/ CMSC 478 Capping Course	3 cr
Elective	6 cr
MATH Elective	3 cr
Core/LS	3 cr
	<hr/> 15 cr

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## MATHEMATICS

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### KEVIN J. CAROLAN, *Chairperson*

The mathematics major at Marist offers a solid grounding in the ideas and techniques of mathematics. The traditional focus on mathematical concepts is augmented by a pair of problem-solving courses and a service component. The purpose of these additional experiences is to promote the ability to use mathematical knowledge in applications beyond the domain of coursework.

During the junior and senior year, the student is required to complete one of two upper division concentrations. This allows the student to tailor the major to career goals. Each of these concentrations includes a depth requirement which provides a penetrating and sophisticated analysis of at least one aspect of the curriculum.

The actuarial concentration emphasizes the ideas and methods used in business and industry. The scientific concentration emphasizes the conceptual understanding of mathematics and the techniques useful in the sciences. Students interested in secondary mathematics teaching certification are well served by either concentration.

## REQUIREMENTS FOR A BACHELOR OF ARTS IN MATHEMATICS

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Mathematics		
	MATH 241, 242, 343, Calculus I-III	12 cr	
	MATH 210 Linear Algebra I	3 cr	
	MATH 310 Intro to Math Reasoning	3 cr	
	MATH 330 Probability and Statistics	3 cr	
	MATH 410 Abstract Algebra I	3 cr	
	MATH 420 Mathematical Analysis I	3 cr	
	MATH 477 Math Capping Course	3 cr	
1.1	Additional Upper Level MATH courses	9 cr	
	Actuarial Concentration:		
	MATH 331 Applied Statistics		
	MATH 430 Operations Research		
	MATH 440 Numerical Analysis		
	Scientific Concentration:		
	MATH 411 or 421 Abstract Algebra II or		
	Math Analysis II		
	MATH 321 Differential Equations		
	MATH 424 Complex Analysis		
<b>Credit Requirements in Mathematics</b>			<b>39 cr</b>
2.0	Course Requirements in Related Fields: NONE		
<b>Total Credit Requirement for Mathematics Majors</b>			<b>39 cr</b>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION*		
	Natural Science	6 cr	
	Social Science	6 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			<b>30 cr</b>
<b>Total Core/Liberal Studies</b>			<b>39-42 cr</b>

## PROGRAMS OF STUDY

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### 4.0 Free Electives

4.1 Actuarial Concentration 39-42 cr  
Students are encouraged to take courses  
in computer science and business.

4.2 Scientific Concentration 39-42 cr  
Students are encouraged to take courses  
in computer science, physics and foreign language.

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**Total Elective Credits** 39-42 cr

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**Total Credit Requirement for Graduation** 120 cr

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\* Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for second courses in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MATHEMATICS

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### FRESHMAN YEAR

#### FALL

MATH 241 Calculus I	4 cr
PHIL 101	3 cr
Core/LS Writing	3 cr
Core/LS	6 cr
	<hr/>
	16 cr

#### SPRING

MATH 242 Calculus II	4 cr
Core/LS Writing or Elective	3 cr
Core/LS	9 cr
	<hr/>
	16 cr

### SOPHOMORE YEAR

#### FALL

MATH 343 Calculus III	4 cr
MATH 210 Linear Algebra	3 cr
Core/LS	6 cr
Elective	3 cr
	<hr/>
	16 cr

#### SPRING

MATH 310 Intro Math Reasoning	3 cr
Core/LS	3 cr
Elective	9 cr
	<hr/>
	15 cr

### JUNIOR YEAR

#### FALL

MATH 410 Abstr Algebra I	3 cr
MATH 330 Prob & Stat I	3 cr
Core/LS	3 cr
Elective	6 cr
	<hr/>
	15 cr

#### SPRING

MATH 411 Abs Algebra II or MATH 331 App Stat	3 cr
Math Concen Req	3 cr
Core/LS	3 cr
Elective	6 cr
	<hr/>
	15 cr

### SENIOR YEAR

#### FALL

MATH 420 Analysis I	3 cr
Core/LS Ethics	3 cr
Elective	9 cr
	<hr/>
	15 cr

#### SPRING

MATH 421 Analysis II or Elective	3 cr
Math Concen Req	3 cr
MATH 477 Math Capping	3 cr
Elective	3 cr
	<hr/>
	12 cr

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*Students in the scientific concentration are required to complete Math 411 or Math 421.*

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**REQUIREMENTS FOR MATHEMATICS MAJORS PURSUING SECONDARY EDUCATION**

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Mathematics:	
	MATH 241, 242, 343 Calculus I-III	12 cr
	MATH 210 Linear Algebra I	3 cr
	MATH 310 Intro to Math Reasoning	3 cr
	MATH 330 Probability and Statistics	3 cr
	MATH 410 Abstract Algebra I	3 cr
	MATH 420 Mathematical Analysis I	3 cr
	MATH 477 Math Capping Course	3 cr

1.1	Additional Upper Level MATH courses	9 cr
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**Actuarial Concentration:**

MATH 331 Applied Statistics  
MATH 430 Operations Research  
MATH 440 Numerical Analysis

**Scientific Concentration:**

MATH 441 or 421 Abstract Algebra II or  
Math Analysis II  
MATH 321 Differential Equations  
MATH 425 Complex Analysis

1.2	Secondary Education	3 cr
	Students interested in the secondary education certification program should declare their intention as soon as possible to avoid scheduling problems.	
	MATH 450 Geometry is also required.	

<b>Credit Requirements in Mathematics</b>	<b>42 cr</b>
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2.0	Course Requirements in Related Fields	
	PSYC 101, 207, 208	9 cr
	PHIL 233	3 cr
	EDUC 211, 362, 415, 424	19 cr
	One year of foreign language	6 cr

**37 cr**

<b>Total Credit Requirement for Mathematics Majors/Secondary Education</b>	<b>79 cr</b>
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3.0	Core/Liberal Studies requirements
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3.1	FOUNDATION	
	Philosophy/Ethics	6 cr
	Writing	3-6 cr

9-12 cr

3.2	DISTRIBUTION*	
	Natural Science	6 cr
	Social Science	0 cr (fulfilled by related field req.)
	History	6 cr
	Literature	6 cr
	Mathematics	0 cr (fulfilled by related field req.)
	Fine Arts	3 cr
	Philosophy/Religious Studies	0 cr (fulfilled by related field req.)
		<b>21 cr</b>

<b>Total Core/Liberal Studies Requirement</b>	<b>30-33 cr</b>
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## PROGRAMS OF STUDY

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### 4.0 Free Electives for Secondary Education Certification

If the foreign language requirement is fulfilled at the Intermediate level  
3-6 additional free electives are possible.

8-11 cr

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### Total Credit Requirement for Graduation

120 cr

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\* Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for second courses in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

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## RECOMMENDED SEQUENCE FOR A BACHELOR OF ARTS IN MATHEMATICS WITH SECONDARY EDUCATION CERTIFICATION

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### FRESHMAN YEAR

#### FALL

MATH 241 Calculus I	4 cr
PHIL 101	3 cr
Core/LS Writing	3 cr
Core/LS	6 cr

16 cr

#### SPRING

MATH 242 Calculus II	4 cr
PSYC 101	3 cr
Core/LS Writing or Elective	3 cr
Core/LS	6 cr

16 cr

### SOPHOMORE YEAR

#### FALL

MATH 342 Calculus III	4 cr
MATH 210 Linear Algebra	3 cr
PSYC 207	3 cr
Foreign Language	3 cr
Core/LS	3 cr

16 cr

#### SPRING

MATH 450 Geometry	3 cr
MATH 310 Intro Math Reasoning	3 cr
PSYC 208	3 cr
Foreign Language	3 cr
Core/LS	3 cr

15 cr

### JUNIOR YEAR

#### FALL

MATH 330 Prob & Stat	3 cr
MATH 410 Abs Algebra I	3 cr
Core/LS Ethics	3 cr
Electives	5 cr

14 cr

#### SPRING

MATH 331 App Stat	
or MATH 411 Abs Algebra II	3 cr
Math Concen Req	3 cr
EDUC 211	1 cr
EDUC 424	3 cr
EDUC 362	3 cr

13 cr

### SENIOR YEAR

#### FALL

MATH 420 Analysis I	3 cr
EDUC 415	12 cr

15 cr

#### SPRING

Math 421 Analysis II	
or Elective	3 cr
MATH 477 Math Capping	3 cr
Math Concen Req	3 cr
PHIL 233	3 cr
Core/LS	3 cr

15 cr

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*Students in the scientific concentration are required to complete one of Math 411 or 421.*

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**REQUIREMENTS FOR MINOR IN MATHEMATICS**

MATH 241, 242, 343 Calculus I-III	12 cr
MATH 210 Linear Algebra or	3 cr
MATH 250 Discrete Math I	
MATH 310 Intro to Math Reasoning	3 cr

**Total Credit Requirements for a Minor in Mathematics****18 cr****DIVISION OF HUMANITIES****REGINETTA HABOUCCHA, Ph.D., Dean****MISSION:**

The Division of Humanities reflects the central educational values and commitments of Marist College and of the disciplines of the liberal arts. Through their dedication to the Core/Liberal Studies program, an important component of the divisional curriculum, Humanities faculty provide leadership in support of the aspiration of our institution to blend career preparation with a liberal arts education and, thus, they play a crucial role in shaping the educational experience of every student who attends Marist College.

The hallmarks of the Humanities curricula are interdisciplinary and multidisciplinary. While striving to prepare students to become reflective, critical, and engaged citizens, the faculty of the Humanities seek to transcend traditional disciplinary boundaries while respecting the integrity of each discipline. Focusing on the unity and integration of knowledge, they address issues from diverse viewpoints and create synergistic teaching opportunities with each other, as well as between the Humanities and the wider Marist community, that lead students to develop breadth as well as depth.

The faculty of the Division of Humanities are committed to the cultivation of the teacher/scholar, recognizing that legitimate scholarship is not confined to a single focus and that teaching excellence embraces innovative and technologically advanced forms of instruction in a variety of settings. They acknowledge the internationalization of our nation's interests and concerns and endeavor to ensure that our students develop global perspectives and appreciation of foreign cultures, beginning with the richness and changing composition of American culture. Finally, faculty investigate new ways to illuminate the problems and questions of life, heightening student awareness of the moral and ethical implications of human existence and helping them connect what takes place in the classroom to their own lives.

**GOALS:**

- To prepare students for a productive life by helping them develop the skills of critical analysis, reflection, effective communication, and information literacy.
- To foster in students an understanding and appreciation of intellectual, aesthetic, and professional creativity.
- To enhance students' learning and intellectual development through the use of technological resources.
- To lead students to become informed, responsible, and motivated and to maximize their capacity to interpret events and processes as well as to help shape them.
- To ground students in their own historical experience and to help them develop ways to analyze issues that challenge them as citizens.
- To guide students to confront issues of social responsibility, human rights, and dignity and to prepare them to support and promote social justice.

## DEPARTMENT OF ENGLISH

### MISSION:

The English program offers concentrations in literature, writing, and theatre; the goals and principles underlying these concentrations are the same:

- (1) To increase the student's appreciation and understanding of the literary, pragmatic, rhetorical, and dramatic uses of language.
- (2) To develop the student's ability to write effectively in a variety of situations.
- (3) To help the student become more receptive to the many-sided pleasures of reading, writing, and oral presentation.
- (4) To enable the student to see how literary and nonliterary texts illuminate the complexity of human experience.
- (5) To heighten the student's awareness of the moral and ethical implications of literary and non-literary texts.
- (6) To foster the student's intellectual, aesthetic, and professional creativity.

The professional goals of the three concentrations are similar:

- (1) To prepare students for careers utilizing analytical, writing skills and/or performance skills in such fields as business, industry, education, government, theatre, and media.
- (2) To prepare students for graduate studies in literature and writing and in fields that require analytic, interpretive, and writing skills.
- (3) In conjunction with the Teacher Education Program, to prepare students for careers in secondary education.

### ENGLISH

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**DONALD ANDERSON, Ph.D.,** *Chairperson*

#### **CONCENTRATION IN LITERATURE**

The literature concentration provides students with a sense of the historical development of the Western literary tradition, especially that of English and American Literature. Students also examine how that tradition is continually re-formed and reshaped as writers from previously excluded cultural traditions and once-marginalized groups are added to the canon. Students in the concentration develop the analytical skills and the critical language to describe, analyze and evaluate literary texts.

Internships within the English department offer students the opportunity to gain experience in research and teaching, while internships from the private and public sectors present students with the opportunity to gain work experience that utilizes the analytical, interpretive, and writing skills that the concentration fosters.

#### **CONCENTRATION IN WRITING**

Combining literary study and a range of writing workshops, the writing concentration develops the student's skills in a number of different forms: the short story, poetry, dramatic writing, the essay, business and professional writing, and newspaper and magazine writing. Students also have the opportunity to fulfill requirements for the concentration by taking writing courses offered by other divisions of the College (e.g., Writing for Radio and TV and a variety of Journalism courses).

Internships with business, media, and civic organizations offer students in the writing concentration the opportunity to gain work experience that utilizes the writing and analytical skills that the concentration develops.

#### **CONCENTRATION IN THEATRE**

The concentration in theatre offers the student the opportunity to study theatre as the written and spoken work combined with movement in the art of performance.

The play is studied for its literary qualities, as well as a blueprint for production. New, exciting approaches to interrogating the text and describing the complexity of its sign-system come from changes in the nature and function of literary criticism. While some courses include scene studies, others may be tied to on-campus productions.

Internships in the broad arena of theatre-related activities are possible and require significant dedication to skill development related to the specific focus of the individual internship.

## REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

### Concentration in Literature

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Freshman and Sophomore years: ENG 210, 211, 212, 213	12 cr
1.2	Course Requirements in Sophomore, Junior and Senior years are 9 upper-level courses (300- or 400-level), selected as follows:	
	2 courses from Literature Group #1*	6 cr
	2 courses from Literature Group #2*	6 cr
	2 courses from Literature Group #3*	6 cr
	3 courses from any Literature Group* (up to 2 of the 3 may be upper-level writing courses)	9 cr
1.3	Capping Course ENG 477 Total upper-level courses: 10	3 cr

### Total Credit Requirement for the Concentration in Literature

42 cr

Note: (a) A student may substitute a maximum of one 3-credit course in Independent Research for a required upper-level course.

(b) A student may apply a maximum of one literature in translation course (Literature Group #4) toward an English major

2.0	Course Requirements in Related Fields: None	
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	Philosophy/Ethics	6 cr
	Writing	3-6 cr
		9-12 cr
3.2	DISTRIBUTION**	
	Fine Arts	3 cr
	History	6 cr
	Literature	0 cr (fulfilled by major field req.)
	Mathematics	6 cr
	Natural Science	6 cr
	Philosophy/Religious Studies	3 cr
	Social Science	6 cr
		30 cr

### Total Core/Liberal Studies Requirement

39-42 cr

4.0	Electives	36-39 cr
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### Total Credit Requirement for Graduation

120 cr

5.0 Students are encouraged to pursue a minor in a different field to give structure and coherence to their programs.

\* See p. 80 for course listing by Group.

\*\*Students are encouraged to take intermediate foreign language or culture courses, which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

**REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH*****Concentration in Writing***

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in English in Freshman and Sophomore years: ENG 210, 211, 212, 213	12 cr	
1.2	Course Requirements in Sophomore, Junior and Senior year are: (a) 5 upper-level (300- or 400-level) writing courses (b) 4 upper-level literature courses, selected as follows: 2 courses from Literature Group #1* 1 course from Literature Group #2* 1 course from Literature Group #3*	15 cr 6 cr 3 cr 3 cr	
1.3	Capping Course ENG 477 Total Upper-Level Courses: 10	3 cr	42 cr

A student may substitute a maximum of one 3-credit course in Independent Research for required upper-level courses.

1.4	The Internship in Writing The internship is not required but is recommended for seniors who have distinguished themselves in the Concentration in Writing.	3 cr	
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**Total Credit Requirement for the Concentration in Writing** 42-45 cr

2.0	Courses Required in Related Fields: None (The student should consult his or her advisor for recommended courses.)		
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	9-12 cr
3.2	DISTRIBUTION** Fine Arts History Literature Mathematics Natural Science Philosophy/Religious Studies Social Science	3 cr 6 cr 0 cr (fulfilled by major field req.) 6 cr 6 cr 3 cr 6 cr	30 cr

**Total Core/Liberal Studies Requirement** 39-42 cr

4.0	Electives		33-39 cr
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**Total Credit Requirement for Graduation** 120 cr

\*See page 80 for course listing by Group.

\*\*Students are encouraged to take intermediate foreign language or culture courses, which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

**REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH****Concentration in Theatre**

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in English in Freshman and Sophomore years: ENG 210, 211, 212, 213	12 cr	
1.2	Course Requirements in Sophomore, Junior and Senior year are: 10 upper-level courses (300- or 400-level) selected as follows: 2 courses from Literature Group #1 2 courses from Literature Group #2 2 courses from Literature Group #3 Selections must include Shakespeare and at least three other courses in Dramatic Literature (Rise & Development of English Drama I & II, American Drama I & II, Twentieth-Century European Drama).  Three upper-level courses in theatre arts: ENG 350 Theory and Practice of the Theatre ENG 355 History of the Modern Theatre One additional course from: ENG 451 Theatre Workshop ENG 310 Workshop in Playwriting An appropriately designated Special Topics course  One additional upper-level course selected from any upper-level English offering	6 cr 6 cr 6 cr          3 cr	
1.3	Capping Course ENG 477	3 cr	
	Total Upper-Level Courses: 11		
	<b>Total Credit Requirement for the Concentration in Theatre</b>		45 cr
2.0	Courses Required in Related Fields: None		
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	9-12 cr
3.2	DISTRIBUTION* Fine Arts History Literature Mathematics Natural Science Philosophy/Religious Studies Social Science	3 cr 6 cr 0 cr 6 cr 6 cr 3 cr 6 cr	(fulfilled by major field req.)      30 cr
	<b>Total Core/Liberal Studies Requirement</b>		39-42 cr
4.0	Electives		33-36 cr
	<b>Total Credit Requirement for Graduation</b>		120 cr

\*Students are encouraged to take intermediate foreign language or culture courses, which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

## LITERATURE COURSE GROUPINGS\*

### Literature Group #1

(courses through the 17th Century; theory courses)

- ENG 331
  - Renaissance Literature
- ENG 301-302
  - History of the English Language I-II
- ENG 308
  - Literary Critical Theory
- ENG 320
  - The Rise and Development of the English Drama I
- ENG 324
  - Chaucer
- ENG 325
  - Shakespeare
- ENG 329
  - Seventeenth-Century Literature
- ENG 330
  - Medieval Literature
- ENG 360
  - Ancient Greek Literature
- ENG 361
  - The Ancient Roman and Early Christian Literature
- ENG 371
  - The Hebrew Bible as Literary Classic

(Note: Any appropriate Special Topics or Seminar course may be used to fulfill a Group #1 requirement)

### Literature Group #2 (18th and 19th Centuries)

- ENG 319
  - The Rise of the American Novel
- ENG 323
  - The Rise of the English Novel
- ENG 336
  - The Age of Satire and Sensibility
- ENG 334
  - The English Romantics
- ENG 335
  - Victorian Prose and Poetry
- ENG 340
  - The Rise of American Drama
- ENG 346
  - American Renaissance
- ENG 347
  - American Realists and Naturalists

(Note: Any appropriate Special Topics or Seminar course may be used to fulfill a Group #2 requirement)

### Literature Group #3 (20th Century)

- ENG 321
  - The Rise and Development of the English Drama II
- ENG 326
  - The Modern English Novel

- ENG 328
  - Modern English and American Poetry
- ENG 341
  - Contemporary American Drama
- ENG 342
  - Contemporary English and American Poetry
- ENG 344
  - The Contemporary American Novel
- ENG 345
  - Modern Irish Literature
- ENG 348
  - American Modernism
- ENG 370
  - The Jewish Literary Genius in the Modern Period
- ENG 373
  - Literature of the Holocaust

(Note: Any appropriate Special Topics or Seminar course may be used to fulfill a Group #3 requirement)

### Literature Group #4 (miscellaneous)

Literature in Translation courses: Twentieth-Century European Drama; Major Russian Writers I, II; Dostoevsky; Tolstoy; Contemporary French Literature; Latin American Literature; Spanish Literature in translation: the Novel; Special Topics or Seminar courses not falling into Groups #1, #2, or #3.

### Upper-Level Writing Courses (May be counted toward English major)

- ENG 310
  - Workshop in Playwriting
- ENG 311
  - Workshop in Poetry
- ENG 312
  - Workshop in Technical and Professional Writing
- ENG 380
  - Workshop in Nonfiction
- ENG 382
  - Workshop in Fiction
- COM 241
  - Journalism I
- COM 289
  - Writing for Radio and TV
- COM 340
  - Journalism II

### UPPER-LEVEL THEATRE COURSES (May not be used to fulfill upper-level requirement in Literature or Writing Concentration)

- ENG 350
  - Theory and Practice of the Theatre
- ENG 355
  - The History of the Modern Theatre
- ENG 451
  - Theatre Workshop
- Special Topics Courses in Dramaturgy

**REQUIREMENTS FOR A SECONDARY TEACHING CERTIFICATION FOR ENGLISH MAJORS**

- 1.0 Completion of requirements for Bachelor of Arts in English.  
Concentration in literature is preferred, and students should select courses to ensure distribution over the full range of English language, literature, and writing studies. The major program must include a course in Linguistics or History of the English Language. Students considering a teaching career are urged to consult with the Director of Teacher Education before their Sophomore year to discuss required education courses. 42 cr
- 2.0 EDUC 211 Participation/Observation in Secondary Schools 1 cr  
EDUC 428 Methods of Teaching English in Secondary Schools 3 cr  
PSYC 208 Educational Psychology 3 cr  
PHIL 233 Philosophy of Education 3 cr  
PSYC 207 Psychology of the Exceptional Child 3 cr  
EDUC 362 Measurement and Evaluation 3 cr  
EDUC 415 Student Teaching in the Secondary Schools 12 cr
- 3.0 Two semesters of study of a Foreign Language (any level).  
Students may substitute these courses for a second Core course in certain areas. 0-6 cr

**Total credit requirement for teaching certificate in English**

70-76 cr

**REQUIREMENTS FOR A MINOR IN ENGLISH**

- Lower-level requirements:  
ENG 212, 213 6 cr  
ENG 210 3 cr

**Total lower-level requirements**

9 cr

- Upper-level requirements:  
Four upper-level literature courses, distributed as follows:  
1 course from Literature Group #1 3 cr  
1 course from Literature Group #2 3 cr  
1 course from Literature Group #3 3 cr  
1 course from any Literature Group 3 cr

**Total upper-level requirements**

12 cr

**Total English requirements for the minor**

21 cr

*Note.* (a) A student may apply a maximum of 1 literature in translation course (Literature Group #4) toward a minor in English.  
(b) A student may substitute 2 writing courses at the 300 level or above (6 cr total) for 2 of the upper-level literature courses.

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ENGLISH****FRESHMAN YEAR****FALL**

Core/LS PHIL 101 Intro to Philosophy	3 cr
ENG 116 or 117 Coll Writing I or II	3 cr
ENG 212 Eng Lit I OR	
ENG 210 Amer Lit I	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

**SPRING**

Core/LS	3 cr
ENG 117 Coll Writing II OR Elect	3 cr
ENG 213 Eng Lit II OR	
ENG 211 Amer Lit II	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

## PROGRAMS OF STUDY

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### SOPHOMORE YEAR

FALL		SPRING	
ENG 210 Amer Lit I OR		ENG 211 Amer Lit II OR	
Eng 212 Eng Lit I	3 cr	ENG 213 Eng Lit II	3 cr
Upper Level English Course	3 cr	Upper Level English Course	3 cr
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Elective	3 cr	Elective	3 cr
	15 cr		15 cr

### JUNIOR YEAR

FALL		SPRING	
Upper Level English Course	3 cr	Upper Level English Course	3 cr
Upper Level English Course	3 cr	Upper Level English Course	3 cr
Core/LS	3 cr	Core/LS PHIL 300 Ethics	3 cr
Elective	3 cr	Elective	3 cr
Elective	3 cr	Elective	3 cr
	15 cr		15 cr

### SENIOR YEAR

FALL		SPRING	
Upper Level English Course	3 cr	ENG 477 Capping Course	3 cr
Upper Level English Course	3 cr	Upper Level English Course	3 cr
Elective	3 cr	Upper Level English Course	3 cr
Elective	3 cr	Elective	3 cr
Elective	3 cr	Elective	3 cr
	15 cr		15 cr

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## DEPARTMENT OF HISTORY

### MISSION:

The History Department sees its mission as one of enabling students to make sense of the world that they are inheriting. In order to do this, they must be grounded in their own historical experience, which should be placed within an emerging international context. In addition, our students should recognize the ongoing tensions over the nature of identity: ethnic, racial, national, and global. To this end, we hope to develop ways to analyze issues that confront them as citizens of communities, nations, and the world. Our students should expect to confront issues of social responsibility, human rights and dignity, and their role in supporting and encouraging social justice.

### HISTORY

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**WILLIAM C. OLSON, Ph.D.,** *Chairperson*

The History Major systematically exposes students to three principal culture areas: the United States, Europe and the non-Western world. Within that framework, students have ample opportunity to pursue, in consultation with their advisors, specialized interests as career, life or further educational goals may require. While we do not require study of a modern foreign language, we strongly recommend that path.

A study of history provides students with a wide variety of skills both for living and for work. A comprehension of the past and the dynamics of change illuminates the present and enables students not only to exercise responsible citizenship, but to enjoy autonomy in an increasingly complex world. Too, the study and understanding of history, as with other of the liberal arts, instills or enhances a capacity for analysis and synthesis; and these transferable skills have applicability to a wide range of careers. History opens the door to graduate studies or professional schools, for example law school or secondary education. The history curriculum also makes a particular effort to

advance a central mission of Marist College, to enhance our students' awareness of enduring value-related issues.

The discipline also offers a concentration in public history, a new profession. Government, law firms and multi-national corporations now employ historians in order to base their planning on an accurate understanding of the past. We expect this movement to provide many entry-level positions for properly educated history majors. Students interested in such a concentration should discuss their objectives with their advisors.

## REQUIREMENTS FOR A BACHELOR OF ARTS IN HISTORY

Note: A minimum of 90 credits in Liberal Arts is required.

<b>1.0 Course Requirements in History</b>		
HIST 135 The Origins of Modern Times	3 cr	
HIST 226 American History I	3 cr	
HIST 227 American History II	3 cr	
HIST 248 Medieval Period, The Creation of Europe, 300 A. D. – 1300 A. D.	3 cr	
HIST 304 Research Methods I	3 cr	
HIST 305 Research Methods II	3 cr	
Three courses from HIST 268, 269, 273 or 274	9 cr	
HIST 477 Capping Course	3 cr	
CSIS 150, 153, 157	3 cr	
ECON 101 Prin Macroeconomics	3 cr	
POSC 110 American National Government	3 cr	
History Electives	6 cr	
<b>Credit Requirement in History</b>		45 cr
<b>2.0 Course Requirements in Related Fields</b>		
American Literature I and II		
or		
English Literature I and II	6 cr	
<b>Credit Requirement in Related Fields</b>		6 cr
<b>Total Credit Requirement for a Major in History</b>		51 cr
<b>3.0 Core/Liberal Studies Requirements</b>		
<b>3.1 FOUNDATION</b>		
Philosophy/Ethics	6 cr	
Writing	3-6 cr	
		9-12 cr
<b>3.2 DISTRIBUTION*</b>		
Fine Arts	3 cr	
Mathematics	6 cr	
Natural Science	6 cr	
Philosophy/Religious Studies	3 cr	
		18 cr
<b>Total Core/Liberal Studies Requirement</b>		27-30 cr
<b>4.0 Electives</b>		39-42 cr
<b>Total Credit Requirement for Graduation</b>		120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

### Recommended Courses

The following recommendations are made with respect to the HISTORY major's vocational goals. Choices should be made in consultation with a faculty advisor.

## PROGRAMS OF STUDY

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### RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN HISTORY

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#### FRESHMAN YEAR

##### FALL

Core/LS PHIL 101 OR CSIS 150, 153, 157	3 cr
Core/LS Writing	3 cr
HIST 135 Origins of Modern Times	3 cr
Core/LS Soc/Behav Science	3 cr
Core/LS Math or Language	<u>3 cr</u>
	15 cr

##### SPRING

CSIS 150, 153, 157 or Core/LS PHIL 101	3 cr
HIST 248 Medieval Europe	3 cr
Core/LS Writing or Elective	3 cr
Core/LS Elective Soc/Behav Science	3 cr
Core/LS Math or Language	<u>3 cr</u>
	15 cr

#### SOPHOMORE YEAR

##### FALL

HIST 304 Research Meth I	3 cr
HIST 226 American History I	3 cr
Core/LS Science	3 cr
Literature	3 cr
Elective	<u>3 cr</u>
	15 cr

##### SPRING

HIST 305 Research Meth II	3 cr
HIST 227 American History II	3 cr
Core/LS Science	3 cr
Literature	3 cr
Core/LS Eco/Bus	<u>3 cr</u>
	15 cr

#### JUNIOR YEAR

##### FALL

HIST Latin America/Asia	3 cr
HIST Elective	3 cr
Core/LS Fine Arts	3 cr
ECON 101 Macroeconomics	3 cr
Elective	<u>3 cr</u>
	15 cr

##### SPRING

HIST Latin America/Asia	3 cr
Core/LS Philosophy/Religious Studies	3 cr
POSC 110 American National Government	3 cr
HIST Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SENIOR YEAR

##### FALL

Core/LS Ethics	3 cr
HIST Latin America/Asia	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

##### SPRING

HIST 477 Capping Course	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

### RECOMMENDED PRE-LAW SEQUENCE FOR A BACHELOR OF ARTS IN HISTORY

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#### FRESHMAN YEAR

##### FALL

Core/LS PHIL 101 or CSIS 150, 153, 157	3 cr
Core/LS Writing	3 cr
Core/LS Math	3 cr
HIST 135 Origins of Modern Times	3 cr
POSC 101 Intro to Politics*	<u>3 cr</u>
	15 cr

##### SPRING

CSIS 150, 153, 157 or Core/LS PHIL 101	3 cr
Core/LS Writing or Elective	3 cr
HIST 248 Medieval Europe	3 cr
COM 101 Public Presentations*	3 cr
PSYC 101 Intro to Psychology*	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

HIST 226 American History I	3 cr
HIST 304 Research Meth I	3 cr
ENG 210 American Literature I	3 cr
Core/LS Math or Foreign Language	3 cr
ECON 101 Prin of Macroeconomics	3 cr
	<u>15 cr</u>

**SPRING**

HIST 227 American History II	3 cr
HIST 305 Research Meth II	3 cr
ENG 211 American Literature II	3 cr
Foreign Language or Elective	3 cr
ECON 102 Prin of Microeconomics*	3 cr
	<u>15 cr</u>

**JUNIOR YEAR****FALL**

HIST Latin America/Asia	3 cr
HIST Elective	3 cr
POSC 110 American National Government	3 cr
Core/LS Literature	3 cr
Core/LS Science	3 cr
	<u>15 cr</u>

**SPRING**

HIST Latin America/Asia	3 cr
Core/LS Fine Arts	3 cr
Core/LS Science	3 cr
Core/LS Literature	3 cr
Core/LS Philosophy or Religion	3 cr
	<u>15 cr</u>

**SENIOR YEAR****FALL**

HIST 312 American Presidency*	3 cr
HIST Latin America/Asia	3 cr
Core/LS Ethics	3 cr
POSC Elective	3 cr
Elective	3 cr
	<u>15 cr</u>

**SPRING**

HIST 321 American Business History*	3 cr
PHIL Elective	3 cr
Elective	3 cr
HIST 477 Capping Course	3 cr
Elective	3 cr
	<u>15 cr</u>

\*Although not required for the B.A. in History, students in the Pre-Law Sequence are encouraged to take these courses.

Pre-Law Advisory Committee: See page 21.

**Career Areas:** History majors who are interested in the career areas below are encouraged to take courses in the subject areas specified. Students should consult with their advisor on specific choices.

**TEACHING—SECONDARY LEVEL**

Students interested in this career should consult with the education faculty.

**COMMUNICATION**

English and Communication	12 cr
Social Science	6 cr
Behavioral Science	6 cr
Business, Fine Arts,	
Computer Science	6 cr

**FOREIGN SERVICE**

Language	12 cr
Political Science	6 cr
Fine Arts	6 cr
Economics	12 cr

**GOVERNMENT AND COMMUNITY SERVICE**

English Expression	6 cr
Business-Economics	6 cr
Behavioral Science	6 cr
Political Science	6 cr
Math-Computer Science	6 cr

**HISTORICAL PRESERVATION**

Art History, Fine Arts	6 cr
Archaeology, Sociology, Anthropology	9 cr
Political Science, Economics	9 cr
Business, English Expression	6 cr

**MANAGEMENT**

Business	12 cr
English Expression	6 cr
Math-Computer Science	6 cr
Social Science, Behavioral Science	6 cr
Language	6 cr

**GRADUATE SCHOOL**

Language, Computer Science	6-12 cr
Social Science	6-12 cr
Philosophy	6 cr
English Expression	6 cr

## PROGRAMS OF STUDY

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### REQUIREMENTS FOR A MINOR IN HISTORY

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✓HIST 135	3 cr
✓HIST 248	3 cr
✓HIST 226, 227 ✓	6 cr
HIST 268, 269 or 273, 274	6 cr
✓Any other HIST course	3 cr

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**Total Credit Requirement for a Minor in History**

**21 cr**

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### PUBLIC HISTORY

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**WILLIAM OLSON, Ph.D.,** *Internship Director*

Public History has been described as "The doing of historical research for a client or employer." The usual purpose of the client is to bring historical research techniques and historical perspectives to bear upon a practical problem as part of a planning process. Marist College is among the first undergraduate colleges to initiate a concentration in Public History.

### REQUIREMENTS FOR A CONCENTRATION IN PUBLIC HISTORY

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1.0 HIST 304, 305	6 cr
Any TWO, three-credit courses in American History	6 cr
HIST 413 or 477	3 cr
Public History Internship	6-12 cr

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**Total Requirement for a Concentration in Public History**

**21-27 cr**

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2.0 Recommended Courses:	
POSC 283	3 cr

## DEPARTMENT OF MODERN LANGUAGES

### MISSION:

Communication through language is at the core of human experience, and the study of a foreign language provides a powerful key to successful interaction. The ability to communicate efficiently and sensitively in another language with people of different cultural backgrounds can only enhance one's professional advancement in any career. The Department of Modern Languages aims to enrich students' education by helping them gain a rich preparation for the future through the support of global studies, teacher education, international tracks in other disciplines and, in general, career opportunities in key areas of domestic and international service where knowledge of a foreign language facilitates and increases the level of success.

### FRENCH

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**MAURICE BIBEAU, Chairperson**

The French area of the division affords the serious student of a foreign language the following special academic programs:

- (1) The Marist Abroad Program, featuring individual placement during the junior year in France.
- (2) Secondary school teacher certification.

Students may apply two language courses at the intermediate level or above as well as a civilization course and two Foreign Language Literature courses toward fulfilling the distributive Core/LS requirements.

## REQUIREMENTS FOR A BACHELOR OF ARTS IN FRENCH

Note: A minimum of 90 credits in Liberal Arts is required.

1.0 Course Requirements for all French Majors			
FREN 201, 202, 311	9 cr		
FREN 230, 231, 232 (1 credit each)	3 cr		
FREN 250, 251	6 cr		
		18 cr	
1.1 Approved Courses in Tracks			12-21 cr
Literature Track (single major)			
FREN 260 or FREN 340/ENG 308	3 cr		
FREN 327 or FREN 328	3 cr		
FREN 329	3 cr		
FREN 330	3 cr		
FREN 420	3 cr		
FREN 440 or FREN 394 (395)	3 cr		
FREN 477 (must be Lit thesis)	3 cr		
		21 cr	
Literature Track (double major)			
FREN 260 or FREN 340/ENG 308	3 cr		
FREN 327 or FREN 328	3 cr		
FREN 330	3 cr		
FREN 477	3 cr		
		12 cr	
Interdisciplinary Track (double major only)			
FREN 280 or any 300-level course	3 cr		
FREN 340, 341, 342 (1 credit each)	3 cr		
FREN 440 or 394, 395	3 cr		
FREN 477	3 cr		
		12 cr	
2.0 Course Requirements in Related Fields: None			
<b>Total Credit Requirement for a Major in French</b>			30-39 cr
3.0 Core/Liberal Studies Requirements			
3.1 FOUNDATION			
Philosophy/Ethics	6 cr		
Writing	3-6 cr		
		9-12 cr	
3.2 DISTRIBUTION*			
Natural Science	3-6 cr		
Social Science	6 cr		
History	3 cr		
Literature	0-3 cr	(fulfilled by major field req.)	
Mathematics	3-6 cr		
Fine Arts	3 cr		
Philosophy/Religious Studies	3 cr		
		21-30 cr	
<b>Total Core/Liberal Studies Requirement</b>			30-42 cr
4.0 Electives			39-60 cr
<b>Total Credit Requirement for Graduation</b>			120 cr

## PROGRAMS OF STUDY

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### REQUIREMENTS FOR A MINOR IN FRENCH LANGUAGE STUDIES

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FREN 201, 202, 311	9 cr
FREN 230, 231, 232 (1 credit each)	3 cr
FREN 250, 251	6 cr

Note: The following is a substitution privilege:

FREN 311 may be replaced by FREN 280 or any 300- or 400-level course

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**Total Credit Requirement for a Minor in French Language Studies**

18 cr

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## RUSSIAN

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**MAURICE BIBEAU**, *Chairperson*

The Russian area of the Division of Humanities affords the serious student of a foreign language the following special academic programs:

- (1) Summer or one-semester program of study in a Russian-speaking country.
- (2) Secondary school teacher certification.

The major outcome of a modern language education is greater self-awareness and an increased understanding of and ability to communicate with people of different cultural backgrounds. In addition, career opportunities in many key areas of domestic and international services are enhanced for the person proficient in a modern language.

Students may apply two language courses at the intermediate level or above as well as a civilization course and two Foreign Language courses or literature courses in translation toward fulfilling the distributive Core/LS requirements.

### Basic Requirements:

- (1) A total of 36-39 credits in upper level Russian and English-taught courses dealing with the Russian area.
- (2) Study of language, literature and Russian offerings at a university in Russia, the Ukraine, or another European country as participant in the Marist Abroad Programs or the New Paltz Summer Programs in the Soviet Union.
- (3) Proficiency in Russian language.

*Prerequisites:* RUSS 102, 220, 301, 302 or RUSS 105 or RUSS 106 or three to four years of high school Russian.

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### REQUIREMENTS FOR A BACHELOR OF ARTS IN RUSSIAN

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Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Russian	
	RUSS 201-202	6 cr
	TWO RUSS courses selected from the following:	
	RUSS 220, 221, 320, 321	6 cr
	RUSS 477 Capping Course	3 cr

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**Credit Requirement in Russian**

15 cr

2.0	Course Requirements in Related Fields	
	ONE HIST Course selected from the following:	
	HIST 260-261, 262-263	3 cr
	Marist Abroad Program	
	In order to qualify, the candidates must have taken RUSS 101-102. RUSS 201-202 are recommended. If there is full year's study at a European University, the student	

will probably take a total of 30 credits,  
of which 15 will apply to the Russian major.

15 cr

Courses other than language which are related to the major

3-6 cr

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**Credit Requirement in Related Fields**

21-24cr

**Total Credit Requirement for a Major in Russian**

36-39 cr

**3.0 Core/Liberal Studies Requirements**
**3.1 FOUNDATION**

Philosophy/Ethics  
Writing

6 cr

3-6 cr

9-12 cr

**3.2 DISTRIBUTION**

Natural Science  
Social Science

3-6 cr

6 cr

History  
Literature

0 cr (fulfilled by major field req.)

0 cr (fulfilled by major field req.)

Mathematics

3-6 cr

Fine Arts

3 cr

Philosophy/Religious Studies

3 cr

18-24 cr

**Total Core/Liberal Studies Requirement**

27-36 cr

**4.0 Electives**

45-57 cr

**Total Credit Requirement for Graduation**

120 cr

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**REQUIREMENTS FOR A MINOR IN RUSSIAN AREA STUDIES**

Russian Language: RUSS 106, 201, 202

9 cr

Russian Civilization: RUSS 223

3 cr

Russian Literature: RUSS 220, 221

6 cr

FIFTEEN credits of this minor can also simultaneously  
fulfill the distribution requirements of Core/LS

**Total Credit Requirement for a Minor in Russian Studies**

18 cr

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**SPANISH**
**MAURICE BIBEAU, Chairperson**

The Spanish area of the division affords the serious student of a foreign language the following special academic programs:

- (1) The Marist Abroad Program, featuring individual placement generally during the junior year in Madrid.
- (2) Bilingual Education concentration.
- (3) Secondary school teacher certification.
- (4) Latin American Studies program.

The major outcome of a modern language education is greater self-awareness and an increased understanding of and ability to communicate with people of different cultural backgrounds. In addition, career opportunities in many key areas of domestic and international services are enhanced for the person proficient in a modern language.

## PROGRAMS OF STUDY

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Students may apply two language courses at the intermediate level or above as well as a civilization course and two Foreign Language literature courses toward fulfilling the distributive Core/LS requirements.

With proper planning and early implementation, it is possible to do a double major with Political Science and Communications.

Spanish Majors are urged to spend two semesters in Madrid, but are limited to no more than two semesters and twelve or fifteen credits in the major, according to the chosen track.

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### REQUIREMENTS FOR A BACHELOR OF ARTS IN SPANISH

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Note: A minimum of 90 credits in Liberal Arts is required.

#### A. Regular Track

1.0	Course Requirements in Spanish	
	SPAN 250, 260, 354	9 cr
	SPAN 315	3 cr
	SPAN 477 Capping Course	3 cr
	Additional Upper-Level Spanish Language or Literature Courses	21 cr
	In this group only 2 Language Courses at the 200 Level.	

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NOTE: Internships carry elective credits and will not fulfill the above requirements.

#### Credit Requirement in Spanish, Regular Track

36 cr

#### B. Native Speakers' Track

1.0	Course Requirements in Spanish	
	SPAN 210*, 211*, 312	3-9 cr
	SPAN 250, 260, 354	9 cr
	SPAN 315	3 cr
	SPAN 477 Capping Course	3 cr
	Additional Upper-Level Spanish Language or Literature Courses	12-18 cr

Courses closed to Native Speakers are the following courses which cannot be used to fulfill major requirements unless approved by the chair of Modern Languages.

SPAN 101-102 Elementary Spanish I-II  
SPAN 105-106 Intermediate Spanish I-II  
SPAN 201-202 Advanced Spanish I-II  
SPAN 281-282 Conversation and Culture I-II  
SPAN 381-382 Composition and Conversation I-II

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#### Credit Requirement in Spanish, Native Speakers' Track

36 cr

\* A prepared student may be excused from the course and replace it with upper-level literature courses.

#### C. Regular Track—Double Major

1.0	Course Requirements in Spanish	
	SPAN 250, 260, 354	9 cr
	SPAN 315	3 cr
	SPAN 477	3 cr
	Additional Upper-Level Spanish Language or Literature Courses.	15 cr

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#### Credit Requirement in Spanish, Regular Track—Double Major

30 cr

**D. Native Speakers' Track—Double Major**

1.0	The requirements are the same as in B. Native Speakers' Track.	18-24 cr
	However, the number of additional Upper-Level Spanish Language and Literature Courses is reduced to:	6-12 cr

**Credit Requirement in Spanish, Native Speakers' Track—Double Major.**30 cr**Total Credit Requirement for a Major in Spanish**

30-36 cr

The following pertains to all four tracks:

2.0	Course Requirements in Related Fields: None	
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	Philosophy/Ethics	6 cr
	Writing	3-6 cr
		<u>9-12 cr</u>
3.2	DISTRIBUTION	
	Natural Science	3-6 cr
	Social Science	6 cr
	History	3 cr
	Literature	0 cr
	Mathematics	3-6 cr
	Fine Arts	3 cr
	Philosophy/Religious Studies	3 cr
		<u>21-27 cr</u>

(3 cr fulfilled by Civilization)  
(fulfilled by major field req.)**Total Core/Liberal Studies Requirement**

30-39 cr

4.0	Electives: Tracks A and B	45-54 cr
	Tracks C and D	51-60 cr

**Total Credit Requirement for Graduation**120 cr**Note Well:**

- Spanish majors who are not fluent Spanish speakers are urged to spend two full semesters abroad in a Spanish-speaking country in order to develop fluency in the language.
- STUDY ABROAD:** Only 12 credits maximum accepted in Spanish for the Double Major; 15 credits for the regular track.
- HIGHLY RECOMMENDED:** Linguistics and Computer Science (CSIS 150, 153, 158).

**REQUIREMENTS FOR A MINOR IN SPANISH LANGUAGE STUDIES**

Spanish Language: 9 credits above the intermediate level*	9 cr
Civilization: Spain and Latin America (To be taken on campus)	6 cr
Literature: One course selected with advisement (To be taken on campus)	3 cr

TWELVE to FIFTEEN credits of the minor can also simultaneously fulfill the distribution requirements of Core/LS.

\*SPAN 210-211 are required for Bilingual Hispanic students, but may be waived if the student has a solid background in Spanish.

**Total Credit Requirement for a Minor in Spanish Language Studies**18 cr

## PROGRAMS OF STUDY

### REQUIREMENTS IN BILINGUAL EDUCATION CONCENTRATION

1.0	EDUC 140	3 cr
2.0	SPAN 153 or 154	3 cr
3.0	Optional: EDUC 441	3 cr
<b>Total Credit Requirement for Concentration</b>		<b>6-9 cr</b>

### RECOMMENDED SEQUENCE FOR A BACHELOR OF ARTS IN SPANISH

\*Regular Track (Track A)

#### FRESHMAN YEAR

FALL		SPRING	
SPAN 201 or 281	3 cr	SPAN 202 or 282	3 cr
Core/LS Writing	3 cr	Core/LS Writing or Elective	3 cr
Core/LS Soc. Science	3 cr	Core/LS Soc Sciences or Elect	3 cr
Core/LS PHIL 101	3 cr	Core/LS HIST 135	3 cr
Elective	3 cr	Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### SOPHOMORE YEAR

FALL		SPRING	
SPAN 250	3 cr	SPAN 260	3 cr
SPAN Literature or Elective	3 cr	SPAN 315	3 cr
Core/LS Math	3 cr	Core/LS Natural Science	3 cr
Elective	3 cr	Elective	3 cr
Elective	3 cr	Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### JUNIOR YEAR (Marist Abroad Madrid)

FALL		SPRING	
SPAN 290	3 cr	Composición española	3 cr
Gramática avanzada	3 cr	Literatura	3 cr
Core/LS Pintura en el Prado	3 cr	Core/LS Social Science or Elective	3 cr
Literatura	3 cr	Core/LS Phil/Rel Study or Elective	3 cr
Elective	3 cr	Literatura or Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### JUNIOR YEAR (On Campus)

FALL		SPRING	
SPAN 381	3 cr	SPAN 382 or 415	3 cr
SPAN Literature	3 cr	SPAN Literature	3 cr
SPAN Elective or General Elective	3 cr	SPAN Elective or General Elective	3 cr
Elective	3 cr	Core/LS Phil/Rel Study	3 cr
Elective	3 cr	Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### SENIOR YEAR

FALL		SPRING	
SPAN 354	3 cr	SPAN 477 Capping Course	3 cr
Electives	12 cr	PHIL 300	3 cr
		Electives	9 cr
	<u>15 cr</u>		<u>15 cr</u>

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## DEPARTMENT OF PHILOSOPHY/RELIGIOUS STUDIES

### MISSION:

To elicit from students a habit of critical reflection on issues of values assessment, methodologies, and transcendental human concerns through core courses (Introduction to Philosophy, Ethics, World Views and Values) and electives in philosophy and religious studies.

### PHILOSOPHY MINOR

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THOMAS CASEY, *Chairperson*

#### REQUIREMENTS FOR A MINOR IN PHILOSOPHY

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Introductory-Level Courses or PHIL 101 & 300	6 cr
Upper-Level Courses	
TWO Historical Philosophy Courses:	
220, 221, 222, 223, 240, 342	6 cr
TWO Additional Philosophy Courses	6 cr

<b>Total Credit Requirement for a Minor in Philosophy</b>	<b>18 cr</b>
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Students who wish to minor in Philosophy must contact the Dean for advisement in choosing Philosophy courses pertinent to the student's major field of study.

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### PUBLIC PRAXIS MINOR

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THOMAS CASEY, *Chairperson*

#### Projectkeepers:

Mar Peter-Raoul, Ph.D., *Humanities*

Bruce Luske, Ph.D., *Social and Behavioral Science*

As an academic response to the social disintegration characterizing much of present public life, the Department of Philosophy and Religious Studies has established an interdisciplinary Minor in Public Praxis. With a view to fully engaged learning and with a commitment to social transformation, the Minor requires students to integrate at-site experience, scholarship, critical reflection, and rigorous analysis (social, ethical, political, economic, religious).

#### REQUIREMENTS FOR A MINOR IN PUBLIC PRAXIS

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Courses listed below must be chosen from among praxis-oriented sections. Additional praxis-oriented courses are offered each semester (see Projectkeepers for listing).

##### Public Praxis

REST 320 Public Praxis I	
REST 325 Public Praxis II	6 cr

##### Human Rights

One from the following:	
POSC 213	
PHIL 300	3 cr

## PROGRAMS OF STUDY

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### **Affluence and Poverty**

Two from the following

CRJU 221, 314  
ECON 310, 440, 442  
ENSC 202, 305  
FCSP 154  
HIST 216, 234  
POSC 205, 211, 240, 273, 338, 353  
REST 230, 231  
SOC 101, 220, 336, 341

6 cr

### **Human Values and Choice**

Two from the following:

COM 203  
ENG 373  
INTD 212  
PHIL 103, 242  
PSYC 220, 222  
REST 208, 330, 335

6 cr

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**Total Credit Requirement for a Minor in Praxis**

21 cr

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## **RELIGIOUS STUDIES MINOR**

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**THOMAS CASEY**, *Chairperson*

### **REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES**

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TWO introductory courses selected from the following:

REST 201, 207, 208

6 cr

FOUR other REST courses

12 cr

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**Total Credit Requirement for a Minor in Religious Studies**

18 cr

The student is required to select a member of the Department of Religious Studies to serve as his or her advisor and to obtain the approval of the Dean for the choice. The advisor will guide the student in the selection of courses and pursuit of the plan of study.

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## **DEPARTMENT OF POLITICAL SCIENCE**

### **MISSION:**

Political Science at Marist College aims to provide students with a basic understanding of political systems, major political beliefs and the fundamental processes of politics and governing. We introduce students to the institutions of government and the distinctive political cultures in which different systems operate. Often referring to the great issues of our time and of the past, the teachers guide students to appreciate the dynamic interplay of theory and practice in understanding the political world. Faculty prepare students for responsible membership in a changing and often turbulent world, and assist students to develop lifelong learning skills which will serve them in both the workplace and the public world in which we all live.

## POLITICAL SCIENCE

**LOUIS C. ZUCCARELLO**, Ph.D., *Chairperson*

Political science enables students to study systematically the events, people and issues that shape political decision-making. Besides focusing on the institutions, processes and outcomes of politics, the curriculum also surveys the great thinkers who have speculated about the nature of a just and effective political system. In a world that some have described as approximating a "global village," political science encourages students to become familiar with a variety of political cultures and to appreciate the unique perspectives brought by each to the world community. Political Science at Marist also seeks to bring theory and methodology into the real political arena by strongly encouraging student learning beyond the classroom through internships and field experiences.

The curriculum prepares students for career options ranging from advanced work in graduate or law school to careers in government, the media or the corporate world. And consistent with the mission of Marist College, this major challenges students to confront the perennial value issues involved in politics.

Depending upon their interests and goals, students have available to them a public affairs political science track, broadly covering the field, and a track giving heavy emphasis to international studies.

Unique opportunities for our political science students include The Marist Poll, the Albany Semester, the Washington Semester, Marist Abroad Program, the Pre-Law Program, plus Concentrations in Paralegal Studies, in Public Administration, in Public Opinion and in International Studies.

### REQUIREMENTS FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE

Note: A minimum of 90 credits in Liberal Arts is required. No more than 8 credits in POSC Internship may be used to fulfill major field requirements.

<b>1.0 Course Requirements</b>		
POSC 101	3 cr	
POSC 110	3 cr	
POSC 235	4 cr	
POSC 232 or 233 or 243	3 cr	
POSC 273	3 cr	
POSC 251 or 252 or 255 or 260 or 350 or 353 or 355	3 cr	
ECON 101	3 cr	
CSIS 150 and 2 from:	3 cr	
CSIS 151,152,153,154,155,157,158		
POSC 477	3 cr	
		<b>28 cr</b>
<b>2.0 Approved Tracks</b>		
<b>PUBLIC AFFAIRS TRACK</b>		
Five additional POSC courses (no more than 8 cr. in POSC internship may be applied here)	15 cr	
Two courses beyond Core/LS reqs. From: Cultural Anthropology, ECON, SOC, BUS, ENSC, HIST, or POSC	6 cr	
<b>Total Public AffairsTrack</b>		<b>21 cr</b>
<b>INTERNATIONAL STUDIES TRACK</b>		
POSC 372	3-6 cr	
POSC 205 or 213 or 225 or 280	0-3 cr	
Two additional comparative courses	6 cr	
POSC 243	0-3 cr	
Two courses beyond Core/LS requirements chosen from: ANTH 102, ECON 442, REST 209, Culture/Civilization courses from FREN, ITAL, RUSS, SPAN, JPN, GERM	6 cr	

## PROGRAMS OF STUDY

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One non-Western history beyond Core/LS	3 cr	
Foreign language proficiency, Marist Abroad or international experience highly recommended		
<b>Total International Track</b>	<b>21-24 cr</b>	
<b>Total Credit Requirement for a Major in Political Science</b>		<b>49-52 cr</b>
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
Philosophy/Ethics	6 cr	
Writing	3-6 cr	
		<b>9-12 cr</b>
3.2 DISTRIBUTION*		
Fine Arts	3 cr	
History	6 cr	
Literature	6 cr	
Mathematics	6 cr	
Natural Science	6 cr	
Philosophy/Religious Studies	3 cr	
Social Science	0 cr	(fulfilled by major field req.)
		<b>30 cr</b>
<b>Total Core/Liberal Studies Requirement</b>		<b>39-42 cr</b>
4.0 Electives		<b>26-32 cr</b>
<b>Total Credit Requirement for Graduation</b>		<b>120 cr</b>

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

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## REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

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Introductory-Level Course:		
POSC 101	3 cr	
Upper-Level Courses:		
ONE POSC course from the following:		
POSC 110, 210, 211, 212, 312	3 cr	
ONE POSC course from the following:		
POSC 205, 251, 252, 255, 260, 273, 280, 350, 353, 355, 372	3 cr	
ONE POSC course from the following:		
POSC 232, 233, 243	3 cr	
THREE Elective Courses in Political Science	9 cr	
<b>Total Credit Requirement for a Minor in Political Science</b>		<b>21 cr</b>

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## OPTIONS FOR POLITICAL SCIENCE MAJORS

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Marist Abroad Program—contact Director  
Legislative Internship—see Political Science Internship Coordinator  
Paralegal Certificate Program—see page 101  
Participation in Marist Poll—see page 17  
Public Administration Concentration—see page 102  
Teacher Education Program—see page 124  
Participation in Washington or Albany Semester Program —see Political Science Internship Coordinator

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE****(Public Affairs Track: Consult with Advisors for International Track)****FRESHMAN YEAR****FALL**

Core/LS PHIL 101 or CSIS 150 + electives	3 cr
Core/LS Writing	3 cr
POSC 101	3 cr
HIST 135 or Core/LS Elective	3 cr
Core/LS Math or Language	<u>3 cr</u>
	15 cr

**SPRING**

CSIS 150 + electives or Core/LS PHIL 101	3 cr
Core/LS Writing or Elective	3 cr
POSC American or International Politics	3 cr
Core/LS Elective or HIST 135	3 cr
Core/LS Math or Language	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

Core/LS Science	3 cr
Core/LS Literature	3 cr
Core/LS History or Elective	3 cr
POSC Scope & Meth Pol Analysis	4 cr
Elective	<u>3 cr</u>
	16 cr

**SPRING**

Core/LS Science	3 cr
Core/LS Literature	3 cr
Core/LS History or Elective	3 cr
POSC American or International (Maj)	3 cr
Elective	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

Core/LS PHIL/REST or Elective	3 cr
Core/LS Fine Arts or Elective	3 cr
POSC Comparative	3 cr
POSC Pol Thought	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

Core/LS PHIL/REST or Elective	3 cr
Core/LS Fine Arts or Elective	3 cr
Core/LS Ethics	3 cr
POSC Pol Thought	3 cr
Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

POSC 477 Capping Course	3 cr
Elective or Internship POSC	3 cr
Elective or Internship POSC	3 cr
POSC Major	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

POSC Major	3 cr
Elective	3 cr
Elective or Internship	3 cr
Elective	2 cr
POSC 477 Capping Course	<u>3 cr</u>
	14 cr

**RECOMMENDED PRE-LAW SEQUENCE FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE****FRESHMAN YEAR****FALL**

Core/LS PHIL 101 or CSIS 150 + electives	3 cr
Core/LS Writing	3 cr
POSC 101—Major (Soc Sci)	3 cr
Elective or HIST 135	3 cr
Core/LS Math or Language	<u>3 cr</u>
	15 cr

**SPRING**

CSIS 150 + electives or Core/LS PHIL 101	3 cr
Core/LS Writing or Elective	3 cr
Core/LS Elective or HIST 135	3 cr
Core/LS Math or Language	3 cr
POSC American or International Politics	<u>3 cr</u>
	15 cr

## PROGRAMS OF STUDY

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### SOPHOMORE YEAR

FALL		SPRING	
Core/LS Science	3 cr	Core/LS Science	3 cr
Core/LS Literature	3 cr	Core/LS Literature	3 cr
POSC Scope & Meth Pol Anal.	4 cr	POSC International	3 cr
Core/LS History or Elective	3 cr	Core/LS History or Elective	3 cr
ECON 101	<u>3 cr</u>	ECON 102	<u>3 cr</u>
	16 cr		15 cr

### JUNIOR YEAR

FALL		SPRING	
Core/LS PHIL/REST or Elective (Logic recommended)	3 cr	Core/LS PHIL/REST or Elective (Logic recommended)	3 cr
POSC Comparative	3 cr	POSC Pol Thought	3 cr
POSC Pol Thought	3 cr	Core/LS Ethics	3 cr
Elective (Bus or Acct)	3 cr	Elective (Bus or Acct)	3 cr
Core/LS Fine Arts or Elective	<u>3 cr</u>	Core/LS Fine Arts or Elective	<u>3 cr</u>
	15 cr		15 cr

### SENIOR YEAR

FALL		SPRING	
POSC 477 Capping Course	3 cr	POSC—Major	3 cr
POSC Major	3 cr	Elective POSC Internship	3 cr
Elective	3 cr	Elective POSC Internship	3 cr
Elective	3 cr	Elective	2 cr
Elective	<u>3 cr</u>	POSC 477 Capping Course	<u>3 cr</u>
	15 cr		14 cr

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## MAJORS (OTHER), MINORS (OTHER), CERTIFICATES AND CONCENTRATIONS

### AMERICAN STUDIES

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**WILLIAM OLSON, Ph.D., Program Advisor**

An interdepartmental program involving history, politics, law, literature, philosophy, religion, art and music, American Studies allows students to transcend narrow disciplinary boundaries in exploring the broad interplay of ideas and events which have shaped the American past.

This requires a careful selection among designated courses within the American arena, while also developing a concentration (12 credits) focusing upon a different culture such as that of Latin America, England or Russia. A 3-credit senior capping experience then unifies these perspectives upon the American Experience.

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### REQUIREMENTS FOR A BACHELOR OF ARTS IN AMERICAN STUDIES

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Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course requirements for a major in American Studies	
	ART 280 or MUS 343	3 cr
	ENG 210 and 211	6 cr
	One additional American Literature Course	3 cr
	An ENG course from other than American Literature	3 cr
	HIST 135	3 cr
	HIST 226 and 227	6 cr
	One additional American History course	3 cr

One HIST course from other than American History	3 cr
PHIL 240 and 342	6 cr
Two courses selected from the following:	
POSC 110, 210, 211, 212, 312	6 cr
One course selected from the following:	
POSC 205, 243, 251, 252, 273, 350, 353, 355, 372	3 cr
CSIS 150, 153, 157	3 cr
REST 201	3 cr
POSC 477	3 cr

**Total Requirement for a Major in American Studies**

54 cr

## 3.0 Core/Liberal Studies Requirements

## 3.1 FOUNDATION

Philosophy/Ethics	6 cr
Writing	3-6 cr

9-12 cr

## 3.2 DISTRIBUTION\*

Mathematics	6 cr
Science	6 cr

All other requirements in distribution area fulfilled by major field requirements

12 cr

**Total Credit Core/Liberal Studies Requirement**

21-24 cr

## 4.0 Electives

42-45cr

**Total Credit Requirement for Graduation**

120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

**REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES**

1.0	ENG 210, 211	6 cr
	HIST 226, 227	6 cr
1.1	ONE from the following:	
	ART 280	
	MUS 343	
	An English course from:	
	ENG 319, 328, 340, 341, 344, 443	3 cr
1.2	ONE from the following:	
	PHIL 340, 342	
	POSC 105, 110, 201, 210, 211, 212, 312	
	HIST 312, 316, 320, 321, 364	
	REST 201	
	SPAN 154	3 cr

**Total Credit Requirement for a Minor in American Studies**

18 cr

NOTE: English majors and History majors need two additional courses from 1.1 and/or 1.2.

**JEWISH STUDIES MINOR**

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**MILTON TEICHMAN, Ph.D., Coordinator**

The minor in Jewish Studies is an interdepartmental program which involves faculty from the departments of English, Religious Studies, History and Political Science. A planned program of courses drawn from current and future offerings, the minor has been developed for students who wish to deepen their knowledge of Judaism and Jewish culture. Participation in the program can help students to perceive the relation of Judaism to other world religions and to understand Judaism's impact on Western culture. It can stimulate reflection on fundamental human values.

A minimum of 18 credits constitutes the minor. In addition to the designated curriculum, independent study courses are available. Students can satisfy up to 9 credits of the minor through summer study at the Hebrew University in Jerusalem. Arrangements should be made with the coordinator of the program.

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**REQUIREMENTS FOR A MINOR IN JEWISH STUDIES**

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1.0	TWO courses selected from the following: REST 201, 204, 208	6 cr
	FOUR courses selected from the following: HIST 272, 349 ENG 370, 371, 373 POSC 245	12 cr
<b>Total Credit Requirement for a Minor in Jewish Studies</b>		<b>18 cr</b>

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**LATIN AMERICAN STUDIES CONCENTRATION**

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**WILLIAM C. OLSON, Ph.D., Chairperson**

The Latin American Studies Program offers students the opportunity to complement their major field with an interdisciplinary experience that seeks to combine history, culture, language, literature and other disciplines. Latin American Studies is a companion to a student's major, not a major field itself. Careful selection of electives permits the student to pursue a major field and the program in Latin American Studies.

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**REQUIREMENTS**

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- (1) A minimum of 36 credits, exclusive of courses in Spanish language proficiency.
- (2) Fluency in the Spanish language, which will include the completion of courses in advanced Spanish.
- (3) One-year residence at a Latin American University.

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**REQUIREMENTS IN LATIN AMERICAN STUDIES**

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1.0	Course Requirements in Latin American Studies SPAN 220	3 cr
	ONE SPAN course selected from the following: SPAN 150, 152, 153	3 cr
	HIST 273, 274, 375	9 cr
	Marist Abroad Program: FIVE courses studied will be credited toward Latin American Studies Requirements	15 cr
<b>Credit Requirement in Latin American Studies</b>		<b>30 cr</b>

2.0	Course Requirements in Related Fields TWO courses approved by the Coordinator of Latin American Studies	6 cr
<b>Credit Requirement in Related Fields</b>		<b>6 cr</b>
<b>Total Credit Requirement in Latin American Studies</b>		<b>36 cr</b>

## PARALEGAL PROGRAM CERTIFICATE

**SCOTT MYERS, J.D.,** *Director*

### MISSION:

The objective of the Marist Paralegal Program is to offer organized and comprehensive training in the theory, information, and skills required to qualify as a legal assistant, in accordance with the guidelines established by the American Bar Association. The program is offered within the context of the educational purpose of the college and its commitment to a liberal arts, humanist, value-oriented curriculum. Our program meets its objective in a number of ways. Faculty in the program are drawn from Marist faculty and from practicing lawyers and law office administrators in the Mid-Hudson area. The program encourages a generalist orientation among its students, while stressing specific competency in paralegal studies. Program matriculates may satisfy the generalist requirements by having a baccalaureate degree, by being enrolled in the College's baccalaureate program contemporaneously with enrollment in the Paralegal Program, or by having at least 36 general education college credits. Students acquire competency in paralegal studies by being required to complete successfully the following courses: Introduction to Law, Introduction to Legal Research And Writing, Family Law, Criminal Law, Real Property and Title Search, Business Law I, Wills, Trusts and Estates, and Civil Litigation and Practice. Upon graduation, students will be capable of functioning in all the required areas of study. As examples, a real estate closing, a simple will, a divorce proceeding, a memorandum of law utilizing research tools, and civil trial pleading are but some of the tasks our graduates understand and can complete. Additionally, grasping sufficient legal theory to be able to grow in the profession is required of our students. Successful completion of the program therefore qualifies graduates to serve the many legal needs of the Mid-Hudson area, while contributing to the advancement of the legal profession.

The program combines required paralegal courses with general education courses. In order to receive the Paralegal Certificate, undergraduates accepted into the Paralegal Program are required to matriculate and pursue a major field of study leading to the baccalaureate degree. The certificate will be awarded after a student has completed all of the course requirements in paralegal studies (24 credits) and at least 36 additional credit hours toward the Marist baccalaureate degree. Students already holding baccalaureate degrees are eligible to receive the Paralegal Certificate upon completion of the paralegal course requirements (24 credits).

The Paralegal Certificate Program is approved by the American Bar Association.

### REQUIREMENTS IN THE PARALEGAL PROGRAM

1.0	Course Requirements in Paralegal Studies PRLG 101, 210, 311, 312, 313, 380, 420, 422	24 cr
<b>Total Paralegal Course Credits</b>		<b>24 cr</b>
Additional course credits (Non-degree holders admitted to the program)		36 cr
<b>Total Credit Requirement for Paralegal Certificate for Non-Degree Holders</b>		<b>60 cr</b>

## PROGRAMS OF STUDY

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2.0 Marist undergraduates must also fulfill their major field requirements for their degrees.

All 36 non-paralegal course credits, including transfer credits, must be acceptable towards a Marist degree.

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## PUBLIC ADMINISTRATION CONCENTRATION

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**JOANNE MYERS, Ph.D.,** *Director*

Marist College currently offers both a graduate program leading to a Masters Degree in public administration and an undergraduate concentration available to students, regardless of their major field of study. The undergraduate concentration is interdisciplinary, drawing from political science, business, economics, mathematics and computer science. It provides students with a professional education in management, emphasizing the quantitative and qualitative techniques of analysis necessary for a successful career in government and not-for-profit organizations. A 5-year BA/MPA program is currently being finalized.

### REQUIREMENTS FOR A CONCENTRATION IN PUBLIC ADMINISTRATION

Depending upon a student's major field of study, the courses remaining to complete the concentration vary. This is because students complete some of this interdisciplinary concentration in the process of fulfilling their major field requirements. Check with the Program Director for advisement.

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### CONCENTRATION REQUIREMENTS

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POSC 283	3 cr	
ECON 101 or 102	3 cr	
CSIS 150 + electives	3 cr	
MATH 130	3 cr	
ECON 421	3 cr	
ACCT 451	3 cr	
BUS 101	3 cr	
	<hr/>	21 cr
<b>BUSINESS MAJORS</b>		
POSC 110 or 211	3 cr	
POSC 240 or 301	3 cr	
	<hr/>	6 cr
<b>POLITICAL SCIENCE MAJORS</b>		
As part of major field electives:		
POSC 240	3 cr	
POSC 301	3 cr	
	<hr/>	6 cr
<b>Total Credit Requirements</b>		27cr

All other majors MUST check with the Program Director for additional course requirements.

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## PUBLIC OPINION CONCENTRATION

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**LEE M. MIRINGOFF, Ph.D.,** *Director, Marist Institute for Public Opinion*

Marist College offers an undergraduate concentration in Public Opinion. Associated with the activities of the Marist Institute for Public Opinion, the concentration provides students with the opportunity to enhance their understanding of the research methods associated with the measurement of public opinion, the processes involved with its commu-

nication, and the impact of public opinion upon society. Students learn the various aspects of conducting public opinion research, the broader theoretical contexts that guide public opinion research, and current value issues in the field.

### REQUIREMENTS FOR A CONCENTRATION IN PUBLIC OPINION

MATH 130	3 cr
POSC 110	3 cr
POSC 211	
OR	
POSC 212	3 cr
POSC 338	3 cr
POSC 339	3 cr
POSC 342	3 cr
POSC 235	4 cr

Total credit requirement:

22 cr

### WOMEN'S STUDIES MINOR

JOANNE MYERS, Ph.D., *Director*

Women's Studies is a multi-disciplinary academic program that focuses on gender as a significant cultural and cognitive category. The minor in Women's Studies exposes students to the intellectual, political and aesthetic contributions of women to human culture, and examines how gender has influenced the lives, status, and opportunities of all people. Attention is paid to the ways in which gender intersects with race, class and ethnicity to shape social structures and individual experiences. Courses provide students with a critical approach to the study of history, political science, literature, philosophy, religion, economics, communication, social sciences, the natural sciences, and management, incorporating scholarship on women, gender, and feminist theory. The program advances the Marist tradition of preparing students to develop a global perspective that recognizes and respects diversity.

Students are required to take an interdisciplinary Introduction to Women's Studies class and five other classes distributed among at least two different disciplines for a total of 18 credits. Courses that may be applied to the minor include the following regular offerings, as well as designated special topics and cross-disciplinary courses.

For further information about Women's Studies please see the Director.

### REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES:

HIST 130 Introduction to Women's Studies	3 cr	
<b>FIVE</b> additional designated courses from 2 different disciplines	15 cr	
		18 cr

Regular offerings (please see appropriate discipline for full description)

COM 385 Women and Film  
 COM 400 Gender and Communication  
 ECON 200 Economics of Gender  
 ENG 294 Literature and Gender  
 HIST 230 History of American Feminism  
 HIST 229 Emergence of Women in the West  
 HIST 293 Women in Asia  
 POSC 392 Feminist Political Thought  
 PSY 206 Psycho-Biological Sex Differences

Other courses to be approved in advance by the Women's Studies Steering Committee

## **DIVISION OF NATURAL SCIENCE**

**ANDREW A. MOLLOY, Ph.D., *Dean***

### **MISSION:**

The Division of Natural Science addresses itself primarily to meeting the needs of students majoring in the scientific disciplines. Meeting these needs includes a sound grasp of theoretical principles and the ability to apply them. A strong emphasis on laboratory experiences and student research is designed to wed theory and practice. The aim is to prepare students for continuing education at the university level, including programs in the health professions and law, and for entry-level professional positions in the fields for which they have been trained. Consistent with this aim toward professional preparation, division programs stress the broader skills and competencies that form the basis for leadership and management roles in the professions. Consonant with the historical mission of the college, the division also aims to provide students with the content knowledge required for secondary school teacher certification.

More broadly, the division addresses the needs of every student for scientific literacy. This is achieved within the scope of the general education requirement of the Core/Liberal Studies curriculum of the college. Here the focus is on a grasp of the scientific approach to gaining knowledge, a critique of this methodology and its limitations in addressing the full range of human problems and aspirations, and the opportunity to confront, use and apply the knowledge content of at least one of the scientific disciplines.

Finally, the division recognizes its place within the broader scientific community where it acknowledges a responsibility for contributing to scientific knowledge consistent with its character as a four-year liberal arts college, providing leadership in professional settings, and supporting scientific and educational enterprises in the larger community. Because of the location of Marist College on the Hudson River, these responsibilities take on special meaning when seen in the context of caring for the health and vitality of this extraordinary resource.

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## **DEPARTMENT OF BIOLOGY**

**JOSEPH S. BETTENCOURT, Ph.D., *Chairperson***

### **MISSION:**

The undergraduate curriculum in biology is constructed to complement the liberal arts education. Majoring in biology can enhance any future career, as it emphasizes inquiry, problem solving, collaborative learning, and independent learning.

The biology curriculum offers a variety of courses which focus on four groupings to provide both breadth and depth in these areas of concentration. A student may choose to select a particular concentration or select courses without regard to groupings. These concentrations merely serve to assist the student in deciding upon the best courses to select for a particular area of interest for a career goal. There are required science courses demanded of all biology majors and then students will select additional biology courses with the assistance of an academic advisor to best meet the demands of the planned career goal.

The curriculum is designed to prepare students to pursue many career choices in the biological sciences. Students may select a path which prepares them for the various health professions ranging from medicine, dentistry, podiatry, veterinary medicine, optometry, pharmacy, physical and occupational therapy, physician assistant and other allied health professions. The curriculum also provides training for graduate studies and offers the student the opportunity to gain research experience within the individual courses as well as through independent faculty-student research at Marist. All biology students are encouraged to apply to summer research at a variety of locations including: Marist, the Institute of Ecosystem Studies and other colleges and universities.

Students with an interest in teaching careers can prepare for certification in secondary education in the biological sciences. Rather than following a concentration area, secondary education students are advised to choose a wide base

of course areas for their biology electives. Students in secondary education have two academic advisors: one in biology and one in education. The college offers the science curriculum as well as the education courses including the supervised intern training required for certification.

Those students who are not immediately interested in graduate studies should carefully plan their courses in order to meet the needs of a particular area of employment. The concentrations are meant to assist the student in selecting courses which gives an opportunity to gain experience in a specific area. Students may also seek an intern experience within the curriculum.

### OBJECTIVES:

The Objectives of the Biology Program are:

- To offer a diversity of courses with both breadth and depth through four areas of concentration.
- To prepare students to meet the prerequisite requirements to enter the various health professions ranging from medicine, dentistry, veterinary medicine, podiatry, pharmacy, optometry, both physical and occupational therapy, physician assistant, and other allied health professions.
- To prepare students for entry into graduate programs in the biological sciences through course preparation and research opportunities.
- To prepare students to gain certification in secondary education in the biological sciences.
- To afford students the opportunity to gain the knowledge and training needed to enter into various professions in industry and research.

### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BIOLOGY

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Biology	
	BIOL 110-111, 112-113, 210, 211, 312, 320	23 cr
	Additional courses selected from the following:	
	BIOL 220, 301, 305, 315, 321, 330, 340, 350, 493	
	420, 421, 430, 440, 480-481 OR	
	4 credits may be selected from the following:	
	MEDT 301, 340, 305, 315	15 cr
	BIOL 477 Science, Medicine and Ethics	3 cr

#### Credit Requirement in Biology

41 cr

2.0	Course Requirements in Related Fields	
	CHEM 109-110, 113 OR 111-112; 113-114;	
	201-202 or 211-212 and 213	
	CSIS 150, 152 and one other from :	
	CSIS 151, 153, 154, 158	
	MATH 130, 221	24-32 cr
	Additional courses selected from the following:	
	MATH 131, 222, 320	
	PHED 401	
	PHYS 211-212, 213-214	
	CHEM 351, 352, 361, 362, 363, 420	
	ENSC 101, 230, 310, 312, 313, 380, 404	
	ANTH 101	
	PSYC 404	
	BIOL 390, 391, 392	
	EDUC 422	5-9 cr

Other science-related courses may be taken with the consent of the advisor and division dean.

## PROGRAMS OF STUDY

<b>Credit Requirement in Related Fields</b>		<b>33-37cr</b>
<b>Total Credit requirement for a Major in Biology</b>		<b>74-78 cr</b>
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	Philosophy/Ethics	6 cr
	Writing	3-6 cr
		<b>9-12 cr</b>
3.2	DISTRIBUTION*	
	Fine Arts	3 cr
	History	6 cr
	Literature	6 cr
	Mathematics	0 cr (fulfilled by major field req.)
	Natural Science	0 cr (fulfilled by major field req.)
	Philosophy/Religious Studies	3 cr
	Social Science	6 cr
		<b>24 cr</b>
<b>Total Core/Liberal Studies Requirement</b>		<b>33-36 cr</b>
4.0	Electives	<b>6-13 cr</b>
<b>Total Credit Requirement for Graduation</b>		<b>120 cr</b>

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign language option in catalog.

It is recommended that students develop a focus for their study in Biology in consultation with their faculty advisors that is consistent with their overall career goals. Some examples of such focus are listed below:

### **Anatomy/Physiology**

Anatomy  
Vertebrate Physiology  
Immunology  
Parasitology  
Molecular Biology  
Histology  
Embryology  
Biochemistry  
Research

### **Cell and/Molecular Biology**

Molecular Biology  
Evolution  
Immunology  
Biochemistry  
Plant Physiology  
Embryology  
Research

### **Ecology/Field Biology**

Ecology  
Evolution  
Plant Physiology  
Field Ecology  
Animal Behavior  
Vertebrate Physiology  
Invertebrate Zoology  
Research

### **Secondary Education**

Evolution  
Ecology  
Vertebrate Physiology  
Anatomy  
Field Ecology  
Invertebrate Zoology  
Animal Behavior  
Research

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY****FRESHMAN YEAR****FALL**

BIOL 110 Biology I	3 cr
BIOL 112 Biology Lab I	1 cr
CHEM 109 Chem 1A OR	
CHEM 111 Chemistry I AND	3 cr
CHEM 113 Chemistry Lab I	2 cr
CSIS 150 Intro to Computers	1 cr
CSIS 152 Excel	1 cr
Core/LS Writing	3 cr
Core/LS	0-3 cr
	<u>14-15 cr</u>

**SPRING**

BIOL 111 Biology II	3 cr
BIOL 113 Biology Lab II	1 cr
CHEM 110 Chem 1B AND	3 cr
CHEM 113 Chemistry Lab I OR	2 cr
CHEM 112 Chemistry II AND	3 cr
CHEM 114 Chemistry Lab II	2 cr
Core/LS PHIL 101	3 cr
Core/LS Writing or Elective	3 cr
	<u>15 cr</u>

**SOPHOMORE YEAR****FALL**

BIOL 211 Botany	4 cr
CHEM 112 Chemistry II AND	
CHEM 114 Gen Chem Lab II OR	2 cr
CHEM 201 Intro Org Chem AND	3 cr
CHEM 202 Intro Org Lab OR	1 cr
CHEM 211 Organic Chem I	3 cr
MATH 130 Intro Statistics	3 cr
Core/LS	3 cr
CSIS module	1 cr
	<u>15-16 cr</u>

**SPRING\***

BIOL 210 Cellular Biology	3 cr
Biology Elective OR	3-4 cr
CHEM 212 Organic Chem II	3 cr
CHEM 213 Organic Lab	2 cr
MATH 115 or 221	3 cr
Core/LS	6 cr

14-16 cr**JUNIOR YEAR****FALL**

BIOL 312 Microbiology	4 cr
BIOL Electives	4 cr
Core/LS	3 cr
PHIL 300 Ethics	3 cr
	<u>14 cr</u>

**SPRING**

BIOL 320 Genetics	4 cr
BIOL Elective	3 cr
Core/related science	3 cr
Core/LS	3 cr
Elective	3 cr
	<u>16 cr</u>

**SENIOR YEAR****FALL**

BIOL elective	3-4 cr
Core/LS	6 cr
Core/LS or Electives	6 cr
	<u>15-16 cr</u>

**SPRING**

BIOL 477 Capping	3 cr
BIOL Elective	3-4 cr
Core/LS or Electives	6 cr
Elective	3 cr
	<u>15-16 cr</u>

\*Students wishing to pursue secondary school teaching certification should consult with the Director of Teacher Education no later than this semester for advisement about course sequence from this point on.

## PROGRAMS OF STUDY

### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BIOLOGY

#### For Students with AAS Degrees from Designated Medical Laboratory Technology Programs

1.0	Course Requirements in Biology BIOL 210, 312, 320	11 cr
	Additional courses selected from the following: BIOL 211, 301, 305, 312, 315, 321, 330, 340, 350, 420, 421, 430, 440, 493 CHEM 420 BIOL 477 Capping Course	11 cr 3 cr
	<b>Credit Requirement in Biology</b>	25 cr
2.0	Course Requirements in Related Fields CHEM 201, 202 MATH 221 CSIS 150, 152 and one other from: CSIS 151, 153, 154, 158	11 cr
3.0	Core/Liberal Studies Requirements	25 cr
4.0	Electives	
5.0	Transfer Credits for AAS Degree	60 cr
	<b>Total Credit Requirement for Graduation</b>	120 cr

### RECOMMENDED SEQUENCE OF COURSES AT MARIST

#### MARIST/5TH Semester

BIOL 210 Cellular Biology I	3 cr
CHEM 201 Intro Org Chem	3 cr
CHEM 202 Intro Org Lab	1 cr
CSIS 150 Intro to Comp Sys	1 cr
CSIS 152 MS Excel	1 cr
CSIS Module Elective	1 cr
PHIL 103 World Views and Values	3 cr
Core/LS	3 cr
	<u>16 cr</u>

#### MARIST/6th Semester

Biology Electives	7 cr
MATH 221	4 cr
Core/LS	3 cr
	<u>14 cr</u>

#### MARIST/7th Semester

BIOL 312 Microbiology	4 cr
BIOL 320 Genetics	4 cr
Core/LS	6 cr
	<u>14 cr</u>

#### MARIST/8th Semester

BIOL 477 Sci, Med & Ethics	3 cr
Biology Elective	7 cr
Core/LS	6 cr
	<u>16 cr</u>

### REQUIREMENTS FOR A MINOR IN BIOLOGY

BIO 110-111, 112-113, 210, 211	15 cr
CHEM 111-112, 113-114, 201 or 211 and 212	13-16 cr
TWO courses selected from the following: BIOL 220, 301, 305, 312, 315, 320, 321, 330 340, 350, 390, 391, 392, 420, 421, 430, 440, 493	6 cr

<b>Total Credit Requirement for a Minor in Biology</b>	34-37 cr
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## DEPARTMENT OF CHEMISTRY

**J. RICHARD LaPIETRA, Ph.D.,** *Chairperson*

### MISSION:

The Department of Chemistry addresses the needs of all science majors. Chemistry courses build a strong foundation for the science major, whether the student is preparing for a career in medicine, research, teaching, or an entry-level position. To address the needs of its students, the chemistry department places a strong emphasis on laboratory experiences and student research to combine theory and practice.

For the chemistry major, students are not only prepared for varied career opportunities, but are also taught to think analytically, to function independently as well as a member of a team, and to become responsible members of the scientific community.

### GOALS:

- To provide chemistry majors with a course of instruction that meets the standards set forth by the American Chemical Society.
- To prepare students for post-graduate education.
- To prepare students for entry into the professional job market.

## CHEMISTRY

### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CHEMISTRY

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Chemistry	
	ACS Core Courses: CHEM 111-112, 113-114, 211-212, 213, 351-352, 361-362, 363	34 cr
	Additional courses selected from the following:	
	CHEM 430*, 420, 440, 460	6 cr
	CHEM 477 Advanced Integrative Lab	4 cr
	*Required of students pursuing an ACS approved program	
	CHEM 478 Capping Course	3 cr
		<b>47 cr</b>

2.0	Course Requirements in Related Fields	
	MATH 221-222, 320	9 cr
	PHYS 211, 212, 213-214	8 cr
	CMSC 120* OR CSIS 150, 152 and one other from:	
	CSIS 151, 153, 154, 158	3-4 cr

\*Choice consistent with background in Computer Science

<b>Credit Requirement in Related Fields</b>	<b>20-21 cr</b>
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<b>Total Credit Requirement for a Major in Chemistry</b>	<b>67-68 cr</b>
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3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	Philosophy/Ethics	6 cr
	Writing	3-6 cr
		<b>9-12 cr</b>
3.2	DISTRIBUTION*	
	Fine Arts	3 cr
	History	6 cr

## PROGRAMS OF STUDY

Literature	6 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	0 cr (fulfilled by major field req.)
Philosophy/Religious Studies	3 cr
Social Science	6 cr

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**24 cr**

### Total Core/Liberal Studies Requirement

**33-36 cr**

### 4.0 Electives

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**16-20 cr**

#### Recommended Courses

GERM 110-111 or RUSS 101-102 or 103

MATH 210 and 321

### Total Credit Requirement for Graduation

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**120 cr**

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description in catalog.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CHEMISTRY—BIOCHEMISTRY OPTION

Note: A minimum of 60 credits in Liberal Arts is required.

### 1.0 Course Requirements in Chemistry

ACS Core Courses: CHEM 111-112, 113-114,  
211-212, 213, 351-352, 361-362, 363

34 cr

Additional courses\*:

CHEM 420, 421, 422

8 cr

\*Students pursuing an ACS approved program must  
take CHEM 430

CHEM 478 Capping Course

3 cr

### Credit Requirement in Chemistry

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**45 cr**

### 2.0 Course Requirements in Related Fields

BIOL 110-111, 112, 210, 301

12 cr

MATH 221-222, 320

9 cr

PHYS 211, 212, 213-214

8 cr

CMSC 120\* OR CSIS 150, 152 and one other from:

CSIS 151, 153, 154, 158

3-4 cr

\*Choice consistent with background in Computer Science

### Credit Requirement in Related Fields

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**32-33 cr**

### Total Credit Requirement for a Major in Chemistry

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**77-78 cr**

### 3.0 Core/Liberal Studies Requirements

#### 3.1 FOUNDATION

Philosophy/Ethics

6 cr

Writing

3-6 cr

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**9-12 cr**

#### 3.2 DISTRIBUTION\*

Fine Arts

3 cr

History

6 cr

Literature

6 cr

Mathematics

0 cr (fulfilled by related field req.)

Natural Science

0 cr (fulfilled by major field req.)

Philosophy/Religious Studies

3 cr

Social Science

6 cr

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**24 cr**

<b>Total Core/Liberal Studies Requirement</b>	33-36 cr
4.0 Electives	6-10 cr

## Recommended Courses

GERM 110-111 or RUSS 101-102 or 103  
BIOL 315, 320

<b>Total Credit Requirement for Graduation</b>	120 cr
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\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for second course in certain areas. See Core/Liberal Studies Curriculum description in catalog.

**REQUIREMENTS FOR A MINOR IN CHEMISTRY**

CHEM 111-112, 113-114, 201, 361	16 cr
ONE course selected from the following:	
CHEM 351, 352	4 cr
MATH 221	3 cr

<b>Total Credit Requirement for a Minor in Chemistry</b>	23 cr
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**RECOMMENDED PROGRAM SEQUENCE FOR A CHEMISTRY MAJOR****FRESHMAN YEAR****FALL**

CHEM 111 Chemistry I	3 cr
CHEM 113 Chemistry Lab I	2 cr
MATH 221 Calculus I	3 cr
Core/LS PHIL 101	3 cr
CSIS 150 Intro to Comp Systems	1 cr
CSIS 152 MS Excel	1 cr
CSIS Module Elective	1 cr
OR	
CMSC 120 Computer Science	4 cr
	14-15 cr

**SPRING**

CHEM 112 Chemistry II	3 cr
CHEM 114 Chemistry Lab II	2 cr
MATH 222 Calculus II	3 cr
Core/LS HIST 135	3 cr
Core/LS Writing	3 cr

14 cr

**SOPHOMORE YEAR****FALL**

CHEM 211 Organic Chemistry I	3 cr
MATH 320 Calculus III	3 cr
PHYS 211 Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
Core/LS Writing	3 cr
Elective	1-2 cr
	14-15 cr

**SPRING**

CHEM 212 Organic Chemistry II	3 cr
CHEM 213 Organic Chemistry Lab	2 cr
PHYS 212 Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS	6 cr

15 cr

**JUNIOR YEAR****FALL**

CHEM 361 Physical Chemistry I OR	
CHEM 362 Physical Chemistry II	3 cr
CHEM 363 Experimental Phys Chem	2 cr
CHEM 351 Quant Analysis	4 cr
Core/LS	6 cr
	15 cr

**SPRING**

CHEM Elective	3 cr
Core/LS	6 cr
Core/LS Phil 300	3 cr
Elective	3 cr

15 cr

## PROGRAMS OF STUDY

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### SENIOR YEAR

#### FALL

CHEM 361 Physical Chemistry I OR	
CHEM 362 Physical Chemistry II	3 cr
CHEM 352 Instrumental Methods	4 cr
Electives	<u>9 cr</u>
	16 cr

#### SPRING

CHEM 477 Advanced Integrated Lab	4 cr
CHEM Elective	3 cr
CHEM 478 Capping Course	3 cr
Electives	<u>6 cr</u>
	16 cr

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## RECOMMENDED PROGRAM SEQUENCE FOR A CHEMISTRY MAJOR—BIOCHEMISTRY OPTION

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### FRESHMAN YEAR

#### FALL

CHEM 111 Gen Chem I	3 cr
CHEM 113 Gen Chem Lab I	2 cr
BIOL 110 Gen Bio I	3 cr
BIOL 112 Gen Bio Lab I	1 cr
MATH 221 Calc I	3 cr
CSIS 150 Intro to Comp Systems	1 cr
CSIS 152 MS Excel	1 cr
CSIS Module Elective	<u>1 cr</u>
	15 cr

#### SPRING

CHEM 112 Gen Chem II	3 cr
CHEM 114 Gen Chem Lab II	2 cr
BIOL 111 Gen Bio II	3 cr
MATH 222 Calc II	3 cr
Core/LS PHIL 101	3 cr
	<u>14 cr</u>

### SOPHOMORE YEAR

#### FALL

CHEM 211 Organic Chem I	3 cr
BIOL 210 Cell Bio	3 cr
PHYS 211 Gen Physics I	3 cr
PHYS 213 Gen Physics Lab I	1 cr
MATH 320 Calc III	3 cr
Core/LS Writing	<u>3 cr</u>
	16 cr

#### SPRING

CHEM 212 Organic Chem II	3 cr
CHEM 213 Organic Chem Lab	2 cr
PHYS 212 Gen Physics II	3 cr
PHYS 214 Gen Physics Lab II	1 cr
Core/LS History	3 cr
Core/LS Writing	<u>15 cr</u>

### JUNIOR YEAR

#### FALL

CHEM 361 Physical Chem I OR	
CHEM 362 Physical Chem II	3 cr
CHEM 363 Exp. Phys Chem	2 cr
CHEM 351 Quant Analysis	4 cr
Elective	3 cr
Core/LS History	<u>3 cr</u>
	15 cr

#### SPRING

Elective	4 cr
PHIL 300 Ethics	3 cr
Core/LS Literature	3 cr
Core/LS Social/Behavioral Science	3 cr
Core/LS Art	3 cr
	<u>16 cr</u>

### SENIOR YEAR

#### FALL

CHEM 361 Physical Chem I OR	
CHEM 362 Physical Chem II	3 cr
CHEM 420 Biochem I	3 cr
BIOL 301 Biotech	2 cr
CHEM 352 Instr Methods	4 cr
Core/LS Literature	<u>3 cr</u>
	15 cr

#### SPRING

CHEM 421 Biochem II	3 cr
CHEM 422 Biochem Lab	2 cr
CHEM 478 Sci, Med & Ethics	3 cr
Core/LS Phil/Religion	3 cr
Core/LS	3 cr
	<u>14 cr</u>

## DEPARTMENT OF ENVIRONMENTAL SCIENCE

THOMAS R. LYNCH, Ph.D., *Chairperson*

### MISSION:

The Environmental Science program offers concentrations in biology, chemistry, and public policy. In all three options, the program stresses an interdisciplinary approach to understanding the complexity of current and future environmental problems confronting the human species.

The biology and chemistry options provide a strong theoretical and practical foundation in the natural sciences. Students are taught how to detect potential environmental problems using physical, chemical, and biological techniques, how to identify the underlying causes, and how to advance scientifically valid solutions.

The policy option is directed toward the implementation of solutions. Students are taught to recognize that science-based solutions can only be implemented in the complicated arena of political, economic, and legal realities. Students are taught to develop and evaluate cost-effective policy alternatives, to generate public and political support for resource utilization practices that lower humanity's impact on the planet, to enact legislation, and to devise mechanisms that encourage or ensure compliance with environmentally sound practices.

All students in the program are required to gain practical, job-related skills through either a six-credit internship in a professional work setting or through completion of a faculty-supervised research project.

### GOALS:

Upon completion of their program, students will:

- have acquired the most common technical skills for practitioners in their field
- possess a body of knowledge upon which they can build over a lifetime of experience and learning
- have received practical job or laboratory research experience
- be prepared to work in environmental science laboratories; state, county and local government agencies; consulting firms; and environmental advocacy organizations
- be able to pursue graduate studies in the sciences, natural resources management, environmental planning, environmental law and public policy

## ENVIRONMENTAL SCIENCE

### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE, BIOLOGY EMPHASIS

Note: A minimum of 60 credits in Liberal Arts is required.

- 1.0 Course Requirements in Environmental Science  
ENSC 101, 310, 312, 313, 404, 380, (440 & 441) or (398 & 399), 477

#### Requirement in Environmental Science

27 cr

- 2.0 Course Requirements in Related Fields  
BIOL 110, 111, 112, 113, 211, 312, 330, 350, (420 or 440)  
CHEM 111, 112, 113, 114, (201 & 202) or (211, 212, & 213)  
MATH 130, (131 or 115)  
CSIS 150 and two from CSIS 151, 152, 153, 157  
Four additional credits from ENSC or BIOL at 300 level or above

#### Credit Requirement in Related Fields

53-57 cr

#### Total Credit Requirement for a Major in ENSC—Biology

80-84 cr

## PROGRAMS OF STUDY

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### 3.0 Core/Liberal Studies Requirements

#### 3.1 FOUNDATION

Philosophy/Ethics  
Writing

6 cr  
3-6 cr

9-12 cr

#### 3.2 DISTRIBUTION\*

Fine Arts  
History  
Literature  
Social Science  
Philosophy/Religious Studies

3 cr  
6 cr  
6 cr  
6 cr  
3 cr

24 cr

### Total Core/Liberal Studies Requirement

33-36 cr

### 4.0 Electives

0-7 cr

### Total Credit Requirement for Graduation

120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE, CHEMISTRY EMPHASIS

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Note: A minimum of 60 credits in Liberal Arts is required.

### 1.0 Course Requirements in Environmental Science

ENSC 101, 310, 312, 380, 404, (440 & 441) or (398 & 399), 477

### Requirement in Environmental Science

24 cr

### 2.0 Course Requirements in Related Fields

BIOL 110, 111, 112, 113, 312, 330, 350  
CHEM 111, 112, 113, 114, 211, 212, 213, 351, 420  
MATH 130, 221, 222  
CSIS 150 and two from CSIS 151, 152, 153, 157

### Credit Requirement in Related Fields

55 cr

### Total Credit Requirement for a Major in ENSC—Chemistry

79 cr

### 3.0 Core/Liberal Studies Requirements

#### 3.1 FOUNDATION

Philosophy/Ethics  
Writing

6 cr  
3-6 cr

9-12 cr

#### 3.2 DISTRIBUTION\*

Fine Arts  
History  
Literature  
Social Science  
Philosophy/Religious Studies

3 cr  
6 cr  
6 cr  
6 cr  
3 cr

24 cr

### Total Core/Liberal Studies Requirement

33-36 cr

4.0 Electives	5-8 cr
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<b>Total Credit Requirement for Graduation</b>	<b>120 cr</b>
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\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE, POLICY EMPHASIS

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Course Requirements in Environmental Science ENSC 101, 202, 305, 380, 420, 425, (440 & 441) or (398 & 399), 477	
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<b>Requirement in Environmental Science</b>	27 cr
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2.0 Course Requirements in Related Fields BIOL 110, 111, 112, 113, 330, 350 CHEM 101, 201, 202 MATH 130, (131 or 115) CSIS 150 and two from CSIS 151, 152, 153, 157 ECON 102 POSC 101, 110, 240 And 9 credits selected from the following courses: ECON 101, 421, 442 ENSC 210, 230, 330 POSC 273, 353, 372	
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<b>Credit Requirement in Related Fields</b>	51 cr
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<b>Total Credit Requirement for a Major in ENSC—Policy</b>	78 cr
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3.0 Core/Liberal Studies Requirements	
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3.1 FOUNDATION	
Philosophy/Ethics	6 cr
Writing	3-6 cr

9-12 cr

3.2 DISTRIBUTION*	
Fine Arts	3 cr
History	6 cr
Literature	6 cr
Philosophy/Religious Studies	3 cr

18 cr

<b>Total Core/Liberal Studies Requirement</b>	27-30 cr
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4.0 Electives	12-15 cr
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<b>Total Credit Requirement for Graduation</b>	<b>120 cr</b>
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\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## PROGRAMS OF STUDY

### REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL SCIENCE

Required Courses	
BIOL 110, 111, 112, 113, 330, 350	14 cr
CHEM 101, 201, 202	7 cr
ENSC 101, 380	6 cr
MATH 130	3 cr
	<hr/>
	30 cr
Elective Courses (choose 9 credits from the courses listed below)	
BIOL 420	
ENSC 202, 305, 310, 312, 404, 425	9 cr
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Total Credit Requirement for ENSC Minor

39 cr

### RECOMMENDED PROGRAM SEQUENCE FOR ENSC-BIOLOGY MAJOR\*

#### FRESHMAN YEAR

FALL		SPRING	
BIOL 110 Gen Bio I	3 cr	BIOL 111 Gen Bio II	3 cr
BIOL 112 Gen Bio Lab I	1 cr	BIOL 113 Gen Bio Lab II	1 cr
CHEM 111 Gen Chem I	3 cr	CHEM 112 Gen Chem II	3 cr
CHEM 113 Gen Chem Lab I	2 cr	CHEM 114 Gen Chem Lab II	2 cr
ENSC 101 Intro Env Iss	3 cr	Core/LS Writing	3 cr
CSIS 150, 151, 152	3 cr	PHIL 101 Intro to Phil	3 cr
	<hr/>		<hr/>
	15 cr		15 cr

#### SOPHOMORE YEAR

FALL		SPRING	
BIOL 211 Botany	4 cr	BIOL 330 Ecology	3 cr
CHEM 201 Intro Org Chem	3 cr	MATH 130 Intro Stat I OR	
CHEM 202 Intro Org Lab	1 cr	MATH 115 Calc Man Appl	3 cr
HIST135 Origins	3 cr	Core/LS	9 cr
Core/LS Writing	3 cr		<hr/>
	<hr/>		<hr/>
	14 cr		15 cr

#### JUNIOR YEAR

FALL		SPRING	
BIOL 312 Microbiology	3 cr	ENSC 312 Env Chem Lab	2 cr
BIOL 350 Field/Lab Ecol	3 cr	ENSC 313 Env Microbiol	3 cr
ENSC 310 Env Chem	3 cr	ENSC 380 Prin Env Assess	3 cr
MATH 131 Statistics II OR		PHIL 300 Ethics	3 cr
MATH 115 Calc Mang Appl	3 cr	Core/LS	3 cr
Core/LS	3 cr		<hr/>
	<hr/>		<hr/>
	15 cr		14 cr

#### SENIOR YEAR

FALL		SPRING	
BIOL or ENSC Elective	3 cr	ENSC 441 Research II OR	
ENSC 440 Research I OR		ENSC 399 Internship	3 cr
ENSC 398 Internship	3 cr	ENSC 404 Env Toxicol	4 cr
BIOL 440 Vert Physiology	4 cr	Core/LS	3 cr
Core/LS	3 cr	ENSC 477 Env Sci Human Values	3 cr
Elective	3 cr	Elective	3 cr
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	16 cr		16 cr

**RECOMMENDED PROGRAM SEQUENCE FOR ENSC-POLICY MAJOR****FRESHMAN YEAR****FALL**

BIOL 110 Gen Bio I	3 cr
BIOL 112 Gen Bio Lab I	1 cr
ENSC 101 Intro Env Iss	3 cr
POSC 110 Am Nat Govern	3 cr
HIST 135 Origins	3 cr
Core/LS Writing	3 cr
	<u>16 cr</u>

**SPRING**

BIOL 111 Gen Bio II	3 cr
BIOL 113 Gen Bio Lab II	1 cr
CSIS 150,151,152	3 cr
PHIL 101 Intro to Phil	3 cr
POSC 101 Intro to Polit	3 cr
Core/LS	3 cr
	<u>16 cr</u>

**SOPHOMORE YEAR****FALL**

CHEM 101 Intro to Chem	3 cr
ECON 102 Microeconomics	3 cr
MATH 130 Intro Stat I	3 cr
Core/LS	6 cr
	<u>15 cr</u>

**SPRING**

CHEM 201 Intro Org Chem	3 cr
CHEM 202 Intro Org Lab	1 cr
ENSC 202 Pol Proc Envir	3 cr
MATH 131 Intro Stat II OR	
MATH 115 Calc Man Appl	3 cr
POSC 240 Intro Publ Pol	3 cr
Core/LS	3 cr
	<u>16 cr</u>

**JUNIOR YEAR****FALL**

ENSC 420 Env Planning	3 cr
PHIL 300 Ethics	3 cr
Elective (major)	6 cr
Elective	3 cr
	<u>15 cr</u>

**SPRING**

BIOL 330 Ecology	3 cr
ENSC 305 Env Econ	3 cr
Elective (major)	3 cr
Core/LS	3 cr
Elective	3 cr
	<u>15 cr</u>

**SENIOR YEAR****FALL**

BIOL 350 Field/Lab Ecol	3 cr
ENSC 398 Internship OR	
ENSC 440 Research I	3 cr
ENSC 425 Envir Law	3 cr
Elective	6 cr
	<u>15 cr</u>

**SPRING**

ENSC 380 Envir Assess	3 cr
ENSC 399 Internship OR	
ENSC 441 Research II	3 cr
Electives (major)	3 cr
ENSC 477 Env Sci Human Values	3 cr
	<u>12 cr</u>

**RECOMMENDED PROGRAM SEQUENCE FOR ENSC-CHEMISTRY MAJOR\*****FRESHMAN YEAR****FALL**

BIOL 110 Gen Bio I	3 cr
BIOL 112 Gen Bio Lab I	1 cr
CHEM 111 Gen Chem I	3 cr
CHEM 113 Gen Chem Lab I	2 cr
ENSC 101 Intro Env Iss	3 cr
CSIS 151, 151, 152	3 cr
	<u>15 cr</u>

**SPRING**

BIOL 111 Gen Bio II	3 cr
BIOL 113 Gen Bio Lab II	1 cr
CHEM 112 Gen Chem II	3 cr
CHEM 114 Gen Chem Lab II	2 cr
Core/LS Writing	3 cr
Phil 101 Intro to Phil	3 cr
	<u>15 cr</u>

## PROGRAMS OF STUDY

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### SOPHOMORE YEAR

#### FALL

BIOL 312 Microbiology	4 cr
CHEM 211 Org Chem I	3 cr
HIST 135 Origin Mod Times	3 cr
MATH 221 Calculus I	3 cr
Core/LS Writing	3 cr
	<u>16 cr</u>

#### SPRING

BIOL 330 Ecology	3 cr
CHEM 212 Org Chem II	3 cr
CHEM 213 Org Chem Lab II	2 cr
MATH 222 Calculus II	3 cr
Core/LS	3 cr
	<u>14 cr</u>

### JUNIOR YEAR

#### FALL

BIOL 350 Field/Lab Ecol	3 cr
ENSC 310 Env Chem	3 cr
MATH 130 Statistics I	3 cr
CHEM 351 Quant Analysis	4 cr
Core/LS	3 cr
	<u>16 cr</u>

#### SPRING

ENSC 380 Prin Env Assmt	3 cr
Core/LS Ethics	3 cr
Core/LS	6 cr
ENSC 312 Env Chem Lab	2 cr
	<u>14 cr</u>

### SENIOR YEAR

#### FALL

ENSC 440 Research I OR ENSC 398 Internship	3 cr
CHEM 420 Biochemistry	3 cr
Core/LS	3 cr
Electives	6 cr
	<u>15 cr</u>

#### SPRING

ENSC 404 Env Toxicol	4 cr
ENSC 441 Research II OR ENSC 399 Internship	3 cr
ENSC 477 Env Sci Human Values	3 cr
Core/LS	3 cr
Electives	2 cr
	<u>15 cr</u>

\*For those students deficient in the sciences it may be desirable, in the Fall semester of the Freshman year, to register only for BIOL 110 and BIOL 112 OR CHEM 111 and CHEM 113, and to adjust subsequent semesters accordingly.

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## DEPARTMENT OF MEDICAL TECHNOLOGY

CATHERINE E. NEWKIRK, M.S., M.T. (ASCP), *Chairperson*

### MISSION:

The mission of the undergraduate degree with a major in medical technology is to provide students with a thorough understanding of the body of knowledge in the field of medical technology and its application in the clinical laboratory setting.

### OBJECTIVES:

The program of study in medical technology is designed to achieve the following objectives:

- To educate students to perform competently as medical technologists at the career entry level.
- To develop in students problem-solving skills and leadership qualities in preparation for educational and supervisory positions in medical technology.
- To cultivate in students an appreciation of continuing education and the need for life-long learning in the field of laboratory medicine.
- To provide students with the foundation for further study and advancement in many academic and professional areas.

Although not a requirement for graduation, students are prepared and eligible to take national certification examinations.

## MEDICAL TECHNOLOGY

Medical Technology offers exciting educational and career opportunities for students wishing to combine an interest in the sciences with laboratory medicine and diagnostic health care. As vital members of the health care team, medical technologists work closely with pathologists and other physicians to provide information needed for the diagnosis and therapeutic management of disease. Technologists may pursue diverse career opportunities. They may work in hospital, university, government or industrial laboratories. They represent the upper division of laboratory personnel and can establish challenging careers in laboratory administration, specialized research, technical development, marketing, or in medical technology education. Graduates are also qualified to enter graduate programs leading to masters, doctoral and professional degrees.

The Medical Technology Program at Marist College is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The program represents a cooperative effort between the college and local clinical laboratories in developing a four-year curriculum leading to a Bachelor of Science degree with a major in Medical Technology. Students have a strong foundation in liberal arts and take courses in biology, chemistry, math and computer science in preparation for advanced clinical courses. Students take clinical courses on campus and gain experience in a simulated medical laboratory equipped with state-of-the-art analytical instrumentation. Clinical courses include hematology, clinical microscopy, immunohematology, clinical microbiology and clinical chemistry. The curriculum emphasizes an understanding of the pathogenesis and manifestation of disease analyzed by laboratory testing and the theoretical principles supporting these tests. Students spend six months in an affiliated medical laboratory studying diagnostic evaluation and therapeutic monitoring of actual patient cases. They study side by side with professional medical technologists and are under the direction and supervision of Marist College faculty. The Marist program is formally affiliated with six medical laboratories: St. Francis Hospital, Poughkeepsie, NY; MDS Hudson Valley Laboratories, Poughkeepsie, NY; St. Francis Hospital, Beacon, NY; the Veterans Administration Medical Center, Castle Point, NY; Kingston Benedictine Hospital Laboratories, Kingston, NY and St. Luke's Hospital, Newburgh, NY. All of these facilities are located within commuting distance of the college so students can continue to reside on campus. Students must maintain a minimum grade point average of 2.5 in all required science and math courses to participate in the clinical portion of the program. A grade of C or better is required in all professional courses.

The program provides an opportunity for students with an Associate degree in Medical Laboratory technology or the Natural Sciences to complete a Bachelor of Science degree with a major in Medical Technology at Marist College. These transfer students receive a maximum of 60 credits for courses taken at other accredited institutions of higher education and can usually complete the Marist College program in two years with full-time study.

### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Biology BIOL 110, 111, 112, 113, 312, 315, 421	19 cr
1.1	Course Requirements in Chemistry CHEM 111, 112, 113, 114, 201 or 211*	13-16 cr
	*Students opting to take CHEM 211 must complete CHEM 212	
1.2	Course Requirements in Math and Computer Science MATH 130 CSIS 150, 152, 158	6 cr

## PROGRAMS OF STUDY

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1.3	Course Requirements in Medical Technology MEDT 260, 301, 305, 315, 340, 345, 401, 405, 410, 440, 445 MEDT 477 Capping Course	38 cr 3 cr	41 cr
<b>Total Credit Requirement for a Major in Medical Technology</b>			79-82 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	9-12 cr
3.2	DISTRIBUTION* Fine arts History Literature Mathematics Natural Science Philosophy/Religious Studies Social Science	3 cr 6 cr 6 cr 3 cr 0 cr 3 cr 6 cr	(fulfilled by major field req.) 27 cr
<b>Total Core/Liberal Studies Requirement</b>			36-39 cr
4.0	Elective		0-5 cr
	Recommended Courses: BIOL 210, 220, 320, 430, 440 CHEM 351, 352, 420		
<b>Total Credit Requirement for Graduation</b>			120-121 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

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## RECOMMENDED PROGRAM SEQUENCE FOR A MEDICAL TECHNOLOGY MAJOR

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\*\*Hospital-Based Course

### FRESHMAN YEAR

FALL		SPRING	
BIOL 110 General Biology I	3 cr	BIOL 111 General Biology II	3 cr
BIOL 112 General Bio Lab I	1 cr	BIOL 113 General Bio Lab II	1 cr
CHEM 111 General Chemistry I	3 cr	CHEM 112 General Chemistry II	3 cr
CHEM 113 General Chem Lab I	2 cr	CHEM 114 General Chem Lab II	2 cr
Core/LS PHIL 101	3 cr	Core/LS Writing	3 cr
CSIS 150 Intro to Computer	1 cr	CSIS 158 Informational Literacy	3 cr
CSIS 152 MS-Excel	1 cr		
	14 cr		13 cr

### SOPHOMORE YEAR

FALL		SPRING	
MEDT 260 Methods in Med Tech	4 cr	BIOL 315 Immunology	3 cr
CHEM 201 Intro Organic Chemistry	3 cr	MATH 130 Intro to Statistics	3 cr
Core/LS Writing	3 cr	Core/LS Literature	3 cr
Core/LS History	3 cr	Core/LS Fine Arts	3 cr
Core/LS Mathematics	3 cr	Core/LS Social Science	3 cr
	16 cr		15 cr

**JUNIOR YEAR****FALL**

BIOL 312 Microbiology	4 cr
Core/LS Social Science	3 cr
Core/LS PHIL 300	3 cr
Core/LS History	3 cr
Elective	3 cr
	<hr/>
	16 cr

**SPRING**

MEDT 301 Clinical Microbiology I	4 cr
MEDT 305 Clinical Chemistry I	4 cr
MEDT 315 Hematology I	4 cr
MEDT 340 Clinical Immunology/ Immunohematology I	4 cr
MEDT 345 Clinical Microscopy I	1 cr
	<hr/>
	17 cr

**SENIOR YEAR****SUMMER/FALL**

MEDT 401** Clinical Microbiology II	4 cr
MEDT 405** Clinical Chemistry II	4 cr
MEDT 410** Hematology II	4 cr
MEDT 440** Clinical Immunology/ Immunohematology II	4 cr
MEDT 445** Clinical Microscopy II	1 cr
	<hr/>
	17 cr

**SPRING**

BIOL 421 Parasitology	4 cr
MEDT 477 Capping Course	3 cr
Core/LS Phil/Religious Studies	3 cr
Core/LS Literature	3 cr
	<hr/>
	13 cr

**MINORS (OTHER) AND CERTIFICATES****ANTHROPOLOGY**

ANDREW A. MOLLOY, Ph.D., *Dean*

**REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY**

Required Anthropology courses:

ANTH 101, 102, 120, 233 12 cr

THREE courses selected from the following:

ANTH 230, 231  
ANTH 232 (also listed as REST 232)  
HIST 272  
SPAN 152  
REST 209  
RUSS 223  
SOC 101

9 cr

**Total Credit Requirement for a Minor in Anthropology**

21 cr

**PHYSICAL EDUCATION**

HOWARD GOLDMAN, P.E.D., *Director of Physical Education*

**PROGRAM IN COACHING CERTIFICATION FOR NEW YORK STATE**

A ruling by the New York State Board of Regents requires that all public school coaches must be certified by an approved program of certification or be a certified teacher of Physical Education.

Marist has been approved as a certifying institution and is providing the courses leading to coaching certification in New York State.

The course areas offered are mandated by the state and fall into three basic areas:

- (1) Philosophy, principles and organization, covered by PHED 410, Principles and Problems of Coaching (Three Credits).
- (2) Health Sciences applied to coaching—covered by two courses—PHED 401, Movement in Sports and PHED 305, First Aid and Care of Injuries (Two Credits each).
- (3) Theory and techniques courses in coaching—covered by the courses available in the specific area the person wishes to coach (Two Credits each).

## DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

**WILLIAM R. EIDLE**, Ph.D., *Dean*

### MISSION:

The Marist College Division of Social and Behavioral Sciences houses Criminal Justice, Psychology, Social Work/Sociology, and Teacher Education. Additionally the Division offers master's degree programs in Psychology, Educational Psychology and School Psychology. Study in each of the Division's undergraduate majors provides students with professional preparation for entry into fields of work associated with the major. Concurrently, students' learning prepares them for advanced study in career-oriented graduate programs.

The curriculum for each of the Division's majors presents a highly integrated blend of the theoretical and applied aspects of the respective disciplines. This theoretical/applied integration is enhanced by significant internship experiences. Internships are designed for students to continue their learning in real work situations and to have the experience of making learning-based contributions to real problems in the work setting.

The Division seeks to accomplish its mission by creating learning environments in which students are encouraged to develop their critical thinking, problem solving, self-reflective, self-management, and creativity skills. This occurs in the context of studying course content, learning the methodologies of the discipline, learning skills associated with the discipline, and engaging values/ethical issues presented by the discipline. Drawing upon knowledge gained from their broad-based core/liberal arts curriculum, students work with faculty to integrate their professional and liberal arts studies. Faculty also seek to invigorate the learning environment through innovative uses of technology. Throughout the entire program students are given many opportunities to demonstrate progress in fulfilling the requirements of their major.

From a professional perspective, faculty facilitate students' internalization of the discipline's code of ethics. The Division's professional focus is also enhanced by the availability of accelerated combined bachelor's/master's degree programs for exceptional students in psychology and psychology/elementary and special education majors. These exceptional students begin to take graduate-level courses during their undergraduate program. Similarly, graduates from the Division's social work major may receive advanced standing in MSW programs throughout the country with significant saving of credits at the graduate level.

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## DEPARTMENT OF CRIMINAL JUSTICE

**DANIEL OKADA**, Ph.D., *Department Chair*

### MISSION:

The major in Criminal Justice combines a broad Core/Liberal Arts curriculum with the theory, practice, and experience specific to criminal justice. All courses focus on the study of crime from a variety of perspectives: cause of crime, societal reaction, judicial processing and treatment of offenders, as well as the philosophy and practice of social control and administration of criminal behavior. Emphasis is also placed on critical thinking and problem solving.

The curriculum culminates with two senior seminar courses which bring together all facets of the Marist College undergraduate experience and the lessons learned in the major. A mandatory six-credit internship enables the Criminal

Justice major to experience practical criminal justice from a variety of criminal justice and allied agencies. Internship placements include the range of federal, state, and local agencies.

While being exposed to experiences in both the classroom and the practical world, students are assisted in making informed career choices. Major curriculum completion, coupled with all Core/Liberal Arts requirements, leads to the Bachelor of Science degree in Criminal Justice. A minor in Criminal Justice is also available.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

Note: A minimum of 60 credits in Liberal Arts is required for all Criminal Justice students.

1.0	Course Requirements in Criminal Justice CRJU 101, 202, 223, 301, 303, 304, 370, 374, 440, 477, 496, 497	36 cr	
1.1	TWO additional Criminal Justice courses from: CRJU 206, 221, 230, 235, 242, 305, 314, 340, 350, 375, 377, 498, 499	6 cr	
<b>Credit Requirement in Criminal Justice</b>			42 cr
2.0	Course Requirements in Related Fields MATH 130 Introductory Statistics I COM 101 Public Presentations POSC 110 American National Government CSIS 150 Introduction to Computers CSIS 151 Microsoft Word/Power Point CSIS 152 Microsoft Excel OR CSIS 153 Exploring the Internet OR CSIS 154 Microsoft Access	3 cr 3 cr 3 cr 1 cr 1 cr 1 cr	
<b>Credit Requirement in Related Fields</b>			12 cr
<b>Total Credit Requirement for a Major in Criminal Justice</b>			54 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	
			9-12 cr
3.2	DISTRIBUTION* Fine Arts History Literature Mathematics  Natural Science Philosophy/Religious Studies Social Science	3 cr 6 cr 6 cr 3 cr  6 cr 3 cr 6 cr	
			33 cr
<b>Total Core/Liberal Studies Requirement</b>			42-45 cr
4.0	Electives		21-24 cr
<b>Total Credit Requirement for Graduation</b>			120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## PROGRAMS OF STUDY

### RECOMMENDED PROGRAM SEQUENCE FOR CRIMINAL JUSTICE

#### FRESHMAN YEAR

FALL		SPRING	
CRJU 101 Intro to Crim Just	3 cr	CRJU 202 Criminology	3 cr
Core/LS PHIL 101	3 cr	Core/LS Writing or Core/LS	3 cr
Core/LS Writing	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
CSIS 150, 151, 152, 153 or 154	3 cr	Core/LS	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### SOPHOMORE YEAR

FALL		SPRING	
POSC 110 Amer Natl Govt	3 cr	CRJU 223 Juvenile Delinquency	3 cr
COM 101 Public Presentations	3 cr	CRJU 301 Crim Just Org & Admin	3 cr
Core/LS Math	3 cr	MATH 130 Intro to Statistics	3 cr
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	General Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### JUNIOR YEAR

FALL		SPRING	
CRJU 303 Crim Procedure I	3 cr	CRJU 304 Crim. Proc II	3 cr
CRJU 374 Research Meth	3 cr	CRJU 370 Theories of Punishment	3 cr
Core/LS	3 cr	Core/LS PHIL 300	3 cr
CRJU Elective	3 cr	Core/LS	3 cr
General Elective	3 cr	General Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### SENIOR YEAR

FALL		SPRING	
CRJU 440 Cross Cultural CJ Sys	3 cr	CRJU 477 Capping Course	3 cr
CRJU 496 Internship	3 cr	CRJU 497 Internship	3 cr
Core/LS	3 cr	CRJU Elective	3 cr
General Elective	3 cr	General Elective	3 cr
General Elective	3 cr	General Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

### REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE

1.0 CRJU 101, 202, 223, 303, 370

Total Credit Requirement for the Minor

15 cr

## DEPARTMENT OF EDUCATION

**RONALD R. CROMWELL**, Ed.D., *Chairperson*

**JAMES F. DODD**, M.A., *Coordinator of Clinical Education Experiences*

#### MISSION:

Marist College offers New York State approved and registered undergraduate programs leading to provisional certification in the following fields:

Special Education K-12/Elementary N-6

English 7-12

French 7-12

Social Studies 7-12      Spanish 7-12  
 Mathematics 7-12      Biology 7-12      Chemistry 7-12

The program of study leading to recommendation for dual certification in Special Education K-12 and Elementary Education N-6 integrates a strong professional studies sequence with a broad background in the liberal arts and depth in the academic discipline of psychology. Graduates of this program are prepared to teach in the regular elementary classrooms (N-6), and in a variety of settings serving students with special educational needs. They learn to teach students in the general population and those who have educational handicaps, with special focus on mental retardation, learning disabilities and behavioral disorders.

The program of study in Secondary Education, Grades 7 through 12, integrates teacher preparation with the student's academic major in the secondary school subject area.

To meet the remaining requirements for provisional certification in New York State, all teaching candidates must pass qualifying N.Y. examinations. Under an Interstate Agreement, the NYS provisional certificate facilitates receiving initial teaching certificates in 24 states. Permanent NYS teaching certification, under regulations scheduled to go into effect in September 1993, is achieved by the following: satisfactory completion of a one-year supervised teaching internship, a master's degree, and a passing score on an examination in the area of the teaching certificate and an assessment of teaching skills.

## EDUCATION

### ELEMENTARY EDUCATION/SPECIAL EDUCATION

#### PROGRAM REQUIREMENTS

The following courses comprise the professional education sequence for the psychology major in special education/elementary education. By completing this professional sequence, remaining psychology major requirements, and Core/Liberal Studies requirements, the candidate earns the BA degree in Psychology. For further information on the psychology special education option, see the Psychology section of this catalog.

#### REQUIRED COURSES IN THE CERTIFICATION SEQUENCE

Note: Psyc 101 Introduction to Psychology (3 cr.) is a prerequisite for all upper-level Psych courses.

Educ 091	Fieldwork in Education	0 cr.
Psyc 207	Psychology of the Exceptional Child	3 cr
Psyc 208	Educational Psychology	3 cr
Psyc 231	Practicum in Preschool Child Development	3 cr
Psyc 317	Psychology of Child Development	3 cr
Psyc 362	Measurement and Evaluation	3 cr
Psyc 371	Psychological Disorders of Childhood	3 cr
Psyc 372	Psycho-Educ Assessment of Handicaps	3 cr
Educ 241	Math for Elementary and Spec Ed	3 cr
Educ 350	Teaching of Reading for Elem/Spec Ed I	3 cr
Educ 351	Teaching of Reading for Elem/Spec Ed II	3 cr
Educ 360	Workshop in Curric Devel	3 cr
Educ 373	Meth and Materials for Moderately Handicap	3 cr
Educ 374	Meth & Materials for Mildly Handicap	3 cr
Educ 462	Student Teaching: Elem and Spec Ed	12 cr
Phil 233	Philosophy of Education	3 cr

After September 1993, candidates for NYS teaching certification must also meet a foreign language requirement by one of the following means: completing the 6 cr foreign-language option in the Core/Liberal Studies program; completing a year of foreign-language study at any level; or passing a foreign language proficiency test.

**ADMISSION TO THE PROGRAM**

Students interested in pursuing certification in this dual certificate program must register with the Office of Teacher Education, Dyson, Room 345, in the first semester of freshman year to ensure completion of requirements necessary for admission to upper-level courses in the junior year. Formal application for these courses and letters of recommendation must be submitted during spring of sophomore year. Minimum requirements for admission to these junior-level courses are: a grade point average of 2.7 or higher, grades of C+ or higher in all prerequisite courses in the professional education sequence, qualifying scores on the tests required by NYS.

Continuation in the program and acceptance into student teaching is based upon suitability and competence to teach as demonstrated through completed courses, field placements (including at least one in an urban setting), and an interview by education faculty.

The following chart illustrates the recommended course sequence. All courses are 3-credit courses, with the exception of early fieldwork and student teaching.

**SECONDARY EDUCATION**

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**PROGRAM REQUIREMENTS**

The following 28 credits in the professional education sequence are required to qualify for secondary certification in the student's academic major:

Psyc 207	Psychology of the Exceptional Child	3 cr
Psyc 208	Educational Psychology	3 cr
Phil 233	Philosophy of Education	3 cr
Educ 362	Measurement and Evaluation	3 cr
Educ 211	Participation/Observation in the Secondary School	1 cr
Educ 420-428	Methods of Teaching (Subject) in the Secondary School	3 cr
Educ 415	Student Teaching in the Secondary School	12 cr
		<hr/> 28 cr

A minimum grade of C must be earned in all required courses in this professional sequence. In addition to major field, Core/Liberal Studies, and professional education courses, teaching applicants must also meet a foreign language requirement by one of the following means: completing the 6 cr. foreign-language option offered in the Core/Liberal Studies program; completing a year of foreign language study at any level; or passing a foreign language proficiency test.

**ADMISSION TO THE PROGRAM**

Students who declare their intention to seek teaching certification in their academic major are assigned an education advisor as well as a major field faculty advisor. During freshman and sophomore years, students meet regularly with both advisors to design their program of study and to ensure that they will meet the requirement for formal admission to the secondary program in their junior year. Formal admission is based upon the following minimum criteria: a major field grade point average of 3.0 with no grade below C, passing of the college's writing proficiency requirement, an above average cumulative grade point average, qualifying scores on the tests required by NYS, three letters of recommendation from the college faculty, and an interview by members of the Secondary Education Council.

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**RECOMMENDED PROGRAM SEQUENCE FOR EDUCATION MAJORS**


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**FRESHMAN YEAR****FALL**

Introduction to Psychology

**SPRING**

Fieldwork in Education

**SOPHOMORE YEAR****FALL**

Psychology of Exceptional Child  
Psychology of Child Development

**SPRING**

Educational Psychology  
(Preschool Practicum - Option II)

**JUNIOR YEAR (Option I)****FALL**

Psycho-Ed Assessment  
Preschool Practicum  
Psychological Disorders of Childhood

**SPRING**

Reading in Elem/Spec Ed I  
Meth and Materials for Mildly Handicapped  
Meth and Materials for Moderately Handicapped  
Math for Elem/Spec Ed Teachers  
Measurement and Evaluation

**SENIOR YEAR****FALL**

Reading in Elem/Spec Ed II  
Workshop in Curriculum Dev (Sci. /Soc. St.)  
Philosophy of Education

**SPRING**

Student Teaching (12 cr)  
Philosophy Capping Course

**JUNIOR YEAR (Option II)****FALL**

Reading in Elem/Spec Ed I  
Psycho-Ed Assessment  
Measurement & Evaluation

**SPRING**

Reading in Elem/Spec Ed II  
Meth and Materials for Mildly Handicapped  
Meth and Materials for Moderately Handicapped  
Math for Elem/Spec Ed Teachers  
Workshop in Curriculum Dev (Sci. /Soc. St.)

**SENIOR YEAR****FALL**

Student Teaching (12 cr.)  
Psychology Capping

**SPRING**

Psychological Disorders of Children  
Philosophy of Education

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**BILINGUAL EDUCATION**


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Bilingual Education is the use of two languages, one of them English, as a means of instruction. Much attention is given to the Spanish-speaking population in urban areas, but other groups are involved as well. Students interested in Bilingual Education should register with the Director of Teacher Education during their freshman year.

**RECOMMENDED COURSES IN BILINGUAL EDUCATION**

Secondary Education students who wish to include Bilingual Education studies should take EDUC 140 and SPAN 154 or SPAN 153, both taught in English. The student may also elect to take EDUC 441 with the permission of the Director of Teacher Education.

## DEPARTMENT OF PSYCHOLOGY

LINDA DUNLAP, Ph.D., *Chairperson*

### MISSION:

The psychology major at Marist provides a rich and rewarding educational experience in a strong liberal arts tradition. The major focus of the psychology curriculum stresses personal development and the development of a world view grounded in a deep sense of personal values. The basis for this development is drawn from the literature of psychology itself and its integration with contributions from other disciplines such as philosophy, science, literature, and sociology. Psychology courses stress psychological theory as well as the application of psychological principles. The range of application varies from experience in a psychological research course, where students actually conduct research, to life-span development courses, where students can see the relevance for applying principles of development in their own lives.

As students become steeped in the psychological literature and its applications, they develop a professional orientation that prepares them for entry-level jobs in the field and acceptance to graduate schools in psychology. This professional orientation is highlighted through a full-time internship that takes place in the senior year in a local human service agency, school, or research setting. This undergraduate preparation as a psychology major is valuable not only for students who choose advanced graduate study in psychology, but also as preparation for elementary/special education teacher training programs and law school, as well as a wide array of positions generally included under the fields of business management and communication.

### ***Five-Year Combined BA-MA Program in Psychology***

In addition to its undergraduate major in psychology the Psychology Department also sponsors a graduate program in psychology with an emphasis in Counseling/Community psychology. The Department recognizes that for some outstanding undergraduate students, certain of their undergraduate course work might well be reflective of both the content and quality of that typically expected at the graduate level. The Department further recognizes that certain outstanding undergraduate students can participate successfully in graduate classes. For these reasons the Department offers a five-year program in psychology at the termination of which the student will have achieved both a B.A. and an M.A. in psychology. The program affords a potential savings of 22 credits and one year's school living expenses.

It should be clear that the five-year program is not appropriate for all students. Some may not be interested in advanced degrees in psychology. Others might choose to do their graduate work elsewhere. Yet others may simply not qualify. The Department, however, is interested in having available to the interested and qualified student the option of a Five-Year B.A.-M.A. Program. Admission to the five-year program is granted to qualified applicants at the end of the fourth full-time academic semester. Inquiry about admission to the Five-Year Program should be made through the director of the M.A. Psychology Program (see page 19 for more information).

- (1) At the end of the 4th year the student will have accumulated 119 credits.
- (2) The usual combination of credits from any Marist undergraduate major and Marist's M.A. in Psychology is 165 (120 undergraduate plus 45 graduate). In contrast, the Five-Year Program for psychology majors requires 143 credits. Students are advised that in New York State a master's degree in Psychology does not qualify graduates for professional licensure as a psychologist; nor do master's-level internships earn credit toward licensure. Please consult with the director of the M.A. Psychology Program about licensure procedures in New York State.

### ***Teaching Certification in Special Education K-12/Elementary N-6***

Psychology majors have the opportunity to participate in a teacher certification program which integrates a strong professional studies sequence in Special Education and Elementary Education with their academic major and the Core/Liberal Studies program.

Graduates of this program earn the BA degree in psychology and complete requirements for dual provisional teaching certification in both elementary and special education. Freshman psychology majors interested in pursuing this psychology/special education/elementary option should consult an education advisor in the Office of Teacher Education, Dyson Room 345. Information about the professional studies sequence can be found in the Education section of this catalog.

## PSYCHOLOGY

### REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Psychology		
	PSYC 101, 401, 402-403, 404	19 cr	
	PSYC 477 Capping Course	4 cr	
			23 cr
1.1	THREE additional PSYC Courses selected from among all other psychology courses offered.*	9 cr	
1.2	PSYC 482 (Internship)	12 cr	
			21 cr
2.0	Course Requirements in Related Fields:		
	CSIS 150 Intro Comp Sys	1 cr	
	CSIS 151 Microsoft Word/Power Point	1 cr	
	CSIS 158 Information Literacy	1 cr	
	MATH 130 Intro to Stat	3 cr	
			6 cr
<b>Total Credit Requirement for a Major in Psychology</b>			50 cr
*A full-time Psychology major must take a Psychology course every Semester			
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION**		
	Natural Science	6 cr	
	Social Science	0 cr	(fulfilled by major field req.)
	History	6 cr	
	Literature	6 cr	
	Mathematics	3 cr	
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			27 cr
<b>Total Core/Liberal Studies Requirement</b>			36-39 cr
4.0	Electives		31-34 cr
<b>Total Credit Requirement for Graduation</b>			120 cr

\*\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS

## FRESHMAN YEAR

## FALL

PSYC 101 Intro to Psychology	3 cr
Core/LS PHIL 101	3 cr
* Core/LS	3 cr
** Core/LS Writing	3 cr
CSIS 150 Intro to Comp	1 cr
CSIS 151 MS Word/Power Pt	1 cr
CSIS 158 Info Literacy	1 cr
	<u>15 cr</u>

## SPRING

Core/LS	3 cr
Core/LS	3 cr
Core/LS Writing or Elective	3 cr
**** Psych Elective	3 cr
CSIS 150, 151, 158 OR	
Core/LS	3 cr
	<u>15 cr</u>

## SOPHOMORE YEAR

## FALL

General or Psych Elective	3 cr
* Core/LS	3 cr
* Core/LS	3 cr
*** General or Psych Elective	3 cr
*** General or Psych Elective OR	
PSYC 404 Physio Psych	3-4 cr
	<u>15-16 cr</u>

## SPRING

PSYC 404 Physio Psych OR	
General or Psych Elective	3-4 cr
* Core/LS	3 cr
* Core/LS	3 cr
*** General or Psych Elective	3 cr
MATH 130 Intro to Stat	3 cr
	<u>15-16 cr</u>

## JUNIOR YEAR

## FALL

PSYC 402 Psych Research	
Methodology & Lab I	4 cr
* Core/LS	3 cr
* Core/LS	3 cr
*** General or Psych Elective	2-3 cr
*** General or Psych Elective OR	
PSYC 404 Physio Psych OR	
PSYC 401 Prin of Psych Test	3-4 cr
	<u>16 cr</u>

## SPRING

PSYC 403 Psych Research	
Methodology & Lab II	4 cr
PSYC 401 Prin of Psych Testing OR	
PSYC 404 Physio Psych OR	
Psych Elective	3-4 cr
* Core/LS or PHIL 300	3 cr
*** General or Psych Elective	3 cr
General Elective	1-3 cr
	<u>15-16 cr</u>

## SENIOR YEAR

## FALL

PSYC 477 Capping Course	4 cr
*** General or Psych Elective	3 cr
*** General or Psych Elective	3 cr
*** General or Psych Elective	3 cr
*** General or Psych Elective OR	
PHIL 300	3 cr
	<u>16 cr</u>

## SPRING

***** PSYC 482 Internship	12 cr
	<u>12 cr</u>

\* A psychology major must take 13-16 Core/LS Distribution courses independent from Core/LS requirements included in the major area and related areas requirements.

\*\* Assignment to College Writing I and II is based on the student's writing sample.

\*\*\* General or Psych electives—All psychology majors are required to take at least three (3) psychology electives. However, most psych majors take more than three psychology electives. It is also recommended that psychology majors use their elective courses to acquire concentrations in academic areas that would complement that major. It should be noted that all full-time psychology majors must take a psychology course in each semester.

\*\*\*\* A psychology major must take a psychology elective in the second semester of freshman year.

\*\*\*\*\* The internship is viewed as a culminating experience for the psychology major. It is a full-time work experience. Typically, students do not take other courses while doing their internship. However, special arrangements may be made to take another course in the same semester as the internship.

**REQUIREMENTS FOR A MINOR IN PSYCHOLOGY**

PSYC 101	3 cr
Any THREE additional PSYC courses	9-12 cr

**Total Credit Requirement for a Minor in Psychology** 12-15 cr

**REQUIREMENTS FOR THE FIVE-YEAR B.A.-M.A. PROGRAM IN PSYCHOLOGY**

1.0 Undergraduate Course Requirement in Psychology PSYC 101, 401, 402, 403, 404, 203 or 201	22 cr	
1.1 TWO PSYC Electives drawn from any of the PSYC listings in the catalog. Note that a psychology course must be taken in every full-time semester.	6 cr	
1.2 PSYC 482 Internship PSYC 477 Capping Course	12 cr 4 cr	44 cr
2.0 Course Requirements in Related Fields: CSIS 150 Intro to Computer CSIS 151 MS Word/Power Pt CSIS 158 Info Literacy MATH 130 Intro to Statistics	1 cr 1 cr 1 cr 3 cr	6 cr

**Total Undergraduate Psychology Credits** 50 cr

3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	9-12 cr
3.2 DISTRIBUTION** Natural Science Social Science History Literature Mathematics Fine Arts Philosophy/Religious Studies	6 cr 0 cr 6 cr 6 cr 3 cr 3 cr 3 cr	27 cr

**Total Core/Liberal Studies Requirement** 36-39 cr

4.0 General Electives	15-18 cr
5.0 Five PSYG Graduate courses with the advisement from M.A. Program Director	15 cr

**Total Four-Year Credit Requirement** 119 cr

\*\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

6.0 Fifth Year GRADUATE COURSES: Five of the following courses: PSYG 520, 548 or 605, 606, 607, 611, 612, 613, 614, 701, 702	15 cr
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## PROGRAMS OF STUDY

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6.1	COMM PSYC ELECTIVE or one GENERAL ELECTIVE	3 cr	
6.2	PSYG 703 or 705	6 cr	
<b>Total Graduate Credits, Fifth Year</b>			24 cr
<b>Total Credits for Completing Five-Year B.A.-M.A. Program</b>			143 cr

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## REQUIREMENTS FOR PSYCHOLOGY MAJORS PURSUING SPECIAL EDUCATION CERTIFICATION

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\*A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Psychology PSYC 101, 207, 208, 231, 317, 362, 371, 372, 402, 403, 404 PSYC 477 Capping Course	36 cr 4 cr	
1.1	ONE elective PSYC course	3 cr	
<b>Credit Requirement in Psychology</b>			43 cr
2.0	Course Requirements in Related Fields CSIS 150, 151, 158, MATH 130 EDUC 091, 241, 360, 350, 351, 373, 374, 462 Foreign Language PHIL 233	6 cr 30 cr 6 cr 3 cr	
			45 cr
<b>Total Credit Requirement for Psychology Majors/Special Education Certification</b>			88 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	
			9-12 cr
3.2	DISTRIBUTION* Natural Science Social Science History Literature Mathematics Fine Arts Philosophy/Religious Studies	6 cr 0 cr (fulfilled by major field req.) 6 cr 6 cr 3 cr 3 cr 0 cr (fulfilled by related field req.)	
			24 cr
<b>Total Core/Liberal Studies Requirement</b>			33-36 cr
4.0	Liberal Arts Electives		0-3 cr
<b>Total Credit Requirement for Graduation</b>			124 cr

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\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog. This option may be used to satisfy the foreign language requirement for teaching certification.

**RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING SPECIAL ED CERT.****FRESHMAN YEAR****FALL**

PSYC 101 Intro to Psych	3 cr
Core/LS PHIL 101	3 cr
CSIS 150, 151, 158 or Core/LS	3 cr
Core/LS or Foreign Language*	3 cr
Core/LS Writing	3 cr
	<u>15 cr</u>

**SPRING**

EDUC 091 Fieldwork in Educ	0 cr
PSYC Elective	3 cr
Core/LS or Foreign Language	3 cr
Core/LS Writing or Elective	3 cr
CSIS 150,151,158 or Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

**OPTION I—SPRING STUDENT TEACHING****SOPHOMORE YEAR****FALL**

MATH 130 Intro to Stat	3 cr
PSYC 208 Educational Psych	3 cr
PSYC 317 Child Psych OR	
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

**SPRING**

PSYC 207 Except Child	3 cr
PSYC 317 Child Psych	3 cr
PSYC 402 RM I	4 cr
Core/LS or LA Elective	3 cr
Core/LS	3 cr
	<u>16 cr</u>

**JUNIOR YEAR****FALL**

PSYC 403 RM II	4 cr
PSYC 372 Assessment	3 cr
PSYC 231 Preschool Prac	3 cr
PSYC 371 Psych Disorders	3 cr
Core/PSYC/LA Elective	3 cr
	<u>16 cr</u>

**SPRING**

EDUC 350 Reading I	3 cr
EDUC 373 Meth Mild	3 cr
EDUC 374 Meth Mod	3 cr
PHIL 300 Ethics	3 cr
PSYC 362 Measurement & Eval	3 cr
	<u>15 cr</u>

**SENIOR YEAR****FALL**

EDUC 351 Reading II	3 cr
EDUC 360 Curric Workshop	3 cr
PHIL 233 Phil of Ed	3 cr
PSYC 404 Physio	4 cr
EDUC 241 Math Methods	3 cr
	<u>16 cr</u>

**SPRING**

EDUC 462 Student Teaching	12 cr
PSYC 477 Capping Course	4 cr
	<u>16 cr</u>

**OPTION II—FALL STUDENT TEACHING****SOPHOMORE YEAR****FALL**

MATH 130 Intro to Stat	3 cr
PSYC 208 Educational Psych	3 cr
PSYC 317 Child Psych	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

**SPRING**

PSYC 207 Except Child	3 cr
PSYC 231 Preschool Prac	3 cr
PSYC 402 RM I	4 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>16 cr</u>

## PROGRAMS OF STUDY

### JUNIOR YEAR

FALL		SPRING	
EDUC 350 Reading I	3 cr	EDUC 351 Reading II	3 cr
PSYC 403 RM II	4 cr	EDUC 373 Meth Mild	3 cr
PSYC 372 Assessment	3 cr	EDUC 374 Meth Mod	3 cr
PSYC 362 Measurement & Eval	3 cr	EDUC 241 Math Methods	3 cr
Core/PSyc/LA Elective	3 cr	EDUC 360 Curric Workshop	3 cr
	<u>16 cr</u>		<u>15 cr</u>

### SENIOR YEAR

FALL		SPRING	
EDUC 462 Student Teaching	12 cr	PSYC 404 Physio	4 cr
PSYC 477 Capping	4 cr	PHIL 233 Phil of Ed	3 cr
		PSYC 371 Psyc Dis of Child	3 cr
		PHIL 300 Ethics	3 cr
		Core/PSyc/LA Elective	3 cr
	<u>16 cr</u>		<u>16 cr</u>

\*Consult the Education section of this catalog for additional information about Foreign Language requirement

## TEACHER ACCELERATED PROGRAM

The Teacher Education Department and Psychology Department sponsor a graduate program in educational psychology. This degree meets the New York State academic regulations for a permanent teaching certificate.

Outstanding undergraduate special education students may want to consider an accelerated program that combines the program with the M.A. in Educational Psychology. The accelerated program may be completed in 9 semesters and one summer. It offers an opportunity for highly motivated and academically successful students to receive a B.A. in Psychology, N-6 N.Y. Elementary teaching Certificate, K-12 N.Y. Special Education teaching Certificate, and a M.A. in Educational Psychology.

Admission to the accelerated program is granted to qualified applicants in the spring semester of the sophomore year. Applicants must have a minimum of 3.2 G.P.A. and recommendations from faculty. Inquiry about admission should be made to the Director of Teacher of Education.

- (1) Students will take 145 credits (30 at the graduate level) to complete the program.
- (2) Students must have at least a 3.2 G.P.A. and maintain that level of work throughout the program.
- (3) Students will complete both the B.A. and M.A. in the 9th semester. They will also be qualified for a (N-6) New York State elementary teaching certificate, and a (K-12) New York State special education teaching certificate.
- (4) Students will be required to take 2 courses during the summer.

## REQUIREMENTS FOR 5-YEAR B.A./M.A. PROGRAM IN PSYCHOLOGY/TEACHER EDUCATION

1.0 Undergraduate Course Requirements in Psychology		
PSYC 101, 207, 231, 371, 372, 402, 403, 404	27 cr	
PSYC 477 Capping Course	4 cr	
<b>Undergraduate Credit Requirement in Psychology</b>		<b>31 cr</b>
2.0 Course Requirements in Related Fields		
CSIS 150, 151, 158, MATH 130	6 cr	
EDUC 091, 241, 360, 350, 351, 373, 374, 462	30 cr	
Foreign Language	6 cr	
PHIL 233	3 cr	
<b>Undergraduate Credit Requirement in Related Fields</b>		<b>45 cr</b>
<b>Total Credit Requirement for a Major in Psychology/Teacher Education</b>		<b>76 cr</b>

## 3.0 Core/Liberal Studies Requirements

## 3.1 FOUNDATION COURSES

Philosophy/Ethics	6 cr	
Writing	3-6 cr	
		9-12 cr

## 3.2 DISTRIBUTION STUDIES

Natural Science	6 cr	
Social Science	0 cr	(fulfilled by major field req.)
History	6 cr	
Literature	6 cr	
Mathematics	3 cr	(3 cr fulfilled by related field req.)
Fine Arts	3 cr	
Philosophy/Religious Studies	0 cr	(fulfilled by major field req.)

24 cr

## Total Credit Requirement Core/Liberal Studies

33-36 cr

## 4.0 General Undergraduate Electives

3-6 cr

## Total Undergraduate Credit Requirement

115 cr

## 5.0 Graduate Courses

EPSY 505, 510, 605, 611, 612, 660, 670, 701, 702, 703	30 cr
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## Total Graduate Credits

30 cr

## Total Credits for Completing 5-Year B.A.-M.A. Program

145 cr

## RECOMMENDED PROGRAM SEQUENCE FOR A B.A.-M.A. IN PSYCHOLOGY/TEACHER EDUCATION

## FRESHMAN YEAR

## FALL

PSYC 101 Intro to Psych	3 cr
PHIL 101 Intro to Philosophy	3 cr
Core/Writing	3 cr
Core/LS	3 cr
Core/LS	3 cr
	15 cr

## SPRING

CSIS 150, 151, 158	3 cr
Core/Writing	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
	15 cr

## SOPHOMORE YEAR

## FALL

MATH 130 Intro to Stats I	3 cr
PSYC 207 Except Child	3 cr
Foreign Language	3 cr
PHIL 233 Phil of Educ	3 cr
Core/LS	3 cr
	15 cr

## SPRING

PSYC 402 PRM I	4 cr
PSYC 371 Psyc Disorder	3 cr
Foreign Language	3 cr
Core/LS	3 cr
Core/LS	3 cr
	16 cr

## JUNIOR YEAR

## FALL

EPSY 611 Develop I	3 cr
EPSY 505 Ed Psyc	3 cr
PSYC 403 PRM II	4 cr
PSYC 372 Assessment	3 cr
PHIL 300 Ethics	3 cr
	16 cr

## SPRING

EPSY 612 Develop II	3 cr
EPSY 605 Psyc Ed Assess	3 cr
PSYC 231 Preschool Prac	3 cr
EDUC 373 Meth Mild	3 cr
EDUC 374 Meth Mod	3 cr
	15 cr

**SENIOR YEAR****FALL**

EPSY 701 Comm Sys I	3 cr
EPSY 660 Inter and Eval	3 cr
EDUC 350 Reading I	3 cr
EDUC 241 Math Methods	3 cr
PSYC 404 Physio	4 cr
	<hr/> 16 cr

**SPRING**

EPSY 702 Comm Sys II	3 cr
EPSY 670 Ed Fac of Valu	3 cr
EDUC 351 Reading II	3 cr
EDUC 360 Curric Workshop	3 cr
PSYC 477 Capping	4 cr
	<hr/> 16 cr

**FIFTH YEAR****SUMMER**

EPSY 510 Integ of Learning	3 cr
U/G elective (selected from English, Math, Science, History, or Educational Tech)	3 cr
	<hr/> 6 cr

**FALL**

EDUC 462 Student Teaching	12 cr
EPSY 703 Comm Sys II	3 cr
	<hr/> 15 cr

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**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**MARGARET R. CALISTA, C.S.W.,** *Chairperson*

**MISSION:**

The Social Work program provides a major that has as its principal educational objective to prepare students for beginning professional generalist social work practice. A Bachelor of Science degree in Social Work is awarded to those students who adequately fulfill the requirements of the major in addition to all the college-wide curriculum requirements. The Program of Study leading to the Bachelor of Science degree in Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education.

In order to accomplish the degree, the social work major builds on a strong liberal arts foundation to assist students in understanding the world and their role in it. Human values, personal values and professional values are studied and refined so the students may form an appropriate value context for professional practice. Courses in sociology and in other behavioral and social sciences provide students with a foundation for understanding human behavior in the social environment. Social Work courses provide relevant theoretical perspectives for beginning generalist practice. Field work education is distributed throughout the program and culminates in an in-depth practicum during the senior year. All field work activities take place within local social service agencies.

Advisement is provided throughout the program. Advisement plays a critical role, particularly in readying students for thresholds within the major and in evaluating their performance as potential social workers.

Minors are available in Social Work and Sociology. The Social Work minor consists of 15 credits and the Sociology minor requires 18 credits. Students should contact the Social Work Program Director to select the appropriate sequence of required and elective courses. Students are advised that the minors in Social Work or Sociology are not accredited by the Commission on Accreditation of the Council on Social Work Education.

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**REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN SOCIAL WORK**

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Note: A minimum of 60 credits in Liberal Arts is required.

- 1.0 Course Requirements in Sociology and Social Work  
ALL of the following courses in Sociology:  
SOC 101, 336, 341, 440, 480

15 cr

ALL of the following courses in Social Work:

SOCW 230, 330, 344, 345, 380, 395, 475, 478, 482, 483 33 cr

SOCW 477 Capping Course 3 cr

**Credit Requirement in Sociology and Social Work**

51 cr

2.0 Course Requirements in Related Fields

PSYC 101 Introduction to Psychology 3 cr

ECON 101 Principles of Economics I 3 cr

POSC 101 Introduction to Political Science OR

POSC 110 American National Government 3 cr

BIOL 101 Selected Topics in Biology OR

BIOL 237 Human Biology 3 cr

**Credit Requirement in Related Fields**

12 cr

**Total Credit Requirement for a Major in Social Work**

63 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

Philosophy/Ethics 6 cr

Writing 3-6 cr

9-12 cr

3.2 DISTRIBUTION\*

Natural Science 3 cr

Social Science 0 cr (fulfilled by major field req.)

History 6 cr

Literature 6 cr

Mathematics 6 cr

Fine Arts 3 cr

Philosophy/Religious Studies 3 cr

27 cr

**Total Core/Liberal Studies Requirement**

36-39 cr

4.0 Electives

18-21 cr

**Total Credit Requirement for Graduation**

120 cr

5.0 The student must obtain a grade of C or better in all sociology and social work courses required for the major in social work.

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

**RECOMMENDED PROGRAM SEQUENCE FOR SOCIAL WORK**

**FRESHMAN YEAR**

**FALL**

SOC 101 Intro to Sociology 3 cr

BIOL 101 Topics in Biology OR

BIOL 237 Human Biology 3 cr

Core/LS PHIL 101 3 cr

Core/LS Writing 3 cr

General Elective 3 cr

15 cr

**SPRING**

PSYC 101 Intro to Psychology 3 cr

CSIS 150, 158, 153 or 151 (recommended) 3 cr

Core/LS Writing 3 cr

Core/LS Fine Arts 3 cr

General Elective 3 cr

15 cr

## PROGRAMS OF STUDY

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### SOPHOMORE YEAR

FALL		SPRING	
SOCW 230 Intro to Social Work	3 cr	Core/LS Natural Science	3 cr
ECON 101 Principles of Econ	3 cr	Core/LS Math	3 cr
POSC 101 Intro to Pol Sci OR		Core/LS Literature	3 cr
POSC 110 American Nat'l Gov't	3 cr	Core/LS Philosophy & Religion	3 cr
Core/LS Math	3 cr	General Elective	3 cr
Core/LS HIST 135	<u>3 cr</u>	(SOC/SOCW Elective recommended)	
	15 cr		<u>15 cr</u>

### JUNIOR YEAR

FALL		SPRING	
SOCW 330 Soc Serv Theory/Pract	3 cr	SOC 341 Social Change	3 cr
SOCW 345 Hum Beh Soc Environ	3 cr	SOCW 344 Soc Wel Policy & Analysis	3 cr
SOC 336 Social Inequality	3 cr	SOCW 380 Social Work Methods I	4 cr
Core/LS Hist	3 cr	SOCW 395 Social work w/Diverse Populations	3 cr
Core/LS PHIL 300	<u>3 cr</u>	Core/LS Literature	<u>3 cr</u>
	15 cr		16 cr

### SENIOR YEAR

FALL		SPRING	
SOC 440 Social Theory	3 cr	SOC 480 Social Research Methods	3 cr
SOCW 475 Social Work Methods II	3 cr	SOCW 478 Senior Integrative Seminar II	3 cr
SOCW 482 Practicum in Social Work I	4 cr	SOCW 483 Practicum in Social Work II	4 cr
SOCW 477 Capping Course/ Senior Integrative Seminar I	<u>3 cr</u>	General Elective	3 cr
	13 cr	General Elective	<u>3 cr</u>
			16 cr

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### REQUIREMENTS FOR A MINOR IN SOCIOLOGY

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SOC 101, 336, 341, 440 & 480	15 cr
ONE additional elective course in sociology	<u>3 cr</u>

**Total Credit Requirement for a Minor in Sociology** 18 cr

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### REQUIREMENTS FOR A MINOR IN SOCIAL WORK

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SOC 101, SOCW 230 and SOCW 330	9 cr
TWO other courses in Social Work	<u>6 cr</u>

**Total Credit Requirement for a Minor in Social Work** 15 cr

## SCHOOL OF COMMUNICATION AND THE ARTS

GUY E. LOMETTI, Ph.D., *Dean*

The School of Communication and The Arts is comprised of the following Departments and Programs: The Department of Art and Art History, The Department of Communication, The Department of Media Arts, and Programs in Fashion and Music.

**MISSION:**

The School of Communication and the Arts prepares students to live and work within the emerging, technologically driven, global, communication revolution of the 21st century. The School provides an interdisciplinary, multimedia approach to the study of Communication and the Arts, and through its core courses and special programs educates students in the liberal arts tradition. Students explore the theories and models that influence their chosen professional field of study at the same time that they are immersed in hands-on practice. The School prepares them to shape a complex world of cultural diversity and changing technologies. In addition, the School aims to develop a sense of ethical responsibility in the practice of communication and the arts so that students may more fully realize their potential as individuals and members of the community.

**GOALS:**

- (1) To educate students to think critically, communicate effectively, and create work of high quality.
- (2) To stimulate curiosity and intellectual risk-taking.
- (3) To teach students to use evolving technology.
- (4) To prepare students to pursue careers in communication and the arts including: advertising, art history, digital imaging, fashion design and merchandising, film, graphic design, journalism, multimedia, music, photography, public relations, radio, studio art, television, and video.
- (5) To prepare students to pursue graduate studies in communication and the arts.

The Marist College School of Communication and the Arts provides its students with the broadest possible spectrum of learning opportunities by using the educational and professional resources of New York City, and focuses on the latest methods and technologies of research. The School is dedicated to serving its students, the professions of communication and the arts, and the New York State Hudson Valley Community of which it is an integral part.

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**DEPARTMENT OF ART AND ART HISTORY****MISSION:**

The Department of Art and Art History believes a sound foundation and an exploration of the fields of studio art and art history should be combined with a strong liberal arts education to expand the intellectual horizons of our students. The department also seeks ways to broaden their intellectual development through the investigation of state-of-the-art technologies in addition to traditional forms of study and techniques. The department also believes an education in the visual arts should go beyond the classroom and studio. Opportunities are provided to exhibit artwork, visit galleries and museums, obtain internships, and study abroad.

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**ART AND ART HISTORY****RICHARD L. LEWIS, M.F.A., Chairperson**

The Art and Art History Program offers both majors and minors in Art, with concentrations in Studio Art and Art History, to prepare students for careers and graduate study in the fine and applied arts.

The B.A. in Fine Arts with a concentration in **Studio Art** is designed to combine a broad-based training in the visual arts with a traditional liberal arts education. After gaining a solid foundation in design, drawing, and art history, each student specializes in one of five tracks: digital media, drawing, graphic design, painting, or photography. Students also select additional studio courses to expand their knowledge of the visual arts. The Studio Faculty is composed of full-time and visiting art professionals who are committed to creating a nurturing but challenging environment in which students can explore, experiment, and develop their own personal visions.

## PROGRAMS OF STUDY

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The B.A. in Fine Arts with a concentration in **Art History** is designed to provide both a survey of western art and an in-depth study of selected periods. In addition to the required course work, students concentrating in art history must pursue an alternative discipline, preferably in a foreign language.

All majors, whether in Studio Art or Art History, are encouraged to apply for internships in their junior or senior year. The programs of the Fine Arts are augmented by trips to nearby galleries and museums in the Hudson Valley and New York City, and opportunities to study abroad.

### MINORS AND CERTIFICATE PROGRAM

Minors in Studio Art and Art History are also offered for those students who wish to combine their study in other disciplines with an exploration of the visual arts. A certificate in Art and Advertising Design is offered jointly with the Department of Communication for those students who want to gain a foundation in art and concentrate on developing skills in design and advertising.

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### REQUIREMENTS FOR A BACHELOR OF ARTS IN FINE ARTS

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#### Concentration in Studio Art

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements		
	ART 101, 110, 160 and 180	12 cr	
	One 200-300 level Art History Course	3 cr	
	CSIS 150, 151, and 158	3 cr	
	PHIL 330 Aesthetics	3 cr	
	ART 477 Capping Course	3 cr	
		<hr/>	24 cr
1.1	Tracks		
	3 courses in one of the following: digital media, drawing, graphic design, painting or photography	9 cr	
		<hr/>	9 cr
1.2	Each student is required to take four additional courses in studio art.	12 cr	
			<hr/>
			12 cr
<b>Total Credit Requirement for Concentration in Studio Art</b>			45 cr
2.0	Course requirements in Related Fields: None		
3.0	Core/Liberal Studies Requirement		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
		<hr/>	9-12 cr
3.2	DISTRIBUTION*		
	Natural Science	6 cr	
	Social Science	6 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	6 cr	

Fine Arts	0 cr (fulfilled by major field req.)
Philosophy/Religious Studies	0 cr (fulfilled by major field req.)

30 cr

**Total Core/Liberal Studies Requirement** 39-42 cr

4.0 Electives 33-36 cr

**Total Credit Requirement for Graduation** 120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## REQUIREMENTS FOR A BACHELOR OF ARTS IN FINE ARTS

### Concentration in Art History

1.0 Course Requirements		
ART 101, 110, 160, 180	12 cr	
CSIS 150, 151, and 158	3 cr	
PHIL 330 Aesthetics	3 cr	
ART 477 Capping Course	3 cr	
		21 cr

1.1 Selection of five courses in art history 15 cr

1.2 Alternate Discipline 9 cr  
Each student must take 3 courses in one of the following alternate disciplines:  
Foreign Language (French or German),  
History, Literature, or Studio Art.

(If the student plans to pursue graduate work in art history, the alternate discipline should be a foreign language.)

**Total Credit Requirement in Art History** 45 cr

2.0 Course Requirements in Related Fields: None

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION		
Philosophy/Ethics	6 cr	
Writing	3-6 cr	
		9-12 cr

3.2 DISTRIBUTION*		
Natural Science	6 cr	
Social Science	6 cr	
History	6 cr	
Literature	6 cr	
Mathematics	6 cr	
Fine Arts	0 cr (fulfilled by major field req.)	
Philosophy/Religious Studies	0 cr (fulfilled by major field req.)	
		30 cr

## PROGRAMS OF STUDY

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<b>Total Core/Liberal Studies Requirement</b>	39-42 cr
4.0 Electives	33-36 cr
<b>Total Credit Requirement for Graduation</b>	120 cr

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\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

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### REQUIREMENTS FOR A MINOR IN STUDIO ART

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Foundation Courses: ART 101 and 110	6 cr
Four additional studio art courses	12 cr

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<b>Total Credit Requirement for a Minor in Studio Art</b>	18 cr
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### REQUIREMENTS FOR A MINOR IN ART HISTORY

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Introduction courses: ART 160, 180	6 cr
Four additional courses selected from the following: ART 220, 280, 362, 365, 366, 380	12 cr

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(Additional art courses may be substituted  
upon advisement of Art faculty)

<b>Total Credit Requirement for a Minor in Art History</b>	18 cr
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### *CERTIFICATE IN ART AND ADVERTISING DESIGN*

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#### REQUIREMENTS FOR A CERTIFICATE IN ART AND ADVERTISING DESIGN

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1.0 Course Requirements (recommended sequence)	
ART 101 Fundamental of Design	3 cr
ART 110 Basic Drawing <i>OR</i>	
ART 231 Introduction to Digital Media	3 cr
CSIS 150, 151, and 155	3 cr
ART 215 Graphic Design I	3 cr
COM 110 Prin of Advertising	3 cr
COM 210 Writing for Advertising	3 cr
ART 315 Graphic Design II	3 cr
ART 145 Basic Photography	3 cr

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<b>Total Credit Requirement</b>	24 cr
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2.0 12-hour course in desktop publishing (non-credit)

Students must achieve a grade of C or better in each of the eight courses to obtain the certificate as well as successfully completing the non-credit course. Up to two courses may be transferred from an accredited higher education institution. College writing proficiency and matriculation at Marist College will be required.

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## DEPARTMENT OF COMMUNICATION AND MEDIA ARTS

### MISSION:

The program is designed to challenge students interested in studying the many forms of human communication—its process, outcomes, and effects. The core of this investigation centers on the ways in which human beings purposefully utilize symbols in interaction to create or modify a socially meaningful world. Through courses and internships the program combines a strong liberal arts background with a professional focus. Inherent in the program's courses and internships is the integration of communication theories and the liberal arts tradition. This is accomplished through the strategic application of theory to the hands-on practice of communication. The opportunity for internships is readily available, as the strong alumni network of the School assures that our students intern in some of the top communication organizations in the Northeast, including the major television networks, public relations firms, radio stations, newspapers, nonprofit and human service agencies, and Fortune 500 companies. This on-the-job training helps graduates as they prepare to enter this exciting and ever-changing profession.

### OBJECTIVES:

Students graduating with a major in Communication should:

- (1) have an understanding of communication theory and how to translate this theory successfully into practice;
- (2) be able to speak and write effectively;
- (3) be able to function knowledgeably and critically as consumers and practitioners in the diverse fields of communication;
- (4) be media literate;
- (5) have competency in critical thinking and problem solving;
- (6) have developed an awareness of the moral and ethical issues involved in human communication.

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### COMMUNICATION

**LEO MCKENZIE**, Ph.D., *Chairperson*, Communication Department

**RICHARD PLATT**, Ph.D., *Chairperson*, Media Arts Department

The Communication program offers concentrations in Advertising, Communication Studies, Journalism, Multimedia, Public Relations/Organizational Communication, or Radio/Television/Film. Communication is a discipline that involves the study of symbolic behavior in many contexts. Regardless of their specialties, communicators are involved in fundamentally similar activities. They gather and process information, and create and disseminate messages. Advertisers, journalists, public relations practitioners, public speakers, television, radio, film, or multimedia producers, and all who communicate with others engage in these essential operations.

### Minor and Certificate Program:

The program also includes a Minor in Communication for those students who wish to combine the study of communication with a major in another discipline.

A certificate in Art and Advertising Design is offered jointly by the Departments of Communication and Art and Art History for those students who want to gain a foundation in art and concentrate on developing skills in design and advertising.

## PROGRAMS OF STUDY

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### **Communication Foundation Courses (15 credits)**

The communication major is required to take five foundation courses. These courses will be taken during the freshman and sophomore years. The courses are:

COM 100 Communication Principles	3 cr
COM 101 Public Presentations	3 cr
COM 200 Communication Research: Strategies and Methods	3 cr
COM 201 Communication in Society	3 cr
COM 202 Communication Ethics	3 cr

### **Communication Concentrations (15-18 credits)**

Communication majors are required to select one of six concentrations which will focus their study of communication on: advertising, communication studies, journalism, multimedia, public relations/organizational communication, or radio/television/film. These course requirements constitute a systematic study of the application of communication principles to a particular area of interest or specific profession. The courses which make up the communication concentration requirements provide a focus and depth of study for the communication student.

#### **Advertising Concentration (18 cr)**

COM 110 Principles of Advertising  
COM 210 Writing for Advertising  
COM 155 Visual Literacy

##### **Select one of two specialties:**

##### **Advertising Creative Specialty**

COM 410 Advanced Copywriting  
COM 310 Broadcast Commercial

##### **Select one:**

COM 311 Retail Advertising and Promotion  
COM 312 Direct Response Advertising  
COM 313 Media Planning

##### **Advertising Management Specialty**

COM 313 Media Planning

##### **Select two:**

COM 311 Retail Advertising and Promotion  
COM 411 Business to Business Advertising  
COM 312 Direct Response Advertising

#### **Communication Studies Concentration (15 cr)**

COM 225 Public Discourse  
COM 226 Private Discourse  
COM 325 Intercultural Communication  
COM 326 Public Discourse II  
COM 425 Comparative Communication Theory

#### **Journalism Concentration (15 cr)**

COM 240 Interpreting the World  
COM 241 Journalism I  
COM 340 Journalism II

##### **Choose Two:**

COM 300 Mass Communication Law  
COM 341 Press in America  
COM 342 Readings in Journalism

#### **Multimedia Concentration (18 cr)**

COM 155 Visual Literacy  
ART 231 Introduction to Digital Media  
ART 235 Digital Paint and Animation  
COM 389 Communication Revolution  
COM 355 Applications in Digital Communication  
COM 356 Interactive Multimedia

#### **Public Relations/Organizational**

##### **Communication Concentration (18 cr)**

COM 203 Interpersonal Communication  
COM 270 Organizational Communication  
COM 370 Public Relations  
COM 375 Public Opinion  
COM 470 Organizational Writing  
COM 471 Case Studies in Public Relations

#### **Radio/Television/Film Concentration (15 cr)**

COM 285 Broadcasting  
COM 286 The Art of Film  
COM 289 Writing for The Media

##### **Select one:**

COM 486 Film Theory and Criticism  
COM 487 Television Theory and Criticism

##### **Select one:**

COM 287 TV Production  
COM 387 Audio for Media  
ART 145 Photography  
COM 345 Photojournalism  
ART 320 Digital Photography  
COM 355 Applications in Digital Communication

### **Communication Electives (9 credits)**

Each student is required to take 3 additional communication elective courses at the 300-400 level. A student, in consultation with a communication faculty advisor, will select three communication electives. These courses may be drawn from any area of the communication curriculum. These courses could be selected to allow a greater depth in investigating subjects encountered in the communication foundation or concentration requirements.

Alternatively, these courses could be designed to broaden a student's understanding of subjects beyond the student's specialized concentration. Thirdly, communication electives could be selected in association with one's cognate courses to organize the student's study around a special interest related to communication (e.g., journalistic coverage of criminal justice issues, media uses in developing nations, communication and politics). Note: Internships carry non-liberal arts elective credits and will not fulfill the above requirements.

### **Recommended Journalism Elective Sequences**

The faculty have organized the following journalism elective sequences from which communication students in the Journalism Concentration are encouraged to select communication electives:

#### **Broadcast Journalism**

- COM 346 Radio News I
- COM 446 Radio News II
- COM 392 Television News I
- COM 492 Television News II
- COM 287 TV Production
- COM 391 Documentary Film
- COM 286 The Art of Film

#### **Interactive Multimedia Journalism**

- COM 440 Advocacy Journalism On Line
- COM 441 News Editing
- COM 442 Multimedia Reporting
- (Any of the Multimedia concentration courses)

#### **Specialized Journalism** (Courses are offered on a rotating basis)

- COM 343 Breaking News
- COM 344 Feature Writing
- COM 488 Comparative Communication Systems
- COM 443 Narrative Journalism
- COM 444 Specialized Journalism (Course content changes, covering four different areas every two years: business and economics, public affairs, religion, and science)
- COM 445 Sports Reporting
- A student wishing to substitute a different Communication course for one of those listed within the Recommended Journalism Elective Sequences above should consult with his or her advisor.

### **Communication Capping Course (3 credits)**

- COM 401 Capping Course

### **Courses in Related Fields (9-21 credits)**

- CSIS 150, 151, & 153 or 155 or 158
- **Cognate (COM Cog)**

3 cr  
6-12 cr

Cognates are organizational schemas which help guide a student's choices for Core/Liberal Studies courses or free electives so that such courses are more clearly connected to a student's study of a particular area of communication and more systematically extend that study into related skills and knowledge areas. A cognate includes 12 credits that students select with the approval of their advisor and the Dean. These courses may be in different departments but are related to the student's educational and professional goals. **Some of these courses may fulfill Core/Liberal Studies Requirements.** Two of these courses must be at the 300 level or above. Courses developing subjects in the student's Core/Liberal Studies requirements and extending those subjects with related free electives are especially appropriate for this **COM Cog** requirement.

- **Foreign Language and or Culture requirement (COM LC)**

0-6 cr

Consistent with our stated mission to prepare communication students to live within a diverse global economy, this requirement necessitates that students plan a component of their education which better enables them to communicate with increasingly diverse audiences. In consultation with a communication faculty advisor, a student may select two courses drawn from Modern Languages' offerings in language (any level) or culture. **These courses may also fulfill Core/Liberal Studies Requirements.** Otherwise, students must select courses from among the following to fulfill the **COM LC** requirement:

## PROGRAMS OF STUDY

ANTH 101	Intro to Anthro I	HIST 285	The History and Political Culture of Ireland
ANTH 102	Intro to Anthro II	HIST 375	History of Race Relations in Latin America
ANTH 231	American Culture II	INTD 209	Self, Story and Culture (Adult students only)
ANTH 232	Religion and Culture	POSC 251	Comparative Political Systems I: Great Britain and Western Europe
ANTH 233	The American Indian	POSC 280	International Communication and Negotiation
ART 230	Greek and Roman Art	POSC 285	The History and Political Culture of Ireland
ART 250	Contemporary Art	REST 209	World Religions
COM 400	Gender, Culture, and Communication	SOC 220	Sociology of Religion
CRJU 314	U.S. Urban Cultures	SOCW 395	Social Work with Diverse Populations
CRJU 440	Senior Seminar I: Cross Cultural Criminal Justice Systems		
HIST 229	Emergence of Women in Western Civilization		
HIST 234	The Black American Experience		
HIST 240	Race & Nationality in American Life		

Students are permitted to count a course as fulfilling both a COM LC and a COM Cog requirement.

## SUMMARY OF REQUIREMENTS FOR A BACHELOR OF ARTS IN COMMUNICATION

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Communication		
	Communication Foundation Courses	15 cr	
	Communication Concentration Courses	15-18 cr	
	Communication Electives	9 cr	
	Communication Capping Course	3 cr	
	<b>Credit Requirement in Communication</b>		42-45 cr
2.0	Course Requirement in Related Fields		
	CSIS 150, 151, & 153 or 155 or 158	3 cr	
	Cognates	6-12 cr	
	Foreign Language and or Culture courses	0 - 6 cr	
	<b>Credit Requirement in Related Fields</b>		9-21 cr
	<b>Total Credit Requirement for a Major in Communication</b>		51-66 cr
3.0	Core/Liberal Studies Requirement		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION		
	Natural Science	6 cr	
	Social Science	6 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	6 cr	
	Fine Arts	3 cr	
	Philosophy/Religious Studies	3 cr	
			36 cr
	<b>Total Core/Liberal Studies Requirement</b>		45-48 cr
4.0	General Electives		6-24 cr
	<b>Total Credit Requirement for Graduation</b>		120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

**Internships**

0-15 credits

Students may take up to 15 non-communication, general elective, non-liberal arts credits in internships. Students must attend meetings during the semester before they do an internship and complete career services workshops on Resume Writing, Research, and Interviewing Skills. In the next semester students register for an internship.

**Academic requirements:**

- completion of 60 credit hours
- 2.5 GPA
- Attendance at Pre-Internship Meetings
- Completion of Career Services Workshops
- Attendance at Internship Seminar Meetings during the semester in which the student does an internship.

**REQUIREMENTS FOR A MINOR IN COMMUNICATION**

COM 100 Communication Principles

3 cr

Fifteen credits selected from one of six communication concentrations:

**Advertising (15 cr)**

- COM 110 Principles of Advertising
- COM 210 Writing for Advertising
- COM 155 Visual Literacy
- COM 313 Media Planning
- Select one:**
- COM 410 Advanced Copywriting
- COM 310 Broadcast Commercial
- COM 311 Retail Advertising and Promotion
- COM 411 Business to Business Advertising
- COM 312 Direct Response Advertising

**Communication Studies (15 cr)**

- COM 225 Public Discourse
- COM 226 Private Discourse
- COM 325 Intercultural Communication
- COM 326 Public Discourse II
- COM 425 Comparative Communication Theory

**Journalism (15 cr)**

- COM 240 Interpreting the World
- COM 241 Journalism I
- Select one:**
- COM 300 Mass Communication Law
- COM 341 Press in America
- COM 342 Readings in Journalism
- Plus two courses listed within the recommended journalism elective sequences with consent of the instructor.

**Multimedia (15 cr)**

- COM 155 Visual Literacy
- ART 231 Introduction to Digital Media OR
- ART 235 Digital Paint and Animation
- COM 389 Communication Revolution
- COM 355 Applications in Digital Communication
- COM 356 Interactive Multimedia

**Public Relations/Organizational Communication (15 cr)**

- COM 203 Interpersonal Communication
- COM 270 Organizational Communication
- COM 370 Public Relations
- COM 375 Public Opinion
- COM 470 Organizational Writing

**Radio/Television/Film (15 cr)**

- COM 285 Broadcasting
- COM 286 The Art of Film
- COM 289 Writing for The Media

**Select one:**

- COM 486 Film Theory and Criticism
- COM 487 Television Theory and Criticism

**Select one:**

- COM 287 TV Production
- COM 387 Audio for Media
- ART 145 Photography
- COM 345 Photojournalism
- ART 320 Digital Photography
- COM 355 Applications in Digital Communication

**Total Credit Requirement for a Minor in Communication****18 cr**

## PROGRAMS OF STUDY

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### CERTIFICATE IN ART AND ADVERTISING DESIGN

See requirements for the certificate under **Art and Art History**

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### RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN COMMUNICATION

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#### FRESHMAN YEAR

FALL		SPRING	
COM 100 or COM 101	3 cr	COM 101 or COM 100	3 cr
Core/LS PHIL 101	3 cr	Core/LS Science I	3 cr
Core/LS ENG 116	3 cr	Core/LS ENG 117 or General Elective	3 cr
Core/LS HIST 135	3 cr	Core/LS Social Science I	3 cr
CSIS 150, 151, & 153 or 155 or 158	3 cr	Core/LS HIST II or Lang or Cult	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### SOPHOMORE YEAR

FALL		SPRING	
COM 200 or COM 201	3 cr	COM 201 or COM 200	3 cr
COM 202 or COM Concentration	3 cr	COM Concentration or COM 202	3 cr
COM Concentration	3 cr	COM Concentration	3 cr
Core/LS MATH I	3 cr	Core/LS MATH II or Lang	3 cr
Core/LS Lit I	3 cr	Core/LS Lit II or Lang or Cult	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### JUNIOR YEAR

FALL		SPRING	
COM Concentration	3 cr	COM 300 Elect or COM Concentration	3 cr
COM Concentration	3 cr	COM 300 Elect	3 cr
Core/LS PHIL 300	3 cr	COM Cog	3 cr
Core/LS Science II or Lang	3 cr	Core/LS PHIL/REST	3 cr
Core/LS Soc Sci II	3 cr	General Elect	3 cr
	<u>15 cr</u>		<u>15 cr</u>

#### SENIOR YEAR

FALL		SPRING	
COM 401 Capping or General Elect	3 cr	General Elect or COM 401 Capping	3 cr
COM 300 Elective	3 cr	General Elect or COM LC or COM Cog	3 cr
General Elect or COM 300 Elect	3 cr	General Elect or COM LC or COM Cog	3 cr
COM Cog	3 cr	General Elect or COM LC or COM Cog	3 cr
Core/LS Fine Arts	3 cr	General Elect or COM LC or COM Cog	3 cr
	<u>15 cr</u>		<u>15 cr</u>

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## PROGRAM IN FASHION DESIGN AND MERCHANDISING

### MISSION:

The Marist Fashion Program reflects the College's exacting standards including a strong liberal arts tradition, the use of advanced technology, and program curricula that are in keeping with industry needs.

The goal of the fashion program is to prepare students for the business of fashion. The program is committed to providing up-to-date creative, technical and business skills relevant to the modern fashion industry. Students learn how technology is affecting change in design, manufacturing, retailing, planning, and inventory control. The Fashion

Program is also committed to teaching students about the globalization of the fashion industry. To these ends, the program is designed to provide the students with the necessary knowledge and professional skills to meet the evolving technological and international needs of the fashion industry.

## FASHION DESIGN AND MERCHANDISING

**ELIZABETH V. CSORDAS**, *Program Director*

The Fashion Program features a comprehensive curriculum leading to the Baccalaureate Degree of Professional Studies (BPS).

The four-year curriculum encompasses a broad-based education containing a strong liberal arts core while also offering career-oriented courses specializing in design and merchandising.

The Fashion Design specialization trains the student to design and create apparel for various markets and classifications in keeping with creative, technical, and costing factors. Students will develop skills in design, textiles, history of art, draping and flat pattern techniques, construction, and CAD systems. In their senior year, they will design and execute a collection under the guidance of a renowned New York designer to be shown at the school's annual Silver Needle Awards Fashion Show.

The Fashion Merchandising specialization covers both the retailer's and manufacturer's needs for merchandisers and product developers. Merchandising concentrates on the planning, organizational, and sales aspects of the fashion business. Students learn the concept of market research, learn the needs of the target markets, and develop marketing plans for various products to meet the goals of a successful business. Graduates of this specialization can go on to careers as buyers, fashion coordinators, merchandising representatives, product developers, and fashion directors in the retail, wholesale and manufacturing industries.

## REQUIREMENTS FOR A BACHELOR OF PROFESSIONAL STUDIES IN FASHION DESIGN SPECIALIZATION

Note: A minimum of 30 credits in Liberal Arts is required.

1.0	Course Requirements in Fashion Design FASH 100, 120, 140, 200, 210, 220, 230, 240, 250, 300, 310, 320, 400, 420, 430		43 cr
2.0	Course Requirement in Related Fields ART 160, 180, 281 CSIS 150, 151, 158	9 cr 3 cr	
	<b>Credit Requirement in Related Fields</b>		<b>12 cr</b>
	<b>Total Credit Requirement for a Major in Fashion Design</b>		<b>55 cr</b>
3.0	Core/Liberal Arts Requirements		
3.1	FOUNDATION Philosophy/Ethics Writing	6 cr 3-6 cr	9-12 cr
3.2	DISTRIBUTION* Natural Science Social Science History Literature	6 cr 6 cr 6 cr 6 cr	

## PROGRAMS OF STUDY

Mathematics	6 cr	
Fine Arts	0 cr	
Philosophy/Religious Studies	3 cr	
		<u>33 cr</u>
<b>Total Core/Liberal Studies Requirement</b>		<b>42-45 cr</b>
<b>4.0 Electives</b>		<b>20-23 cr</b>
<b>Total Credit Requirement for Graduation</b>		<b>120 cr</b>

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## RECOMMENDED PROGRAM SEQUENCE FOR FASHION DESIGN

### FRESHMAN YEAR

#### FALL

FASH 100 Intro To Fashion Bus	3 cr
ART 160 Art History	3 cr
CSIS 150, 151, 158	3 cr
Core/LS Eng Writing	3 cr
Core/LS PHIL 101	3 cr
	<u>15 cr</u>

#### SPRING

FASH 120 Apparel Principles	3 cr
FASH 140 Drawing & Color	3 cr
FASH 210 Basic Sewing	3 cr
ART 180 Art History	3 cr
Core /LS	3 cr
	<u>15 cr</u>

### SOPHOMORE YEAR

#### FALL

FASH 220 Draping	3 cr
FASH 230 Patternmaking	3 cr
FASH 240 Rendering & Design	3 cr
Core/LS	6 cr
	<u>15 cr</u>

#### SPRING

FASH 200 Textiles	3 cr
FASH 250 Surface Decoration	3 cr
Core /LS	3 cr
ART 281 History Of Costume	3 cr
ELECTIVE (Fashion Show)	3 cr
	<u>15 cr</u>

### JUNIOR YEAR

#### FALL

FASH 310 Garment Construc	3 cr
FASH 320 Advanced Draping	3 cr
Core/LS	6 cr
ELECTIVE (Design Studio)	3 cr
	<u>15 cr</u>

#### SPRING

FASH 300 Product Development	3 cr
Core /LS	6 cr
ELECTIVE (Evening, Tailoring, Knitwear)	6 cr
	<u>15 cr</u>

### SENIOR YEAR

#### FALL

FASH 420 Collections	3 cr
FASH 400 Employment Seminar	1 cr
Core/LS	6 cr
ELECTIVES (Accessories, Internship)	6 cr
	<u>16 cr</u>

#### SPRING

FASH 430 Collections	3 cr
Core /LS	9 cr
ELECTIVES (CAD)	3 cr
	<u>15 cr</u>

All Fashion Majors (B.P.S.) have the opportunity for involvement in:

1. The Marist Year Abroad Program, generally in the spring semester of the Junior year, and
2. Internship and Co-Operative Education placements in the field, in the Junior/Senior years, are available for elective credit.

## REQUIREMENTS FOR A BACHELOR OF PROFESSIONAL STUDIES IN FASHION MERCHANDISING SPECIALIZATION

- 1.0 Course Requirements in Fashion Merchandising  
FASH 100, 120, 200, 265, 275, 300,  
361, 365, 400, 455

### Credit Requirements in Fashion Merchandising

28 cr

- 2.0 Course Requirements in Related Fields

BUS 101, 340, 380	9 cr
ECON 102	3 cr
COM 110	3 cr
ART 160, 180, 281	9 cr
CSIS 150, 151, 158	3 cr

### Credit Requirement in Related Fields

27 cr

### Total Credit Requirement for a Major in Merchandising

55 cr

- 3.0 Core/Liberal Studies Requirements

### 3.1 FOUNDATION

Philosophy/Ethics	6 cr
Writing	3-6 cr

9-12 cr

### 3.2 DISTRIBUTION\*

Natural Science	6 cr
Social Science	6 cr
History	6 cr
Literature	6 cr
Mathematics	6 cr
Fine Arts	0 cr
Philosophy/Religious Studies	3 cr

33 cr

### Total Core/Liberal Studies Requirement

42-45 cr

- 4.0 Electives

20-23 cr

### Total Credit Requirement for Graduation

120 cr

\* Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

## RECOMMENDED PROGRAM SEQUENCE FOR FASHION MERCHANDISING

### FRESHMAN YEAR

#### FALL

FASH 100 Intro To Fashion Business	3 cr
ART 160 History Of Art	3 cr
CSIS 150, 151, 158	3 cr
Core/LS English Writing	3 cr
Core/PHIL 101	3 cr
	15 cr

#### SPRING

FASH 120 Apparel Principles	3 cr
BUS 101 Management & Org Behavior	3 cr
ART 180 History Of Art	3 cr
Core /LS	6 cr
	15 cr

## PROGRAMS OF STUDY

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### SOPHOMORE YEAR

#### FALL

FASH 265 Principles Of Retailing	3 cr
FASH 275 Product Knowledge	3 cr
Core/LS	6 cr
ECON 102 Macroeconomics	3 cr
	<hr/>
	15 cr

#### SPRING

FASH 200 Textiles	3 cr
ART 281 History Of Costume	3 cr
Core/LS	3 cr
COM 110 Prin Advertising	3 cr
ELECTIVE (Fashion Show)	3 cr
	<hr/>
	15 cr

### JUNIOR YEAR

#### FALL

FASH 365 Merch Planng & Control	3 cr
BUS 340 Marketing Management	3 cr
Core/LS	6 cr
ELECTIVE	3 cr
	<hr/>
	15 cr

#### SPRING

FASH 300 Product Development	3 cr
BUS 380 Business Law	3 cr
Core /LS	6 cr
ELECTIVE	3 cr
	<hr/>
	15 cr

### SENIOR YEAR

#### FALL

FASH 361 Small Bus Management	3 cr
FASH 400 Employment Seminar	1 cr
Core/LS	6 cr
ELECTIVE	6 cr
	<hr/>
	16 cr

#### SPRING

FASH 455 Int'l Retailing	3 cr
Core /LS	6 cr
ELECTIVE	6 cr
	<hr/>
	15 cr

All Fashion Majors (B.P.S.) have the opportunity for involvement in:

1. The Marist Year Abroad Program, generally in the spring semester of the Junior year, and
2. Internship and Co-Operative Education placements in the field, in the Junior/Senior years, are available for elective credit.

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## PROGRAM IN MUSIC

### MISSION:

The Marist College Music Department is home to over 250 students studying and performing in one of the 15 performing units. From applied study in voice, piano, brass, woodwinds, or percussion to researching the lives and works of various composers, the Marist student finds an atmosphere of individual care and attention to personal musical growth. Through the performance experience, the students have the opportunity to interact with large orchestras, small ensembles, recorded artists and famous conductors. The music program is dedicated to the art of music-making, and the study thereof, perfecting skills that are used and enjoyed for a lifetime.

### OBJECTIVES:

- (1) To educate students in the applied, theoretical, historical, and performance aspects of music.
- (2) To expose students to all genres of music, and enable them to understand and perform each in a correct stylistic manner.
- (3) To act as public relations ambassadors for Marist College, including advancement and admissions.
- (4) To give performance opportunities to students locally, nationally and around the globe, learning about self as performer as well as other cultures and performance practices.

**Performing Ensembles**

Marist College Singers 100 Voices  
 Marist Chamber Singers 28 Voices  
 Liturgical Singers 44 Voices  
 Musical Theater Chorus  
 Full Throttle Pop  
 Marist College Touring Choir

Marist College Band  
 Marist College Jazz Band  
 Marching Band  
 Pep Band  
 Marist College Orchestra  
 Flute Ensemble  
 Brass Ensemble  
 Clarinet Choir  
 Handbell Ringers

**MUSIC**

**MARK LAWLOR, M.M.,** *Program Director*

**REQUIREMENTS FOR A MINOR IN MUSIC**

ONE Vocal course selected from the following: MUS 112, 113, 212, 213, 351, 393	3 cr
ONE Choral course selected from the following: MUS 110, 111, 301, 302, 299*	3 cr
ONE Theory course selected from the following: MUS 103, 120, 220, 393	3 cr
TWO Appreciation courses selected from the following: MUS 105, 106, 214, 225, 340, 342, 343, 393, 441	6 cr
The remaining six credits or two courses must be selected from any other music offerings not previously covered in completing the above requirements.	6 cr

**Total Credit Requirement for a Minor in Music**

21 cr

\*MUS 299 may be repeated to complete this 3-credit choral activity requirement.

**SCHOOL OF MANAGEMENT**

**JOHN C. KELLY, Ph.D.,** *Dean*

**GREGORY J. TULLY, Ph.D.,** *Assistant Dean*

**MISSION:**

Drawing upon its institutional heritage, the school provides a balanced theoretical and practical management education within the framework of a strong liberal arts tradition. It primarily serves full-time undergraduate students from the Middle Atlantic and New England regions, as well as full- and part-time students from the local area. The MBA Degree is offered to students who for the most part live or work in the Hudson Valley region. Teaching excellence is emphasized throughout. The School seeks to produce well-prepared graduates who will contribute effectively to the competitiveness of their organizations, and who understand that organizations must fulfill their role in society ethically and humanely, domestically and globally. It seeks to develop students who are skillful in communications, decision-making and teamwork, and it emphasizes information technology as an important tool in a continuously changing work environment.

The School of Management intends to fulfill this mission by achieving the following objectives:

- (1) To ensure that faculty and students recognize management and organizations in the context of a larger societal setting: college, community, industry, and government.

- (2) To expose students to pertinent values in ethical, humanistic, and environmental domains, through specifically designed courses and, where appropriate, through existing courses in School content areas.
- (3) To encourage student understanding of the challenges posed by differing cultural, economic, legal and political systems in the global environment.
- (4) To integrate theoretical knowledge with application experience for both faculty and students through in-class exercises and external projects, internships and similar pedagogies, especially those which can also be of service to the Hudson Valley business community and economy.
- (5) To increase student awareness of the importance of small and medium-size enterprises in the economy.
- (6) To strengthen students' communication and computer application skills.
- (7) To develop students' interpersonal skills, ability to work in teams, and ability to adapt to change, within the framework of a culturally diverse environment.
- (8) To foster students' understanding of the history of existing knowledge in the field, their appreciation of its potential for rapid change, and their recognition that learning is a lifelong process.
- (9) To ensure that faculty have the opportunity to develop and apply their professional knowledge and skills.
- (10) To use Continuous Improvement processes, drawing upon input from all constituencies, to ensure excellence and currency in curriculum content and design, as well as in methods of delivery.

### PROGRAMS OF STUDY

The School offers the Bachelor of Science degree with majors in Accounting and Business Administration, as well as a Bachelor of Arts degree in Economics. In addition, the School offers the Master degree in Business Administration and the Master degree in Public Administration.<sup>1</sup> (See the Graduate Catalog for information on these programs.)

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## DEPARTMENT OF ACCOUNTING AND ECONOMICS

CHESTER KOBOS, Ph.D., *Chairperson*

### ACCOUNTING

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#### MISSION:

The mission of the undergraduate degree in accounting is to provide students with a thorough understanding of the body of knowledge in the field of accounting required to fulfill expectations of employers for entry-level positions. Combined with their liberal arts studies, Marist also seeks to instill in students a sense of responsibility for their own growth and to society as a whole.

The program of study in accounting is designed to achieve the following objectives:

- (1) To give students a solid foundation in the areas of financial accounting, cost accounting, income taxation and auditing.
- (2) To prepare students to sit for the CPA examination by satisfying the educational requirements of the New York State Board for Public Accountancy.
- (3) To expose students to the various career alternatives in accounting.
- (4) To encourage and support faculty to serve as role models and mentors for our students.

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<sup>1</sup> Outstanding undergraduate students considering graduate study in either of these programs should discuss their plans with the graduate program directors as soon as possible. Careful planning of elective and/or major field courses can significantly reduce the time required to earn a Master's degree.

**The Accounting Core (27 credits)**

The Accounting Core requires an intensive study of the financial reporting function of accounting. This includes the study of financial accounting theory, its realization in generally accepted accounting principles, and the application of official accounting and auditing standards.

<del>ACCT 201 &amp; 202 Principles of Accounting I &amp; II</del>	6 cr
ACCT 301 & 302 Intermediate Accounting I & II	6 cr
ACCT 303 Accounting Theory and Practice	3 cr
ACCT 310 Cost Accounting I	3 cr
ACCT 401 Advanced Accounting	3 cr
ACCT 402 Auditing	3 cr
ACCT 403 Income Taxation I	3 cr

**The Interface between Accounting and Business (27 credits)**

Accounting involves both external financial reporting and internal reporting for managerial decision making and control. Hence, professional accountants interact with all the functional areas of business. Accounting majors develop their knowledge of this interface through both required and elective courses.

**Required Courses (12 credits)**

For the Accounting profession taken as a whole the primary interface with business requires a detailed knowledge of the financial and legal aspects of business transactions. Consequently, the required interface courses develop expertise in these areas.

BUS 320 Financial Management	3 cr
BUS 380 & 381 Business Law I & II	6 cr
BUS 421 Corporate Finance	3 cr

**Elective Courses (15 credits)**

Accounting majors extend their study of the interface by selecting five additional Accounting (ACCT) or Business (BUS) courses in consultation with their faculty advisor. By selecting various combinations of courses, students can

- broaden their exposure to include the other functional disciplines in business,
- focus on a particular interface that reflects their interests and career aspirations, or
- emphasize further study of Accounting topics.

**The Integrative Capping Course (3 credits)**

The professional practice of accounting requires accountants

- to critically interpret and apply accounting principles and standards to complex transactions which often involve innovative contracts and contingent claims,
- to evaluate the value of information for managerial decision making, and
- to take responsibility for their own continuing education and development in the field as new accounting and auditing standards are adopted.

The required, integrative capping course:

ACCT 477 Current Issues in Accounting	3 cr
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develops this capability and completes the process of qualifying the Accounting major for the Bachelor's degree in Accounting.

**The Technical and Analytical Foundation (19-20 credits)**

The following required (or recommended) courses provide the technical and analytical foundation required for the study of Accounting:

ECON 101 Principles of Macroeconomics	3 cr
ECON 102 Principles of Microeconomics	3 cr
MATH 115 Calculus with Management Applications	3 cr
MATH 130 Introductory Statistics I	3 cr
MATH 230 Operational Models	3 cr
CSIS 150-153 Computer Science Modules	4 cr
CSIS 154 Microsoft Access (recommended)	1 cr

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**SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ACCOUNTING**

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Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Accounting		
	Accounting Core	27 cr	
	Integrative Capping Course	3 cr	
	<b>Credit Requirement in Accounting</b>		30 cr
2.0	Course Requirements (Recommendations) in Related Fields		
	BUS 320, 380, 381, 421	12 cr	
	FIVE additional ACCT or BUS courses	15 cr	
	CSIS 150, 151, 152, 153, 154 (recommended)	4-5 cr	
	ECON 101, 102	6 cr	
	MATH 115, 130, 230	9 cr	
	<b>Credit Requirements in Related Fields</b>		46-47 cr
	<b>Total Credit Requirements for Major in Accounting</b>		76-77 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION *		
	Fine Arts	3 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr (fulfilled by major field req.)	
	Natural Science	6 cr	
	Philosophy/Religious Studies	3 cr	
	Social Science	0 cr (fulfilled by major field req.)	
		24 cr	
	<b>Total Core/Liberal Studies Requirement</b>		33-36 cr
4.0	Electives	7-11 cr	
	<b>Total Credit Requirements for Graduation</b>		120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

**REQUIREMENTS FOR A MINOR IN ACCOUNTING**

## Introductory-Level Courses

ACCT 201, 202 or 203, 204	6 cr	
ECON 101, 102	6 cr	
MATH 115, 130	6 cr	
		18 cr

## Upper-Level Courses

ACCT 310, BUS 320	6 cr	
TWO courses from the following:		
ACCT 301, 302, 303, 311, 350, 401, 402, 403, 404	6 cr	
		12 cr

**Total Credit Requirement for a Minor in Accounting**

30 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ACCOUNTING\*****FRESHMAN YEAR****FALL**

Core/LS PHIL 101	3 cr
MATH 108 Interim Algebra or Elective	3 cr
ACCT 201 Accounting I 203	3 cr
CSIS 150 Intro to Computer Systems	1 cr
CSIS 151 MS Word/PowerPoint	1 cr
CSIS 152 MS Excel	1 cr
Core/LS Writing	3 cr
	15 cr

**SPRING**

Core/LS	3 cr
MATH 115 Calculus/Mgmt Appl	3 cr
ACCT 202 Accounting II 204	3 cr
CSIS 153 Exploring the Internet	1 cr
Core/LS Writing or Elective	3 cr
Core/LS	3 cr
	16 cr

**SOPHOMORE YEAR****FALL**

ACCT 301 Intermediate Accounting I	3 cr
MATH 130 Statistics	3 cr
ECON 102 Prin of Microeconomics	3 cr
CSIS 154 MS Access	1 cr
Core/LS	3 cr
Core/LS	3 cr
	16 cr

**SPRING**

ACCT 302 Intermediate Accounting II	3 cr
MATH 230 Operational Models	3 cr
ECON 102 Prin of Microeconomics	3 cr
Core/LS	3 cr
Core/LS	3 cr
	15 cr

**JUNIOR YEAR****FALL**

ACCT 303 Acct. Theory & Practice	3 cr
ACCT 310 Cost Accounting I	3 cr
BUS 320 Financial Management	3 cr
Acct or Business Elective	3 cr
Core/LS	3 cr
	15 cr

**SPRING**

ACCT 401 Advanced Accounting	3 cr
BUS 421 Corporate Finance	3 cr
Acct or Business Elective	3 cr
Acct or Business Elective	3 cr
Core/LS	3 cr
	15 cr

**SENIOR YEAR****FALL**

ACCT 403 Income Taxation I	3 cr
Acct or Business Elective Spr.	3 cr
BUS 380 Business Law I	3 cr
Core/LS PHIL 300	3 cr
Elective	2 cr
	14 cr

**SPRING**

ACCT 477 Current Issues	3 cr
BUS 381 Business Law II	3 cr
ACCT 402 Auditing Fall	3 cr
Accounting or Business Elective	3 cr
Elective	2 cr
	14 cr

\*CPA candidates: Elective credits in health and physical education will be accepted by the College to meet the degree requirements for graduation, but will not be accepted by NYS to meet the credit requirements to sit for the CPA examination.

**ECONOMICS**

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**MISSION:**

The mission of the undergraduate degree in Economics is to provide students with a thorough understanding of economic theory and its use in applied fields such as monetary, labor, international, and environmental economics. This program prepares students for entry-level positions in industry and government and for graduate study in economics, business and law.

The program of study in economics is designed to achieve the following objectives:

- (1) To develop analytical skills necessary for the identification and definition of problems in business and society and the use of these skills to guide economic policy.
- (2) To understand quantitative techniques and their use in analyzing economic relationships.
- (3) To develop an understanding of the global economy.
- (4) To develop an understanding of the ethical issues that arise in the formation of economic policy.
- (5) To develop the communication skills of students through critical analysis in both written and oral presentation.

***The Economics Major (30 credits)***

The major in Economics provides both a theoretical foundation and an exposure to the application of economic theory.

***Theoretical Foundation (12 credits)***

ECON 101 Principles of Macroeconomics	3 cr
ECON 102 Principles of Microeconomics	3 cr
ECON 301 Intermediate Macroeconomic Theory	3 cr
ECON 302 Intermediate Microeconomic Theory	3 cr

***Application of Theory (15 credits)***

The student selects five courses from the various applied courses in economics. These courses are in areas such as Environmental Economics, Labor Economics, ~~Monetary Economics~~ *Financial Markets*, Public Finance, International Economics, Economics of Gender.

***The Integrative Capping Course (3 credits)***

This course requires significant research, scholarly writing, and oral presentation of a major topic in economics that integrates the student's study of economics with their study of the broader liberal arts.

ECON 477 Contemporary Economic Issues	3 cr
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***The Technical and Analytical Foundation (10-11 credits)***

The following courses provide the economics major with the tools needed for economic analysis:

MATH 130 Introductory Statistics I	3 cr
MATH 115 Calculus with Managerial Applications	3 cr
OR	
MATH 221 Calculus I	3 cr
CSIS 150-153 Computer Science Modules	4 cr
CSIS 154 Microsoft Access (recommended)	1 cr

**SUMMARY OF REQUIREMENTS FOR A BACHELOR OF ARTS IN ECONOMICS**

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Economics		
	Theoretical Foundation	12 cr	
	Application of Theory	15 cr	
	Integrative Capping Course	3 cr	
	<b>Credit Requirement in Economics</b>		30 cr
2.0	Course Requirements (Recommendations) in Related Fields		
	CSIS 150, 151, 152, 153, 154 (recommended)	4-5 cr	
	MATH 130, 115 or 221	6 cr	
	<b>Credit Requirements in Related Fields</b>		10-11 cr
	<b>Total Credit Requirements for Major in Economics</b>		40-41 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	Philosophy/Ethics	6 cr	
	Writing	3-6 cr	
			9-12 cr
3.2	DISTRIBUTION *		
	Fine Arts	3 cr	
	History	6 cr	
	Literature	6 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	6 cr	
	Philosophy/Religious Studies	3 cr	
	Social Science	0 cr	(fulfilled by major field req.)
			24 cr
	<b>Total Core/Liberal Studies Requirement</b>		33-36 cr
4.0	Electives		43-47 cr
	<b>Total Credit Requirements for Graduation</b>		120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

**REQUIREMENTS FOR A MINOR IN ECONOMICS**

Introductory-Level Courses		
ECON 101, 102	6 cr	
MATH 130, 115 or 221	6 cr	
		12 cr
Upper-Level Courses		
ECON 301, 302	6 cr	
TWO courses from the following:		
ECON 305, 320, 401, 402, 420, 421, 440, 441, 442, 443	6 cr	
(cannot be used to fulfill two program requirements)		
		12 cr
<b>Total Credit Requirement for a Minor in Economics</b>		24 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ECONOMICS**

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**FRESHMAN YEAR**

<b>FALL</b>		<b>SPRING</b>	
Core/LS PHIL 101	3 cr	Core/LS	3 cr
CSIS 150 Intro to Computer Sys	1 cr	Core/LS	3 cr
CSIS 151 MS Word/PowerPoint	1 cr	Core/LS Writing or Elective	3 cr
CSIS 152 MS Excel	1 cr	CSIS 153 Exploring the Internet	1 cr
Core/LS Writing	3 cr	MATH 221 Calculus I OR	3 cr
MATH 120 Precalculus or Elective	3 cr	MATH 115 Calculus/Mgmt Applications	
ECON 102 Principles of Microeconomics	3 cr	ECON 101 Principles of Macroeconomics	3 cr
	<u>15 cr</u>		<u>16 cr</u>

**SOPHOMORE YEAR**

<b>FALL</b>		<b>SPRING</b>	
MATH 130 Introductory Statistics	3 cr	ECON 302 Intermediate Microeconomics	3 cr
ECON 301 Intermediate Macroeconomics	3 cr	Core/LS	3 cr
CSIS 154 MS Access	1 cr	Elective	3 cr
Core/LS	3 cr	Elective	3 cr
Core/LS	3 cr	Elective	3 cr
Elective	2 cr		
	<u>15 cr</u>		<u>15 cr</u>

**JUNIOR YEAR**

<b>FALL</b>		<b>SPRING</b>	
Economics Elective	3 cr	Economics Elective	3 cr
Core/LS	3 cr	Economics Elective	3 cr
Elective	3 cr	Core/LS	3 cr
Elective	3 cr	Elective	3 cr
Elective	3 cr	Elective	3 cr
	<u>15 cr</u>		<u>15 cr</u>

**SENIOR YEAR**

<b>FALL</b>		<b>SPRING</b>	
Economics Elective	3 cr	ECON 477 Contemporary Issues	3 cr
Economics Elective	3 cr	Core/LS	3 cr
Core/LS PHIL 300	3 cr	Elective	3 cr
Elective	3 cr	Elective	3 cr
Elective	3 cr	Elective	2 cr
	<u>15 cr</u>		<u>14 cr</u>

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**DEPARTMENT OF MANAGEMENT**

CAROLINE V. RIDER, J.D., *Chairperson*

**BUSINESS ADMINISTRATION**

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**MISSION:**

The mission of the undergraduate degree in business administration is to provide students with a thorough understanding of the body of knowledge in their chosen fields required to fulfill the expectations of employers for entry-level positions. Combined with their liberal arts studies, Marist also seeks to instill in students a sense of responsibility for their own growth and to society as a whole.

The program of study in business is designed to achieve the following objectives:

- (1) To give students a solid foundation in all the functional activities of organizations, as well as the behavioral, economic, legal and social environments in which organizations operate.
- (2) To allow students to select a business area for emphasis, enabling them to explore this in greater depth and to enhance first employment opportunities.
- (3) To expose students to total quality management concepts, ethical considerations, and international issues.
- (4) To encourage and support the faculty to serve as role models and mentors to our students.

### **The Business Core (24 credits)**

The field of business administration is a broad one. As mentioned in our objectives for the Bachelor's degree in Business, today's educated business professional must possess a solid foundation in all the functional activities of organizations, as well as the behavioral, economic, legal and social environments in which organizations operate. The following required business courses provide the necessary exposure to the breadth of the business discipline:

BUS 101 Management and Organizational Behavior	3 cr
BUS 102 Business & Society	3 cr
BUS 301 <del>Personnel Administration</del> <i>Human Resource Mgt.</i>	3 cr
BUS 320 Financial Management	3 cr
BUS 340 Marketing Management	3 cr
BUS 380 & 381 Business Law I & II	6 cr
BUS 388 Production Management	3 cr

### **The Area of Emphasis (9 credits)**

The broad exposure to business provided by the Business Core is necessary, but not sufficient, for the Bachelor's degree in Business. To develop the capability to contribute to an organization's competitiveness, the student must also acquire more advanced expertise in an area of emphasis. The School of Management encourages each business major to select an area of emphasis that

- reflects his or her interests and talents, and
- leads to fulfillment of both career aspirations and employers' expectations.


To fulfill employers' expectations for entry-level management positions, and thereby enhance first employment opportunities, students frequently select courses which emphasize one of the following areas:

- Finance
- International Business
- Marketing
- Personnel/Labor Relations.

The area of emphasis is a major component of each student's Study Plan. This plan is developed in consultation with the student's faculty advisor. The faculty advisor will approve a Study Plan only if

- the Plan's area of emphasis achieves a coherent focus on an area of interest in business, and
- *each* course comprising the student's area of emphasis provides a significant advancement in the student's expertise in this area beyond that provided by the Business Core.

Business majors construct a proposed area of emphasis by selecting three courses from the following courses offered by the School of Management:<sup>2</sup>

- 400-level courses in Business (BUS), Accounting (ACCT), or Economics (ECON) courses (except ACCT 477, BUS 477, or ECON 477),
- 300-level courses in Accounting or Economics. 

Any proposed changes in the courses comprising a student's approved area of emphasis must be authorized by the appropriate department chair(s).

<sup>2</sup> It is the student's responsibility to assure that the necessary prerequisite courses for the courses comprising their area of emphasis are satisfied in advance. Consult with your faculty advisor.



### **Interdisciplinary Areas of Emphasis**

To provide business majors with even more flexibility in developing a Study Plan that reflects their interests, the School of Management offers two interdisciplinary options focusing on Computer Information Systems and Public Administration.

In cooperation with the Department of Computer Science and Information Systems (CSIS), *a secondary area of emphasis* ~~an emphasis~~ on Computer Information Systems can be constructed with the following required courses (12 credits):

CMSC 120	Computer Science I	3 cr
CMSC 121	Computer Science II	3 cr
IS 130	Computing Studies Concepts	3 cr
IS 404	Systems Analysis Methods	3 cr

In cooperation with the Political Science Department (POSC), *a secondary area of emphasis* ~~an emphasis~~ on Public Administration can be constructed with the following required courses (15 credits):

POSC 110	American National Government	3 cr
POSC 240	Introduction to Public Policy	3 cr
OR		
POSC 301	Program Planning & Evaluation	3 cr
POSC 283	Public Administration	3 cr
ECON 421	Public Finance	3 cr
ACCT 451	Government and Fiscal Control	3 cr

### **The Integrative Capping Course (3 credits)**

In essence, professional managers apply their business knowledge through informed, action-oriented decision making that enhances the competitiveness of the enterprise. This integrative act must be studied and practiced. The required, integrative capping course:

BUS 477	Management Strategy and Policy	3 cr
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develops this capability and completes the process of qualifying the business major for the Bachelor's degree in Business Administration.

### **The Technical and Analytical Foundation (25-26 credits)**

The following required (or recommended) courses provide the technical and analytical foundation required for the study of Business at the undergraduate level:

ACCT 203	Financial Accounting	3 cr
ACCT 204	Managerial Accounting	3 cr
ECON 101	Principles of Macroeconomics	3 cr
ECON 102	Principles of Microeconomics	3 cr
MATH 115	Calculus with Management Applications	3 cr
MATH 130	Introductory Statistics I	3 cr
MATH 230	Operational Models	3 cr
CSIS 150-153	Computer Science Modules	4 cr
CSIS 154	Microsoft Access (recommended)	1 cr

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## **SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION**

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Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Business	
	Business Core	24 cr
	Area of Emphasis Electives	9-15 cr
	Integrative Capping Course	3 cr

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**Credit Requirement in Business**

36-42 cr

**2.0 Course Requirements (Recommendations) in Related Fields**

ACCT 203, 204	6 cr
CSIS 150, 151, 152, 153, 154 (recommended)	4-5 cr
ECON 101, 102	6 cr
MATH 115, 130, 230	9 cr

**Credit Requirements in Related Fields**

25-26 cr

**Total Credit Requirements for Major in Business Administration**

61-68 cr

**3.0 Core/Liberal Studies Requirements****3.1 FOUNDATION**

Philosophy/Ethics	6 cr
Writing	3-6 cr

9-12 cr

**3.2 DISTRIBUTION \***

Fine Arts	3 cr
History	6 cr
Literature	6 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	6 cr
Philosophy/Religious Studies	3 cr
Social Science	0 cr (fulfilled by major field req.)

24 cr

**Total Core/Liberal Studies Requirement**

33-36 cr

**4.0 Electives**

16-26 cr

**Total Credit Requirements for Graduation**

120 cr

\*Students are encouraged to take intermediate foreign language or culture courses which may be used as substitutes for the second course in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

**REQUIREMENTS FOR A MINOR IN BUSINESS****Introductory-Level Courses**

ACCT 203, 204	3	6 cr
ECON 101, 102, 150	3	6 cr
MATH 115, 130	3	6 cr

18 cr

**Upper-Level Courses**

BUS 301, 302, 303, 304	12 cr
ONE 400-Level course	3 cr

(cannot be used to fulfill two program requirements)

15 cr

**Total Credit Requirement for a Minor in Business**

33 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION****FRESHMAN YEAR****FALL**

Core/LS PHIL 101	3 cr
CSIS 150 Intro to Computer Sys	1 cr
CSIS 151 MS Word/PowerPoint	1 cr
CSIS 152 MS Excel	1 cr
Core/LS Writing	3 cr
MATH 108 Interim Algebra or Elective	3 cr
ECON 102 Principles of Microeconomics	3 cr
	<u>15 cr</u>

**SPRING**

Core/LS	3 cr
Core/LS Writing or Elective	3 cr
CSIS 153 Exploring the Internet	1 cr
MATH 115 Calculus/Mgt Appl	3 cr
ECON 101 Principles of Macroeconomics	3 cr
Core/LS	3 cr
	<u>16 cr</u>

**SOPHOMORE YEAR****FALL**

MATH 130 Statistics	3 cr
ACCT 203 Financial Acctg	3 cr
BUS 101 Management & Org Behavior	3 cr
Core/LS	3 cr
CSIS 154 MS Access	1 cr
Elective	2 cr
	<u>15 cr</u>

**SPRING**

MATH 230 Operational Models	3 cr
ACCT 204 Managerial Accounting	3 cr
BUS 102 Business & Society	3 cr
Core/LS	3 cr
Elective	3 cr
	<u>15 cr</u>

**JUNIOR YEAR****FALL**

BUS 301 <del>Personnel Admin</del> OR <i>Hum Res Mgt</i>	
BUS 340 Marketing Management	3 cr
BUS 320 Financial Management OR	
BUS 388 Production Management	3 cr
BUS 380 Business Law I	3 cr
Core/LS	3 cr
Elective	3 cr
	<u>15 cr</u>

**SPRING**

BUS 340 Marketing Management or	
BUS 301 <del>Personnel Administration</del> <i>HRM</i>	3 cr
BUS 388 Prod Management OR	
BUS 320 Financial Management	3 cr
BUS 381 Business Law II	3 cr
Core/LS	3 cr
Elective	3 cr
	<u>15 cr</u>

**SENIOR YEAR****FALL**

Area of emphasis elective	3 cr
Area of emphasis elective	3 cr
Core/LS PHIL 300	3 cr
Core/LS	3 cr
BUS 477 Mgt Strategy & Policy OR	
Elective	3 cr
	<u>15 cr</u>

**SPRING**

Area of emphasis elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	3 cr
BUS 477 Mgt Strategy & Policy OR	
Elective	2 cr
	<u>14 cr</u>

**SCHOOL OF ADULT EDUCATION**

**ELEANOR CHARWAT**, *Executive Director, The School of Adult Education*

**MISSION:**

To promote lifelong learning and provide leadership in the delivery of education and training to individuals and organizations; to broaden the educational and professional opportunities to adults so they can meet the demands of a dynamic, global environment and to offer services and programs in innovative, flexible formats to meet adult students' needs.

## INTEGRATIVE MAJOR

Recognizing that curricula designed for traditional college students do not always meet the educational needs of adults, Marist has created a Bachelor's degree program for adult learners. The Integrative Major provides the flexibility to tailor an education that meets personal and professional objectives.

The adult student pursuing the Integrative Major will, with faculty advisement, establish requirements for a degree by combining courses from existing majors. Thus a student may decide to combine course sequences, for example, in Business, Computer Science, and Communication; in Languages, History, Philosophy, and Writing; or in any number of other ways. Each degree will be uniquely the student's own, with the course selections based on the individual's previous experience and professional and personal goals.

Included in every Integrative Major Program will be a six-course sequence, which takes the place of the distributive Core/Liberal Studies curriculum required in traditional majors. The sequence begins with an initial course that helps students plan their programs, assess prior life and academic experiences, and formulate educational goals. The next three courses are seminars focusing on the integration of learning across the various academic disciplines. Capping the sequence will be a final course in which the students consider a significant contemporary issue from the perspective of liberal and professional studies. PHIL 103 World Views and Values is also required.

Key elements of this degree program are:

- A combination of structure and flexibility that challenges students to define their educational goals.
- An emphasis on incorporating prior life experiences into the student's current college program.
- A focus on integrating knowledge from across a variety of disciplines.
- The option of using transfer credits from other colleges to meet degree requirements.

Students may elect to design either a bachelor of arts or a bachelor of science degree. In either case, every student's degree plan will be approved by a faculty council.

## REQUIREMENTS FOR A BACHELOR'S DEGREE IN THE INTEGRATIVE MAJOR

1.0	Integrative Major	45 cr
	Forty-five (45) credits must be selected from a minimum of two different major or minor programs. A student's program must include at least 12 credits in each area or a minimum of 21 credits in one area and 24 in the other if only two areas are chosen. Preferably, a student will select courses from three or four different disciplines (12-15 credits for each), following a sequence of increasing depth and sophistication in each area. Of the 45 credits, at least 21 must be upper-level courses, usually designated as 300-400 level courses, taken at Marist.	
1.1	Transfer Credits	
	Up to 15 of the 45 major credits may be transferred from another institution. Transfer credits for the elective area follow general institutional guidelines.	
2.0	Adult Core	
	Eighteen (18) credits of core requirements are as follows:	
	PHIL 103 World Views and Values	3 cr
	INTD 105 Personal History and the Educational Experience (prerequisite for seminars)	3 cr
	INTD 209 Self, Story and Culture	3 cr
	INTD 212 Self, Society and Institutions	3 cr
	INTD 213 Self, Nature and History	3 cr
	INTD 477 Capping Experience	3 cr
		18 cr

- |     |   |          |
|-----|---|----------|
| 3.0 | <b>Writing Skills Requirements</b><br>The College requires that the student demonstrate proficiency in writing in order to graduate. The proficiency requirement may be satisfied in one of several ways: <ol style="list-style-type: none"> <li>1. by passing ENG 117 with a grade of C or better or by passing the Writing Proficiency Examination at the conclusion of ENG 117 with a grade of at least C;</li> <li>2. by transferring into the College a course equivalent to ENG 117 with a grade of C or better.</li> </ol> | 3-6 cr   |
| 4.0 | <b>Electives</b>  | 51-54 cr |

*Students are free to choose elective credits as they wish. Attention should be paid, however, to the mix of liberal arts and non-liberal arts courses (See below).*

<b>Total Credit Requirement for Graduation</b>	<b>120 cr</b>
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### ***BA/BS Options***

The Integrative Major can be a BA or a BS degree depending on the number of liberal arts credits. For the BA degree the student's program must include a minimum of 90 credits in the liberal arts and sciences. For a BS degree a minimum of 60 credits in the liberal arts and sciences is required.

### ***Procedures***

#### **1. Advisement**

All students pursuing the Integrative Major must enroll in Personal History. This course provides the context within which students will map their plans of study and write the Rationale for the Study Plan. At the end of this course students will submit the study plan and rationale to the Faculty Council for approval. An Adult Education or faculty advisor will also be designated to work with the student every semester in selecting courses consistent with his/her educational objectives.

#### **2. Academic Review**

Degree plans may be revised and reassessed at any point; any course change must be approved by the Faculty Council or the Director of Adult Education.



# DESCRIPTION OF COURSES

## ACCOUNTING

ACCT 201

### **Principles of Accounting I**

*Three Credits*

Development of basic accounting concepts focusing on the theory and principles of financial accounting. Emphasis is on the classifying, recording and reporting on business transactions for sole proprietorships. This course is limited to accounting majors. Offered every Fall.

ACCT 202

### **Principles of Accounting II**

*Three Credits*

Deals with the classifying, recording and reporting of business transactions for partnerships and corporations and the analysis of the financial statements. Also, the concepts of planning and control are introduced through limited exposure to budgets, standards and responsibility accounting. This course is limited to accounting majors. Offered every Spring.

*Prerequisite:* ACCT 201 or ACCT 203

ACCT 203

### **Financial Accounting**

*Three Credits*

Development of basic accounting concepts. Emphasis is on the classifying, recording and reporting of business transactions for all forms of business organizations. ~~This course is limited to nonaccounting majors. Not open to students who have completed ACCT 201.~~ Offered every Fall.

ACCT 204

### **Managerial Accounting**

*Three Credits*

Emphasis is on the generating, analyzing and using accounting information in the planning and control processes. Topics include budgets, standards, cost systems, incremental analysis, and financial statement analysis. ~~This course is limited to nonaccounting majors. Not open to students who have completed ACCT 202.~~ Offered every Spring.

*Prerequisite:* ACCT 201 or ACCT 203

## ACCT 301

**Intermediate Accounting I***Three Credits*

This course is the first course in a two-course sequence that is intended to provide a comprehensive understanding of the concepts, principles, assumptions, and conventions that are used for classifying, recording, and reporting economic transactions for a business entity. Offered every Fall.

Prerequisite: ACCT ~~202~~ or 204

*or permission of instructor*

## ACCT 302

**Intermediate Accounting II***Three Credits*

This course is the second course in a two-course sequence that is intended to provide comprehensive understanding of the concepts, principles, assumptions, and conventions that are used for classifying, recording, and reporting economic transactions for a business entity. Offered every Spring.

Prerequisite: ACCT 301

*or permission of instructor*

## ACCT 303

**Accounting Theory and Practice***Three Credits*

This course is intended to provide an understanding of items that present some difficult measurement and reporting problems for the accountant. It will also discuss current issues that the accounting profession is attempting to establish and guidelines for their measurement and reporting. Offered every Fall.

Prerequisite: ACCT 302

## ACCT 310

**Cost Accounting I***Three Credits*

An intensive study of the structure of various cost accounting systems. Techniques of income determination for manufacturing enterprises are explored. Attention is given to how standards can be applied in accounting to provide useful information for planning and controlling the cost of direct labor, materials and manufacturing overhead costs. Offered every Fall.

Prerequisite: ACCT ~~202~~ or 204

## ACCT 311

**Cost Accounting II***Three Credits*

Examines the measurement and management of product costs emphasizing the principles of cost systems design. Use of information generated by product costing systems for performance measurement and for strategic decisions on pricing, product mix, process technology, and product design are explored. Also covers in-depth evaluations of capital expansions, make-versus-buy and operate-versus-close decisions. Offered every Spring.

Prerequisite: ACCT 310

*or permission of instructor*

## ACCT 320

**International Accounting***Three Credits*

Development of international accounting principles, focusing on the uniform principles, as well as those which are dissimilar due to cultural differences. Emphasis is on analyzing multinational companies with different home nations. Translation from the home nation's to a foreign nation's accounting principles is covered at great length. Other factors, such as inflation accounting and monetary translation are covered for their impact on international accounting. Offered ~~every year~~.

Prerequisite: ACCT ~~202~~ or 204

*when there is sufficient student interest*

## ACCT 350

**Accounting Systems***Three Credits*

A comprehensive presentation of the fundamentals of data origination, classification, control and reporting. Various accounting systems will be analyzed with an emphasis on data processing applications. Offered every Spring.

Prerequisite: ACCT ~~202~~ or 204

*other*

## ACCT 401

**Advanced Accounting***Three Credits*

A study in detail of business combinations and consolidations. Specialized topics of consolidated financial statements including asset and inventing transfers are covered. An overview of governmental and not-for-profit accounting is presented. Offered every Spring.

Prerequisite: ACCT ~~303~~

*302*

## ACCT 402

**Auditing***Three Credits*

Standards and procedures currently used by independent public accountants in examining financial statements and their application in report preparation. The ethical and legal responsibilities of the accountant are reviewed. Offered every Spring.

Prerequisites: ACCT ~~401~~, MATH 130

*302*

*Fall*

## ACCT 403

**Income Taxation I***Three Credits*

A study of the federal and New York State income taxation of individuals. Topics include exemptions, deductions, credits, gains and losses, and other property transactions. Offered every Fall.

Prerequisite: ACCT ~~202~~ or 204

## ACCT 404

**Income Taxation II***Three Credits*

A continuation of Income Taxation I. Emphasis is placed on the federal and New York State taxation of corporations, partnerships, estates, and trusts. Offered every Spring.

Prerequisite: ACCT 403

**ACCT 451****Government and Fiscal Control****Three Credits**

A study of financial and accounting techniques used to control government spending and channel funds into more productive areas. Zero-based budgeting is covered in detail. Cost-benefit approach on both monetary and non-monetary government programs are covered via case studies. Program planning budgeting systems are also covered. Restricted to students in the Public Administration Concentrations. Accounting majors need permission of instructor. Offered every other year.

*Not open to*

**ACCT 477****Current Issues in Accounting****Three Credits**

An integrative course required of all senior accounting majors that will examine various issues selected by the instructor(s). These issues will be addressed by the interpretation and application of generally accepted accounting principles. Specific emphasis will be placed on the ethical considerations of these issues and principles. Offered every Spring.

*Prerequisites: ACCT 401, 403 Corequisite: ACCT 402*

*Senior status 303, 402, 403*

**AMERICAN STUDIES****AMST 477****Capping Course****Three Credits LA**

A capping course required for all Senior American Studies majors.

**ANTHROPOLOGY****ANTH 101****Introduction to Anthropology I****Three Credits LA**

Physical anthropology. An investigation of man's ancestors and his continual physical evolution to modern man. Emphasis is also placed on the evolution of cultures at all levels of man's chronology, with stress on the Paleolithic, Neolithic and the early Near East.

**ANTH 102****Introduction to Anthropology II****Three Credits LA**

Ethnology. An introduction to the nature, uniformity and diversity of cultures through an exploration of primitive and modern peoples. Topics include: the family, economics, political systems, religion, social stratification and art and crafts.

**ANTH 120****An Introduction to Archaeology****Three Credits LA**

A study of how archaeological work is performed (dating tech-

niques; mapping; cross-identification; etc.). Application of these techniques will be viewed in the study of major archaeological sites of historic significance. Offered alternate years.

**ANTH 230****American Culture I****Three Credits LA**

The study of geographic, ethnographic, historic and other factors pertinent to the development of Latin and Anglo-American cultures. Consideration will be given to minority and diverse groups; to factors promoting urban and rural communities; and to a study of the historical and geographical development of selected cities. Statistics will be frequently provided in order to substantiate lectures and to encourage discussion. Offered when there is sufficient student interest.

**ANTH 231****American Culture II****Three Credits LA**

An intense analysis of the population of the United States as to national origin, race, economic and social stratification, religious and political preferences and ethnic contributions to the American scene. Consideration also will be given to a study of factors producing the megalopolis, the city and smaller communities. Offered when there is sufficient student interest.

**ANTH 232****Religion and Culture****Three Credits LA****Dual listed as REST 232**

A dimension of cultural anthropology, with focus on religion as a cultural universal. The study of cultural differences and determinants suggests new understandings of religious differences and functions in the human family. Offered annually.

**ANTH 233****The American Indian****Three Credits LA**

A study of pre-Columbian Indian civilizations, with emphasis on the Inca, the Maya and the Aztecs. Post-Columbian Indian groups will be studied cross-culturally, with emphasis on the family; social, political and economic structure of the group; religions; and the arts. Consideration will also be given to the Indian contribution to American modern society.

**ART AND ART HISTORY****ART 125****Arts and Values****Three Credits LA**

This course familiarizes the student with a wide variety of visual experiences. It covers both two-dimensional and three-dimensional forms such as sculpture, painting, mixed media and intermedia. Relationships and contrasts will be connected to other creative expression such as music, theatre, film and

architecture. Offered every semester.

**Note:** This is a course for non-majors and satisfies the Core/Liberal Studies requirement for freshmen.

### STUDIO ART COURSES

**Note:** All studio courses meet for a lab and lecture combination. A total of four contact hours is required for all studio courses. Each student is also required to put in two hours per week in an open studio.

#### ART 101

##### **Fundamentals of Art and Design I**

###### *Three Credits*

A foundation course which investigates the elements and principles of design underlying all the visual arts. Students will be introduced to the basic skills and techniques necessary for the creation of well-crafted designs. There will be regular group critiques of assignments to develop a working vocabulary for describing and analyzing visual art. Experimentation and innovative solutions are encouraged. This course assumes no previous experience. Offered every semester.

#### ART 105

##### **Basic Sculpture**

###### *Three Credits*

In this course the traditional skills of constructing, modeling, and carving will be used to create both figurative and abstract forms. During regular class critiques, students will develop a usable vocabulary for describing and evaluating their own work and other three dimensional works of art. Offered every semester.

#### ART 110

##### **Basic Drawing**

###### *Three Credits*

A course designed to introduce the student to the materials and techniques of drawing, focusing on the study and representation of objects and natural forms. This course assumes no previous experience. Offered every semester.

#### ART 111

##### **Basic Painting**

###### *Three Credits*

An introduction to the materials and techniques of painting. Students will investigate a variety of approaches, from traditional to modern, using still-life and less conventional subject matter. While the course assumes no previous experience in painting, it is recommended that students will have completed ART 101 or 110. Offered every semester.

#### ART 145

##### **Basic Photography**

###### *Three Credits*

An introduction to the study of photography as a means of creative expression. Students will explore basic concepts, processes and techniques, including camera usage, exposure controls,

film development, darkroom procedures, and print presentation. Developing and printing black and white photographs will be an integral part of the course. Creative exploration through specific assignments will form the basis for development of aesthetic criteria. No previous photographic experience is assumed. Students must supply their own cameras with adjustable apertures and shutter speeds. Offered every semester.

#### ART 201

##### **Fundamentals of Art and Design II**

###### *Three Credits*

A foundation course which investigates the elements and principles of designing with sculptural forms. Through a series of projects and regular group critiques, students will develop the skills necessary for creating in three dimensions.

*Prerequisite:* ART 101

#### ART 202

##### **Intermediate Painting**

###### *Three Credits*

The fundamental skills acquired in Beginning Painting will be reviewed and built upon. Assignments will continue the exploration of different approaches and different sources of inspiration for painting, including working from the figure. Students will gain an awareness of the growth and range of painting in the 20th century. Offered every Spring.

*Prerequisite:* ART 111

#### ART 203

##### **Intermediate Drawing**

###### *Three Credits*

This course builds upon the experience gained in Basic Drawing. Exploration of the expressive range of drawing in a variety of media and techniques. Offered every Fall.

*Prerequisite:* ART 110

#### ART 205

##### **Intermediate Sculpture**

###### *Three Credits*

A further exploration of sculptural form with a more complete study of the various sculptural approaches and techniques.

*Prerequisite:* ART 105

#### ART 207

##### **Basic Printmaking**

###### *Three Credits*

This course introduces the student to basic principles in printmaking. Individual instruction directed toward each student's development of a strong, personal statement in monoprints, woodcuts, and linocuts.

#### ART 215

##### **Graphic Design I**

###### *Three Credits*

This course is designed to provide an overview of the Graphic Design field, emphasizing basic lettering and typography, production and design skills. Assigned projects furnish an under-

standing of the designer's creative process—the progressive steps from research, thumbnails and roughs through the finished mechanicals. Students are encouraged to approach problem solving in an imaginative yet professional manner. Offered every semester.

*Prerequisite:* ART 101

**ART 231**  
**Introduction to Digital Media**  
*Three Credits LA*

This course is designed to introduce students to the field of computer art, a new frontier for creative artists in video, sound, music, virtual reality, and multimedia. Students will learn how the digital media are transforming the fine arts, graphic design, advertising and education. Students will explore such topics as desktop publishing, digital drawing, painting, photography, lecture, demonstration, and hands-on experiences. Offered every semester.

*Prerequisite:* ART 101 or permission of instructor.

**ART 235**  
**Digital Painting and Animation**  
*Three Credits LA*

This course explores the new methods of painting and animating with a computer. Students will become familiar with the traditional principles of animation and learn how they are applied in digital techniques. The basics of integrating soundtracks with animation will also be introduced. Course methods include lecture, demonstration, videotapes, CD-ROMs, and hand-on experiences. Offered every Fall.

*Prerequisites:* ART 231 and permission of instructor.

**ART 240**  
**Intermediate Photography**  
*Three Credits*

A continuation of Basic Photography, this course further explores black and white films and printing techniques. In addition to conventional materials, specialized films including infrared, technical pan, and high contrast litho are introduced. Production will be aimed at pursuing particular problems related to photographic visualization and the development of a personalized approach to the medium.

*Prerequisite:* ART 145

**ART 301**  
**Advanced Painting I**  
*Three Credits*

Advanced study in painting, including concentrated investigation of master painters. In this course, students will be encouraged to paint in an innovative and personal way to establish and develop individual imagery. Offered every Spring.

*Prerequisite:* ART 202

**ART 310**  
**Advanced Drawing I**  
*Three Credits*

Advanced study in drawing, stressing a more personal expres-

sion. Includes substantial experimentation and consideration of contemporary aesthetic issues in art. Offered every Fall.

*Prerequisite:* ART 203

**ART 314**  
**Advanced Photography**  
*Three Credits*

This upper division studio course centers on advanced black and white printing and aesthetics. Students will work primarily on the further development of a personal response to the medium as class critiques are directed towards the evolution of a sophisticated criteria to aid in understanding images within the context of historical and contemporary photography.

*Prerequisite:* ART 240

**ART 315**  
**Graphic Design II**  
*Three Credits*

This course will focus on the professional presentation of graphic ideas, with a special emphasis on advertising and publication design. Students will utilize markers, watercolor, charcoal, computer-based typography and desktop publishing to better communicate concepts to clients. Students will also learn simple methods for rendering type and how to prepare three-dimensional mockups for package design. Offered every Spring.

*Prerequisite:* ART 215

**ART 320**  
**Digital Photography**  
*Three Credits LA*

Students will be introduced to the creation, enhancement and manipulation of photographic imagery using a computer. Production and criticism will be aimed towards developing an understanding of how photography can be extended beyond the traditional silver print with an emphasis on image retouching and compositing. Students will learn how to cut and paste images, the use of layers, channels, paths, and specialized filters to modify images. Printing technologies of digital imagery will also be explored. Offered every semester.

*Prerequisites:* ART 145 and 231 and permission of instructor.

**ART 345**  
**Photojournalism**  
*Three Credits LA*

Dual listed as COM 345

See COM 345 for course description.

**ART 402**  
**Advanced Painting II**  
*Three Credits*

Individualized study in painting with one or more instructors. Students will be given the opportunity to explore in-depth themes, techniques, subjects, or experimental media of their own choosing.

*Prerequisite:* Permission of studio coordinator.

## ART 409

### Advanced Drawing II

Three Credits

Advanced Drawing with media and content based upon individual needs. Students are encouraged to define their own aesthetic approach to the medium.

*Prerequisite:* Permission of studio coordinator.

## ART 412-413

### Advanced Sculpture I & II

Three Credits each

## ART 420

### Multimedia Projects

Three Credits LA

The worlds of digital paint, animation, photography, video, sound, music, text and design are converging in a new medium called multimedia production. The multimedia artist needs to be aware of new terminology, tools and techniques. In this course, students will learn about the various aspects of multimedia design, surveying the necessary stages in the development process, and have a hands-on experience as a member of a team developing a final project.

*Prerequisites:* ART 235, ART 320 or permission of instructor.

## ART HISTORY COURSES

## ART 160

### History of Western Art I

Three Credits LA

This course will study the history of art from the pyramids of Ancient Egypt to the cathedrals of medieval Europe with an emphasis on the relationship between art and society. Offered every Fall.

## ART 180

### History of Western Art II

Three Credits LA

This course will study the history of art from the Renaissance to the early 20th century. Offered every Spring.

## ART 220

### History of Photography

Three Credits LA

This course will examine the history of Photography and the important role this medium of expression has held since its "discovery" in 1839. A chronological approach to the exploration of this medium will be used to demonstrate the important contributions that this art form has made to the history of art. The use of photography as an expression of humanistic, religious, and social values will also be considered.

## ART 230

### Greek and Roman Art

Three Credits LA

This course will examine the art of Ancient Greece from the 10th century B.C. through the Hellenistic era and the art of

Ancient Rome from the early Republic through the reign of emperor Constantine. Pre-Greek civilizations of Crete, the Cycladics, and Mycenae will be introduced as well as the Pre-Roman culture of the Etruscans. Offered biennially.

## ART 250

### Contemporary Art

Three Credits LA

This course will study the art of the mid to late 20th Century in the United States and Europe, with references to other cultures as relevant. Beginning with an examination of the Art of the 1940's in the United States and Europe, the course will explore the technical innovations, formal characteristics and iconography characterizing art from Henry Moore, Barbara Hepworth in Britain, Mark Rothko, Jackson Pollack, William de Kooning and David Smith in America from the 1980's through the present. Some of the major artists include Nevelson, Hockney, Long, Smithson, Frankenthaler, Holzer and Haring. This course will examine in depth the intellectual sources and context of contemporary times. Offered biennially.

## ART 255

### Pre-Columbian Art

Three Credits LA

This course studies the art of Mesoamerican and Andean cultures from 1500 BC to 1532 AD. Monumental architecture, painting, sculpture, pottery and textiles of the Olmec, Zapotec, Mixtec, Maya, Toltec, Aztec, Chavin, Mochica, Nazca, and Inca cultures will be examined in the context of mythology and religious ritual.

## ART 256

### Chinese Art

Three Credits LA

This course is a historical survey of painting, sculpture, and architecture of China from the Neolithic period to the 20th century. The art of China will be viewed in its cultural context with emphasis on its purpose and meaning in light of the philosophies and religions of the Far East. The course includes an in-depth study of the aesthetics, materials, and techniques of painting and calligraphy.

## ART 270

### Russian and Soviet Art

Three Credits LA

This course will study Russian and Soviet art from the medieval period to the Stalinist era. Influences of western art from Byzantium, Germany, and France will be studied along with indigenous art forms. Emphasis will be placed on the avant-garde period of 1910 and 1930 during which Russian artists introduced Suprematism and Constructivism. Offered biennially.

## ART 280

### American Art

Three Credits LA

This course will study the evolution of the art of America from the early "limners" of the colonial period to the internationalism of contemporary artists. Offered biennially.

**ART 281****History of Costume***Three Credits LA*

Students explore the historical styles and modes of Western dress and adornment throughout the ages from the ancient Egyptian period to the 20th century. Costume is viewed within the context of the period relating to major historical developments, technology, production, and economic situation. Also discussed are the arts, specific individuals, events or societal values that can be seen to influence fashions of the times. (Approval Pending)

**ART 290****Museum Studies***Three Credits LA*

This course will examine the structure and function of art museums, house museums, art galleries, and art centers as well as related institutions in the fields of historic preservation, conservation, and folk culture. The history and development of museums as educational institutions in modern times will be studied in the broader context of collecting, maintaining, exhibiting, and interpreting works of art. The relationship between the museum and the public as well as the policies and programs of funding art institutions will also be discussed. Offered biennially.

**ART 362****Art & Science/Technology***Three Credits LA*

This course will consider the relationship between art and science and technology from the end of the 19th century to the present. Among the topics to be investigated are: the influences of machinery, including the computer and the camera; theories of color theory; psychoanalysis on art; and the impact of modern art on applied design and architecture. Offered biennially.

**ART 365****History of 19th-Century Art***Three Credits LA*

This course will examine the movements of the 19th century from the Neo-Classicism of David to the Postimpressionism of Cézanne, Seurat, Gauguin and Van Gogh. Offered biennially.

**ART 366****History of 20th-Century Art***Three Credits LA*

This course will trace the development of modern art from Cubism and Fauvism to Conceptual Art. Some of the major movements to be studied include German Expressionism, Italian Futurism, Russian Constructivism, Dada and Surrealism, Abstract Expressionism and Pop Art. Offered biennially.

**ART 380****Renaissance Art***Three Credits LA*

This course will study the art of the Renaissance in the Lowlands and Italy. Beginning with an examination of the sources

of the Renaissance in the late medieval period, the course will explore the technical innovations, formal characteristics, and iconography characterizing art from Giotto and Claus Sluter to Hugo van der Goes and Raphael. Some of the major artists include Masaccio, Donatello, and Jan van Eyck. This course will examine in depth the intellectual sources and context of the Renaissance. Offered biennially.

**ART 391-392-393****Special Topics in Studio Art or Art History***One, Two, Three Credits*

These numbers are used by the department to experiment with new course offerings. These numbers are not to be used in place of the Advanced Art course. Permission of the instructor and the Dean is required.

**ART 397****Advanced Internship***Three Credits*

Internships are arranged with local or New York City galleries and museums, or with art professionals. They are designed to give juniors and seniors majoring in Fine Arts an opportunity to work with professionals. Students must have a 2.5 cumulative grade point average and be recommended by the Art faculty. An internship is not a requirement for a major in Fine Arts.

**ART 477****Capping Course***Three Credits LA*

This course will introduce the student to traditional and contemporary approaches to art criticism. Historical foundations of critical analysis will be explored, as well as contemporary models for the justification of aesthetic judgments. Broader humanistic concerns and value issues will be addressed by the application of models reflecting the social, historical, political and psychological nature of art. The course will provide the student with the opportunity to develop an independent research project.

**BIOLOGY****BIOL 101****Topics in Biology***Three Credits LA*

This course is designed to introduce the non-science major to the major principles in biology and then to utilize these principles to discuss science-related concerns of today's society. Offered every semester. *Three-hour lecture.*

**BIOL 110****General Biology I***Three Credits LA*

An introduction to the major generalizations in biology, the chemical and cellular basis of life, and the biology of organisms. Offered every Fall. *Three-hour lecture.*

**BIOL 111**

**General Biology II**

*Three Credits LA*

An introduction to principles and concepts of the following biological sciences: DNA structure and replication, protein synthesis, cell division, genetics, evolution, ecology and behavior. *Three-hour lecture.*

**BIOL 112-113**

**General Biology Laboratory I-II**

*One Credit each LA*

Exercises in biological techniques at the molecular, cellular and organismal level. Offered every year. *Two-hour laboratory per week. Two semesters.*

**BIOL 210**

**Cellular Biology**

*Three Credits LA*

A study of cell structure and function, with an emphasis on animal cells. The morphology and molecular mechanisms of organelles are studied in depth in order to understand how cells function as cohesive units.

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114.

*Pre- or Corequisite:* CHEM 201 or 211-212

**BIOL 211**

**Botany**

*Four Credits LA*

An introduction to basic interrelationships of plant structure, function, growth and reproduction. Offered every Fall. *Three-hour lecture, two-hour laboratory per week.*

*Prerequisites:* BIOL 110-111, 112-113 or permission of instructor.

**BIOL 214**

**Life on Earth**

*Three Credits LA*

A course in biological evolution designed for students not majoring in the sciences. The student will learn about biology by studying evolution, adaptation, and ecology, and will become familiar with the vast variety of life forms that populate our planet. Topics will include: how life began, Darwin and natural selection, plant biology, and the evolution of invertebrates and vertebrates (including amphibians, reptiles, birds, and mammals). Life on Earth, the video series written and presented by David Attenborough, will be used to illustrate evolutionary pathways and the diversity of life forms.

**BIOL 220**

**Histology and Histological Techniques**

*Four Credits LA*

A study of animal tissue organization and types. Tissue micro-anatomy and recognition are covered in lecture and through student microscopic study. The techniques of histological procedures are taught in the preparation of permanent slides. Offered annually. *Two-hour lecture, four-hour laboratory per week.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

**BIOL 232**

**Sex, Evolution and Behavior**

*Three Credits LA*

This course is designed for the non-science major and will examine how natural selection influences the evolution of social behavior in animals (including humans). Topics will include: the physiological basis of behavior, the adaptive value of behavior, learning and instinct, mate selection, parental investment, altruism, infanticide, primate behavior, and human sociobiology.

**BIOL 237**

**Human Biology**

*Three Credits LA*

This is a course in human physiology designed for the non-science major. Students will study how the body works and what causes disease. The class will also examine how current medical research approaches the problem of how to treat or cure a specific illness. Topics will include: the nervous system and brain, the respiratory system, the cardiovascular system, exercise physiology, the digestive system, and the reproductive system. Offered every semester.

**BIOL 301**

**Recombinant DNA and Biotechnology Laboratory**

*Two Credits LA*

An intensive laboratory course that covers the isolation, purification and analysis of DNA, the construction of recombinant DNA molecules and the isolation and analysis of proteins. The techniques are applied to a group research project.

*Prerequisites:* BIOL 210; CHEM 111-112, 113-114, 201 or 211 and 212; or permission of the instructor.

**BIOL 305**

**Animal Behavior**

*Three Credits LA*

A study of animal behavior from the ethological perspective. Topics will include: the history of the study of behavior, the physiological basis of behavior, learning and instinct, behavioral ecology, orientation and migration, communication, mate selection, and sociobiology.

*Prerequisite:* BIOL 111 or permission of instructor.

**BIOL 312**

**Microbiology**

*Four Credits LA*

An introduction to the vast world of bacteria, fungi, protists and viruses. Topics include microbial morphology, metabolism and genetics, along with the roles of microorganisms in disease, the environment and industry.

The laboratory is an integral part of this course. The emphasis is on perfecting microbiological techniques and on the isolation and characterization of microorganisms from the environment. Offered annually in Fall.

*Prerequisites:* BIOL 110-111, 112-113, CHEM 111-112, 113-114

**BIOL 315****Immunology****Three Credits LA**

A study of the basic principles of the immune response. The cellular and humoral systems will be analyzed. Topic areas to be covered will include: the biology and chemistry of the immune response, complement fixation, immunodiagnoses, immunoassay, immunopathology, autoimmunity, transplant and cancer immunology. Offered every Fall. *Three-hour lecture, one semester.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

**BIOL 320****Genetics****Four Credits LA**

A study of molecular, Mendelian, microbial and population genetics. Both in the classroom and the laboratory, the emphasis is on reinforcing the basic concepts through a study of the classic experiments in genetics as well as current research. Offered annually in Spring.

*Prerequisites:* BIOL 210; CHEM 111-112, 113-114, 201 or 211 and 212

**BIOL 321****Evolution****Three Credits LA**

Topics covered in this course include the history of evolutionary thought, the origin of life, microevolution, macroevolution, population genetics, speciation, coevolution and critical periods in the evolution of life. In addition, an examination of social Darwinism, scientific creationism and review of the race concept will illustrate how one's culture and values influence scientific investigations.

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

**BIOL 330****Ecology****Three Credits LA**

A study of the interrelations between organisms and their environments with emphasis on field techniques. Offered every Spring. *Three-hour lecture.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114 or CHEM 101, 121

**BIOL 340****Comparative Anatomy****Four Credits LA**

A comparative study of the organ systems of protochordates and vertebrates. Laboratory includes the dissection of the shark and cat. Offered annually—Spring semester. *Three-hour lecture, three-hour laboratory per week.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

**BIOL 350****Field and Laboratory Ecology****Three Credits LA**

A "hands-on" introduction to the methods employed by ecologists in field and laboratory investigations. Students will learn how to design field and laboratory studies, collect and process field and laboratory samples, and interpret ecological data.

**Note:** Saturday field trips may be required.

*Prerequisites:* BIOL 111, 113, 330, CHEM 202 or permission of instructor.

**BIOL 390-391-392****Special Topics in Biology I-II-III****One-Two-Three Credits LA**

"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.

*Prerequisite:* Permission of Dean

**BIOL 420****Invertebrate Zoology****Four Credits LA**

An introduction to representative types of invertebrate animals through laboratory dissections, observations and experiments with occasional field trips. Lectures emphasize morphology and progressive specialization in morphological development. Offered biennially. *Two-hour lecture, four-hour laboratory per week.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

**BIOL 421****Parasitology****Four Credits LA**

A study of the biology of parasites of man and other vertebrates. Discussion will include types of parasites, life cycles, pathology caused by parasitism, cure and treatment and the social and economic impact of parasitism. Laboratory work will study the parasite from slide preparations. Offered every Spring.

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

**BIOL 430****Embryology****Four Credits LA**

A study of the principles of growth and development in vertebrates. Emphasis in laboratory is placed on amphibian and chick development. Offered biennially. *Three-hour lecture, three-hour laboratory per week. One semester.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112, 113-114

## DESCRIPTION OF COURSES

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### BIOL 440

#### **Vertebrate Physiology**

##### *Four Credits LA*

Basic principles of general physiology, including discussions of physical and chemical phenomena and the physiology of skeleton and muscle, nerve receptors, circulation, respiration, digestion and excretion, endocrines and reproduction are presented. Organ and system functions are interrelated in order to bring out the coordinated activities within the body. Emphasis is on the human organism. Offered annually in Fall. *Three-hour lecture, three-hour laboratory per week. One semester.*

*Prerequisites:* BIOL 110-111, 112-113; CHEM 111-112

### BIOL 477

#### **Science, Medicine and Ethics**

##### *Three Credits LA*

##### Dual listed as CHEM 478

The course addresses the moral implications of some of the recent advances in science and medicine. Major ethical approaches to making responsible decisions are explained by the case study method. Offered every Spring.

*Prerequisite:* Recommended for seniors or permission of instructor.

### BIOL 480-481

#### **Research I-II**

##### *One-Three Credits*

These courses offer the student the opportunity to do research in biology under the direction of a faculty member. At the end of her/his work, the student presents a written report and public seminar.

*Prerequisites:* Junior standing and permission of the Biology Chairperson.

### BIOL 493

#### **Molecular Biology**

##### *Four Credits LA*

This course is designed to introduce students to the basic principles of molecular biology. The behavior of molecules in cellular systems as well as diversity in gene expression will be examined via the processes of DNA, RNA and protein synthesis. In the laboratory students will be introduced to the basic procedures and techniques of recombinant DNA and gene cloning technology. Offered annually.

## **BUSINESS**

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### BUS 101

#### **Management and Organizational Behavior**

##### *Three Credits*

This course explores the fundamentals of management and organization of an enterprise, specifically the planning, organizing, directing, and controlling the management process, and develops systematic approaches to understanding behavior at the individual, group and organizational level. Subjects include

interpersonal and group dynamics, motivation, leadership, conflict management, and the management of change. Primarily offered in the Fall.

### BUS 102

#### **Business & Society**

##### *Three Credits*

A study of the interrelationships of business and society, stressing changes in society and the changing role of business in society. An overview is given of the social, technological, political and economic environments in which business has operated, does now operate, and in which it may operate in the future. Issues of fairness, values, corporate power, integrity and personal conscience are raised throughout. Special issues are examined, such as: pollution, consumerism, minority groups, the employee in the organization, business and the community-at-large and business in the international world. Government and business relations and public policy are studied. Primarily offered in the Spring.

### BUS 301

#### **Human Resource Mgt. Personnel Administration**

##### *Three Credits*

This course is also called Human Resource Management, and encompasses the recruitment, selection, development, and utilization of any organization's most costly resources: its employees. In addition, organization rewards systems, health and safety, and labor relations will be covered as they impact employees in organizations. The purpose of this course is to introduce the student to the field, and help the student understand the importance of human resource management in reaching organizational goals. Offered every semester.

*Prerequisite:* BUS 101

### BUS 320

#### **Financial Management**

##### *Three Credits*

An introduction to the major topics in corporate finance. The course examines the time value of money, capital budgeting, capital structure, financial analysis and forecasting, working capital management, and the financial markets. Offered every semester.

*Prerequisites:* ACCT 202 or 204, ECON 101 and 102, MATH 115, 130

### BUS 340

#### **Marketing Management**

##### *Three Credits*

An introductory course examining the role of marketing in organizations. Topics include an understanding of the process of environmental analysis, marketing information management, and market research; consumer and business buying behavior, segmentation, target market selection, and positioning in marketing mix decisions. Marketing mix decisions (including product management, new product development, pricing, distribution, and marketing communications strate-

gies) will be discussed in view of global market forces and a globally competitive environment. The importance of awareness of legal and ethical aspects of marketing decisions will be addressed. Students will be exposed to some of the unique problems of marketing, including its place as an organization's contact with the wider social fabric; its ethical considerations; increasing globalization; and rapid technological change. Offered every semester.

*Prerequisite:* ECON 102

#### BUS 380

##### **Business Law I**

*Three Credits*

Dual listed as PRLG 380

Designed to cover fundamental legal principles applicable to common business transactions; the nature and function of law; court procedure; the law principles pertaining to contracts, agency and property. Offered every Fall.

#### BUS 381

##### **Business Law II**

*Three Credits*

Dual listed as PRLG 381

A continuation of Business Law I. This course covers the law of sales of goods, commercial paper, bank transactions, and secured transactions under the Uniform Commercial Code (which now includes the CCISG for international sale of goods). As time permits, other topics are also covered, such as corporations: formation, capitalization, and control; partnerships; and insurance. Offered every Spring.

*Prerequisite:* BUS 380

#### BUS 388

##### **Production Management**

*Three Credits*

Topics common to both production and service operations are emphasized. Includes quantitative decision-making techniques, forecasting, various planning techniques involved in capacity, location and process, resource and materials planning, and the design of job and work measurement systems. Also included are inventory systems and models, materials management, and quality control methods. Offered every semester.

*Prerequisites:* MATH 115, 130, 230 and ACCT 202 or 204

*Recommended:* ECON 101, 102

#### BUS 401

##### **Compensation Administration**

*Three Credits*

This course is designed to introduce students to the basic concepts of compensation including: motivation, job analysis, job evaluation, compensation survey design, merit pay, pay plan design, benefits, and pay plan administration. Wage theories are analyzed with consideration to legislation and management wage policies. Offered every Fall.

*Prerequisite:* BUS 301

#### BUS 402

##### **Labor Relations**

*Three Credits*

A study of the labor movement in the United States and other countries, with emphasis on the three essential processes of collective bargaining: organizing employees, negotiating, and administering a labor contract. The course includes examination of labor law, the role of the National Labor Relations Board, public sector bargaining and selected contract issues. Offered every year.

*Prerequisites:* ECON 101, 102

*Recommended:* BUS 301

#### BUS 410

##### **Employment and Development**

*Three Credits*

This course focuses in detail on a number of key elements in Human Resource Management including training, career management, and personnel and organizational development. The course enables students to engage in career planning and development as well as individual and organizational training.

*Prerequisite:* BUS 301

#### BUS 420

##### **Investment Analysis**

*Three Credits*

An analysis of financial securities and financial markets including the linkage of the stock market and the futures market, the selection of individual securities, and the formation and management of portfolios. The course examines modern portfolio theory and its application from the point of view of an institutional portfolio manager and an individual investor. Both fundamental analysis and technical analysis are covered in the course. Offered every semester.

*Prerequisite:* BUS 320, Math 115

#### BUS 421

##### **Corporate Finance**

*Three Credits*

A detailed study of the major topics in corporate finance with emphasis on risk, capital structure, capital budgeting, dividend policy, mergers, and leveraged buyouts. Students employ computer spreadsheets to integrate corporate financial theory. Offered every semester.

*Prerequisite:* BUS 320, Math 115

#### BUS 430

##### **International Trade Management**

*Three Credits*

This course focuses on the legal, cultural, ethical, political, and business framework within which international trade takes place. Within this larger framework, the specific mechanisms involved in exporting and importing, particularly as conducted by small- to medium-sized enterprises, are an important sub-focus. Areas to be studied include forms of business available for international trade (including strategic alliances, multina-

*Bus 422 Financial Markets & Institutions  
Dual listed with Econ 420  
See Econ 420 for course description*

tional operations, import and export brokers, and others); relationships between businesses and governments; strategic choice of mode of entry into the foreign market; political risk; international legal environment; trade financing; the European Community; NAFTA; the impact of cultural differences on trade relationship formation and maintenance; culture as a source of competitive advantage; and ethical problems. Students are required to do a term paper which involves international research (including research on-line) and analysis of the entire international trade framework for a chosen foreign country, from the point of view of a medium-sized U.S. exporter. Offered every Fall.

*Prerequisite:* BUS 101 or 102

*Recommended:* BUS 380, ECON 442

### BUS 440

#### **Marketing Communications**

*Three Credits*

This course examines the full range of marketing communication techniques, including advertising, personal selling, sales promotion, public relations, and point of purchase. Taking an integrated marketing communications approach, the course emphasizes assessing an organization's external environment (economic, social, political/legal, technological) to determine appropriate mechanisms to reach targeted consumers. The legal and ethical implications of marketing decisions and practices, including deceptive advertising and unsubstantiated claims by advertisers, are addressed, as are topics of current interest such as global communications, globalization of markets, and the use of the World Wide Web as a marketing communication medium. A term project requires development of communication strategies, and involves research both in the library and on the web. Offered every Fall.

*Prerequisite:* BUS 340

### BUS 441

#### **Marketing Research**

*Three Credits*

This course focuses on the importance of establishing formal information links between the organization and its markets, and on identifying what those information needs are. Topics covered will include the importance of primary and secondary research in marketing decision making; sources of secondary data; development of plans for research; selection of appropriate data gathering methods; construction of data gathering instruments; development of a sample plan, and analysis and interpretation of the resulting information. The importance and the uses of marketing information systems within the organization structure will be stressed. The ethical implications of using humans as research subjects will be considered, as will the need to draw honest and accurate conclusions from sample data. Computerized data gathering and analyzing programs (such as SPSS or Excel) will be used. Constraints and limitations of using sophisticated research tools in global marketing research efforts will be discussed. Offered every year.

*Prerequisites:* BUS 340, MATH 130

### BUS 442

#### **International Marketing**

*Three Credits*

The objectives of this course are to develop an understanding of marketing management across the national boundaries, including development of marketing strategies in view of cultural, geographical, political, economic, and technological diversities. Various elements of marketing mix including adjustment and/or development of products, pricing, distribution and promotion, including export-based entry modes and channels, will be discussed. Students will learn to make strategic decisions by developing and applying the analytical skills in actual situations via case studies. Term project will require library research and decision making. Offered every Spring.

*Prerequisite:* BUS 340

### BUS 450

#### **Marketing Policies & Problems**

*Three Credits*

This course brings together all the pieces of the marketing discipline, integrating them with the other functional areas of business. Students learn to analyze the external environmental forces of the business (including ethical, social, cultural, demographic, technological, competitive, ecological, and regulatory) affecting ability to compete in the global marketplace. Using strategy development tools such as portfolio models, the profit impact model, input-output analysis, contribution margin analysis, market position, product life cycle analysis, and experience curve effects, students learn to make short-term tactical and longer-range strategic recommendations. The case study approach is used, emphasizing businesses with a global orientation, and firms in industries with global market scope. Quantitative and qualitative analytical skills are developed and used. A term project requires library and web search/research. A fuller understanding of the place of marketing within the firm and its interactions with the larger societal setting should result. Offered every year.

*Prerequisite:* BUS 340

### BUS 477

#### **Management Strategy and Policy**

*Three Credits*

Restricted to seniors. An integrative course to fulfill the "capping requirement." It draws on all the functional areas of management, related field requirements, and core studies. The purpose is to engage the student in the process and content of strategic management and planning. External, industry and internal environmental analytic techniques are employed in crafting firm strategy and creating sustainable competitive advantages in a hyper-competitive, global business community. Additional topics include competitive intelligence, strategic implementation and managerial evaluation. Offered every semester.

*Prerequisites:* BUS 301, 320, 340

*Corequisite:* BUS 388

## CAREER DEVELOPMENT

### CRDV 100

#### Employment Practicum

*One Credit*

This course seeks to develop an understanding of employment practices through an integration of personnel management principles, research and marketing techniques, and business and interpersonal communication. In addition, students will develop practical skills to facilitate their search for professional employment including: writing effective resumes, preparing job search correspondence, improving interview skills, networking and job prospecting.

## CHEMISTRY

### CHEM 101

#### Introduction to Chemistry

*Three Credits LA*

A basic introduction to chemistry emphasizing the language of chemistry, its fundamental concepts, and development of problem-solving skills. This course provides appropriate background for students with insufficient preparation in high school chemistry who may wish to take General Chemistry I-II. Offered every Spring. *Three-hour lecture per week.*

### CHEM 109

#### General Chemistry IA

*Three Credits LA*

This course, followed by CHEM 110, meets the requirements of CHEM 111, General Chemistry I, and prepares the student majoring in science for CHEM 112, General Chemistry II. The CHEM 109-110 alternative to CHEM 111 should be elected by students with inadequate high school preparation in chemistry and mathematics. This course examines mass/energy relations in chemical reactions, classification of reactions and the behavior of gases. These topics are finished at the same level as they are in CHEM 111, but are begun at a more elementary level, with full exposition of mathematical methods and problem-solving techniques. Offered every Fall. *Three-hour lecture and one problem-session per week.*

### CHEM 110

#### General Chemistry IB

*Three Credits LA*

This course continues CHEM 109. This course examines atomic structure, periodic properties of the elements, chemical bonding and structure, the properties of solids and liquids, and of solutions. The topic of chemical equilibrium is introduced. In anticipation of CHEM 112, a preliminary study of acid-base and oxidation-reduction reactions is undertaken. Offered every Spring. *Three-hour lecture and one problem-session per week.* *Prerequisite:* CHEM 109 or permission of the instructor.

### CHEM 111

#### General Chemistry I

*Three Credits LA*

An introduction to mass/energy relationships in chemical reactions, the modern concept of the atom, chemical periodicity, chemical bonding and the structure of chemical compounds. Subsequently the states of matter and the physical properties of solutions are examined. Offered every Fall. *Three-hour lecture and one problem-session per week.*

*Co- or Prerequisite:* CSIS 152

### CHEM 112

#### General Chemistry II

*Three Credits LA*

Primarily a treatment of reactions, equilibrium, kinetics, acid-base theory, electrochemistry and radiochemistry. The course concludes with a detailed study of the reactions and properties of inorganic compounds. Offered every Spring. *Three-hour lecture and one problem-session per week.*

*Prerequisite:* CHEM 111 or permission of instructor.

### CHEM 113

#### General Chemistry Laboratory I

*Two Credits LA*

A beginning formal study of experimental methods and techniques. Experiments apply principles learned in General Chemistry I and furnish observations upon which lecture discussions are based. Offered every Fall. *Four laboratory hours per week.*

*Corequisite:* CHEM 110 or CHEM 111 or permission of instructor.

### CHEM 114

#### General Chemistry Laboratory II

*Two Credits LA*

A continuation of General Chemistry Lab I. The application of theories taught in General Chemistry II. Working knowledge of spreadsheets required. Offered every Spring. *Four laboratory hours per week.*

*Corequisite:* CHEM 112 or permission of instructor.

### CHEM 201

#### Introduction to Organic Chemistry

*Three Credits LA*

This one-semester course is designed to give biology students who are not oriented toward graduate school or medical school a basic understanding of the principles of Organic Chemistry. Offered every Fall. Fulfills a chemistry requirement for Env. Sci. and Med. Tech.

*Prerequisite:* CHEM 111-112 or CHEM 101

### CHEM 202

#### Introductory Organic Chemistry Laboratory

*One Credit*

This laboratory course is designed to accompany the course "Introduction to Organic Chemistry." Science majors other than chemistry majors may use these courses to satisfy their

organic chemistry requirements. The topics include separation techniques, physical and chemical properties of organic compounds and an introduction to infrared and nuclear magnetic resonance spectroscopy. *Two-hour laboratory per week.*

**CHEM 211-212****Organic Chemistry I-II***Three Credits each LA*

The structure and reactions of organic compounds with emphasis on the mechanisms by which these reactions take place. Physical properties, stereochemistry and the effect of structure on reactivity are also discussed. The use of the rate equation is emphasized in understanding the orientation and reactivity of reactors. Offered every year. *Three-hour lecture per week.*

*Prerequisite:* CHEM 111-112

**CHEM 213****Organic Chemistry Laboratory***Two Credits LA*

The student performs experiments designed to teach the experimental techniques used by the organic chemist. Several weeks are devoted to the structural determination of organic molecules. The student is exposed to both physical (NMR and IR) and chemical methods of structure determination. Offered every Spring. *Four-hour laboratory per week.*

*Prerequisite:* CHEM 211

**CHEM 310****Environmental Chemistry***Three Credits LA*

Dual listed as ENSC 310

This course includes detailed coverage of water, soil and air environments. It is designed to provide the student with an understanding of the reactions, transports and effects of naturally occurring chemical systems. The major anthropogenic pollutants and their effects upon the environment will also be studied. Offered annually Fall semester.

*Prerequisites:* CHEM 111-112, 113-114, 201 or 211.

**CHEM 351****Quantitative Analysis***Four Credits LA*

The theory and application of classical and modern methods of analysis. Offered biennially. *Two-hour lecture, six-hour laboratory per week.*

*Prerequisites:* CHEM 111-112, 113-114

**CHEM 352****Instrumental Methods of Analysis***Four Credits LA*

The theory and application of chemical instrumentation to analytical systems. Offered biennially. *Two-hour lecture, six-hour laboratory per week.*

*Prerequisites:* CHEM 111-112, 113-114

**CHEM 361****Physical Chemistry I***Three Credits LA*

Treatment of the laws of thermodynamics and the thermodynamic state functions. Application of thermodynamic principles to chemical systems. Methods of analysis and interpretation of chemical kinetic data, and a study of reaction mechanisms and elementary kinetic theories. Offered in the Fall of even-numbered years. *Three-hour lecture per week.*

*Prerequisites:* CHEM 111-112, PHYS 111-112 or permission of instructor.

*Corequisite:* MATH 320

**CHEM 362****Physical Chemistry II***Three Credits LA*

An examination of the transition from classical to wave mechanics and a treatment of the postulates of wave mechanics and their application to simple systems. Wave mechanical studies of atomic and molecular structures, spectra and photochemical processes. An introduction to the statistical mechanical treatment of equilibrium and of non-equilibrium states. Some special topics like solid-state chemistry, surface properties of materials, etc. Offered in the Fall of odd-numbered years. *Three-hour lecture per week.*

*Prerequisite:* CHEM 361 or permission of instructor.

**CHEM 363****Experimental Physical Chemistry***Two Credits LA*

An exposure to some fundamental studies of chemical systems. *Four-hour laboratory per week.*

*Corequisite:* CHEM 361

**CHEM 420****Biochemistry I***Three Credits LA*

A study of the structure and function of molecules of biological significance, of intermediary metabolism including the role of enzymes, and of the biochemistry of the storage, replication and transmission of genetic information. Offered biennially.

*Three-hour lecture per week.*

*Prerequisite:* CHEM 211-212

**CHEM 421****Biochemistry II***Three Credits LA*

Continued consideration of metabolism and the biochemistry of genetic information. Discussion of selected topics, including mechanisms of membrane transport, hormone action, and neurotransmission.

**CHEM 422****Biochemistry Laboratory II***Two Credits LA*

This laboratory exposes the student to selected biochemical techniques. Topics include several types of chromatography,

electrophoresis, enzyme characterization, protein assays, ELISA, and properties of binding assays and liquid scintillation counting. *Four-hour laboratory per week.*

*Prerequisites:* CHEM 213, 420

#### CHEM 430

##### **Advanced Inorganic Chemistry**

*Three Credits LA*

An advanced treatment of special topics in inorganic and transition metal chemistry. Offered biennially. *Three-hour lecture per week.*

*Prerequisite:* CHEM 361-362 or permission of instructor.

#### CHEM 440

##### **Advanced Organic Chemistry**

*Three Credits LA*

An advanced treatment of selected topics chosen by the instructor. These topics may include the theory of resonance, stereochemistry of carbon compounds, reaction mechanisms and synthesis. Offered biennially.

*Prerequisite:* CHEM 211-212

#### CHEM 460

##### **Polymer Chemistry**

*Three Credits LA*

This course demonstrates to the students how to apply the basic principles of organic and physical chemistry to the understanding of the physical properties of polymers. This involves impressing upon the students the role that statistics and conformations of polymers play in the correlation of molecular architecture and physical properties.

*Prerequisite:* Organic Chemistry

*Corequisite:* CHEM 361

#### CHEM 477

##### **Advanced Integrated Laboratory**

*Four Credits LA*

The course, which is required of all chemistry majors, will give the student an opportunity to have a structured project experience under the direction of the chemistry faculty. The success of the project will depend upon the ability of the student to integrate his/her knowledge of chemistry and apply it in the solving of a practical problem. Work begins in the Fall semester for this course but registration and the awarding of credit takes place in the Spring semester. Offered every year. *Ten-hours laboratory per week.*

*Prerequisites:* CHEM 211, 212, 213, 351, 352, 361, 362, 363 and a C average in all the ACS core courses.

#### CHEM 478

##### **Science, Medicine & Ethics**

*Three Credits LA*

Dual listed as BIOL 477

The course addresses the moral implications of some of the recent advances in science and medicine. Major ethical approaches to making responsible decisions are explained by

the case study method. Offered every Spring.

*Prerequisite:* Recommended for seniors or permission of instructor.

#### CHEM 482-483

##### **Research I-II**

*Three Credits each*

This course offers the student the opportunity to do basic research under the supervision of a faculty member. At the end of his work, he/she presents a written report and an oral report to the seminar.

*Prerequisites:* Junior standing plus permission of department.

## COMMUNICATION

#### COM 100

##### **Communication Principles**

*Three Credits LA*

This course surveys the nature and state of human communication in a diverse array of mediated and non-mediated contexts. It identifies links and coherence in the field of communication studies. It introduces students to the essential concepts and fundamental theories which describe the process, function, character, and practice of public and private communication. Particular attention is given to the nature and function of symbols in the production of meaning.

#### COM 101

##### **Public Presentations**

*Three Credits LA*

An introduction to the preparation, presentation and evaluation of basic speech experiences for small groups, meetings, and mass audiences. The integration of content, physical performance, and mastery of multimedia-media presentational technology is stressed. This course employs peer and, ultimately, instructor evaluations which are based on organization of ideas, development and support of a thesis, verbal and visual aesthetics, and platform performance.

#### COM 107, COM 207, COM 307, COM 407

##### **Special Topics in Communication**

*Three Credits each LA*

Identifies and explores a topic or theme in communication not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

*Prerequisite:* Junior standing

#### COM 110

##### **Principles of Advertising**

*Three Credits LA*

The function of advertising and its communication role in contemporary society. Emphasis is placed on the interlock between strategic planning and creative tactics used by national advertisers and their agencies, employing national and regional media vehicles. Current information and materials from

agency and media sources are studied in geodemographic and psychographic contexts. Students cannot count both BUS 440 and COM 110 towards concentration requirements in Advertising.

*Prerequisites:* ENG 117, Sophomore standing

### COM 155

#### **Visual Literacy**

*Three Credits LA*

Visual Literacy is an introduction to the study of the visual modalities of communication, with an emphasis on picture-based media (film, television, photography, new technology and the graphic art). Topics include: visual "literacy," visual manipulation, the social functions of images, and the role of visual media in the cultural process.

### COM 200

#### **Communication Research: Strategies and Methods**

*Three Credits LA*

This course introduces students to the practice of communication research in academic and applied settings. The emphasis will be on how to identify, evaluate and apply research findings to communication needs. It grounds students in fundamentals of research design and strategy, data gathering and analysis for a variety of qualitative and quantitative communication research methodologies.

*Prerequisite:* COM 100

### COM 201

#### **Communication in Society**

*Three Credits LA*

This course surveys mediated communication—its technologies, history and development, functions, structures, operations, political economy, norms, practices and roles in contemporary society. It examines how culture constructs, and is constructed by, media, and how we come to define ourselves as individuals and as communities in a dynamic technologically driven world. Students will learn how to become critical consumers of media.

*Prerequisite:* Sophomore standing

### COM 202

#### **Communication Ethics**

*Three Credits LA*

This course addresses the moral uses of communication. It covers the methods of systematic critical evaluation of communication and different philosophical grounds for evaluating the ethics of communication. The resultant framework of ethical values and methods of evaluation is then applied to cases of communication in the following settings: personal relationships, professional relationships, broadcast and print news, computer information networks, advertisements, public relations programs, political campaigns, and the popular entertainment arts of books, music, films, and television.

*Prerequisite:* Sophomore standing

### COM 203

#### **Interpersonal Communication**

*Three Credits LA*

An examination of the ways in which people communicate through verbal and nonverbal symbols, the processes by which the receiver interprets messages, the effects of communication upon relationships, and the environmental and cultural conditions that affect communication. Intrapersonal and interpersonal communication are studied as a means of helping the student improve his own skills and to provide a foundation in basic communication theory.

*Prerequisite:* Sophomore standing

### COM 204

#### **Argumentation and Debate**

*Three Credits LA*

A student enrolled in this class will learn how to formulate and analyze propositions, develop and conduct strategies for research, organize and analyze arguments, prepare cases, and evaluate support for arguments. Students will also learn techniques for the presentation of arguments in formal contexts, and techniques for cross examination.

### COM 205

#### **Introduction to Linguistics**

*Three Credits LA*

Dual listed as ENG 201

See ENG 201 for course description.

### COM 210

#### **Writing for Advertising**

*Three Credits LA*

Developing strategic and copywriting skills for national brands, principally in print media. Emphasis is placed on the systematic preparation of background information and materials to facilitate conceptual thinking and creative problem solving. Students learn techniques for idea generation, critiquing, and formal presentation.

*Prerequisite:* COM 110

### COM 225

#### **Public Discourse**

*Three Credits LA*

Chronicles the history and the development of rhetorical theory and critical practice. Students will develop a working definition of rhetoric, develop an understanding of criticism, develop a fluency in classical and contemporary critical vocabulary and practice, create rhetorical theory, and engage in critical practice using three different theoretical approaches to criticism.

### COM 226

#### **Private Discourse**

*Three Credits LA*

This course focuses on the analysis of communication messages in private conversational settings such as families, friendships, committees, and professional relationships. Students will

explore a variety of methods for studying private discourse and will apply those methods to explain the message practices by which interactants structure private conversations. Emphasis will be placed on developing analytical skills which enable more systematic study of the structure and function of communication in private settings.

**COM 239**

**The History of the Modern Theatre**

*Three Credits LA*

Dual listed as ENG 355

See ENG 355 for description.

**COM 240**

**Interpreting The World**

*Three Credits LA*

This course is designed to introduce students to the diversity of text journalism, and to examine how journalists attempt to account for the world. Students will study hard news, feature writing, commentary, columns, narrative journalism, and editorials that appear in publications such as *The New York Times*, *The Daily News*, *Time*, *Newsweek*, *U.S. News and World Report*, *The New Republic*, *The Nation*, *The Atlantic*, *Harper's*, *Time Reader*, *The National Review*, *The New York Post*, and *The New Yorker*, among other publications, as well as a book-length example of journalism that examines an issue in depth that is of compelling interest to society and the individual.

**COM 241**

**Journalism I**

*Three Credits LA*

Dual listed as ENG 322

The philosophy and function of the newspaper with classroom instruction and professional guidance in laboratory practice.

*Prerequisite:* ENG 117

**COM 250**

**The History of the Modern Theatre**

*Three Credits LA*

Dual listed as ENG 355

See ENG 355 for course description.

**COM 255**

**Communicating on the Internet**

*Three Credits LA*

This intensive introductory course to the Internet and the World Wide Web (WWW) will prepare students to communicate via the Internet, to uncover information posted on the Internet, and to increase the level of familiarity with cyberspace and the opportunities it provides. Each student will develop a personal homepage.

*Prerequisite:* CSIS 150

**COM 270**

**Organizational Communication**

*Three Credits LA*

This course is concerned with communication processes within an organization. It focuses on the sending, the receiving and

the interpreting of messages. Principles of downward, upward and lateral systems are investigated. Case studies are employed to illustrate typical problems that arise and the methodologies devised for successful resolutions to achieve effective communication.

**COM 285**

**Broadcasting**

*Three Credits LA*

Introduces the student to the forms, functions and contents of radio and television in society. The historical contributions, the social implications, the entertainment value and the regulatory limitations on broadcasting as an industry and public service are all investigated. Contemporary research issues and the impact of new technologies are discussed.

*Prerequisite:* Sophomore standing

**COM 286**

**The Art of the Film**

*Three Credits LA*

The purpose of the course is to bring about a greater understanding of the medium as a co-creative communication art. The techniques, aesthetics, forms, functions, effects and value questions related to the cinema are examined. The various methods of film study are discussed and applied.

*Prerequisite:* Sophomore standing

**COM 287**

**Television Production**

*Three Credits LA*

An investigation of the techniques of television in order to familiarize the student with television studio equipment and broadcast procedure.

*Prerequisite:* Sophomore standing

**COM 289**

**Writing for the Media**

*Three Credits LA*

Dual listed as ENG 327

A study of the forms of writing for radio and television. Applications of skills and techniques include the commercial and public service announcements. News, documentary and public affairs programming are prepared following audience analysis. Professional writers as guest lecturers, use of the campus TV studios and field trips off-campus are featured.

*Prerequisites:* ENG 117, Sophomore standing

**COM 300**

**Mass Communication Law**

*Three Credits LA*

This course will review major legal issues affecting mass communication. Issues discussed will include: First Amendment freedoms, libel/slander, rights of privacy and the media, the conflict between free press and fair trial considerations, obscenity, regulations specifically relating to broadcasting and the Federal Communication Commission, regulations specifically relating to advertising and copyright laws. A major focus

## DESCRIPTION OF COURSES

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of the course will be on the philosophy underlying legislation that has been passed and that is currently under consideration. Major cases pertinent to each topic will be studied in an attempt to help the student understand why the law is as it is. Ethical considerations will be discussed throughout the course.

### COM 301

#### **Small Group Communication**

##### *Three Credits LA*

An investigation of the theories and processes of communication within small groups. Students work in small groups to integrate theory with experience.

*Prerequisite:* COM 203

### COM 302

#### **Persuasion**

##### *Three Credits LA*

A study of contemporary theories of persuasive message design in mediated and interpersonal contexts. The course examines the roles played by language, culture, message content, and media in persuasion. Students analyze a variety of persuasive artifacts, learn how to detect deception, and learn how to construct effective persuasive messages.

*Prerequisite:* ENG 117

### COM 303

#### **Marriage and the Family**

##### *Three Credits LA*

Dual listed as REST 303

See REST 303 for course description.

### COM 304, COM 402

#### **Seminar in Communication**

##### *Three Credits each LA*

Advanced study in communication.

### COM 305, COM 403

#### **Independent Research in Communication**

##### *Three Credits each LA*

Directed independent study and research under the supervision of a faculty member.

*Prerequisites:* Permission of instructor and Dean.

### COM 306, 308, COM 309

#### **Internship in Communication**

##### *One, Three, or Six Credits each*

Designed to be a professional work-related experience. Provides the student a practical, hands-on opportunity to apply theory in a professional work setting. Seminar meetings afford students a chance to critically examine the relationship between theory and practice. Successful students will enhance their knowledge of communication theory and skills in a real-life atmosphere under the supervision of practicing professionals in advertising, journalism, multimedia, public relations, radio, television, and film.

*Prerequisites:* Junior standing and permission of Internship Director.

**Note:** Internships carry general elective credit and may not be used to fulfill requirements for the major.

### COM 310

#### **The Broadcast Commercial**

##### *Three Credits LA*

Development of radio and television scripts and storyboards for advertising commercials. Research data and information for assignments provided by national TV and radio industry sources. Practice in using accepted commercial formats and preparation of concepts to national broadcast standards. Student teams prepare complete television/radio campaigns for national brands.

*Prerequisites:* COM 110, COM 210

### COM 311

#### **Retail Advertising and Promotion**

##### *Three Credits LA*

Organizing, planning and executing advertising for the special needs of retail, local and small business advertisers. The difference between such advertising and national branded-products promotion is emphasized. Three levels are examined: identity/"image," item-price promotion, and use of "events" to reach new audiences and build traffic. Students prepare prototype campaigns for real merchandising categories.

*Prerequisites:* COM 110, COM 210

### COM 312

#### **Direct-Response Advertising**

##### *Three Credits LA*

Planning strategy and tactics, and developing copy and visual concepts to promote direct sales of consumer and industrial products using print, broadcast, mail, and telemarketing media. Execution of campaigns for real products in entrepreneurial frame. Computerized analysis of data-base information for targeting.

*Prerequisites:* COM 110, COM 210

### COM 313

#### **Media Planning**

##### *Three Credits LA*

Media Planning is the bridge between advertising and product/service marketing. It operates with both marketing and audience data. It is the job of the media planner to marry the data sets so that the placement of the advertising messages best satisfies the marketing objectives. There are many components in this process: budget allocation, audience, consumer profiles, sales geography, popular culture, and media economics.

*Prerequisite:* COM 110

### COM 325

#### **Intercultural Communication**

##### *Three Credits LA*

Intercultural Communication provides an overview of the study of communication and culture. Both intracultural (i.e., communication between members of the same culture) and intercultural (i.e., communication between members of different

cultures) aspects of communication will be examined. The focus will be upon isolating similarities and differences in intra-cultural and intercultural communication. Areas studied will include increasing understanding of the relationship between communication and culture; explaining the role of cultural patterns, verbal and nonverbal codes in the development of intercultural relationships; and explaining obstacles.

*Prerequisite:* Junior standing

#### COM 326

##### **Public Discourse II**

*Three Credits LA*

Public Discourse II builds on principles developed in Public Discourse I. Public Discourse II is rhetorical criticism workshop. The course explores public discourse and rhetorical theory through a series of thematic case studies. Students learn both how to develop and to apply rhetorical theory. Students work extensively with primary sources as they develop an understanding of individual cases.

*Prerequisite:* COM 225 or permission of instructor.

#### COM 334

##### **Theory & Practice of the Theatre**

*Three Credits LA*

Dual listed as ENG 350

See ENG 350 for course description.

#### COM 335

##### **American Drama 1915-1945**

*Three Credits LA*

Dual listed as ENG 340

See ENG 340 for course description.

#### COM 336

##### **American Drama 1945-Present**

*Three Credits LA*

Dual listed as ENG 341

See ENG 341 for course description.

#### COM 337

##### **Twentieth-Century European Drama**

*Three Credits LA*

Dual listed as ENG 363

See ENG 363 for course description.

#### COM 338 and 339

##### **The Rise and Development of the English Drama**

*Three Credits each LA*

Dual listed as ENG 320-321

See ENG 320-321 for course descriptions.

#### COM 340

##### **Journalism II**

*Three Credits LA*

Dual listed as ENG 426

This course is designed to enhance writing and reporting skills. Emphasis is placed on advanced research, investigative and

probing techniques demonstrated in the actual writing of news and feature stories.

*Prerequisite:* COM 241

#### COM 341

##### **The Press in America**

*Three Credits LA*

This course offers an in-depth examination of the news media and their effect on American society. The course is divided into three sections: The First Amendment and the philosophical roots of freedom of expression; contemporary issues involving press ethics, law, media technology and economics; and the history of the press in America. Both print and broadcast media are studied.

*Prerequisite:* Sophomore standing.

#### COM 342

##### **Readings in Journalism**

*Three Credits LA*

This course is designed to enhance the student's ability to understand and critically evaluate the techniques used by various writers/reporters in gathering data and symbolically recreating the world around them. Works from several periods are studied both as literature and as journalism.

*Prerequisite:* Sophomore standing.

#### COM 343

##### **Breaking News**

*Three Credits LA*

This course enables the class to research and write on many different aspects of one current, developing story. The subject is to be chosen during the first week of class. During one semester, students might do extensive work on election coverage, including sidebars and feature stories. During a different semester, they might develop local stories on the federal budget, or on the involvement of American troops in some foreign action.

*Prerequisite:* COM 340

#### COM 344

##### **Feature Writing**

*Three Credits LA*

Feature writing is a writing workshop designed for students with advanced writing skills. Students will write and rewrite feature articles and engage in group critique. Students will learn how to develop their own story ideas and have the freedom to explore the range of feature writing, such as personality profiles, features of place, and issues of feature. The course requires motivation and the ability to engage in and be comfortable with the give-and-take of mature and considered public criticism from one's fellow students and the instructor.

*Prerequisite:* COM 340

#### COM 345

##### **Photojournalism**

*Three Credits LA*

Dual listed as ART 345

The art of reportage or documentary photography as it relates

## DESCRIPTION OF COURSES

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to newspaper and journal reporting. Offered when there is sufficient student interest.

*Prerequisites:* COM 241, ART 145

### COM 346

#### **Radio News I**

*Three Credits LA*

The purpose of the course is to familiarize the student with the accepted industry practices in the field of radio news. Readings, lectures, in-class drills, and field assignments will be employed to convey skills necessary for newswriting and reporting for radio.

*Prerequisite:* COM 241

### COM 355

#### **Applications in Digital Communication**

*Three Credits LA*

Digital multimedia projects in mass communication will be developed from among advertising, journalism, public relations, radio, and television areas. The purpose of this course is for each student to create a multimedia project. In the process, students will use their individual writing, reporting, photography and audio/video skills to develop a concept, produce separate elements and finally, assemble and complete their project. The resultant computer application, whether on CD-ROM or on the World Wide Web, will include text, graphics, photos, sound and moving video—resulting in a new experience for the student as well as the end-user (consumer).

*Prerequisites:* Art 231, COM 287

### COM 356

#### **Interactive Media**

*Three Credits LA*

This course will introduce students to interactive multimedia communication. Presentations will be developed that will allow students to explore an array of interactive communication problems impacting modern society. This course is a synthesis of information about framing and composition, typography and graphic design, and multimedia. Consequently, students must be aware not only of the production values for existing media, but of the ways this new medium should be analyzed. This course will strengthen one's computer expertise, expand the definition of design to include presentation and mediated, interactive communication, and provide a basis for the critical examination of future non-print, interactive multimedia.

*Prerequisite:* COM 355

### COM 370

#### **Public Relations**

*Three Credits LA*

Principles and practices now in vogue in the field of public relations. The theory, history and utilization of public relations, especially in 19th and 20th Century America, are explored. Students learn the complexities involved in public relations, enhancing their ability to function in practical roles associated with the field.

*Prerequisite:* COM 270 or permission of instructor.

### COM 375

#### **Public Opinion**

*Three Credits LA*

This course examines the nature of public opinion, how it is formed, maintained and/or changed. Various methods of measuring public opinion are studied, as are the validity and accuracy of samples used in the process. The historical development of public opinion and its influence in the process of decision making in American society are investigated. Case histories are explored and the circumstances related to each are reviewed. Students will have an opportunity to create an instrument, implement and analyze the data collected.

*Prerequisite:* COM 270 or permission of instructor.

### COM 385

#### **Women and Film**

*Three Credits LA*

An examination of gender differences reflected in film. The course will focus on how women are depicted in Hollywood films, the "gaze," the patriarchal structure of the film industry, the psychological position of the female spectator, and cultural differences between Hollywood films and foreign films. Readings will draw from feminist, psychoanalytic, semiotic, and sociological perspectives. Offered every two years.

*Prerequisite:* Sophomore standing

### COM 386

#### **America and the Movies**

*Three Credits LA*

Dual listed as HIST 316

This course will use American films in a variety of ways. One perspective will be the film as an artifact, reflecting the moods of a particular moment of time. In addition, selected films will be seen as interpretations of the American story, conveying images of popular culture and history. Finally, the film experience will be analyzed as both art and entertainment. Course content will vary from offering to offering.

*Prerequisite:* Sophomore standing

### COM 387

#### **Audio for the Media**

*Three Credits*

The course serves as an introduction to contemporary audio production techniques for radio, broadcast and cable television, motion pictures, the theater and the music recording industry. The basics of voice development, recording and production techniques and an introduction to MIDI computer-assisted music are covered. Assignments include the production of radio music shows, news features, spot announcements and television voice-overs.

*Prerequisite:* Sophomore Standing

### COM 389

#### **Communication Revolution**

*Three Credits LA*

This course examines the economic, ethical, legal, social, political, and psychological issues associated with new com-

munication technologies. It will focus on the problems of and potential for new media by examining their impact on society. The student will be exposed to the history, technologies, and consequences of these media, which have quite literally “revolutionized” our true lives and our expectations of what our lives should be. Beginning with McLuhan’s premise that “the medium is the message,” the course will explore how human methods of communication have evolved and revolved around the development of succeeding generations of technological development.

*Prerequisite:* Junior standing

**COM 390**  
**Film and Literature**  
*Three Credits LA*

Dual Listed as ENG 339

An interdisciplinary examination of the working relationship between written and filmic literature—and the ways film-makers rethink, modify and, in many cases, reinterpret literature for their purposes. The course will, at the same time, examine how those filmic modifications—dictated by the demands of a different medium—help illuminate the original piece of literature and its contexts. The examining process will draw upon structural elements such as plot, setting, characterization, and point of view that are common to both creative forms, highlighting similarities and analyzing reasons for differences that emerge. Team-taught by a member of each discipline. Offered at least once every three years.

*Prerequisites:* Junior standing and at least three credits of core literature.

**COM 391**  
**Documentary Film**  
*Three Credits LA*

This course is an examination of documentary film and video both as a film movement and as a record of history. The course surveys the historical development of documentary starting with the Lumiere Brothers and ending with new trends in documentary. Filmmakers examined include: Robert Flaherty, Pare Lorentz, Frederick Wiseman, Leni Reifensahl, John Grierson, John Huston. Various trends in documentary will be explored such as: documentary as social advocate, Cinéma Vérité, propaganda, ethnographic uses. The impact of the documentary movement on society will be explored.

*Prerequisites:* Sophomore standing and COM 286

**COM 392**  
**Television News I**  
*Three Credits LA*

TV News: the process, problems and potential. Students will be introduced to the skills needed to produce television news packages or stories, and the ways to critique television news. Emphasis will be placed on blending news judgment with electronic field production techniques and tools.

*Prerequisites:* COM 346 or COM 289 & COM 287

**COM 393**  
**Advanced Television Production**  
*Three Credits*

Creative problems in television production and direction. Advanced program design, lighting, audio, camera and electronic equipment.

*Prerequisite:* COM 287

**COM 394**  
**Corporate Video**  
*Three Credits LA*

The principles and applications of visual communication from the organization’s perspective are addressed in this course. It will cover the planning, scripting, budgeting, and evaluation of video productions from corporate training to video promotions.

*Prerequisite:* COM 287 or COM 370

**COM 395**  
**Experimental Film and Video**  
*Three Credits LA*

Examines the theory and practice of a major twentieth century art movement from its origins in DADA to more recent minimalist and structuralist works. The course focuses on how experimental film and videos differ in form, technique and content from the more traditional narrative and documentary movements. These works often break the rules of conventional Hollywood structure, often take abstract forms, often attempt to exteriorize the thoughts, or explore the nature of, film and video itself, or examine how the eye sees. The course explores how these films embody the theory of such art movements as DADA, Surrealism, Abstract Expressionism, minimalism and structuralism. The course examines the works of Marcel Duchamp, Luis Buñuel, Man Ray, Maya Deren, Kenneth Anger, James Broughton, the Whitney Brothers, Stan Brakhage, Michael Snow and others.

*Prerequisites:* Sophomore standing and COM 286

**COM 396**  
**Media Performance Techniques**  
*Three Credits*

This course provides the student who is serious about a career in front of the camera or mic with an opportunity to analyze, synthesize and refine their media performance skills in a number of key areas, including that of electronic journalism (including sportscasting), dramatic and comedic acting, documentary and corporate video narrative, and radio deejay performance.

*Prerequisite:* Sophomore standing

**COM 397**  
**Advanced Lighting Techniques**  
*Three Credits*

The craft of lighting is “the deliberate manipulation of light and shadow for specific and predictable communication purposes.” During this course, through image analyses as well as studio and location shoots, the student becomes proficient in the control of lighting as a crucial communication tool. The craft (and

## DESCRIPTION OF COURSES

art) of lighting is studied and applied in combination with camera angles and make-up in order to define and bring to life the characterization concepts of writer, director and actor.

*Prerequisite:* Sophomore standing

### COM 398

#### **Advanced Editing Techniques**

##### *Three Credits*

The course provides the student with an opportunity to apply and refine the editing skills and techniques acquired during television, film, photography and other communication art courses. The student also learns to use and control such time-warping techniques as Time Compression and Expansion.

*Prerequisite:* Sophomore standing

### COM 399

#### **Technology of Electronic Communication**

##### *Three Credits*

This course includes topics such as the interpretation of waveform monitors, use of color bar and tone generators, basic understanding of A/C, D/C and functions of some common test equipment. Discussions and demonstrations of common state-of-the-art communication devices such as FAX, CCD, imaging, cable, fiber optics, DBS technology and HDTV. Though technical in nature, the course will be taught in non-engineering terms.

*Prerequisites:* COM 285, Junior standing

### COM 400

#### **Gender, Culture and Communication**

##### *Three Credits LA*

Gender, Culture and Communication explores the dynamics between gender, communication, and culture in today's society. Areas studied will include: how communication creates and perpetuates gender roles; how human behavior reflects socially created gender roles, how people can act and communicate to improve their individual and collective lives in terms of gender roles. This is an experiential course in which students will connect theory and research with their own lives.

*Prerequisite:* Junior standing

### COM 401

#### **Communication Capping**

##### *Three Credits LA*

A capping course required of all Senior Communication Majors. The capping course brings coherence to a student's experience in the major by creating connections among the various sub-fields in which students have specialized, and it reinforces connections between the communication major, the student's "cognate" and a student's experience in the "CORE."

*Prerequisite:* Senior standing

### COM 406, COM 408, COM 409

#### **Advanced Internship in Communication**

##### *Nine, Twelve, or Fifteen Credits each*

A professionally oriented seminar in which the student spends

a part- or full-time apprenticeship learning and contributing to the operation of a communication-related facility. Completion of major requirements, course prerequisites, departmental screening and clearance by the facility involved are necessary for participation in the seminar. The student is evaluated at the end of the semester by a facility supervisor and a faculty member who periodically visits the newspaper, radio or TV station, advertising agency, industrial or educational complex, or any other related facility where the student spends the senior seminar.

*Prerequisite:* Permission of internship director

**Note:** Internships carry general elective credit and may not be used to fulfill requirements for the major.

### COM 410

#### **Advanced Copywriting**

##### *Three Credits LA*

A professionally oriented class designed to build on the knowledge and skills already acquired in introductory courses in advertising. A prerequisite for this course is a working knowledge of both marketing and advertising strategies. In this course the emphasis will be on the advanced problem-solving processes, techniques and copywriting skills necessary for creating superior advertising campaigns. Students in this course participate in theoretical, as well as practical, illustrative solutions to complex problems typical in the world of advertising. A "portfolio" of advertising campaigns is prepared by each student.

*Prerequisites:* COM 110, COM 210

### COM 411

#### **Business-to-Business Advertising**

##### *Three Credits LA*

The course is designed to teach students to understand why proven advertising techniques that work in consumer markets are difficult to apply in business-to-business advertising. The question is raised and answered: "What drives decision-making in organizations?" An analysis of business-to-business markets is explored with respect to potentially profitable segments and position products. Studies are performed of the consistency of selected corporations, advertising objectives and corporate goals. Attention is also paid to the effects of three components of business-to-business advertising: campaign/money, media and message.

*Prerequisites:* COM 110, COM 210

### COM 412

#### **Advertising Research**

##### *Three Credits LA*

This course explains the basic concepts of media research. It includes the planning of advertising measurement and methodologies for measuring advertising campaigns and messages. Recognition tests, recall and association tests, opinion and attitude ratings, projective methods, laboratory testing and analysis of content are each explained and studied. Research applications focus mainly, but not entirely, on audiences of the mass media including electronic and printed media. Theme Re-

search, Selected Target Audiences, Copy Research, Advertising Frequency Studies, Media Research and Budget Research are topics considered in the course.

*Prerequisites:* COM 110 and COM 210

#### COM 425

##### **Comparative Communication Theory**

*Three Credits LA*

This course is an in-depth look into how theorists have conceptualized the communication process. It focuses on comparing, contrasting, and evaluating different theoretical and philosophical approaches. Students will apply theories to analyze communication phenomena in detail.

*Prerequisites:* COM 200, COM 225, COM 226

#### COM 438

##### **Shakespeare**

*Three Credits LA*

Dual listed as ENG 325

See ENG 325 for course description.

#### COM 440

##### **Advocacy Journalism On-line**

*Three Credits LA*

Through a series of readings, students will examine the historical and political roles of advocacy journalism in the United States. They will compare this unconventional communication vehicle to conventional journalism. In the process, students will become advocates for individual causes, and will engage in extensive reporting, research and writing on these topics. These articles would eventually be published in an electronic magazine "The Advocate," on the college's World Wide Web home page.

*Prerequisite:* COM 340

#### COM 441

##### **Newspaper Editing**

*Three Credits LA*

This course introduces students to the basic skills of newspaper copy editing: layout, headline writing and editing. Weekly lab sessions are held. Through class discussions and essay assignments, students are encouraged to think critically about the nature of news, the uses of the print medium and editorial decision-making.

*Prerequisite:* COM 340

#### COM 442

##### **Multimedia Reporting**

*Three Credits LA*

Students will analyze and create interactive news information products using a variety of media. They will apply goal-based scenario theory, an educational communication theory, used for designing purposeful interactive multimedia.

*Prerequisites:* COM 340 and one print reporting/writing course beyond COM 340

#### COM 443

##### **Narrative Journalism**

*Three Credits LA*

Narrative Journalism is designed for journalism students who seek to sharpen their writing and analytical skills by examining some of the most compelling texts of book-length and periodical journalism of intellectual depth from the last decade.

*Prerequisite:* COM 340

#### COM 444

##### **Specialized Journalism**

*Three Credits LA*

This course is designed to provide deeper reporting experiences, focused in a particular area of reporting, enabling the student to more fully explore the typical problems encountered in reporting that field and to become familiar with the resources available. The specific field covered will change each semester, among such topics as Science Reporting, Religion Reporting, Economic Reporting and Arts, Entertainment and Fashion Reporting.

*Prerequisite:* COM 340

#### COM 445

##### **Sports Reporting**

*Three Credits LA*

This course is designed to broaden and deepen a student's understanding of sports reporting and to sharpen and develop the student's writing skills. It also recognizes that today's sports reporters must cover more than scores and games and find the stories beyond the games. Personalities, social and economic forces, labor-management conflicts, legal and ethical concerns and fan behavior are all part of the sports reporters beat. Students will cover sporting events and write feature and sidebar stories and columns. They will follow national and local sports stories and analyze examples of professional sports writing. In addition, students will be required to become familiar with the field of sports information directing and its intricacies.

*Prerequisite:* COM 340

#### COM 446

##### **Radio News II**

*Three Credits LA*

For the student familiar with radio news writing and reporting, this course offers an opportunity to go beyond the fast-paced short reports of breaking radio news. Students employ thorough research, incisive interviews, excellent sound quality and strong writing to produce stories aiming for the quality of National Public Radio.

*Prerequisite:* COM 346

#### COM 451

##### **Theatre Workshop**

*Three Credits LA*

Dual listed as ENG 451

See ENG 451 for course description.

**COM 470****Organizational Writing***Three Credits LA*

A course designed to cover the range of writing required in an organizational or corporate communication capacity including: organizational and strategic communication plans, case statements and feasibility studies, business letters and memos, policy and position papers, public presentation or testimony, and construction of media kits and briefing materials. In addition, students will be expected to develop and refine research skills including interviewing techniques. The principles of media writing will be stressed, including the application of the AP style book and other professional style standards.

*Prerequisite:* COM 370

**COM 471****Public Relations Case Studies***Three Credits LA*

Case Studies in Public Relations is a survey of contemporary and modern cases in public relations that are renowned for their successful response to crises or notorious for their failure to do so. The goal of the course is to give students a thorough understanding of how and why various public relations strategies succeeded or failed. Students will be taught to analyze successful and failed public relations strategies and apply lessons learned to other real or invented public relations scenarios.

*Prerequisite:* COM 370 or permission of instructor.

**COM 485****Electronic Moviemaking***Three Credits LA*

Cinematography deals with the technical, procedural and aesthetic aspects of film production. The course covers the importance of direction, with special emphasis on single-camera shooting and editing techniques. Special attention is devoted to development of screenplay for a successful production. The relative strengths of film and video are explored. Course is offered when there is sufficient student interest.

*Prerequisite:* COM 393

**COM 486****Film Theory and Criticism***Three Credits LA*

A systematic examination of the film medium and attempts to construct theories of film in its various forms. Attention is given to the relationships between film and reality; between film and other media; to structure, aesthetics, meaning; and to the ways in which films can be analyzed and criticized.

*Prerequisites:* COM 286, Junior Standing

**COM 487****Television Theory and Criticism***Three Credits LA*

A study of television from theoretical and critical perspectives. This course will provide the student with the tools to critically study television both as an art and as a cultural barometer. The

student will learn various critical methodologies drawn basically from other arts—film, literature, drama and other performing arts. The methodologies will include criticism from socioeconomic, historical, mythological, psychological, semiotic, quantitative and sociological perspectives. The student will read articles illustrating the methodologies applied to specific television programs by well-known critics. The student will apply some of these methodologies to specific television programs. By the end of the course, the student will be expected to develop his/her own methodology for criticizing television.

*Prerequisites:* Junior standing and COM 285

**COM 488****Comparative Communication Systems***Three Credits LA*

Foreign press, broadcasting and film, control and support; reflection of political systems, economic and social development; their function in formulating public opinion and national policy.

*Prerequisite:* Junior standing

**COM 489****Masters of Film***Three Credits LA*

Focus upon a concentrated area of film study. This course utilizes intensive classroom screenings, selected readings, seminar discussions and critical writing projects developed from the materials in the course. Possible areas for study include: The Auteur Film (e.g., Alfred Hitchcock), Film Genres (e.g., The Western), Film Movements (e.g., New Wave), Specific Themes (e.g., Death, Rebirth and the Christ Figure), National Cinema (e.g., French). May be taken more than once.

*Prerequisites:* Junior standing and COM 286

**COM 492****Television News II***Three Credits LA*

This course is a continuation of Television News I. Students will develop their skills as news reporters and videographers. They will produce news for the region on a regular basis to be carried by the local cable company.

*Prerequisite:* COM 392

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**COMPUTING STUDIES****CSIS 150****Introduction to Computer Systems Concepts***One Credit LA*

A lecture-only course where students will gain an understanding of the basic concepts of hardware, software, multimedia, and digital communications for information retrieval and transfer. This course will provide a foundation in the organization, function, capabilities, and limitations of computers as a productivity and communications tool.

**CSIS 151****MS-Word and PowerPoint Presentation Graphics****One Credit LA**

A primarily hands-on lab course focusing on word processing using Microsoft Word, and presentation graphics using Microsoft PowerPoint. Word processing will include editing, text emphasis, fonts, inserting graphics, creating outlines, block commands, search and retrieval, using and creating templates, and page layout and design. Presentation graphics will cover the design and creation of effective multimedia slide shows. Screen layout, editing, using and modifying templates, creating original templates, adding graphics, sound, video clips, and linking to World Wide Web URLs will be included.

*Pre- or Corequisite:* CSIS 150

**CSIS 152****MS-EXCEL****One Credit LA**

An in-depth, primarily hands-on, lab course during which students will learn to create and use spreadsheets. Building spreadsheets, using graphics, text enhancement, fonts, creating fonts and graphics, using built-in formulas, creating formulas, incorporating statistics, and a wide variety of other functions will be covered. Database and report generation will also be included.

*Pre- or Corequisite:* CSIS 150

**CSIS 153****Exploring the Internet****One Credit LA**

One of the fastest growing areas in computing today is the Internet, a global network of networks that has become one of the most popular tools used by research, marketing, education, government, and hobbyists. Through one of its most popular services, the World Wide Web, students have the ability to see graphics and play sound, animation, and video clips. The WWW also lets students access information and communicate with people around the world. This course will introduce the student to the WWW, hypermedia, and the use of web-browser software. Search and retrieval methods, Web chat, and creating original home pages with HTML will also be included.

*Pre- or Corequisite:* CSIS 150

**CSIS 154****MS-Access****One Credit LA**

A primarily hands-on lab course focusing on the database management system Microsoft Access. Students will learn the definition of a database and the basic principles of database design, how to create tables, use templates, create customized data entry forms, generate reports, and formulate queries. Creating form letters and mailing labels will also be included.

*Pre- or Corequisite:* CSIS 150

**CSIS 155****Introduction to CBT Multimedia Toolbook****One Credit LA**

A primarily hands-on lab that introduces students to hypertext authoring in a multimedia environment using CBT Multimedia Toolbook by Asymetrix. Students will learn the basic techniques required to create an interactive multimedia tutorial prototype that will incorporate sound, video, animation, graphics, and text. Photoshop by Adobe will also be used to modify, edit, and create graphics.

*Pre- or Corequisite:* CSIS 150

**CSIS 157****SPSS****One Credit LA**

A primarily hands-on lab designed to introduce social science students to computerized methods and statistical applications using SPSS.

*Prerequisite:* MATH 130, POSC 245, or demonstrable knowledge of basic statistical concepts.

*Pre- or Corequisite:* CSIS 150

**CSIS 158****Information Literacy****One Credit LA**

This primarily hands-on lab module will give students a working knowledge of how to differentiate among the various electronic resources to satisfy specific information needs. Topics will include global information sources on the Internet. Particular attention will be paid to analysis of the quality and applicability of each source to a student's information requirements. Issues such as currency versus long-term need, in-depth versus topics, authority of source, and efficient retrieval will be explored.

*Pre- or Corequisite:* CSIS 150

**CSIS 159****Advanced Productivity Using Microsoft Office Professional****One Credit LA**

This primarily hands-on lab module will teach students to fully integrate the various applications in Microsoft Office Pro., including Word, Excel, Access, and PowerPoint. Topics include how to dynamically link data from one application to another through the use of OLE, graphing in Word, Access and PowerPoint, macros, command and toolbar modifications, and incorporating mathematical functions.

*Prerequisites:* CSIS 150, 151, 152 and 154

**CSIS 199****Special Topics Computer Lab****One Credit LA**

The Special Topics Computer Lab will be offered to provide instruction in emerging end-user software technologies. Students should consult their preregistration course booklets to

determine which, if any, Special Topics Computer Lab is being offered in a given semester.

*Pre- or Corequisite:* CSIS 150; other prerequisites determined at the time the course is offered.

### CSIS 203

#### **Introduction to Multimedia**

*Three Credits LA*

This course will focus on the principles of instructional design theory and the development concepts necessary to produce multimedia applications. Students will develop independent and team projects using computer-based multimedia software and authoring languages. Project development will include: planning and designing, developing media effects, and authoring (producing) a final software product or prototype. Multimedia Toolbook by Asymetrix will be used as the development platform. Offered on demand.

*Prerequisites:* CSIS 150, 153 or permission of instructor.

## COMPUTER SCIENCE

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### CMSC 110

#### **Computing Studies Seminar**

*One Credit LA*

Dual listed as IS 110

See IS 110 for course description.

### CMSC 120

#### **Computer Science I**

*Four Credits LA*

The objectives of this course are to introduce a disciplined approach to problem-solving methods and algorithm development; to teach program design, coding, debugging, testing, and documentation using good programming style; to teach a block-structured high-level programming language; to provide a familiarity with the computer hardware and software technology; and to provide a foundation for further studies in computer science. Offered every semester.

*Prerequisite:* Three years of high school mathematics.

### CMSC 121

#### **Computer Science II**

*Three Credits LA*

The concept of data abstraction, as applied to elementary stacks, queues, linked lists, and binary trees, will be introduced. Implementation of these abstractions will include the use of array, record, file and pointer types. Recursion as a programming tool will be introduced and employed in the development of linked list and binary tree algorithms. Searching and sorting algorithms will be studied and compared in terms of space and time complexity. The notions of algorithm complexity and program correctness will be introduced and discussed at appropriate points. Offered every semester.

*Prerequisite:* CMSC 120

*Corequisite:* MATH 250

### CMSC 230

#### **Assembly Language Programming**

*Three Credits LA*

Introduction to assembly language programming. Addressing, internal representation of data, instruction execution, program organization, segmentation and linkage and input-output. Programs will be assigned. Offered every Fall.

*Prerequisite:* CMSC 121

### CMSC 233

#### **Language Study**

*Three Credits LA*

This course is designed to introduce the student to a mainstream programming language that is not a part of the regular computer science curriculum. The student will be taught the syntax of the language as well as the software design paradigm associated with the language being taught. Programming projects will be assigned. Students are expected to have programming experience comparable to what is covered in CS I and II. Offered on demand.

*Prerequisite:* CMSC 121

### CMSC 250

#### **Introduction to Computer Graphics**

*Three Credits LA*

The purpose of this course is to introduce students to the fundamental concepts and programming techniques of two dimensional computer graphics. The students will learn to develop useful, practical graphics tools and substantial, real-world graphic applications, covering such topics as animation, fractals, interactive user interface design, and CAD programs. The tools and applications are designed and implemented to take advantage of the power and flexibility of Turbo Pascal or C++. From the course, the students will gain knowledge of computer graphics and an understanding of large program design and implementation.

*Prerequisite:* CMSC 120

### CMSC 278-279

#### **Topics in Computer Science I & II**

*Three Credits each LA*

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. Does not satisfy upper level Computer Science elective requirements.

*Prerequisite:* Permission of instructor

### CMSC 310

#### **Object-Oriented Programming Using C++**

*Three Credits LA*

This course is designed to introduce the student to the mainstream programming language C++ which supports the object-oriented paradigm. The C++ approach to abstraction, encapsulation, inheritance, and polymorphism will be examined. Programming projects will be assigned. Offered every Fall.

*Prerequisite:* CMSC 121

**CMSC 330****Logic Design***Three Credits LA*

The purpose of this course is to gain an understanding of the structure, design, and internal working of modern digital computers. It will involve an introduction to logic design and boolean arithmetic operations and their application to digital computer organization. Topics discussed will include logic circuits, arithmetic operations, control logic, computer runtime cycles and interrupt handling. Offered every Spring.

**CMSC 331****Theory of Programming Languages***Three Credits LA*

This course focuses on the organization of programming languages, the formal study of language specification and analysis, compilation versus interpretation, data and control structures. Offered every Spring.

*Prerequisite:* CMSC 230**CMSC 335****Advanced Data Structures***Three Credits LA*

This course is a continuation of Computer Science II. Graphs, trees and memory allocation strategies will be discussed and implemented. The discussion of algorithm complexity and program correctness will be continued throughout the course. Students will be introduced to the concepts and techniques of structuring and manipulating data stored on files. Offered every Spring.

*Prerequisites:* CMSC 310, MATH 130, MATH 222, MATH 251**CMSC 378-379****Special Topics in Computer Science I-II***Three Credits each LA*

"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.

*Prerequisite:* Permission of Dean**CMSC 381****Project in Computer Science***Three Credits LA*

This course involves a student working closely with a faculty member on a project of mutual interest.

*Prerequisite:* Permission of Dean**CMSC 395-396-397-398-399****Internship In Computer Science***One-Two-Three-Six-Nine Credits*

The internship is a professionally oriented experience in the structure, design, and internal working of the modern computing field. Arrangements are made with the Internship Director. Offered every Fall.

*Prerequisite:* Junior/Senior standing in computer science.**CMSC 404****Artificial Intelligence***Three Credits LA*

This course is an introduction to the major problems, techniques, and issues of artificial intelligence. Emphasis is placed upon the topics of knowledge representation and problem solving. The languages LISP or PROLOG will be used to illustrate various AI techniques. Offered every Fall.

*Prerequisite:* CMSC 335**CMSC 406****Computer Networks and Distributed Systems***Three Credits LA*

This course should give students a background in basic tenets, current practices, and future directions in the merging of computer and communications technology. The student will consider both the physical and logical transfer of data, and will be introduced to international standards such as OSI architecture, and various network access and internet standards, and will be acquainted with various public and proprietary networks such as ARPANET, SNA, and DNA. The topics covered will include an analysis of the problems and limitations imposed by the physical channel, comparative switching techniques and the emergence of hybrid switching and higher-level protocols needed to complete the end-user to end-user exchange. Wide-area networks, local-area networks, internetworking, and the emergence of integrated voice, data, video, and fax networks will be emphasized. Offered every Fall.

*Prerequisites:* MATH 130, CMSC 121, CMSC 330**CMSC 408****Database Management Systems***Three Credits LA*

This course deals with large-scale data-intensive applications and how the data may be represented and manipulated. The course also covers the concepts of design of databases, and gives an overview of the capabilities of database management systems. Logical and physical database design will be covered, as well as several standard data models. Linked-sequential and B-tree data structures will be reviewed. The concepts of redundancy, security and recovery are covered. Software on main-frame and microcomputer systems will be introduced. Course projects will involve the design and construction of a database using existing database management software. This course will require programming of embedded database statements. Offered every Spring.

*Prerequisite:* CMSC 335**CMSC 415****Computer Organization and Architecture***Three Credits LA*

The objective of this course is to introduce concepts related to the organization and structuring of the major hardware components. The functions and implementations of, and communications between, the large-scale components of a computer system, are described in terms of hierarchy of levels. Offered every Spring.

*Prerequisite:* CMSC 330

**CMSC 421****Microprocessors and Applications***Three Credits LA*

This course is intended to provide the student with the opportunity to acquire a background in the area of microprocessing and to build upon prior study in the organization of computers. Offered on demand.

*Prerequisite:* CMSC 330

**CMSC 422****Operating Systems***Three Credits LA*

This course will introduce the fundamental concepts of an operating system viewed as a resource manager. Topics discussed will include management of processes, processors, memory, files, and input/output devices. Deadlock and critical section problems will be highlighted. A project involving implementation of a multiprogrammed operating system will be an integral part of the course. Offered every Fall.

*Prerequisites:* CMSC 335, CMSC 415, CMSC 478

**CMSC 432****Design of Compilers***Three Credits LA*

The theory and implementation of compilers will be studied. Topics will include the lexical, syntactic and semantic analysis of formal languages, intermediate code generation, object code generation, and symbol table construction. Theoretical tools, such as finite state and pushdown automata, and context-free grammars, will be discussed as needed. Each student will be required to develop a compiler for a selected subset of an instructor-specified high-level language. Offered every Spring.

*Prerequisites:* CMSC 230, CMSC 478, CMSC 335

**CMSC 435****Algorithm Analysis and Design***Three Credits LA*

This course continues the study of data abstraction and algorithm complexity from a more mathematically formal viewpoint. Time complexity of algorithms will be treated using Big O notation and worst, best and average case analyses. The idea of polynomial-time, NP, exponential, and untractable algorithms will be introduced. Elementary recurrence relation problems relating to recursive procedures will be solved. Sorting algorithms will be formally analyzed. Strategies of algorithm design such as backtracking, divide and conquer, and greedy techniques will be discussed. Offered every Fall.

*Prerequisite:* CMSC 335

**CMSC 440****Formal Languages and Computability***Three Credits LA*

The formal study of languages and computability is essential to any solid undergraduate curriculum. In this course students will be introduced to the formal properties of languages, formal methods of generating and defining languages, and the limitations of the methodologies. Offered every Spring.

*Prerequisite:* CMSC 335

**CMSC 446****Computer Graphics***Three Credits LA*

The course introduces the student to the principles of computer graphics based on a study of both hardware and design of algorithms. The aim is a systematic study of the mathematical structure of real-world objects in a 2D as well as 3D device-independent framework. The course will include graphics input and output of different kinds. Offered every Fall.

*Prerequisites:* MATH 222, MATH 251, CMSC 478

**CMSC 471****Advanced Topics in Computer Science***Three Credits LA*

This course provides a means for regularly considering new and innovative aspects of Computer Science.

*Prerequisite:* Permission of Dean

**CMSC 478****Software Development (Capping)***Three Credits LA*

The major focus of this course will be the specification, design, and implementation of a sizable software project, by a team of student programmers, employing the principles of software engineering. To this end, advanced programming topics, such as data abstraction, low-level abstraction, and process abstraction will be studied. The project and programming assignments will be implemented in a programming language which sufficiently supports the principles of software engineering. Offered every Spring.

*Prerequisite:* CMSC 310

**CMSC 495-496-497-498-499****Advanced Internship in Computer Science***One-Two-Three-Six-Nine Credits*

The internship is a professionally oriented experience in the computing field. Arrangements are made with the Internship Director. Offered every semester.

*Prerequisite:* Junior/Senior standing in computer science

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**CRIMINAL JUSTICE**

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**CRJU 101****Introduction to Criminal Justice***Three Credits LA*

A study of the systems and systematic relationships in discussing the functions of criminal law, police, courts, trials, prosecution and defense.

**CRJU 202****Criminology***Three Credits LA*

The study of the development of the philosophies and theoretical orientations to crime causation of various schools of criminological and related thought, and common theories on the nature and causes of crime and criminal behavior.

**CRJU 206****Criminal and Scientific Investigation***Three Credits*

A study of techniques and procedures utilized in criminal investigation: survey of instrumentation; identification/ processing of trace evidence; use and acceptability of electronic surveillance; use of informants. Role of the expert witness; special problems in investigations (e.g., organized crime, narcotics traffic, etc.). Offered every Fall.

*Prerequisite:* CRJU 101

**CRJU 221****Law and Society***Three Credits LA*

Dual listed as POSC 221 and PRLG 221

An examination of law and legal systems in elective affinity with specific historical sociocultural variables. An analysis of political and organizational influence in the reaction and enforcement of laws from both conflict and consensus perspectives. Offered every Fall.

**CRJU 223****Juvenile Delinquency***Three Credits LA*

A study of the nature of juvenile delinquency, including discussion of the major theories and the prevalent factors contributing to offenses committed by juvenile and younger offenders. Society's response to the problem of youth crime and delinquency, including appropriate sections of the Family Court Act, juvenile institutions and aftercare facilities are discussed. The problem of child abuse and neglect is examined from a socio-legal aspect. Attention will also be given to preventive services and programs.

**CRJU 230****Police Community Relations***Three Credits LA*

Policing is difficult without the respect, trust and cooperation of the community and its various citizens. A mutually supportive partnership must be formed between the police and the citizenry. The purpose of this course is to identify the diverse citizen groups and their needs. How and when the police respond to these needs will be identified and discussed. This study will provide the student with the opportunity to explore and consider the ways the police and community can increase their effectiveness.

**CRJU 235****Probation, Corrections and Parole***Three Credits LA*

The objective of this course is to take the student through that aspect of the criminal justice system which deals with those who are convicted of crime. The functions, dilemmas, problems, successes of each area, Probation, Corrections & Parole, will be studied and its place in the crime problem analyzed. The student will have the opportunity to explore and learn the functions of the various components of the system after conviction.

**CRJU 242****Drug and Alcohol Use and Abuse***Three Credits LA*

A study of the problems of alcohol and alcoholism and various drugs, including narcotics, barbiturates, stimulants, tranquilizers, hallucinogens and other substances and their effects on the behavior of the individual. Addiction and current methods of treatment are also studied. Offered every Spring.

**CRJU 301****Criminal Justice Organization and Administration***Three Credits*

A study of organizational principles and theory; applications to the law enforcement agency; motivation; productivity; psychological aspects of police management/supervision. Planning processes, decision making, manpower deployment, patrol methodology, development of police/community relations. Recruitment selection and training.

*Prerequisite:* CRJU 101

**CRJU 303****Criminal Procedure I: Statutory Law***Three Credits LA*

A study of the general nature, development, and principles of criminal conduct to include a review of the New York State Penal Code and other selected state penal codes. The course will challenge the student to apply concepts learned from these codes to current, real-life situations.

*Prerequisite:* CRJU 101

**CRJU 304****Criminal Procedure II: Constitutional Law***Three Credits LA*

Analysis of the procedural steps through the criminal justice system from investigation through incarceration/release. Primary focus will be on the 4th, 5th, 6th, 8th and 14th Amendments to the U.S. Constitution, to include their historical development and their effect on current criminal procedure. Students will review selected cases which affect criminal procedure law in conjunction with the course's constitutional review.

*Prerequisite:* CRJU 303

**CRJU 305****Juvenile Justice System***Three Credits LA*

This course provides a student with a basic understanding of the juvenile justice legal process and presents a rationale for the change in attitudes that has necessitated the development of a sophisticated legal process in place of a non-legal system which was traditional.

**CRJU 314****U.S. Urban Cultures***Three Credits LA*

This course is a study in the history of minority group cultures and how they developed and assimilated into the American urban society.

**CRJU 340****The Federal Criminal Justice System***Three Credits LA*

The federal law enforcement structure is a myriad of organizations and functions. Each has specific responsibilities (prosecutorial, investigative and punitive) mandated by legislation and practice. It is the objective of this course to take the student through the structure, roles and requirements of the federal criminal justice system. There are over 60 federal law enforcement agencies. Areas such as firearm control, espionage, tax evasion, animal protection, forest fire prevention, traffic on military bases, drug seizure, tariff regulation, will be discussed and analyzed.

**CRJU 350****Organized Crime***Three Credits LA*

This course will examine organized crime in its historical and cultural contexts. Therefore, the course will begin with a discussion of its historical roots in the *gemeinschaft* communities of southern Italy and expand to a discussion of the scope of organized criminal activity in New York and throughout the United States and the world. Of particular interest will be the illegal (gambling, drugs, prostitution) and legal business dealings; its involvement in labor unions, racketeering (construction industry, money laundering) and how it interfaces with legitimate businesses. Finally, the response of law enforcement to these activities will be discussed and various policy initiatives will be analyzed.

**CRJU 370****Theories of Punishment***Three Credits LA*

Major theories of criminal punishment and the current application of such theories in the criminal justice area are discussed and analyzed. Emphasis will be placed on analysis and critique of Retribution, Deterrence, Social Defense and Rehabilitation.

*Prerequisite:* CRJU 202**CRJU 374****Criminal Justice Research Methods***Three Credits LA*

An understanding of the foundations of research design and applications are approached through statistical analysis and interpretations of research materials in criminal justice. Concepts are developed through hands-on computer skills activities. Offered every Fall.

*Prerequisites:* MATH 130, CRJU 101**CRJU 375****Program Planning and Evaluation***Three Credits LA*

This course will discuss and analyze methods of evaluating diverse programs and policy in the criminal justice arena.

*Prerequisite:* CRJU 374**CRJU 377****Politics of Crime***Three Credits LA*

This course focuses on a critical analysis of the criminal justice system from an economic and political perspective. Discussions will be conducted in true seminar fashion, i.e., roundtable discussions of assigned readings. The emphasis is on theoretical analysis.

*Prerequisite:* CRJU 101**CRJU 440****Senior Seminar I:****Cross Cultural Criminal Justice Systems***Three Credits LA*

Discussion of representative systems in Europe, Asia and the Middle East in comparison to that of the United States. Students choose an area to research and present findings to the class in seminar fashion. Senior Criminal Justice majors only. Offered every Fall.

**CRJU 477****Senior Seminar II: Capping Course***Three Credits LA*

This course focuses on the ethical and theoretical perspectives current in the criminal justice field. Included in the course is individualized field research which the students will present in an oral report. The relationship of classroom study (theory) to the professional world of criminal justice (practice) is also explored with a view toward career and employment possibilities. Senior Criminal Justice majors only. Offered every Spring.

**CRJU 496-499****Criminal Justice Internship: I, II, III, IV***Three Credits each*

Two 3-credit internships are required for all criminal justice majors, preferably in the senior year. It is an educational experience whereby a student interprets theory within the realities of the criminal/juvenile justice setting. Under the supervision of a field professional and faculty coordinator, the student will analyze the field activities within theory developed from an extensive library reading list. Junior/Senior Criminal Justice majors only.

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**ECONOMICS****ECON 101****Principles of Macroeconomics***Three Credits LA*

An introductory course in economics. Topics covered include the basic functioning of a free-enterprise economy; economic activities of government; national income analysis, the theory of income determination and the monetary system. Offered primarily in the Spring.

**ECON 102****Principles of Microeconomics***Three Credits LA*

A course dealing with the analysis of supply and demand; the evolution of markets and institutions; price behavior under both competitive and monopolistic conditions; demand and utility; equilibrium of the firm; marginal analysis and production theory; returns to the factors of production. Offered primarily in the Fall.

**ECON 200****Economics of Gender***Three Credits LA*

The course will analyze the principal foundations of the political economic structure of Western Civilization from a gender perspective. Such concepts as property, money, the public vs. the private sphere, democracy, and the individual will be examined with analytical, historical, and institutional methods. The student will gain an understanding of how gender affects not only personal, social, and family life, but also economic markets and political power, and the discipline of economics itself.

This course meets the requirements for the core liberal studies distribution in Social and Behavioral Sciences; for the Women's Studies minor; and for the major and minor in economics.

*Prerequisite:* Open to sophomores and above.

**ECON 301****Intermediate Macroeconomic Theory***Three Credits LA*

Analysis above the level of ECON 101 of the aggregates of consumption, saving, investment and government fiscal activity and the influence of these on the size of national income. Includes consideration of factors affecting employment, prices and economic growth. Offered every Spring.

*Prerequisites:* ECON 101, 102

**ECON 302****Intermediate Microeconomic Theory***Three Credits LA*

A more detailed analysis of the material covered in ECON 102. Included is the theory of consumer behavior and the determinants of demand; theory of production; nature and behavior of cost, price and output determination in the various competitive markets; theory of factor prices and income distribution. Offered every Fall.

*Prerequisites:* ECON 101, 102

**ECON 305****Environmental Economics***Three Credits LA**Dual listed as ENSC 305*

A policy-oriented examination of the relationship between the economy and the natural environment. Topics include the environmental consequences of economic growth and development; the labor-market impacts of environmental legislation, and the economic theories of "public goods" and "social costs." Offered every Spring.

**ECON 310****Labor Economics***Three Credits LA*

This course introduces the student to the study of labor supply and demand and its impact on the economy. Topics include: The effect of automation on the firm, the organization of work, productivity and inflation, income distribution, returns to investment in education, unemployment, welfare, discrimination. Offered every other year.

*Prerequisites:* ECON 101, 102

**ECON 320****Econometrics***Three Credits LA*

Econometrics involves measuring, quantifying, and analyzing actual economic phenomena. Econometrics bridges the gap between economic theorizing and real world economic activities. After reviewing basic statistical theory that is necessary for understanding of econometrics, the course develops the simple and multiple linear regression models. Offered every semester. *other year.*

*Prerequisites:* ECON 101, 102, MATH 130, 115 or 221

**ECON 420****Monetary Economics***Three Credits LA*

This course studies the nature of money and the monetary system of a free-enterprise economy. Topics covered include the role of financial institutions in the economy, the structure and operation of commercial banking, the Federal Reserve System, ~~the development of monetary theory, and~~ the application of monetary policy. Offered every semester.

*Prerequisites:* ECON 101, 102 *or Econ 150 and the financial markets.*

**ECON 421****Public Finance***Three Credits LA*

Analysis of the theory and practice of government expenditure, taxation and debt management. Topics include effects on income, the budget process, fiscal policy and intergovernmental and local government finance. Offered every Fall.

*Prerequisites:* ECON 101, 102

**ECON 442****International Economics***Three Credits LA*

To provide students with a strong theoretical foundation and comprehension of the basic principles of international trade and finance, such as comparative advantage and the rationale for free trade, operations of the international monetary systems, historically and at present, Balance of Payments accounting, exchange rate determination. The course also examines current international economic issues. Offered every year.

*Prerequisites:* ECON 101, 102

**ECON 443****History of Economic Thought***Three Credits LA*

A study of the principal theories of the production and distribution of economic goods. Consideration of the essential elements in the thought of the exponents of classical and neo-classical economics and modern macroeconomics. Offered every other year.

*Prerequisites:* ECON 101, 102

**ECON 477****Contemporary Economic Issues***Three Credits LA*

An integrative course which requires the student to relate their knowledge of economics to the broader issues studied in the Core/LS program. This is accomplished by the student's examination of a contemporary economic problem in a major research paper. The student's paper must reflect a theme or hypothesis which is rigorously analyzed and orally presented to invited faculty in a seminar format. Offered every Spring.

*Prerequisites:* ECON 301, 302, MATH 115, 130

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**EDUCATION****EDUC 091****Fieldwork in Education***No Credit*

Participation in the teaching-learning process in a school or other educational setting. This is a required exploratory experience for students who are enrolled in the special education program and a prerequisite for admission to Psycho-Ed Assessment of Educational Handicaps and the 200-level methods courses.

**EDUC 140****Introduction to Bilingual Studies/TESL  
(Teaching English as a Second Language)***Three Credits*

A study of the theoretical aspects of bilingual education (historical, sociological, linguistic, psychological, educational and philosophical) and the teaching of English as a second language. Offered when there is sufficient interest.

*Prerequisite:* Completion of the Core/LS writing requirement.

**EDUC 211****Participation/Observation in the Secondary Schools**  
*One Credit*

A field experience which precedes the student teaching semester. Introduces the teacher candidate to the secondary school. Extensive classroom observations, related non-instructional activities participation in the general activity of the secondary school. Offered Spring semester. Open only to students enrolled in the secondary education program.

*Corequisite:* Subject area Teaching Methods Course

**EDUC 241****Math for Elementary Teaching: Content and Methodology for Regular and Special Education***Three Credits*

The purpose of this course is to develop the student's competency to teach mathematics to elementary school children, K-6, including those children with cognitive and behavioral deficits that require a modified educational program. Manipulative laboratory activities and lectures are used to study content, methods and materials as they relate to the sequential nature of mathematics and to cognitive development. Special emphasis is placed on diagnostic and remedial skills drawn from a broad psychological and theoretical base. Students have the opportunity to plan, implement and assess their mathematics teaching in appropriate classroom settings through two field assignments in the local schools.

Open only to enrollees in the Special Education Program.

*Prerequisites:* PSYC 207, 208, 317

**EDUC 350-351****The Teaching of Reading: Process and Strategies for Elementary and Special Education I-II***Three Credits each semester*

The purpose of this course is to examine the nature and process of reading within a theoretical framework and to examine a number of approaches and strategies in teaching children to read and to gain competence in all the language arts. Special emphasis is placed on diagnostic teaching in a whole-language classroom. Students learn how to assess literacy development, select reading and writing activities, formulate suitable lesson plans, and implement appropriate instruction for school children progressing normally in their reading development, as well as for those considered hard-to-teach. Observation and participation at local schools is required.

Open only to students in the Special Education Program.

*Prerequisites:* PSYC 207, 208, 317

*Corequisite:* PSYC 372

**EDUC 360****A Workshop in Curriculum Development: Science, Social Studies, and Creative Arts***Three Credits*

The purpose of this course is the critical examination of current trends in elementary education and the implication of these trends to curriculum development. Special emphasis is placed on developing critical thinking skills, addressing multiple learning styles, including multicultural dimensions, using instructional technologies and constructing alternative assessment for use in the elementary school. The workshop provides opportunities for students to study, evaluate and develop specific curriculum, content, resources and teaching strategies in social science education, creative arts and science. The course includes a focus on the curriculum needs of the normal child as well as for those with specific cognitive and behavioral deficits. Open only to students in the Special Education Program.

*Prerequisites:* PSYC 207, 208, 317

**EDUC 362****Measurement & Evaluation***Three Credits LA*

Dual listed as PSYC 362

See PSYC 362 for course description.

**EDUC 373****Principles of Teaching Students with Special Needs***Three Credits*

This course introduces students to the basic principles of instruction and classroom management, and helps them acquire teaching skills that, while appropriate and useful for all children, are essential for helping children with special needs learn. Strategies for students who have learning disabilities, behavioral disorders, and mental retardation are emphasized. Students learn about the major research efforts that form the foundation of the body of professional knowledge in teaching, examine the generalizations and principles that are drawn from the research findings, and begin to use these principles in small group teaching experiences with their peers and in class discussions of teaching cases.

*Prerequisite:* PSYC 372*Corequisite:* EDUC 374**EDUC 374****Curriculum Strategies for Students with Special Needs***Three Credits*

This course is an introduction to content-specific strategies for teaching reading, math, and language arts to children with special needs. Approaches for students who have learning disabilities, behavioral disorders, and mental retardation are emphasized. Students will learn to prepare an Individualized Education Plan, to modify instructional materials to meet the needs of individual learners, to incorporate educational technology into teaching, to use curriculum-based assessment strategies, and to teach in ways that promote cognitive skill development. Fieldwork is required.

*Prerequisite:* PSYC 372*Corequisite:* EDUC 374**EDUC 392****Special Topics in Education***Three Credits*

"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.

*Prerequisite:* Permission of Dean**EDUC 415****Student Teaching in the Secondary Schools***Twelve Credits*

Clinical experience in the classroom on the middle school-high school level under the supervision of the Office of Teacher Education. Full-time attendance at a secondary

school is required. On-campus seminar sessions.

Open only to students enrolled in the secondary education program.

*Prerequisites:* Subject methods course, PSYC 208, EDUC 211**EDUC 420****Methods of Teaching Social Studies in Secondary Schools***Three Credits*

Seeks to identify and demonstrate teaching techniques for secondary social studies classes. Students must prepare demonstration classes using innovative teaching techniques, and are responsible for preparing one taped TV lecture on which other members of the class offer critical comment. Discussions concern topics such as teaching controversial issues, social studies in the total curriculum, values and objectives in the social studies and others. The course is organized around the teaching unit and its construction. Offered Spring.

*Pre- or Corequisite:* PSYC 208*Corequisite:* EDUC 211**EDUC 422****Methods of Teaching Science in Secondary Schools***Three 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, use of visual aids, programs for advanced students, testing, construction and evaluation of classroom tests. Offered Spring.

*Pre- or Corequisite:* PSYC 208*Corequisite:* EDUC 211**EDUC 424****Methods of Teaching Mathematics in Secondary Schools***Three Credits*

The course focuses on current trends in mathematics education, including studies of analytical reasoning and problem-solving strategies, 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 standards of the National Council of Mathematics Teachers (NCMT). Students will design demonstration lessons and tests on specific topics. Offered Spring.

*Pre- or Corequisite:* PSYC 208*Corequisite:* EDUC 211**EDUC 426****Methods of Teaching Languages in Secondary Schools***Three Credits*

A general discussion on lesson and unit planning, motivational techniques, classroom management, evaluation techniques, with more specific study of the objectives of foreign language

study, recent trends and developments in language teaching, and techniques in teaching and testing both in basic language skills and the culture, to secondary school students. The course aims to prepare, support and provide a basis for the work of the practice teaching experience. A TV demonstration mini-lesson and a unit plan and unit test are required. Offered Spring.

*Pre- or Corequisite:* PSYC 208

*Corequisite:* EDUC 211

EDUC 428

### **Methods of Teaching English in Secondary Schools**

*Three Credits*

Approaches to and methods of teaching the various aspects of the English curriculum in the secondary school, unit and lesson planning, recent trends in language arts instruction, test construction, evaluation. Presentation of lessons by students, video-taping of lesson for self-evaluation. Offered Spring.

*Pre- or Corequisite:* PSYC 208

*Corequisite:* EDUC 211

EDUC 441

### **Fieldwork in Bilingual Education/English as a Second Language**

*Three Credits*

A field-based experience in bilingual education programs within selected schools. Students participate in actual classrooms, observing, tutoring, teaching and other related activities. This is the last course to be taken in Bilingual Education studies. Offered when there is sufficient interest.

*Prerequisites:* EDUC 140, SPAN 153 or 154 and permission of instructor.

EDUC 462

### **Student Teaching Practicum: Elementary/Special Education**

*Twelve Credits*

Students serve a full-time supervised internship five days weekly in a local school. Seven weeks of the semester are spent in a regular elementary (K-6) classroom and seven weeks in a special education classroom or resource room. Bi-weekly seminars examine and analyze the interrelationships of teacher, children and curricula as reflected in the classroom learning environment. In addition, the literature on various topics (e.g., discipline, management, creativity) is explored. Offered Fall and Spring. Permission is required. Open only to seniors who have completed the prerequisite.

*Prerequisites:* 300-level methods courses in the professional sequence.

## **ENGLISH**

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Eng 001

### **Introduction to College Writing**

This course is specifically designed to prepare the student to do well in College Writing I and II. Activities will consist of

exercises in the mechanics of writing as well as basic organization. Reading skills will also be a part of the instruction. It is highly recommended that students scoring below a certain level on the Writing Placement Examination take this course. No academic credit is given for this course; however, 3 equivalent credits are earned.

ENG 005

### **English as a Foreign Language I**

*Three Credits LA*

This is the first in a two-level sequence which aims to provide the foreign student with the linguistic skills necessary to achieve basic proficiency in English. At this level an integrated approach is used: grammar, reading, writing, vocabulary, speaking and listening are practiced. This is a required course for foreign students who fall within a predetermined score range on the placement examination.

ENG 006

### **English as a Foreign Language II**

*Three Credits LA*

This is the second in a two-level sequence which aims to provide foreign students with the linguistic skills necessary to achieve competency in English so they may successfully complete Marist's writing requirements and participate fully in college courses. At this level emphasis is placed on reading and writing skills with particular focus on the creation of coherent paragraphs and short essays. This is a required course for foreign students who fall within a predetermined score range on the placement examination.

ENG 116

### **College Writing I**

*Three Credits LA*

This is the first course in a two-course sequence instructing students in the character and conventions of academic writing at the college level. Students are guided in the writing process, regularly composing and revising relatively short expository and argumentative essays based upon readings that pose significant contemporary issues. Students are placed in this course, upon entrance to the college, on the basis of their test scores.

ENG 117

### **College Writing II**

*Three Credits LA*

This is the second course in a two-part sequence instructing students in the character and conventions of academic writing at the college level. Greater emphasis is placed at this level on the arts of summarizing and paraphrasing, and of synthesizing ideas from diverse readings into longer, more complex essays. Students are instructed in the conventions of scholarly documentation and complete one or more essays based on research beyond the course text. Students may, on the basis of entering test scores, be placed immediately into this course.

**ENG 201**  
**Introduction to Linguistics**  
*Three Credits LA*

An investigation of the underlying phonological, grammatical, and semantic systems of natural language. The student is trained to analyze linguistic data illustrating the range of structural possibilities in human languages. The course not only discusses current linguistic theories but also emphasizes the problem of constructing an accurate representation of a system as complex as natural language. Through such emphasis, the course aims to enhance the student's appreciation of the creativity of language and of the language user. Offered in alternate years. Expected 96-97.

**ENG 202**  
**The Art of Poetry**  
*Three Credits LA*

An introduction to poetry with a focus on practical criticism: analysis of poems, acquisition of working vocabulary in description of poetic techniques, forms and effects. Allied readings in the theory of poetry and the nature of the creative process. Offered when there is sufficient student interest.

**ENG 205**  
**Modern Speculative Fiction**  
*Three Credits LA*

Readings in a wide range of 20th-century science fiction and fantasy writers. Offered when there is sufficient student interest.

**ENG 207-208-209**  
**Mini Courses in Literature**  
*One Credit each LA*

These three one-credit, five-week courses in literature are designed especially for the non-English major. Subject matter will be different for each offering. It may introduce students to an author (e.g., Chekhov, Wordsworth, Frost) or literary work (e.g., Gulliver's Travels, Huckleberry Finn, King Lear), or theme (e.g., the immigrant experience in American literature, the idea of initiation in the short story, the idea of love in modern poetry). Three courses are scheduled during the term consecutively in the same slot so that at registration the student may elect one, two, or all three of the mini's. Offered when there is sufficient student interest.

**ENG 210**  
**American Literature I**  
*Three Credits LA*

Introduces students to a number of New World writers, from 1620 to the Civil War, placing these in the context of significant historical and intellectual movements. The course begins with Colonial writers such as Bradford, Taylor, Rowlandson, and Bradstreet, moves to the 18th-century figures such as Edwards and Franklin, and culminates with writers of the American Renaissance: Emerson, Poe, Hawthorne, Thoreau, Melville. Offered every year.

**ENG 211**  
**American Literature II**  
*Three Credits LA*

Introduces students to a number of significant American writers from the Civil War to the mid-twentieth century. The course begins with Whitman and includes late 19th-century writers such as Dickinson, Twain, James Freeman, Jewett, and Adams. Readings from a variety of early 20th-century novelists, essayists, poets, and playwrights will be selected, e.g., from Chopin, Lewis, Faulkner, Gilman, Wharton, Fitzgerald, Hemingway, Cather, Anderson, Eliot, Williams, O'Neill, Baldwin. Offered every year.

**ENG 212**  
**English Literature I**  
*Three Credits LA*

A broad survey of English Literature, represented by significant texts produced from the Medieval period through the Renaissance, including the work of such authors as the Beowulf poet, Geoffrey Chaucer, Edmund Spenser, William Shakespeare, and John Milton. Offered every year.

**ENG 213**  
**English Literature II**  
*Three Credits LA*

A broad survey of English Literature, represented by significant texts produced from the Restoration through the early 20th century, including the work of such authors as Pope, Swift, Wordsworth, Dickens, Tennyson, Yeats, and Eliot. Offered every year.

**ENG 214**  
**Religion in Film and Literature**  
*Three Credits LA*

Dual listed as REST 214

An interdisciplinary study of significant themes in contemporary literature and their relationship to man and the human situation. Offered when there is sufficient student interest.

**ENG 218**  
**Advanced Writing**  
*Three Credits LA*

Study of, and guided practice in, the written presentation of ideas. Formal expository and persuasive patterns from five different disciplines will be analyzed and critiqued; examples range historically from Machiavelli to T.S. Eliot. There will also be instruction and practice in the special conventions of research writing. Offered every year.

**ENG 220**  
**Literature and Gender**  
*Three Credits LA*

The course will examine literary texts with special emphasis on gender issues. Questions may be raised, for instance, about gender definitions and roles, gender and language, gender as a locus of economic, political, social, or literary power. Topics will vary from semester to semester. The course may be orga-

## DESCRIPTION OF COURSES

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nized around a group of writers, a historical period or movement, a genre, a theme, or a combination of these. To be offered annually.

### ENG 225

#### **Literary Genres: Drama & Poetry**

##### *Three Credits LA*

An introduction, along with ENG 235, to the various forms of literature. As such, the two courses are intended for students who wish to learn techniques of reading and interpreting literature before taking more traditional literature courses. This course will emphasize drama and poetry. Offered every year.

### ENG 235

#### **Literary Genres: Fiction**

##### *Three Credits LA*

Along with ENG 225, this course introduces students to the various forms of literature. As such, the courses are intended for students who wish to learn techniques of reading and interpreting literature before going on to more traditional literature courses. This course places primary emphasis on short and long fiction. Offered every year.

### ENG 240

#### **American Short Fiction**

##### *Three Credits LA*

Representative works of the 19th and 20th centuries. Writers such as Poe, Hawthorne, and Melville will be examined for their contribution to the establishment of the genre, while succeeding writers such as Jewett, Wharton, Hemingway, Salinger, Cheever, and Walker will be studied for ways in which the form has developed during the two centuries. Offered at least once every three years.

### ENG 270

#### **Classics of Western Literature**

##### *Three Credits LA*

This course examines some of the major works that form the literary tradition of Western culture. At least half of the authors will be drawn from the Pre-Christian, the Medieval, and the Renaissance periods: for example, Homer, Sophocles, Virgil, Chaucer, Dante, Shakespeare, and Cervantes. Additional reading from the post-Renaissance period may be selected by the instructor. Offered every year.

### ENG 280

#### **Creative Writing**

##### *Three Credits LA*

An eclectic approach to the creative experience, the course allows and encourages the student to try a variety of literary genres in order to understand, from a writer's perspective, the interrelationships of verse, prose, fiction and drama. Students may also attempt some adaptations—from their own work or the work of another. Offered at least once every three years.

### ENG 292

#### **Special Topics in English**

##### *Three Credits LA*

Identifies and explores a topic or theme, introducing students at the same time to fundamentals of textual analysis. The course may be used to satisfy a Core/ Liberal Studies requirement in literature. Previous topics have included Black Women Writers and Speculative Fiction. Offered at least once every three years.

### ENG 301

#### **History of the English Language**

##### *Three Credits LA*

A study of the development of the English language from the Old English period to the present. By applying the tools of linguistic analysis to the study of written texts, the student is able to discern general principles governing particular changes to the language. Equal attention is paid to the socio-cultural and political factors contributing to these changes. By focusing on the universal conditions of linguistic change, the course prepares the student for further inquiry into the evolution of human languages. Offered in alternate years: expected 97-98.

### ENG 302

#### **Structure of the English Language**

##### *Three Credits LA*

A study of varieties of contemporary English and their users. The course provides a foundation in intensive linguistic study of English: its sound patterns, grammatical structures, and semantic systems. With this training, students can then account for verbal behavior in particular communities and among individuals. Emphasis is placed on practical work with linguistic and observational data (print and audiovisual). Topics of interest such as gender dialects and slang are included. Offered in alternate years.

### ENG 308

#### **Literary Critical Theory**

##### *Three Credits LA*

The course examines the principal movements in critical theory. Starting with Plato, Aristotle, Horace and Longinus, it follows the development of mimetic, formal, pragmatic, and expressive theories. The last section of the course will touch on some of the new directions in criticism since 1966: feminism, deconstruction, reader response, semiotics, psychoanalysis. Offered in alternate years: expected 98-99.

### ENG 310

#### **Workshop in Playwriting**

##### *Three Credits LA*

Designed to help the writer explore the special nature of writing for the stage. The student-playwright will experiment with shorter and longer forms, from the scene to the full-length play—and, in a preliminary attempt to discover a personal voice and style, will examine representational and non-representational approaches to dramatic writing. Scenes will be acted out and critiqued in the classroom, with special attention

paid to suitability for production. Offered in alternate years: expected 96-97, 98-99.

*Prerequisite:* Completion of Core/LS writing requirement.

### ENG 311

#### **Poetry Workshop**

*Three Credits LA*

An introduction to the craft of poetry, designed to offer students direct experience in writing poetry and to heighten their awareness of the imaginative potential of language. Students gain practice in formal elements of verse, experimenting with a wide variety of traditional and non-traditional approaches. The workshop emphasizes group discussions of student's own work, along with consideration of various contemporary models. Offered every year.

*Prerequisite:* Completion of Core/LS writing requirement.

### ENG 312

#### **Technical and Professional Writing**

*Three Credits LA*

The objective of the course is to train students to function successfully as professional writers. Since business writing involves decision-making (What information should I include/omit? What kinds of problems/criticisms would the findings in the report generate? How can I deal with them?), students work in groups to identify and resolve issues arising from case studies. Writing assignments encompass a variety of forms, including negative letters, reports, press releases, and proposals. Together with the formal conventions governing these forms, stylistic issues are emphasized so that students exhibit dexterity in manipulating written language. Extensive usage of messaging and groupware tools for writing, editing, and collaborative work in the course helps to familiarize students with communication technology employed in the corporate world. Oral presentation of students' work—yet another important component of the professional writer's function—forms part of the course load as well.

### ENG 319

#### **Rise of the American Novel**

*Three Credits LA*

Examines novelists' search for an "American" voice in the 18th and 19th centuries. Through writers such as Cooper, Poe, Hawthorne, Melville, Twain, Stowe, James and Crane, the course explores the development of the novel as a form, in conjunction with a search for themes and approaches expressive of an emerging nation. Offered in alternate years: expected 98-99.

### ENG 320

#### **The Rise and Development of English Drama I (900-1642)**

*Three Credits each LA*

A survey of drama in England, excluding Shakespeare, from its origins in the liturgy of the Medieval Church, through the English Renaissance, up to the closing of the theatres under the Puritans in 1642. Class discussions will focus not only on

drama as literature but also on social history as it relates to theatre history. Works studied will represent such playwrights as Kyd, Marlowe, Jonson and Webster. Offered in alternate years: expected 98-99.

### ENG 321

#### **The Rise and Development of English Drama II (1600-present)**

*Three Credits LA*

A survey of drama in England from the Restoration to the present. Class discussions will focus not only on drama as literature but also on social history as it relates to theatre history. Plays studied will represent such playwrights as Congreve, Sheridan, Goldsmith, Wilde, Shaw, Eliot, and Pinter. Offered in alternate years: expected 98-99.

### ENG 322

#### **Journalism I**

*Three Credits LA*

Dual listed COM 241

See COM 241 for course description.

### ENG 323

#### **The Rise of the English Novel**

*Three Credits LA*

A study of the novel form as it originated in the 18th century with Defoe and Fielding. Major emphasis is placed on the achievements of the 19th century novelists, such as Jane Austen, Dickens, George Eliot, Emily Bronte, and Thomas Hardy. Offered in alternate years: expected 97-98.

### ENG 324

#### **Chaucer**

*Three Credits LA*

A detailed examination of his shorter poems, the dream visions, Troilus and Criseyde, and the Canterbury Tales, exploring the influences of history, politics, national cultures, literary traditions and social classes upon those texts. Offered in alternate years: expected 97-98.

### ENG 325

#### **Shakespeare**

*Three Credits LA*

Dual Listed as COM 438

A study of Shakespeare's art and development through a reading of selected tragedies, comedies, histories, romances, and non-dramatic poetry. Offered every year.

### ENG 326

#### **The Modern English Novel**

*Three Credits LA*

A study of the major fiction writers in English in the 20th century, including Conrad, Lawrence, Joyce and V. Woolf. Consideration is given to significant post-World War II novelists as well as Fowles, Amis, Powell. Offered in alternate years: expected 98-99.

ENG 327

**Writing for the Media**

*Three Credits LA*

Dual listed as COM 289

See COM 289 for course description.

Offered every year.

ENG 328

**Modern English and American Poetry**

*Three Credits LA*

Reading and discussion of major English language poets from the beginning of the 20th century to the Second World War, with emphasis on Yeats, Auden, Pound, Eliot, Frost, Stevens and Williams. In addition to the work of individual poets, attention will be given to the nature of poetry, how form and meaning are integrated. Offered in alternate years: expected 97-98.

ENG 329

**Seventeenth-Century Literature**

*Three Credits LA*

A detailed examination of poetry and prose of the century. The course focuses on important schools, such as Metaphysical and Cavalier; genres, such as elegies and country house poems; authors (Donne, Jonson, Milton, Marvell, Dryden); and periods such as the Commonwealth and Restoration. Offered in alternate years: expected 97-98.

ENG 330

**Medieval Literature**

*Three Credits LA*

A study of literature written in the British Isles from the earliest records through the Old- and Middle-English periods up to the Renaissance, exploring the influences of history, politics, national cultures, literary traditions and social classes upon the development of that literature. Offered alternate years: expected 98-99.

ENG 331

**Renaissance Literature**

*Three Credits LA*

A study of the prose and poetry of the English Renaissance, exclusive of Shakespeare and drama, and the influence upon the literature of intellectual, literary, political, historical, and cultural movements of the period. Major authors include Wyatt, Sidney, Spenser, Marlowe, Donne. Offered in alternate years: expected 98-99.

ENG 334

**The Romantics**

*Three Credits LA*

Focus on the major works of Wordsworth, Coleridge, Byron, Shelley, and Keats, along with the revolution in poetry they helped to bring about in the early 19th Century. Attention will be given to the political, cultural, and intellectual climate of the period. Offered in alternate years: expected 98-99.

ENG 335

**Victorian Prose and Poetry**

*Three Credits LA*

Poetry and non-fictional prose of the second half of the 19th Century with emphasis on selected works by such authors as Tennyson, Browning, Arnold, Carlyle, Mill, Ruskin, and Pater. Attention is given to the intellectual and cultural climate in which these writers worked. Offered in alternate years: expected 97-98.

ENG 336

**The Age of Satire and Sensibility**

*Three Credits LA*

An examination of representative works by such 18th-Century authors as Swift, Pope, Gay, Johnson, Thomson, Gray, Collins, and Cowper. Attention will be given to the satiric mode characteristic of the early part of the century and to the philosophical, descriptive, meditative poetry of the later 18th Century. A representative 18th-Century novel and play may be included at the discretion of the instructor. Offered in alternate years: expected 98-99.

ENG 339

**Film and Literature**

*Three Credits LA*

Dual listed as COM 390

An interdisciplinary examination of the working relationship between written and filmic literature—and the ways filmmakers rethink, modify, and in many cases reinterpret literature for their purposes. The course will, at the same time, examine how those filmic modifications—dictated by the demands of a different medium—help illuminate the original piece of literature and its context. The examining process will draw upon structural elements such as plot, setting, characterization, and point of view that are common to both creative forms, highlighting similarities and analyzing reasons for differences that emerge. Team-taught by a member of each discipline. Offered at least once every three years.

*Prerequisites:* Sophomore standing and at least three credits of Core literature.

ENG 340

**The Rise of American Drama**

*Three Credits LA*

An exploration of the origins of theater in the American colonies and its development throughout the 19th and early 20th centuries. Types of drama such as the comedy of manners, farce, melodrama, and realism will be studied in relationship to the emerging American nation and to the status of drama in both the New World and in Europe. Playwrights studied will include, as examples, Mercy Otis Warren, Royall Tyler, William Dunlap, James Kirke Paulding, Dion Boucicault, Clyde Fitch, David Belasco, and Eugene O'Neill. Offered in alternate years: expected 97-98.

## ENG 341

**Contemporary American Drama***Three Credits LA*

An examination of dramatic literature and theatrical innovation in America from roughly the Great Depression to the present. Along with developments in dramatic realism, the emergence of sub-genres such as expressionism, surrealism, and the absurd will be studied in relationship to both their European counterparts and the social and cultural climate of America in the last two-thirds of the 20th Century. Playwrights under investigation will include, as examples, Rice, Odets, Wilder, Barry, Hellman, Miller, Williams, Albee, Hansberry, Simon, Mamet, and Shepard. Offered in alternate years: expected 97-98.

## ENG 342

**Contemporary English and American Poetry***Three Credits LA*

Reading and discussion of poets who have come into prominence since World War II: Brooks, Lowell, Bishop, Plath, Hughes, Rich, Tomlinson, and others. Attention is given to developments in form and to important post-war movements, such as the Beats and the Confessionals, as well as to attitudes and themes that give significance to the term "contemporary." Offered in alternate years: expected 98-99.

## ENG 344

**The Modern American Novel***Three Credits LA*

A study of the major fictional writers in America in the 20th century, including Hemingway, Fitzgerald, Faulkner, Wharton, and Cather. Consideration is given to the work of more recent novelists, such as Bellow, Barth, and Cheever. Offered in alternate years: expected 98-99.

## ENG 345

**Modern Irish Literature***Three Credits LA*

Reading and discussion of Irish literature written in the English language from the beginning of the Irish Literary Revival (late 19th Century) to the present: Yeats to Seamus Heaney, Joyce to John McGahern. Readings include drama, the novel and short story, poetry and non-fiction. Historical developments and cultural background, as these influenced the work and are reflected in it, will also be considered. Offered in alternate years: expected 97-98.

## ENG 346

**American Renaissance***Three Credits LA*

A study of mid-19th century American literature, approximately 1830-1860, highlighting the burst of artistic and intellectual creativity that culminated in the masterpieces of Poe, Emerson, Hawthorne, Thoreau, Melville, and Whitman. The influence of the Transcendentalist Movement on the literary, philosophical, social, and political climate of the period will be

emphasized, including utopian and reformist efforts as well as the search for a national cultural identity. Writers to be studied, in addition to those named above, may include Fuller, Whittier, Bryant, Holmes, Longfellow, Douglass, Lowell, and Alcott.

## ENG 347

**American Realists and Naturalists***Three Credits LA*

A study of American literature from the Civil War to the turn of the century, emphasizing American writers' responses to the political, social, economic, intellectual, and theological upheaval characterizing the post-Civil War era. Literary reactions to the war itself and to reconstruction will be examined, along with emerging issues such as industrialization, urban growth, regional nostalgia, and Darwinian thought. Writers to be studied typically include some of the following: Dickinson, Whitman, Stowe, Howells, Crane, James, Twain, Adams, Freeman, Jewett, Gilman, Sinclair, Norris, Wharton, and Robinson.

## ENG 348

**American Modernism***Three Credits LA*

A study of American literature in the first half of the 20th century, emphasizing contributions of American writers to Modernism. Readings drawn from a variety of genres will illustrate the richness and diversity of the era, which is characterized above all by rapid social change. The cultural impact of significant political events and social or artistic movements will be examined, e.g., two world wars, the Great Depression, the Jazz Age, the Women's Suffrage Movement, the Harlem Renaissance, the Armory Show, expatriatism. Writers to be studied typically include some of the following: Dreiser, Wharton, Lewis, Anderson, Hemingway, Stein, Sandburg, Fitzgerald, Faulkner, Hughes, Hurston, Cather, Eliot, Williams, O'Neill, Pound, Millay, Stevens, H.D., Porter, and Ellison.

## ENG 350

**Theory and Practice of the Theatre***Three Credits LA*

## Dual listed as COM 334

Investigation of the principles basic to understanding drama and theatre; play analysis from the contemporary approach of: given circumstances, dialogue, dramatic action, characters, idea, tempos and moods; the roles of the collaborative artists in production after mastering the playwright's text; play/scene studies.

## ENG 355

**The History of the Modern Theatre***Three Credits LA*

A study of international theater from 1870 to the present; the history of significant movements in writing, designing, directing, producing, acting, etc.

**ENG 360****Ancient Greek Literature***Three Credits LA*

A study of archaic and classical Greek literature in translation. Readings include the epics of Homer; the Lyrics of Sappho; major tragedies of Aeschylus, Sophocles and Euripides; a comedy by Aristophanes and the literary criticism of Aristotle. Offered in alternate years: expected 98-99.

**ENG 361****Ancient Roman and Early Christian Literature***Three Credits LA*

The literature of Rome from roughly 400 B.C. to 500 A.D. in translation. Readings include comedies by Plautus, Cicero's prose, poetry of Catullus and Horace Virgil's *Aeneid*, and Ovid's *Metamorphoses*, as well as literature of the early church (gospels and epistles). The course ends by examining an author who attempts to merge Christian and pagan traditions, such as Augustine or Boethius. Offered in alternate years: expected 98-99.

**ENG 363****Twentieth-Century European Drama***Three Credits LA*

Dual listed as COM 337

An exploration of the development of modern drama through the emergence of powerful continental movements beginning in the closing years of the 19th Century. Realist, Expressionist, Futurist, Epic, Absurdist and other approaches will be examined through the study of such dramatists as Ibsen, Chekhov, Stindberg, Brecht, Pirandello, Ionesco, Sartre, Giraudoux, and Genet. Offered every two years: expected 98-99.

**ENG 364****Dostoevsky***Three Credits LA*

Dual listed as RUSS 320

See RUSS 320 for course description.

**ENG 365****Tolstoy***Three Credits LA*

Dual listed as RUSS 321

See RUSS 321 for course description.

**ENG 370****The Jewish Literary Genius in the Modern Period***Three Credits LA*

The focus is on a number of outstanding fiction writers in Europe and America in the 19th and 20th Centuries who have drawn upon Jewish traditions and values—I.L. Peretz, Sholom Aleichem, Bachel, Bellow, Malamud, Wallant, Roth, Singer, Wiesel. What common themes, attitudes, values and methods are discernible in their works? Why the widespread appeal of their works in our time? What is the special contribution of these writers to world literature? Offered in alternate years: expected 97-98.

**ENG 371****The Hebrew Bible as Literary Classic***Three Credits LA*

This course examines the range and variety of literary forms contained in the Bible. It seeks to identify those qualities, stylistic and conceptual, which unify this collection of ancient Hebrew writings as well as those qualities which have made the Bible an all-time best-seller. Attention will be given to the historical and cultural background, but the emphasis will be upon literary and aesthetic considerations. Offered in alternate years: expected 98-99.

**ENG 373****Literature of the Holocaust***Three Credits LA*

The focus is on significant works of modern literature in fiction, drama, poetry, and autobiography which present the Nazi Holocaust as the experience of individuals: victims, perpetrators, bystanders. Themes, motifs and images in these works will be considered, along with fundamental questions raised about man and human life. The readings should offer a deeper understanding of a uniquely tragic event of our century, one which has influenced the lives of all of us. Offered in alternate years: expected 97-98.

**ENG 380****Workshop in Nonfiction***Three Credits LA*

Study of, and guided practice in, a variety of contemporary non-fictional forms and modes, e.g., the feature article and familiar essay, satirical and humorous writing, autobiography. More extended attention to rhetorical considerations of style, tone, and persona or voice. Offered every year.

*Prerequisite:* Completion of Core/LS writing requirement.**ENG 382****Workshop in Fiction***Three Credits LA*

The student is given the freedom to explore individual potential in the writing of short fiction. Course includes workshop sessions, discussion of student work and readings on the craft of fiction. Offered every year.

*Prerequisite:* Completion of Core/LS writing requirement.**ENG 392****Special Topics in English***Three Credits LA*

Identifies and explores a literary or linguistic topic, usually more specialized than regular offerings. Previous topics have included Language and the Mind, D. H. Lawrence, American Women Poets. Offered at least once every three years.

**ENG 426****Journalism II***Three Credits LA*

Dual listed as COM 340

See COM 340 for course description.

ENG 427

**Seminar in English Literature***Three Credits LA*

Advanced study of a British intellectual and aesthetic movement, or of a literary problem, theme, topic, or writer. Offered every three years.

ENG 429

**Independent Research: English Literature***Three Credits LA*

Offered upon request. Permission of instructor required.

ENG 442

**Independent Research: American Literature***Three Credits LA*

Offered upon request. Permission of instructor required.

ENG 443

**Seminar in American Literature***Three Credits LA*

Advanced study of an American intellectual and aesthetic movement, or of a literary problem, theme, topic, or writer. Offered every three years.

ENG 451

**Theatre Workshop***Three Credits LA*

This workshop offers the student an opportunity to study and experience one or more of the roles of writer, actor and/or director. The student's projects for the semester are arranged by an individual contract between the student and the instructor. Offered every year.

*Prerequisite:* ENG 350 or permission of instructor.

ENG 477

**Capping Course***Three Credits LA*

A capping course required for all Senior English majors. Topics vary. Offered every year.

ENG 490

**Independent Writing Project***Three Credits LA*

This faculty-supervised experience is available on a limited basis to students who wish to pursue an original writing project independently in an area not covered by a course in a given seminar. The Independent Writing project also makes it possible for a student who has taken one of the workshop courses to gain further practice in that particular area of writing. The student submits a written proposal. If accepted by a member of the English faculty, the student writes regularly under supervision and submits his work periodically for criticism. A substantial amount of written work is expected.

ENG 497-498-499

**The Internship in Writing***Three-Six-Nine Credits*

The internship in writing is highly recommended for seniors

who have distinguished themselves in the Writing Concentration. The student is placed with a local organization: an advertising firm, a newspaper or magazine, a public relations department of some business or institution. Each intern has an on-site supervisor as well as a faculty supervisor on campus.

*Prerequisite:* Permission of internship director required.

**ENVIRONMENTAL SCIENCE**

ENSC 101

**Introduction to Environmental Issues***Three Credits LA*

An introductory course investigating three major areas: natural systems, man's adverse impacts on these systems and how man deals with these impacts. The course includes a detailed exploration of such issues as human population dynamics and control, food resources and world hunger, land use, non-renewable resources, water and energy resources, and water-borne and airborne pollutants. The course culminates in a study of the politics, economics and ethics of environmental control. Offered each semester.

ENSC 202

**Political Process & Environment***Three Credits LA*

Dual listed as POSC 202

The purpose of this course is to teach the "layperson" how to get involved in environmental issues; how to evaluate environmental problems and their proposed solution; and how to effectively fight for environmental protection.

This course does not satisfy a science Core/LS requirement.

*Prerequisites:* ENSC 101, POSC 110

ENSC 230

**Introduction to Geographic Information Systems***Three Credits LA*

This course will provide an introduction to Geographic Information Systems. A Geographic Information System is a series of tools to create, edit, maintain, and analyze maps and data about features that occur over a specific geographic area. The course will detail the terminology, concepts, and applications that are commonly used with GIS. Hands-on training will be provided in the labs for input and edit functions, ad hoc query and analysis functions and facilities management functions.

This course does not satisfy a science Core/LS requirement. (Pending Approval Notification)

ENSC 305

**Environmental Economics***Three Credits LA*

Dual Listed as ECON 305

A policy-oriented examination of the relationship between the economy and the natural environment. Topics include the environmental consequences of economic growth and develop-

ment; the labor market impacts of environmental legislation; and the economic theories of "public goods" and "social costs." Offered every other year.

This course does not satisfy a science Core/LS requirement.

*Prerequisite:* ECON 102

### ENSC 310

#### **Environmental Chemistry**

*Three Credits LA*

Dual listed as CHEM 310

This course includes detailed coverage of water, soil and air environments. It is designed to provide the student with an understanding of the reactions, transports, and effects of naturally occurring chemical systems. The major anthropogenic pollutants and their effects upon the environment will also be studied. Offered annually Fall semester.

*Prerequisites:* CHEM 111-112, 113-114, 201 or 211

### ENSC 312

#### **Environmental Chemistry Laboratory**

*Two Credits LA*

A laboratory course designed to provide the student with experiences using the standard instrumentation involved in chemical analysis of the environment. The instrumental techniques used include UV/Visible spectrophotometry, flame and furnace atomic absorption spectrophotometry, and gas chromatography. Offered annually Spring semester.

*Prerequisites:* CHEM 111-112, 113-114, 202 or 213; ENSC 310

### ENSC 313

#### **Environmental Microbiology**

*Three Credits LA*

This course is an extension of basic microbiological methods to analyze environmentally important samples. Since many of the functions of eco-systems are governed by microorganisms, the microbiota are likely to be key indicators of environmental impacts. Topics in this course include microbial diversity, ecological parameters affecting microorganisms, population interactions and applied aspects of microbial ecology. *Two-hour lecture, three-hour lab.*

*Prerequisite:* BIOL 312

### ENSC 330

#### **Advanced Geographic Information Systems**

*Three Credits LA*

Students will gain an in-depth understanding of the architecture of specific GIS solutions and the issues and procedures facing users. Upon completion of this course, the student should be able to: understand various GIS architectures; understand, contrast, and articulate the benefits of one GIS architecture vs. others; understand in detail the data conversion process; learn applications and input data; complete a GIS research project.

This course does not satisfy a science Core/LS requirement. (Pending Approval Notification)

*Prerequisite:* ENSC 230

### ENSC 380

#### **Principles of Environmental Assessment**

*Three Credits LA*

The purpose of this course is to establish the proper approach to environmental assessment. Students will learn how to design a statistically acceptable monitoring program; how to collect samples; how to prepare and preserve samples for analyses; and how to interpret environmental data in the assessment of impacts.

*Prerequisites:* ENSC 101, BIOL 350, one semester of chemistry lab, MATH 130

### ENSC 398-399

#### **Internship**

*Three Credits each*

The internship is designed to be a preprofessional work-related experience at an off-campus location. Generally taken in the Junior or Senior year, placements may be obtained within scientific, governmental, or advocacy organizations or with private consulting firms and environmental laboratories. The student intern will be supervised by an on-site professional and by the Environmental Science Program Director. Internships must be approved prior to their commencement by the Program Director and the Office of Career Services.

### ENSC 401-402

#### **Special Topics in Environmental Science I-II**

*Three Credits each LA*

These courses provide an upper level experience for Environmental Science majors, and deal with specialized areas such as environmental management and regulation, the politics of environmental control, environmental planning, etc. The instructor determines the one topic that will be explored during the semester. The topic will be announced before registration. *Three hours per week. Two semesters.* Offered annually.

*Prerequisites:* ENSC 101 and permission of the instructor.

### ENSC 404

#### **Environmental Toxicology**

*Four Credits LA*

This course will introduce students to the methods involved in measuring toxic effects of chemical and/or physical agents on living organisms. Students will become familiar with toxicant detection in environmental samples; the effects of toxicants on test organisms; risk associated with different exposure levels; and the relationships between toxicant levels and the regulatory criteria for those toxicants. *Two-hour lecture, six-hour lab.*

*Prerequisites:* BIOL 312, ENSC 310

### ENSC 420

#### **Environmental Planning**

*Three Credits LA*

This course will cover the constitutional principles, values, and socio-economic impacts affecting planning; basic planning,

land-use, and development practices such as environmental impact statements, master plans, citizen participation; and issues facing environmentally sound planning today.

This course does not satisfy a science Core/LS requirement.

*Prerequisites:* ENSC 101, POSC 240, or permission of the instructor.

#### ENSC 425

##### **Environmental Law**

###### *Three Credits LA*

An overview of current environmental law issues, including impact review, air and water quality, solid and hazardous waste, and toxic substances. Emphasis on federal and state statutory and regulatory requirements, and case law interpretation.

This course does not satisfy a science Core/LS requirement.

*Prerequisite:* ENSC 101

#### ENSC 440-441

##### **Research I-II**

###### *Three Credits each LA*

These courses offer the student the opportunity to do research in environmental science under the direction of a faculty member. At the end of her/his work, she/he presents a written report and a public seminar.

*Prerequisites:* Junior standing and permission of the ENSC program director.

#### ENSC 477

##### **Environmental Science and Human Values**

###### *Three Credits LA*

This is the capping course in Environmental Science. The course examines the moral implications of human attitudes regarding other species and the environment. This course explores the historical roots and current worldviews that have generated the present state of widespread environmental degradation. The interrelationship of ecology, economics, sociology, and ethics will also be studied.

*Prerequisite:* Senior standing or permission of the instructor.

## **FASHION DESIGN AND MERCHANDISING**

#### FASH 100

##### **Introduction to the Fashion Industry**

###### *Three Credits*

This course gives an overview of the fashion industry defining the basic elements of how fashion products develop from concept to consumer, in an integrated series of processes from market research, buying supplies, creating and developing a product, and then marketing and selling that product. Included are a brief history of the development of the fashion industry and an understanding of business structures. The course examines the many different facets and areas of the fashion industry as potential job opportunities.

#### FASH 120

##### **Principles of Apparel Design**

###### *Three Credits*

Students learn clothing vocabulary and terminology as it pertains to current and historical references of different garments, silhouettes, and their parts. It also examines the elements and principles of design emphasizing proportion and pleasing balance. The student is introduced to aesthetic compositions of personal style and creative design. Students utilize a style book and board layouts to design a line for a target market based on a specific theme.

#### FASH 140

##### **Fashion Drawing & Color**

###### *Three Credits*

Students learn to develop basic drawing skills and color theory to portray fundamental fashion figures and garment details in preparation for design concepts.

#### FASH 200

##### **Textiles**

###### *Three Credits*

This course gives a comprehensive overview of the textile industry, including the basic knowledge of fibers, yarns, cloth construction, finishes, and textile terminology necessary to determine quality in fabrics and make appropriate choices for a particular end use.

#### FASH 210

##### **Basic Sewing Techniques**

###### *Three Credits*

This course stresses basic construction techniques utilizing industrial equipment. All aspects of sewing techniques for garment construction will be introduced from the correct use of tools and equipment through hand- and machine-stitching practices.

#### FASH 220

##### **Fashion Draping**

###### *Three Credits*

Introduction of basic patternmaking principles in a three-dimensional format by manipulating muslin on a dressmaking form to produce garment patterns. Students will be able to understand fit, grain lines, hand, and drapability of fabrics, and finally to create patterns of their original designs.

*Prerequisite:* FASH 210

#### FASH 230

##### **Pattern Making**

###### *Three Credits*

Students create slopers of basic styles using two-dimensional flat-pattern drafting techniques on paper and/or with the use of Computer Aided Design. Students then test patterns in muslin for fit and proportion. Students also learn cost-effective measures regarding yardages through an understanding of simple markers.

*Prerequisite:* FASH 210

### FASH 240

#### **Fashion Renderings & Design**

##### *Three Credits*

Students gain advanced drawing techniques by exploring fabrications and rendering various fabric textures, colorations, prints, and weights. Individual style, illustrative techniques, and design categories, flats and presentation boards are emphasized.

*Prerequisite:* FASH 140

### FASH 250

#### **Fashion Surface Decoration**

##### *Three Credits*

Creating art-to-wear through a combination of creative and innovative fabric embellishment techniques. Approaches incorporate unique materials, good composition, sewing techniques, graphic design elements, historical, and ethnic practices. Topics include fabric painting, printing, appliqué, beading, quilting, braiding, and stitchery.

*Prerequisite:* FASH 210

### FASH 265

#### **Principles of Retailing**

##### *Three Credits*

This course gives a comprehensive overview of the retail buying/selling cycle by providing theoretical and practical concepts required for successful purchasing from understanding consumer demands to merchandise resources, selection, and pricing. The various types of retail organizations such as chain, department, and specialty stores, resident buying offices and their functions are examined and visited.

### FASH 275

#### **Product Knowledge**

##### *Three Credits*

The course builds a practical knowledge of products which are used in the apparel, accessories, and home-furnishing areas of fashion. Students are alerted to the latest scientific and technological advances in the industry, as well as those of creative design, and students develop skills in selectivity of these non-textile products.

### FASH 285

#### **Visual Merchandising**

##### *One Credit*

This elective workshop course is a study of visual merchandising, introducing the student to the display industry and the theories and processes of merchandise presentation in fashion retail operations. Students will learn interior and exterior merchandise presentations and image displays, be able to conceptualize, execute, install, and critique projects within the context of group participation and effort. (*Approval Pending*)

### FASH 295

#### **Fashion Show Production**

##### *Three Credits*

This elective course provides hands-on experience on the functions and procedures of professional fashion show production.

It analyzes the promotional and selling importance of fashion shows for manufacturers and retailers. Students, in committee groups, apply the theoretical material to producing a full-scale fashion show through detailed planning, production, and the actual "on-stage" presentation. Topics and responsibilities will include model selection, choreography (with training and practice sessions), selection and production of music, invitations, publicity writing, program format and production, decorations, set-up, and accessories. Garments highlighted are produced by the senior class in FASH 410 & 420.

### FASH 300

#### **Fashion Product Development**

##### *Three Credits*

This course presents an overview of apparel manufacturing and product development focusing on garment analysis and the sequential development of the product, using today's manufacturing and technological capabilities. Topics also include private label techniques, sourcing, costing, and quality control in manufacturing and merchandising.

### FASH 310

#### **Garment Construction**

##### *Three Credits*

Students develop finished sample garments based on their original designs, utilizing their draping and patternmaking skills. Students gain insight into the relationship between creative design and quality of finished sample.

*Prerequisites:* FASH 210, FASH 220, FASH 230

### FASH 320

#### **Advanced Draping**

##### *Three Credits*

Students interpret their original designs in keeping with current trends, using advanced draping and patternmaking techniques. Design projects will focus on creativity, fit, quality, and originality of finished garments.

*Prerequisites:* FASH 220, FASH 230

### FASH 330

#### **Advanced Pattern Making**

##### *Three Credits*

An elective course that gives a more in-depth study of pattern making and an understanding of the production processes using CAD to create and manipulate patterns of original designs, grade them to necessary sizes, and create a marker for the style based on a hypothetical cutting ticket.

*Prerequisites:* FASH 230, FASH 310

### FASH 340

#### **Fashion Illustration**

##### *Three Credits*

In this elective course, using different media, the student is able to explore illustrative ways to best show a garment on stylized figures.

*Prerequisite:* FASH 240

**FASH 350****Accessory Design***Three Credits*

An elective course in introduction to major areas of accessory design. Various types of hats, shoes, handbags, and belts are analyzed in terms of materials, construction, and presentation. Students acquire hands-on techniques in creating finished products.

*Prerequisites:* FASH 230, FASH 310

**FASH 360****Tailoring Techniques***Three Credits*

An elective course that uses industry-based sewing techniques and methods required for the designing of tailored garments, including suits, jackets, & coats.

*Prerequisites:* FASH 310, FASH 230, FASH 320

**FASH 361****Small Business Management***Three Credits*

This course investigates the inherent problems and challenges in opening and managing a small business. It enables students to recognize and solve basic financial, managerial, operational, and marketing problems.

*Prerequisite:* BUS 101

**FASH 365****Merchandising Planning & Control***Three Credits*

This course gives a basic knowledge of the mathematical factors involved in profitable merchandising. It introduces computerized mathematical tools which aid in merchandise selection and selling by using quantitative and qualitative criteria. This gives insight into how merchandising problems are solved mathematically and why merchandising decisions are based on figures.

*Prerequisite:* FASH 265

**FASH 370****Knitwear Design***Three Credits*

This is a hands-on laboratory elective course providing students with actual experience on knitting machines. Students learn to achieve different stitches, textures and motifs and to apply these techniques to original designs.

*Prerequisites:* FASH 200, FASH 230, FASH 310

**FASH 375****Knitting Concepts***Three Credits*

In this elective course, students are introduced to the terminology and development of knitwear design. Students learn to identify the physical and aesthetic characteristics of knitted garments. Design parameters that affect aesthetics, performance, and cost are studied.

*Prerequisite:* FASH 200

**FASH 380****Children's Wear Design***Three Credits*

In this elective course, original designs for children from infants to pre-teens are created with special emphasis on proportion, trends, and special sizing.

*Prerequisites:* FASH 310, FASH 230, FASH 320

**FASH 385****Children's Wear Merchandising***Three Credits*

This course teaches the student to understand who the real customer is in the market and how to address them. The impact of advertising and media is explored as well as the various techniques that manufacturers and retailers can utilize to attract this profitable, growing consumer market.

**FASH 395****Men's Wear Merchandising***Three Credits*

This elective course discusses marketing practices of the men's wear industry. Topics covered are demographics, line development, production and distribution.

**FASH 396-397-398****Fashion Internship***Credits TBA*

Students are offered opportunities for professional internships in the fashion field. On-the-job training is highly recommended for students who have distinguished themselves in the fashion program. The student may intern in such diverse local and New York City organizations as a designer firm, fashion manufacturing company, textile company, retail operation, or fashion magazine or newspaper. Each intern has both an on-site supervisor and a faculty supervisor. Allowable credits are determined by the program director.

*Prerequisite:* Permission of the Director

**FASH 400****Fashion Employment Seminar***One Credit*

This course enables graduating students to identify and pursue their most fulfilling career possibilities and understand the particular techniques needed for a job search in the fashion industry. Topics include networking, resume guidelines, fashion portfolio development, company research, interviewing skills, and follow-up letters.

**FASH 410****Fashion Portfolio Development***One Credit*

This course enables the graduating design student to develop a professional portfolio exhibiting the student's individual style, specializations, and talent in the areas of interest.

### FASH 420-430

#### **Design Collections I-II**

*Three Credits each*

Students design and execute a full collection of various classifications under the guidance of a designer critic from Seventh Avenue. Professional industry habits are stressed from research, sourcing of fabrics and trims, accessories, to final styling. Collections will be presented at the annual Silver Needle Awards and Fashion Show.

*Prerequisites:* FASH 310, FASH 320, FASH 230, FASH 250

### FASH 455

#### **International Retailing**

*Three Credits*

This course explores the global aspects of fashion production and retailing, taking into account the cost effectiveness of foreign fabrication and foreign sourcing. Topics involve methods, practices, and reasons for importation and exportation, U.S. retail expansion in foreign markets. Foreign countries and markets are analyzed. Students also learn about political terms and how they affect U.S. markets.

*Prerequisites:* FASH 265, FASH 300

### FASH 465

#### **Case Studies in Fashion Merchandising**

*Three Credits*

This elective course gives the student the opportunity to analyze, through the case method of study, the decision-making processes in arriving at independent solutions to typical retail merchandising problems. Student analysis and presentation of actual cases are evaluated for weighing of factual data, disciplined thinking, and arrival at rational conclusions. (*Approval Pending*)

*Prerequisites:* FASH 265, FASH 365

### FASH 480-485

#### **Independent Study**

*Credits TBA*

Offered for specific course of study. Permission of Director required.

## **FOREIGN CULTURES/CIVILIZATIONS**

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Core/Liberal Studies Curriculum: Foreign Language Option. Students may substitute one course in foreign culture for the second course in either history or literature.

### FCCU 101

#### **World Cultures Through Feature Films I**

*Three Credits LA*

Readings—and viewing of feature films—on the cultures of North America, Central America, South America, Europe, Southwest Asia and the Middle East. Offered every Fall.

*Prerequisite:* College Writing I

### FCCU 102

#### **World Cultures Through Feature Films II**

*Three Credits LA*

Readings—and viewing of feature films—on the cultures of North and sub-Saharan Africa, Southeast Asia, the Far East and the Pacific world. Offered every Spring.

*Prerequisite:* College Writing I

### FCFR 167

#### **France and the World**

*Three Credits LA*

Dual Listed as FREN 167

Taught in English

### FCFR 250

#### **Backgrounds of French Civilization**

*Three Credits LA*

Dual Listed as FREN 250

### FCFR 251

#### **Contemporary French Civilization**

*Three Credits LA*

Dual Listed as FREN 251

### FCIT 250

#### **The Civilization Of Italy**

*Three Credits LA*

Dual Listed as ITAL 250

### FCJP 120

#### **The Civilization of Japan**

*Three Credits LA*

Dual Listed as JPN 120

Taught in English

### FCRU 223

#### **Russia Today**

*Three Credits LA*

Dual Listed as RUSS 223

Taught in English

### FCSP 150

#### **The Civilization of Spain**

*Three Credits LA*

Dual Listed as SPAN 150

Taught in English

### FCSP 152

#### **The Civilization of Latin America**

*Three Credits LA*

Dual Listed as SPAN 152

Taught in English

### FCSP 153

#### **The Civilization of Puerto Rico**

*Three Credits LA*

Dual Listed as SPAN 153

Taught in English

**FCSP 154****Civilization: Hispanics in the United States***Three Credits LA*

Dual Listed as SPAN 154

Taught in English

**FCSP 250****Hispanic Civilization: Spain***Three Credits LA*

Dual Listed as SPAN 250

**FCSP 260****Hispanic Civilization: Latin America***Three Credits LA*

Dual Listed as SPAN 260

**FCSP 354****Civilización: Los Hispanos en los Estados Unidos***Three Credits LA*

Dual Listed as SPAN 354

Taught in Spanish

**FRENCH****FREN 101-102****Elementary French I-II***Three Credits each LA*

The elements of basic French pronunciation, essentials of grammar, vocabulary building, original sentence construction. Reading for meaning. Audio and video practice required. Offered annually.

**FREN 105-106****Intermediate French I-II***Three Credits each LA*

The elements of basic French are pursued more intensely and thoroughly. Includes practice in speaking, reading, discussion of short texts, systematic grammar review, composition writing, and work with audiovisual resources. Offered annually.

**FREN 167****France and the World***Three Credits LA*

Dual listed as FCFR 167

Contemporary France studied in its political, social, religious, intellectual and artistic aspects. The future of the French identity in relation to a changing Europe, and the constant scrutiny of American culture by the French. Excerpts of French movies, news broadcasts, magazine articles, music recordings and American press clippings will help illustrate French reactions and behavior within its borders and in the international community. Taught in English. Offered when there is sufficient student interest.

**FREN 170****La France Aujourd'hui***Three Credits LA*

Fifteen reaction papers of approximately 750 words each on assigned or personally chosen topics of contemporary France: politics, religion, education, the media, the arts, family life, science and ethics, the environment, etc. Offered when there is sufficient student interest.

**FREN 201****Workshop in Writing***Three Credits LA*

Intensive practice in writing and control of style, from the conversational to the analytical to the poetic, with exercises in imitation, parody and irony. Substantial broadening of vocabulary and range of expression, with a stress on accuracy and nuances. Offered every Fall.

**FREN 202****Workshop in Oral Expression***Three Credits LA*

Intensive practice in oral expression: rapid conversation, professional presentations, theatrical performance, debates, joke-telling and storytelling will be practiced in small group work. A collective project will be videotaped at the end of the course. Offered every Spring.

**FREN 220****Contemporary French Literature in Translation***Three Credits LA*

A survey of the major literary developments in France and the French-speaking world in the 20th century, from the perspective of their contribution to a modern aesthetic. Representative texts are studied in their cultural and philosophical context.

**FREN 225****Phonetics and Oral Interpretation I***Three Credits LA*

Public reading of French prose and poetry, with background work in phonetic transcription and in dictation. The course stresses accuracy of pronunciation and intonation. All work is conducted in French. Offered annually in France.

**FREN 230****Phonetics***One Credit LA*

A one-credit course designed to complement audiotape practice by providing the tools for effective and accurate pronunciation practice. Offered in the Fall.

**FREN 231****France on Line***One Credit LA*

A one-credit course on the electronic resources available for French studies: on-line daily French news (FROGNET), French databases (MINITEL), international library networks, electronic penpals, MOSAIC resources. Offered every semester.

**FREN 232**

**Conversation**

*One Credit LA*

Small group conversation practice on prepared topics of daily interest. Offered every semester.

**FREN 250**

**Introduction to French Culture & Thought:**

**Problems & Perspectives**

*Three Credits LA*

Dual listed as FCFR 250

Interdisciplinary survey of France's social, artistic, political and intellectual history from its origins to the 20th century, with an emphasis on the manner in which the past has shaped and is still influencing the modern French consciousness. Offered every Fall.

**FREN 251**

**Contemporary France**

*Three Credits LA*

Dual listed as FCFR 251

Studied from a comparative perspective, the major events that have shaped France since 1945 and affected French reactions within its borders and in the international community. Special attention will be paid to cultural and political perceptions of the United States in the French community. Offered every Spring.

**FREN 260**

**Introduction to French Literature**

*Three Credits LA*

A preparation for French literary analysis through the study of selected seminal works from the Middle Ages to the Present. The tools and concepts of modern literary criticism will also be introduced in a simple, practical way (narrative theory, intertextuality, deconstruction, reader's response). Offered when there is sufficient student interest; also in France, annually.

**FREN 280**

**French in Africa and the Caribbean**

*Three Credits LA*

Study of French-speaking African and Caribbean literatures in their cultural context. Readings from the works of such essential authors as Césaire, Sembene, Conde, Schwartz-Bart, Chraïbi, Beti. Various films are viewed. Offered when there is sufficient student interest.

**FREN 305**

**Studies in French Film**

*Three Credits LA*

A cultural approach to French cinema. The course will maintain a comparative perspective with American cinema while studying the evolution of narrative form and the representation of French identity and concerns. Film selection will range from early B&W classics to most recent releases. Offered when there is sufficient student interest; also in France, annually.

**FREN 310-311**

**French Grammar and Composition I-II**

*Three Credits each LA*

Thorough grounding in French grammar. Analyse logique et grammaticale. Grammatical analysis of literary texts. Writing by imitation. The explication de texte, the dissertation. Creative writing. Translation. Offered when there is sufficient student interest; also in France, annually.

**FREN 327**

**Topics in French Classical Literature**

*Three Credits LA*

A study of French literature in the 17th century. Reading and analysis of Corneille, Racine, Molière, Descartes, Pascal, La Fontaine, Boileau, La Rochefoucauld, La Bruyère, Bossuet. Offered annually in France and on campus when there is sufficient student interest.

**FREN 328**

**Topics in French 18th-Century Literature**

*Three Credits LA*

A study of French literature in the 18th century. Reading and analysis of Marivaux, Beaumarchais, Montesquieu, Diderot, Voltaire, Rousseau, Le Sage, Prevost, Chénier, la littérature libertine. Offered annually in France; and on campus when there is sufficient student interest.

**FREN 329**

**Topics in 19th-Century French Literature**

*Three Credits LA*

A study of 19th century French literature tracing the development of each genre (Novel, Poetry, Drama) from Romanticism through Realism and Naturalism, up to the Parnassian and the Symbolist Movement, through its most representative writers like Balzac, Flaubert, Zola, Victor Hugo, Leconte de Lisle, Baudelaire, Mallarmé, etc. Historical, social and economic background of the works is also stressed. Offered annually in France and on campus when there is sufficient student interest.

**FREN 330**

**Modern Literary Perspectives: the 20th Century**

*Three Credits LA*

A study of the main currents of literature and thought in 20th-century France through its most representative writers in the field of fiction, poetry and drama: Proust, Gide, Mauriac, Camus, Sartre and the Existentialists, Claudel, Peguy, and the Surrealists, St. John Perse, René Char, Beckett, Ionesco and the Theater of the Absurd. Offered annually in France and on campus when there is sufficient student interest.

**FREN 340-341-342**

**Interdisciplinary Units I-II-III**

*One credit each LA*

When taken abroad, a course taught in French in a discipline other than literature, selected with departmental approval. When taken on campus, a parallel course of study, in French, to a Marist course relevant to French concerns in another dis-

cipline (Political Science, Communication, Jewish Studies, International Studies, etc.). The course will be supervised jointly by faculty in both disciplines. A list of acceptable courses will be posted each semester according to semester offerings.

**FREN 392-393**

**Special Topics I-II**

*Three Credits each LA*

"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 every semester.

**FREN 394-395**

**Internship in French**

*One to Six Credits*

Qualifying students engage in work experience with various companies or agencies or in supervised teaching assistantships on campus. Work performance, assigned research or readings, and a seminar project (for three or more credits) constitute the basis of the experience. Number of credits is determined beforehand by mutual agreement. Offered every semester, intersession and summer.

*Prerequisites:* FREN 202, 250 and 251; permission of chairperson

**FREN 420**

**French Medieval and Renaissance Literature**

*Three Credits LA*

A survey of French literature from its origins up to 1600; introductory exposition of the evolution of Vulgar Latin into Old French. Acquaintance in some depth with: La Chanson de Roland, Chretien de Troyes, Villon, Rabelais, Ronsard and Montaigne.

**FREN 440**

**French for Current Affairs**

*Three Credits LA*

An advanced translation course aimed at developing specialized vocabulary and reading skills in the field of business, law, politics, computer science and medicine. The course will make extensive use of INTERNET resources (French news, legal and cultural information from the Embassy Services, scientific documents from French databases, business and financial news from the MINITEL). Offered every two years.

**FREN 477**

**Capping Course**

*Three Credits LA*

A capping course required for all Senior French majors. It is an independent study program based on a one-to-one teacher-student relationship. The student writes a long paper on a subject agreed upon with the supervising professor.

**FREN 493-494-495**

**Advanced Internship in French**

*Nine, Twelve or Fifteen Credits*

Students who have distinguished themselves in French may apply for this internship requiring habitual use of French. Completion of major field requirements, course prerequisites, departmental screening and acceptance by the company or agency are necessary for participation. Work performed, assigned readings and a seminar project constitute the basis of the experience. The student submits weekly reports, is periodically visited by faculty coordinator, and is evaluated at the end of the internship by the sponsoring supervisor. Students may be placed at home or abroad. Number of credits is determined beforehand by mutual agreement. Offered every semester and summer.

*Prerequisite:* Senior French major or minor; permission of chairperson

## GERMAN

**GERM 101-102**

**Elementary German I-II**

*Three Credits each LA*

Emphasis is placed on the acquisition of the fundamental skills of understanding, speaking, reading and writing. Offered annually.

**GERM 105-106**

**Intermediate German I-II**

*Three Credits each LA*

A continuation of the elementary course. The basic language skills are pursued more intensively and thoroughly. Offered annually.

*Prerequisite:* GERM 102 or sufficient background in German

**GERM 110-111**

**Scientific German I-II**

*Three Credits each LA*

Study of methods and techniques in the translation of scientific, technical and scholarly German texts. Grammar and syntax are examined, but only as tools in the process of correctly, precisely rendering printed matter from German into English, with the aid of a technical German-English dictionary. Considerable part of class time is used for sentence analysis and applications of theory to practical work in translating. Offered when there is sufficient student interest.

*Prerequisite:* GERM 106 or sufficient background in German

**GERM 201-202**

**German Language and Culture I-II**

*Three Credits each LA*

Extensive use of idiomatic German in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language. Offered when there is sufficient student interest.

*Prerequisite:* GERM 106 or sufficient background in German

## DESCRIPTION OF COURSES

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GERM 392-393

### **Special Topics I-II**

*Three Credits each LA*

"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 every semester.

## **GREEK**

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GRK 220

### **Greek Drama**

*Three Credits LA*

A study of the major works of Aeschylus, Sophocles, Euripides and Aristophanes. The principal sociological, psychological and historical contents of this great literary heritage of classical Greece will be reviewed. Taught in English. Offered at least once in three years.

GRK 222

### **Greek Mythology**

*Three Credits LA*

A study of classical mythology and its influence on Western literature. Taught in English.

## **HISTORY**

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HIST 130

### **Intro To Women's Studies**

*Three Credits LA*

An introduction to Women's Studies, a field of scholarship dedicated to the inclusion of women's experiences and feminist perspectives in the academy. The course places the emergence of women's studies in an historical perspective, then examines the transformative power of women's studies in a number of fields. Our goal will be to assess how including women changes academic methods, goals, and outcomes. Offered annually.

HIST 135

### **Origins of Modern Times**

*Three Credits LA*

An examination of the re-birth of secularism in the West, from the disintegration of Augustine's Christian Commonwealth to contemporary society with its emphasis on human rationality. Topics will include the Renaissance, Enlightenment, Industrial Revolution, modern war and the crises of the late 20th century. REQUIRED OF ALL FRESHMEN.

HIST 216

### **Black Political and Social Thought**

*Three Credits LA*

Dual listed as POSC 216

See POSC 216 for course description.

HIST 218

### **History and Culture of the Mid-Hudson Valley**

*Three Credits LA*

Surveys the political, economic and social evolution of the region from pre-Columbian times to the contemporary era. Offered biennially.

HIST 219

### **American Revolution**

*Three Credits LA*

This course explores the history of North America in the era of the American Revolution, approximately 1760-1800. This period witnessed a colonial war for independence and significant changes in American ideas on politics, law, and the role of the citizen in society. In addition, this course will examine the social discontent that characterized this period. Offered biennially.

HIST 222

### **The Rise and Fall of Modern Europe, 1815-1945**

*Three Credits LA*

Traces the explosive developments of the 19th century that led to Europe's hegemony and then collapse between World Wars I and II. Topics will include the Industrial Revolution, liberalism, romanticism, nationalism, imperialism and socialism. Offered triennially.

HIST 225

### **American Colonial Experience**

*Three Credits LA*

This course focuses on the pre-revolutionary era. It examines the transit of European cultures to the New World and the subsequent evolution and modification of these cultures. Particular emphasis is given to the development of a provincial society and the coalescence of the movement for political independence. Offered biennially.

HIST 226

### **American History I**

*Three Credits LA*

This course traces the evolution of American society from political independence to the Civil War with special emphasis on the stresses and strains of this formative era. Offered annually.

HIST 227

### **American History II**

*Three Credits LA*

This course examines the developments from Reconstruction through the emergence of a unified national, political and economic society, appearance as a major international force, and the unfolding of a modern, mass culture in recent times. Offered annually.

**HIST 228****America Since 1945***Three Credits LA*

This course begins with a review of the cumulative influences of the Great Depression, New Deal and World War II on American institutions, values and behaviors. Tracing the effects of these events through the 40's and 50's, attention is given to cold war politics and foreign policies. The sections on the 60's and 70's focus on themes of black civil rights, women's equality and minority politics. The domestic conflicts over foreign policy (Vietnam) and Presidential behaviors (Watergate) are considered in the context of modern developments. Offered biennially.

**HIST 229****Emergence of Women in Western Civilization***Three Credits LA*

This course will attempt to trace the development of the female image in the West down to the 19th century. A special emphasis will be placed on the impact of Christianity, the Romantic Movement in the 12th century, the Renaissance and the 19th century. Offered at least biennially.

**HIST 230****History of American Feminism***Three Credits LA*

This course will outline the birth and development of the American feminist movement from the end of the Colonial era to the present. Offered annually.

**HIST 234****The Black American Experience***Three Credits LA*

A survey of the black person's involvement with Western Civilization. The basis of black identity is traced through its origins in prehistoric and ancient African civilizations through the era of the slave trade to modern times. Social, economic and psychological implications of historical sequences are examined in black contexts. Readings, lectures, discussions. Offered biennially.

**HIST 240****Race & Nationality in American Life***Three Credits LA*

This course will provide students with an overview of the experiences of a variety of American ethnic and cultural groups. Students will become familiar with the ideologies of racism and nativism in American society from a historical perspective. Additionally, the course will concern itself with changing interpretations of the patterns of assimilation and acculturation in American life and with an assessment of race and nationality in contemporary American life. Offered biennially.

**HIST 244****Ancient Greece***Three Credits LA*

Growth and conflict of the city states, the development of the

Greek mind, the Hellenistic era; concentration is on Athens in the 5th century B.C. Offered biennially.

**HIST 247****Ancient Rome***Three Credits LA*

The development of the Roman character, of Roman Law and other Republican institutions, the rise and fall of the Roman Empire. Offered biennially.

**HIST 248****Medieval Period, the Creation of Europe, 300 A.D.-1300 A.D.***Three Credits LA*

The blending of classical, barbarian and Christian strains to form the first Europe. The development of monastic, feudal, imperial and papal institutions, their conflicts, urbanization, birth of the universities and growth of medieval thought, development of national states, legal systems and English Parliament. Offered annually.

**HIST 249****Early Modern European Period 1300-1800: An Age of Expansion and Revolution***Three Credits LA*

Infusion of classical humanism into late medieval culture; Europe discovers and colonizes the Western Hemisphere. A chain of revolutions: religious, scientific, intellectual, agricultural, English, American, French. Offered annually.

**HIST 251****Women In Asia***Three Credits LA*

An overview of continuity and change in the role and condition of women in the East, South, and Southeast Asia from approximately 1800 to the present. After exploring traditions of patriarchy, accommodation, and resistance, the course traces the effects of the modern transformations in states, economies, and societies, focusing on the issue of women's agency and the development of women's consciousness in the modern era. Offered biennially.

**HIST 260****History of Russia: to the Mid-19th Century***Three Credits LA*

A survey of Russia's historical development from the establishment of Kievan Rus to the reign of Alexander III, with an emphasis on the emergence of Muscovy, reigns of Peter I and Catherine I, and the social and political developments of the 19th century. Offered at least triennially.

**HIST 261****History of Russia: 1850-1917***Three Credits LA*

This course traces the evolution of Russia from the reigns of Alexander III and Nicholas II to the Russian Revolution of 1917. Offered at least triennially.

**HIST 262**

**History of Russia: The Russian Revolution**

*Three Credits LA*

This course traces Russian revolutionary movements of the latter part of the 19th century: Russian Marxists and Lenin; the Russo-Japanese War; the Revolution of 1905; The Dumas; WWI and Russia; February and October Revolutions; the Civil War; and N.E.P. Offered at least triennially.

**HIST 263**

**Eastern Europe and Russia from 1928 to the Present**

*Three Credits LA*

A study of the Soviet Union and its Eastern European satellites from the emergence of Stalin to the present. The course highlights Krushchev's period of the "Thaw," Brezhnev's return to "Stalinism," Gorbachev's liberal reforms, the collapse of Communism in Russia, and the reunification of the two Germanies. The course will extensively cover the return of liberty and the building of democracy in the former republics of the Soviet Union and its satellites, such as Poland, Hungary, Czechoslovakia and others. Offered triennially.

**HIST 268**

**Asia I**

*Three Credits LA*

This course offers a broad survey of East, Southeast and South Asian civilizations and histories to the late 18th century. Although the course will focus on the interactions of Asian civilizations, some attention will also be given to the coming of the West beginning in the 16th century. Offered biennially.

**HIST 269**

**Asia II**

*Three Credits LA*

This course offers a broad survey of East, Southeast and South Asian civilizations in the 19th and 20th centuries. The effects of imperialism, colonialism, nationalism and revolution on Modern Asia will be central concerns of this course. Offered biennially.

**HIST 272**

**The Ancient East**

*Three Credits LA*

A study of the beginnings of civilized life in the valleys of the Nile, Tigris-Euphrates and Indus. Terminating in the 5th century B.C., the course stresses the religious and intellectual contributions of these societies. Offered at least triennially.

**HIST 273**

**History of Latin America: To 1830**

*Three Credits LA*

A study of Latin America up to the early 19th century. This includes the pre-Columbian civilizations, the age of discovery and exploration, the colonial period and the independence movements. Offered biennially.

**HIST 274**

**History of Latin America:**

**From Independence Movements to Present**

*Three Credits LA*

A study of Latin America from the end of the independence movements to the present. This includes the period of national development in the 19th century and an analysis of certain contemporary issues. Offered biennially.

**HIST 285**

**The History and Political Culture of Ireland**

*Three Credits LA*

Dual listed as POSC 285

See POSC 285 for course description.

**HIST 286**

**Irish Experience in America**

*Three Credits LA*

A study of the political, economic and social experience of the Irish in America beginning with pre-Revolutionary War immigration but focusing on the later immigration in the 19th and 20th centuries. Some attention will be given to political, social and economic issues within Ireland which contributed to the patterns of immigration.

**HIST 304**

**Research Methods I**

*Three Credits LA*

This course, the first of a proposed two-course sequence required of all history majors in their sophomore or junior year, will provide students with an introduction to a series of issues regarding the work of the historian and the nature of historical inquiry. The organization of topics for this course is intended to allow students the opportunity to engage in a careful review of the writings of practicing historians concerning issues that form the essential ingredients of historical narrative. Offered annually.

**HIST 305**

**Research Methods of History II**

*Three Credits LA*

Emphasis is placed on the variety and reliability of historical data as well as its analysis and evaluation. Students are expected to develop procedures for the collection of different types of information, including documents, oral interviews, quantitative and computer data. Ability to effectively present a summary of data is assessed. Offered annually.

**HIST 312**

**History of the American Presidency**

*Three Credits LA*

Dual listed as POSC 312

See POSC 312 for course description.

*Prerequisite:* POSC 110 or HIST 226 or HIST 227

**HIST 316****America and the Movies***Three Credits LA*

Dual listed as COM 386

This course will use American films in a variety of ways. One perspective will be the film as an artifact, reflecting the moods of a particular moment in time. In addition, selected films will be seen as interpretations of the American story, conveying images of popular culture and history. Finally, the film experience will be analyzed as both art and entertainment. Course content will vary from offering to offering.

*Prerequisites:* Sophomore standing and one history or one communications course.

**HIST 320****American Diplomatic History***Three Credits LA*

Organized along topical lines, this course focuses on the evolution of American foreign policy. Beginning with the principles established in the early years of the Republic, it treats "Manifest Destiny," American's rise to world power, the conflict between political isolation and economic internationalism, and American diplomacy in the nuclear age. Offered when there is sufficient student interest.

**HIST 321****American Business History***Three Credits LA*

This course seeks to develop an understanding of the impact of business on American life. Commencing with the role of the entrepreneur prior to the Civil War, this course will focus on the rise of the "Robber Barons," the role of organization in business, the Great Depression and American entrepreneurial growth since World War II. Offered biennially.

*Prerequisite:* BUS 102 or HIST 226 or HIST 227

**HIST 341****The Diplomatic History of Early Modern Europe***Three Credits LA*

A study of the alliances, peace treaties, reversals, etc. through which nations in the developing European state system attempted to deal with international problems from the end of the Thirty Years War to the Congress of Vienna. Offered at least triennially.

**HIST 342****Constitutional History of England: To Henry VII***Three Credits LA*

A study of the development of the Laws and Constitution of Britain from the Saxons through the accession of Henry VII. Emphasis will be placed on such Saxon contributions as the Writ, the Reeve, the Witanagemot and on Norman and Angevin contributions in the area of Land Law, Courts and the Parliament. Offered triennially.

**HIST 343****Constitutional History of England: Henry VII to the Victorian Period***Three Credits LA*

A study of the development of the Laws and Constitution of Britain from the accession of Henry VII through the death of Victoria. Emphasis will be placed on the Tudor reforms, both legal and religious, the confrontation between the Stuarts and the Parliament, the course of development of the Parliament and the Cabinet system from the early Hanoverians through the major reforms of the Victorian era. Offered triennially.

**HIST 348****French Revolution and Napoleon***Three Credits LA*

Traces the French revolution from its causes to its culmination in the dictatorship of Napoleon. Offered biennially.

**HIST 349****Modern Germany: Bismarck to Hitler***Three Credits LA*

A survey of the attitude of German liberals after the Congress of Vienna and the Revolutions of 1848; their relationship to the power politics of Bismarck and Prussian militarism, Germany and World War I. It also examines the Versailles settlement and the problems under the Weimar Republic. Hitler and the roots of the Nazi ideology. Offered triennially.

**HIST 355****Comparative Political Systems: Middle East***Three Credits LA*

Dual listed as POSC 355

See POSC 355 for course description.

**HIST 360****The Adams Chronicles: 1750-1900***Three Credits LA*

This course is a self-paced, independent study course that will explore the substantial influences of four generations of the Adams family in the political, moral and social history of the United States through a flexible program of individual study. There will be no regular class meetings, but periodic tutorials; all study materials will be provided to each student at the beginning of the semester. Working with these materials plus the original video program (available in the Marist College Media Center) students can complete the course at their own pace within the semester.

*Prerequisite:* Permission of the instructor

**HIST 364****Civil War and Reconstruction***Three Credits LA*

A study of America from 1848-1877, emphasizing the causes, the course and the aftermath of the Civil War, with a consideration of the lingering effects of the conflict on American society, North and South. Offered biennially.

*Prerequisite:* HIST 226 or HIST 227 or permission of instructor

## DESCRIPTION OF COURSES

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HIST 368

### **China to 1644**

*Three Credits LA*

This course traces the growth of Chinese civilization and culture from its origins in the Shang Dynasty to the fall of the Ming dynasty. Offered biennially.

HIST 369

### **China Since 1644**

*Three Credits LA*

This course traces the decline of the traditional Chinese state, the rise of nationalism, radicalism and revolution in the 19th and 20th centuries and the formation of the People's Republic of China after 1949. Offered biennially.

HIST 375

### **History of Race Relations in Latin America**

*Three Credits LA*

An examination of relations between white, black and Indian in Latin America; emphasis is placed on the historical evolution of racial attitudes. Focal points will be the question of slavery, both of blacks and Indians, the impact of non-European cultures on Latin civilization, and comparative racial attitudes in the Americas. Offered when there is sufficient student interest.

*Prerequisite:* HIST 273 or HIST 274 or permission of instructor

HIST 392-393-394

### **Special Topics in History I-II-III**

*Three Credits each LA*

"Special topics" courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offering. The specific content is indicated when the course is listed in the schedule of classes.

*Prerequisite:* Permission of Dean

HIST 413

### **F.D.R. Seminar**

*Three Credits LA*

An intense study of America in the 1930's and 1940's, with emphasis on the emergence of the New Deal: its nature and significance. Attention is also given to the development of F.D.R., his apprenticeship for the White House, his role as chief administrator, as politician, as diplomat and as commander-in-chief during World War II. Offered biennially.

*Prerequisites:* At least two courses in American History or permission of instructor

HIST 477

### **Capping Course**

*Three Credits LA*

A capping course required for all Senior History majors.

HIST 497-498-499

### **Public History Internship**

*Three, Six and Nine Credits*

Upon completion of all other requirements for a concentration in Public History, students are eligible for an internship in one of the following areas: Business History (Private Sector),

Government (Public Sector), or other Public History area (Archival, not-for-profit, etc.). Interns are required to meet periodically as a group and individually with the Internship Director. Offered every semester.

*Prerequisite:* Permission of the Internship Director

## INFORMATION SYSTEMS

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IS 110

### **Computing Studies Seminar**

*One Credit LA*

The seminar consists of a series of lectures covering topics in computing and information processing. The topics will provide the student with a broad perspective of the field. Lectures will be given on state-of-the-art topics by faculty actively involved in the area. The topics will include computer viruses, ethics, parallel processing, neural networks, artificial intelligence, CAD/CAM, robotics, logical office, continuous flow manufacturing, etc. Offered Fall semester.

IS 130

### **Computing Studies Concepts**

*Three Credits LA*

This course establishes a foundation for the understanding of information systems in organizations. Applications and technologies are studied in relation to organization objectives. The student studies different types of systems such as MIS, DSS, EIS and basic applications such as Manufacturing, Finance, and Marketing. The student studies an overview of technology including hardware, software, Internet, World Wide Web, database and objects. Offered every semester.

IS 236

### **Problem Solving and Programming in Business**

*Three Credits LA*

This course develops problem solving and programming skills in the area of business and organizations. Students enhance their skills in developing well-structured COBOL programs by working on real business programming problems. The student is given a variety of experiences using JCL to access multiple files on the mainframe as well as an exposure to workbench and Object Oriented COBOL. Offered Fall semester.

*Prerequisites:* CMSC 120, IS 130.

IS 321

### **The Architecture of Hardware and Software**

*Three Credits LA*

This course introduces computer architecture, data representation, machine and assembly language, the fetch-execute cycle, and operating systems. It gives students a solid background in the hardware and software technologies that support business information systems. The course emphasizes the relationships between hardware and systems software, emphasizing the support that hardware provides for today's multitasking/multiuser operating systems. Offered Spring semester.

*Prerequisite:* CMSC 121

IS 395-396-397-398-399

### **Internship in Information Systems**

#### **One-Two-Three-Six-Nine Credits**

The internship is a professionally oriented experience in the information systems field. Arrangements are made with the Internship Director. Offered every semester.

Prerequisites: Junior/Senior standing in IS with a minimum cumulative GPA of 2.5. **Note:** Internships carry elective credit and may not be used to fulfill the requirements of the major.

IS 404

### **Systems Analysis Methods**

#### **Three Credits LA**

This course provides an overview of the systems development life cycle, with emphasis on the earlier phases. Students will learn CASE tools and other modeling tools. Students will become proficient in at least one current analysis method and will be exposed to several others including Object Oriented Analysis, Rapid Application Development, and Prototyping. This course has a project orientation, but the projects will cover only the system analysis part of the life cycle. Offered Fall semester.

Prerequisites: CMSC 121, IS 130.

IS 406

### **Data Communications**

#### **Three Credits LA**

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 will be discussed. Current equipment and physical interconnection will be 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. Offered Spring semester.

Prerequisite: IS 130

IS 407

### **Laboratory for Data Communications**

#### **One Credit**

This lab will provide students with hands-on experience in setting up, configuring, and trouble-shooting networks. Offered every spring.

Co-requisite: IS 406

IS 408

### **Data Management**

#### **Three Credits LA**

This course is an in-depth study of the design and implementation of client/server data management systems in business. Students will study data modeling (the relational and object-oriented data models), database query languages, multiuser database concerns such as concurrency control and recovery, and organizational issues (for example, database security and

database administration) that arise in a database environment. The course has a significant hands-on component, including a database design and implementation project using client/server database application development software. Offered every semester.

Prerequisites: CMSC 120, IS 130

IS 452

### **Decision Support Systems**

#### **Three Credits LA**

This course covers the analysis, design and development of highly complex, individually tailored tools for the solution of specific management problems. The concepts of modeling as a problem-solving technique, model formulation and tools for modeling will be covered.

Prerequisite: IS 404

IS 461

### **Systems Design Methods**

#### **Three Credits LA**

This course integrates the areas of computer technology, systems analysis, system design, human factors, and organizational behavior to aid the student in designing large-scale applications and decision support systems. Modern technologies (e.g., object oriented, client-server) and approaches (Rapid prototyping, CASE tools) are emphasized. Design and implementation tradeoffs are reviewed. Offered Spring semester. Prerequisites: IS 404, 408

IS 471

### **Advanced Topics in Information Systems**

#### **Three Credits LA**

This course in advanced topics will provide a more complete view of IS by studying topics of an advanced nature not covered in depth in the IS courses. Major topics to be covered could include, but are not limited to, Information Resource Management, Advanced Database Management, Expert Systems in Business, and Advanced Systems Development. New and innovative topics may also be covered, such as Object Oriented Paradigm, Reengineering and Rightsizing, Outsourcing, new technologies/tasks, IS issues and trends in industry, IS Research, Client/Server, and End-User computing. Offered spring semester, alternate years.

Prerequisite: IS 461

IS 477

### **IS Policy**

#### **Three Credits LA**

This course is the capping experience in IS. The course integrates information systems, related field requirements and core studies. Students in this course will study how information systems function to support the overall operations, policies, and objectives of organizations. Critical thinking, case studies and a major research paper are all required elements of the course. Offered Spring semester.

Prerequisites: IS 461, IS 492

IS 492

**Information Systems Project***Three Credits LA*

Students in this course will work in small teams to develop the solution to a problem for a real client, and work towards the implementation of the solution. The systems development life cycle approach—analysis and design, and project management tools and techniques will be utilized to explicitly define, monitor, and control project tasks. Offered Fall semester.

*Prerequisite:* IS 461

IS 495-496-497-498-499

**Advanced Internship in Information Systems***One-Two-Three-Six-Nine Credits*

The advanced internship is a professionally oriented assignment for students with prior internship experience in the information systems field or for students enrolled in the 5-year BS/MS in IS program. Arrangements are made with the Internship Director during the previous semester. Offered every semester.

*Prerequisites:* Junior/Senior standing in IS with a minimum cumulative GPA of 2.5. Note: Internships carry elective credit and may not be used to fulfill the requirements of the major.

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**INTEGRATIVE MAJOR**

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INTD 105

**Personal History and the Educational Experience***Three Credits LA*

This course has been designed to enable adult students to reflect upon their life experiences within the context of new educational perspectives and goals. Selected readings in the philosophy of education are geared to issues of personal development in the educational experience, past and present. Through shared reflection and class discussion the students learn how to establish continuity between their past educational histories, formal and informal, and the program of studies they have selected. Class procedures are designed toward the development of collaborative modes of learning. This course is the first core requirement for Integrative Majors. Students work closely with faculty to develop their degree plans.

INTD 209

**Self, Story and Culture***Three Credits LA*

The quest for meaning and value takes shape as, and is thereafter energized by and sustained by, a story. Put simply, we must see ourselves as actors in a significant drama—having come from some place and doing something to get some place. This course will select and organize readings and other relevant materials in literature, psychology, anthropology and the arts to enable students to recognize, criticize and critically reappropriate this dimension of story in their own personal quests for meaning and value within the contemporary context.

*Prerequisite:* INTD 105

INTD 212

**Self, Society and Institutions***Three Credits LA*

Self understanding and the quest for personal and professional realization are mediated by a host of social and institutional forms, including the family, social class, the economy, schools and modern governmental and corporate structures. This course will select and organize readings and other relevant materials in sociology, political science and economics to enable students to analyze some contemporary institutional forms and to appreciate the dynamic interaction between such forms and the individual's psychic and moral life.

*Prerequisite:* INTD 105

INTD 213

**Self, Nature and History***Three Credits LA*

The adult quest for meaning and value assumes mature form in a grasp of the possibilities of the historical moment. This course will select and organize readings and other relevant materials in history, philosophy and the sciences to bring into focus the responsibilities and possibilities bestowed upon us by a particular configuration of historical circumstance and by the new knowledge generated in scientific inquiry.

*Prerequisite:* INTD 105

INTD 477

**Capping Experience***Three Credits LA*

Intended to provide students with the opportunity to consider significant contemporary issues from integrative interdisciplinary perspectives. The issues need not be limited to public policy issues in scholarship and in the expansion of knowing and the known, the number of themes will be limited to allow depth of consideration.

*Prerequisites:* PHIL 103, INTD 105, 209, 212, 213

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**INFORMATION TECHNOLOGY**

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IT 115

**Introduction to Scripting***Three Credits LA*

The students will be introduced to the use and techniques of high-level scripting for applications such as information navigation. This course will cover message handlers, object hierarchies, and graphical user interface objects. An event-driven paradigm will be emphasized. Course assignments will include projects. Offered every fall.

IT 235

**Applications Programming in Windows***Four Credits LA*

This course will introduce programming for Windows using a visual programming language such as Visual Basic. Students will write standalone applications with windows, dialog boxes, radio buttons, menus, and so on. They will learn how to use

built-in Windows Dynamic Link Libraries and how to design custom DLLs. They will learn to use Application Program Interfaces. Students will design and implement at least one small application. Offered every Spring.

*Prerequisite:* CMSC 121

IT 300

### **Instructional Technology**

*Three Credits LA*

Information technologists will need to design small to moderately-sized instructional programs to teach skills to or to train end users. This course presents a model for developing instructional software, which students will then apply to develop and validate a unit of instruction. Additionally, students will learn terminology that is common in instructional design situations. Offered every other year.

*Prerequisites:* PSYC 342, CMSC 121

IT 312

### **UNIX**

*Three Credits LA*

In this course, students will learn the fundamentals of the popular operating system, UNIX. Topics will include file system organization, shell programming and customization, the use of filters such as grep, sed and/or awk, and perl. Offered every other year.

*Prerequisite:* IS 321

## **ITALIAN**

ITAL 101-102

### **Elementary Italian I-II**

*Three Credits each LA*

Emphasis is placed on the acquisition of the fundamental skills of understanding, speaking, reading and writing. Offered annually.

ITAL 105-106

### **Intermediate Italian I-II**

*Three Credits each LA*

A continuation of the elementary course. The basic language skills are pursued more intensively and thoroughly. Offered annually.

*Prerequisite:* ITAL 102 or sufficient background in Italian

ITAL 201-202

### **Advanced Italian I-II**

*Three Credits each LA*

Extensive use of idiomatic Italian in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language. Offered when there is sufficient student interest.

*Prerequisite:* ITAL 106 or sufficient background in Italian

ITAL 250

### **The Civilization of Italy**

*Three Credits LA*

Dual listed as FCIT 250

The main objective of this course is to acquaint the student with the contribution of Italy to Western Civilization with emphasis on Roman, Renaissance and contemporary periods. Offered when there is sufficient student interest.

## **JAPANESE**

JPN 101-102

### **Elementary Japanese I-II**

*Three credits each LA*

Emphasis is placed on building a solid foundation as attention is given to all four skills: listening, speaking, reading and writing. At the same time, students develop an understanding and appreciation of Japanese culture. The *Hiragana* and *Katakana* symbols are introduced first and the *Kanji* characters are gradually taught. By the end of the course, students should be able to handle a number of interactive survival situations. JPN 102 may be used to fulfill the foreign-language option of Core/LS. Offered annually.

JPN 105-106

### **Intermediate Japanese I-II**

*Three credits each LA*

The elements of basic Japanese are pursued more intensely and thoroughly. It includes practice in listening comprehension, speaking, reading and writing. A better understanding of Japanese culture continues. The students will be able to deal successfully with many more interactive survival situations and with greater proficiency. Offered annually if there is sufficient student interest.

*Prerequisite:* JPN 102 or sufficient background in Japanese.

JPN 120

### **Civilization of Japan**

*Three Credits LA*

The cultural development of Japan through the study of its history, geography, literature and fine arts. A basic knowledge of Japanese society will be obtained. The students will experience some specific aspects of Japanese culture that would be practical to persons in business and travelers. Taught in English. Offered every two years.

## **LEARNING CENTER**

LERN 100

### **Introduction to College Reading**

This course is designed to enable developmental readers to become more independent by focusing on reading basics with continuous practice and feedback, using material from content courses. The course meets once a week and is limited to freshmen who place into it. College Reading is recommended as a

follow-up. No academic credit is given for this course; however, one equivalent credit is earned.

### LERN 103

#### **Learning Theory and Application**

##### *One Credit LA*

This course will highlight some of the theories of learning and memory and apply them to specific techniques to improve the students' performance. Each of these skills will then be applied to the students' current course work. This course meets twice a week and is offered in the second half of the semester. Online skills enhancement through the Academic Learning Center's World Wide Web site is available.

### LERN 105

#### **College Reading**

##### *One Credit LA*

This course is designed to develop the critical and inferential reading skills required in all college work. Using college-level reading materials in various genres and disciplines, the student will practice principles of analysis as well as comprehension of content. This course meets once a week.

## **LATIN**

### LAT 101-102

#### **Elementary Latin I-II**

##### *Three Credits each LA*

A basic introduction to the study of Latin grammar and vocabulary. No previous knowledge of Latin required. Latin 102 may be used to fulfill the Foreign Language option of Core/LS. Offered annually.

### LAT 105-106

#### **Intermediate Latin I-II**

##### *Three Credits each LA*

Advanced study of grammar, stressing forms and syntax, with readings from classical authors. Offered when there is sufficient student interest.

*Prerequisites:* LAT 102, 105

## **MATHEMATICS**

### MATH 001

#### **Introductory Algebra**

This course is specifically designed to prepare the student to do well in subsequent Mathematics courses. The emphasis is on elementary algebra. Instruction is based on mastery learning, where the student progresses at his or her own pace. Examinations determine whether the student has reached an acceptable level of competency in each area. This course is strongly recommended for some students on the basis of their scores on the Mathematics Placement Test. No academic credit is given for this course. However, three equivalent credits are earned.

### MATH 108

#### **Intermediate Algebra**

##### *Three Credits LA*

This course provides students the opportunity to develop the skills and understanding that are essential for further study of many areas of mathematics, including calculus and introductory statistics, and related subjects, such as accounting, business and economics. The topics covered include: linear and quadratic functions and their graphs, exponents and radicals, exponential functions, rational algebraic expressions and systems of equations. This course is offered every semester.

**Note:** Intermediate Algebra may not be taken for credit by students who have successfully completed any Mathematics course numbered 115 or higher.

### MATH 110

#### **Excursions in Mathematics: Classical Models**

##### *Three Credits LA*

This is a nontraditional mathematics course designed to develop better logical and mathematical thinking in the students who take it. All sections have a main topic which is covered in depth. The main topic is chosen from logic, general problem-solving techniques, number theory and classical mathematical problems. Students are expected to be able to justify in writing their solutions to all problems. This course is offered every semester.

*Prerequisite:* Three years of high school mathematics.

### MATH 111

#### **Excursions in Mathematics: Modern Models**

##### *Three Credits LA*

This course is a nontraditional mathematics course designed to develop better logical and mathematical thinking in the students who take it. All sections have a main topic which is covered in depth. The main topic may be chosen from graph theory, game theory or current mathematical topics. Students are expected to be able to justify in writing their solutions to all problems. MATH 110 is not a prerequisite for this course. This course is offered every semester.

*Prerequisite:* Three years of high school mathematics.

### MATH 115

#### **Calculus with Management Applications**

##### *Three Credits LA*

This course introduces the basic computational tools of calculus, the derivative and the integral, and functional modeling, including linear, quadratic, exponential and logarithmic models. These ideas and techniques are applied to study situations from business and other disciplines. This course is offered every semester.

*Prerequisite:* Three years of high school mathematics or MATH 108 or satisfactory performance on the Mathematics Placement Test.

**MATH 120****Precalculus***Three Credits LA*

Precalculus is an introduction to the basic mathematical skills necessary for the study of calculus. The topics studied include rational expressions, analytic geometry and the elementary properties of functions including exponential, logarithmic and trigonometric functions. This course is intended for students who plan to enroll in MATH 221 but lack the necessary background. Use of a graphing calculator will be required. This course will be offered every semester.

**Note:** This course may not be taken for credit by students who have completed MATH 221 or higher courses or their equivalents.

*Prerequisite:* Two years of high school algebra or MATH 108.

**MATH 130****Introductory Statistics I***Three Credits LA*

This course introduces the basic ideas and techniques of statistics including: descriptions of sample data, simple probability, the binomial and normal distributions, estimation, hypothesis testing, correlation and regression, and the chi-squared distribution. Use of the computer may be required. This course is offered every semester.

**Note:** This course may not be taken for credit by students who have completed MATH 330.

*Prerequisite:* Three years of high school mathematics or MATH 108 or satisfactory performance on the Mathematics Placement Test.

**MATH 131****Introductory Statistics II***Three Credits LA*

This course continues the study of correlation and regression and the chi-squared distribution. It also treats experiment design, non-parametric techniques and specialized statistical techniques. Use of the computer may be required. This course is offered upon sufficient student demand.

*Prerequisite:* MATH 130

**MATH 210****Linear Algebra***Three Credits LA*

This course introduces the theory of vector spaces and linear transformations as abstract systems. Matrices, matrix operations and determinants are introduced and they are used to study systems of linear equations, characteristic value problems and various applications. This course is offered annually.

**MATH 221****Calculus I***Three Credits LA*

This course introduces the differential calculus of algebraic and trigonometric functions on the real line. Limits, continuity and the mean value theorem are considered as well as applications including extrema and related rates. Antiderivatives are

introduced. Use of a graphing calculator is required. This course is offered every semester.

*Prerequisite:* Three years of high school mathematics including trigonometry or MATH 120.

**MATH 222****Calculus II***Three Credits LA*

This course introduces the theory of the integral including the Fundamental Theorem of Calculus, techniques of integration and applications of the definite integral. The classical transcendental functions are also considered. Use of a graphing calculator is required. This course is offered every semester.

*Prerequisite:* MATH 221

**MATH 230****Operational Models***Three Credits LA*

This course surveys modern mathematical techniques that have special applicability in business and economics. Among the topics considered are linear programming including simplex, transportation, and assignment algorithms, queueing theory, simulation and scheduling techniques. Computer use will be required since the development of mathematical models and the interpretation of results are emphasized. This course is offered every semester. **Note:** This course may not be taken for credit by students who have completed MATH 430.

*Prerequisites:* MATH 115, MATH 130

**MATH 240****Problem Seminar I***One Credit LA*

This course provides freshmen with an introduction to explicit techniques and strategies for solving mathematical problems. Its focus is on the process of problem solving rather than on any body of mathematical facts. The level of mathematical knowledge expected is consistent with what a student would know after four years of high school mathematics.

**MATH 241****Calculus I***Four Credits LA*

This course introduces the differential and integral calculus of algebraic, trigonometric, exponential and logarithmic functions on the real line. Limits, continuity, the mean value theorem and the Fundamental Theorem of Calculus are considered as well as applications including extreme and related rates. Use of a graphing calculator is required. This course is offered every semester. (This course will replace MATH 221 beginning Fall 1997.)

*Prerequisite:* Three years of high school mathematics including trigonometry or MATH 120

**MATH 242****Calculus II***Four Credits LA*

This course discusses applications of the definite integral as well

## DESCRIPTION OF COURSES

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as techniques of integration. Sequences and series, Taylor's theorem, as well as polar notation are considered. Use of a graphing calculator is required. This course is offered every semester. (This course will replace MATH 222 beginning Spring 1998.)  
*Prerequisite:* MATH 241

**MATH 250**  
**Discrete Mathematics I**  
*Three Credits LA*

This course introduces the algebraic concepts, methods and techniques that form the theoretical basis of computer science, including the relevant areas of logic, set theory and the theory of relations, functions and permutations. Offered annually.  
*Prerequisite:* Three years of high school mathematics.

**MATH 251**  
**Discrete Mathematics II**  
*Three Credits LA*

This course continues the development begun in MATH 250. It includes the study of partially ordered sets, lattices and boolean algebras, groups and semigroups, and matrix methods.  
*Prerequisite:* MATH 250

**MATH 310**  
**Introduction to Mathematical Reasoning**  
*Three Credits LA*

This course focuses on developing the habits of thought and careful exposition that are essential for successful study of mathematics at the junior/senior level. Fundamental proof methods including proof by contradiction, by induction, and through case analysis are studied in the context of elementary set and function theory, number theory, and binary relations. This course is offered annually.

**MATH 320**  
**Calculus III**  
*Three Credits LA*

This course introduces the use of infinite series and it begins the study of multivariable calculus. Topics covered include: power series, vector geometry and higher dimensional analytic geometry, functions of several variables, partial derivatives. Various applications of these techniques are studied including extrema of functions of several variables. Related topics may be considered. Use of a graphing calculator is required. Offered annually.  
*Prerequisite:* MATH 222

**MATH 321**  
**Differential Equations**  
*Three Credits LA*

Solutions to linear and non-linear differential equations are generated by use of integration techniques, series, and transform methods. Numerical methods for generating approximate solutions and geometric methods for the qualitative study of dynamical systems are also considered. Offered biennially.  
*Prerequisites:* MATH 210, 320

**MATH 322**  
**Calculus IV**  
*Three Credits LA*

This course introduces multiple integration and it extends the differential and integral calculus to vector-valued functions. Topics covered include: line and surface integrals, Green's and Stokes' theorems and related topics and their applications. Use of a graphing calculator is required. Offered annually.  
*Prerequisite:* MATH 320

**MATH 330**  
**Probability and Statistics**  
*Three Credits LA*

This course is an introduction to probability as a basis for the theory of statistics. The topics covered include sample spaces, conditional probability and independence, discrete and continuous distribution functions, random variables, and joint and marginal probability distributions. Offered annually.  
*Prerequisite:* MATH 320

**MATH 331**  
**Applied Statistics**  
*Three Credits LA*

This course considers the applications of probability to problems of statistical inference, including correlation, regression, sampling estimation, hypothesis testing, goodness-of-fit tests and design of experiments. Offered biennially.  
*Prerequisite:* MATH 330

**MATH 340**  
**Problem Seminar II**  
*One Credit LA*

This course provides juniors and seniors with a second more-sophisticated look at the problem-solving process. Problems whose solution requires knowledge of undergraduate mathematics will be considered, and more emphasis will be placed on proofs.

**MATH 343**  
**Calculus III**  
*Four Credits LA*

This course introduces multivariate calculus. Topics covered include: vector geometry, functions of several variables, partial derivatives, and multiple integration. As time permits, line and surface integrals, Green's and Stoke's theorems with related topics and their applications, as well as differential equations may be covered. Use of a graphing calculator is required. This course is offered every fall semester. (This course will replace MATH 322 beginning Fall 1998.)  
*Prerequisite:* MATH 242

**MATH 393-394**  
**Special Topics in Mathematics I-II**  
*Three Credits each LA*

The second type of special topics course is a regularly scheduled class whose subject matter is not covered by any of the cataloged courses of the discipline. The specific content is described when the course is listed in the schedule of classes.  
*Prerequisite:* Permission of the Dean

**MATH 395****Math Practicum***One Credit*

Each student will participate in an approved and supervised service activity which makes direct and substantial use of the student's mathematical expertise. Examples include tutoring in the Math lab and conducting review sessions for the Learning Center. This course is only open to Mathematics majors and minors. The maximum number of credits that a student can earn is three.

**MATH 410****Abstract Algebra I***Three Credits LA*

This course introduces the basic concepts of modern algebra: axiomatic definition of algebraic structures, and homomorphisms. It concentrates on group theory with an introduction to ring theory. Additional topics may include elementary number theory, group actions or the Sylow theorems. Offered annually.

*Prerequisite:* MATH 210

**MATH 411****Abstract Algebra II***Three Credits LA*

A continuation of Math 410, this course concentrates on aspects of the theory of rings, fields and modules. Closely related topics in number theory, Galois theory, or graph theory may also be covered. Offered biennially.

*Prerequisite:* MATH 410

**MATH 412****Computational Algebra***Three Credits LA*

This course explores some of the computational aspects of linear algebra. It considers both the theoretical and applied mathematical aspects of algorithms and provides the student with opportunities for further development of programming skills. Offered upon sufficient student demand.

*Prerequisites:* MATH 210, CSIS 121

**MATH 420****Mathematical Analysis I***Three Credits LA*

This course undertakes a rigorous study of the topology of real numbers and more general spaces, taking a unified approach to sequences and series and continuity. It may also include sequences of functions, differentiation and the Fundamental Theorem of Calculus. Offered annually.

*Prerequisites:* MATH 210, 320

**MATH 421****Mathematical Analysis II***Three Credits LA*

This course undertakes a rigorous study of the inverse and implicit function theorems, the Riemann integral and the Fundamental Theorem of Calculus, the integration of forms and Stokes Theorem. If time permits, an introduction to

Lebesgue integration will be given. Proofs of elementary theorems will be expected of the student. Offered biennially.

*Prerequisite:* MATH 420

**MATH 422-423****Applied Mathematics***Three Credits each LA*

These courses consider selected applied topics from at least four of the following areas: Ordinary and partial differential equations, matrices, complex variables, Fourier series, Laplace transforms, the algebra and calculus of vectors, and numerical methods. Offered upon sufficient student demand.

*Prerequisites:* MATH 210, 320

**MATH 424****Complex Variables***Three Credits LA*

This course investigates the theory of functions of a single complex variable, considering continuity, differentiability, the Cauchy-Riemann equations, analytic functions, complex integration, Cauchy's Theorem, Taylor's Theorem, Taylor and Laurent series, residue theory, conformal mapping, and harmonic functions. Offered biennially.

*Prerequisite:* MATH 320

**MATH 430****Operations Research***Three Credits LA*

This course introduces the basic ideas and methods of operations research, considering topics selected from linear programming and the simplex method, transportation problems, sensitivity analysis, graphs and networks, CPM, PERT, dynamic programming, game theory, Markov chains, queuing, birth and death processes, inventory theory, simulation, and computer considerations. Offered biennially.

*Prerequisite:* MATH 210

**MATH 440****Numerical Analysis***Three Credits LA*

This course studies the design and implementation of numerical algorithms for computing devices, considering number systems and error analyses, nonlinear equations, systems of linear equations, matrix operations including inversion and eigenvalue problems, interpolation, differentiation and integration, ordinary differential equations, and difference methods for some partial differential equations. Offered biennially.

*Prerequisites:* MATH 320 and proficiency in a programming language.

**MATH 441****Advanced Discrete Structures***Three Credits LA*

This course provides an introduction to discrete mathematical structures and related computational problems. Topics are selected from the representation of integers, sets, subsets, gray codes, chromatic polynomials, finite groups, graphs, trees, net-

## DESCRIPTION OF COURSES

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works, grammars, linguistics, coding theory, recursion, finite machines, and universal algebras. Offered upon sufficient student demand.

*Prerequisite:* MATH 210

### MATH 450

#### **Fundamental Concepts of Geometry**

*Three Credits LA*

This course provides an introduction to the concepts of geometry, with an emphasis on the relationship between algebra and geometry. Euclidean plane geometry is studied in terms of various transformations and their groups. This is followed by a systematic treatment of affine and projective spaces over fields and a brief survey of other geometries. Offered biennially.

*Prerequisites:* MATH 210, 320

### MATH 451

#### **Elementary Topology**

*Three Credits LA*

This course introduces the basic concepts of point set topology, beginning with the notions of metric and topological spaces and the definitions of a continuous function and a homeomorphism. Subspace, product, and quotient topologies are introduced, and the fundamental topological features of connectedness, compactness, and the Hausdorff separation property are studied. Additional topics in point-set, geometric, or algebraic topology may be included according to the interests of the instructor and the class. Offered upon sufficient student demand.

*Corequisite:* MATH 410 or 420

### MATH 452

#### **Foundations of Mathematics**

*Three Credits LA*

This course considers mathematical systems, mathematical logic and proof, the real number system, and topics in the philosophy of mathematics. Offered upon sufficient student demand.

*Prerequisites:* MATH 210, 320, or permission of the instructor.

### MATH 470-471

#### **Advanced Topics in Mathematics I-II**

*Three Credits each LA*

These courses are designed for upper-level mathematics students. The course format is flexible and will be chosen to respond to the needs of the students participating and the nature of the subject being studied. The topics considered must have upper-level prerequisites, but may otherwise be chosen to satisfy student and faculty interests. Offered upon sufficient student demand.

*Prerequisite:* Permission of instructor

### MATH 477

#### **Capping Course**

*Three Credits LA*

This course helps students to unify and integrate their mathematical education and to place it in a broader context of scientific, philosophical and social issues. Each student selects a topic, makes two presentations to the seminar, and prepares a major paper. When appropriate, there may be presentations by faculty and outside speakers, but the focus will be on student activity. Topics for consideration will be chosen from the areas of philosophy, foundations, history, and applications. Offered annually.

*Prerequisite:* Senior standing or permission of the instructor

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## MEDICAL TECHNOLOGY

### MEDT 260

#### **Methods in Medical Technology**

*Four Credits*

A study of the principles and practice of clinical laboratory medicine, including approaching the patient, venipuncture, laboratory procedures and professional ethics. Site visits to hospital laboratories are included. Offered every Fall. *Three-hour lecture, three-hour lab per week.*

*Prerequisite:* BIOL 110-111, 112-113

*Corequisites:* CHEM 111, 113

### MEDT 301

#### **Clinical Microbiology I**

*Four Credits*

Introductory study of the classification, morphology, growth requirements, biochemical characteristics and pathogenic mechanisms of infectious bacteria, fungi and viruses. Laboratory exercises present techniques and procedures used to isolate and identify medically significant bacteria and fungi from clinical specimens. Offered every Spring. *Three-hour lecture, three-hour lab per week.*

*Prerequisite:* BIOL 312

### MEDT 305

#### **Clinical Chemistry I**

*Four Credits*

A study of manual and automated biochemical analysis of body fluids, including analytical procedures and correlation of laboratory data with biochemical and physiological processes in health and disease states. Offered every Spring. *Three-hour lecture, three-hour lab per week.*

*Prerequisites:* BIOL 110-111, 112-113, CHEM 111-112, 113-114

*Recommended:* CHEM 201

### MEDT 315

#### **Hematology I**

*Four Credits*

A study of the human hematopoietic system in health and disease states and its relationship to other organ systems. A morphological study of the cellular components of blood. Mechanisms of normal hemostasis and the pathological changes caused by disease or by anticoagulant therapy are included. Offered every Spring. *Three-hour lecture, three-hour lab per week.*

*Prerequisites:* BIOL 110-111, 112-113, CHEM 111-112, 113-114

**MEDT 340****Clinical Immunology/Immunoematology I****Four Credits**

A comprehensive study of the cellular and humoral immune response in health and disease. Includes serologic evaluation of infection, a study of human blood groups and associated genetics, transfusion therapy, detection of in vivo antigen-antibody reactions and hemolytic disease of the newborn. Offered every Spring. *Three-hour lecture, three-hour lab per week.*

*Prerequisites:* BIOL 110-111, 112-113, CHEM 111-112, 113-114

*Recommended:* BIOL 315

**MEDT 345****Clinical Microscopy I****One Credit**

A study of body fluids which encompasses urine, cerebrospinal fluid, gastric juice, peritoneal, pericardial, amniotic, synovial and seminal fluids. Includes renal physiology, and pathophysiology of urinary tract disease and the microscopic and biochemical changes in urine which occur as a result of disease and are observed in the clinical laboratory. Offered every Spring. *One-hour lecture, two-hour lab per week, eight weeks duration.*

*Prerequisites:* BIOL 110-111, 112-113, CHEM 111-112, 113-114

**MEDT 401****Clinical Microbiology II****Four Credits**

Advanced study of clinical microbes and the pathogenesis of infectious disease. Supervised hospital and classroom instruction in current manual and automated systems for isolating and identifying medically important bacteria, fungi, viruses and parasites from all sites of human infection. Methods in antimicrobial susceptibility testing for antibiotic therapy are included. Offered every Summer/Fall.

*Prerequisite:* MEDT 301

**MEDT 405****Clinical Chemistry II****Four Credits**

Advanced study of biochemical analysis of body fluids and the clinical significance of results. Supervised hospital instruction in performing these manual and automated analyses and the evaluation of test results. Offered every Summer/Fall.

*Prerequisite:* MEDT 305

**MEDT 410****Hematology II****Four Credits**

Advanced study of hematology and coagulation. Supervised hospital instruction in current techniques of hematological analysis and evaluation of the diagnostic significance of results. Testing and evaluation of hemostatic function are included. Offered every Summer/Fall.

*Prerequisite:* MEDT 315

**MEDT 440****Clinical Immunology/Immunoematology II****Four Credits**

Advanced study of immunology and immunoematology. Supervised hospital and classroom instruction in testing for antigen-antibody reactions resulting from blood group and tissue incompatibility and infectious disease; review of blood processing, antibody identification and component therapy. Offered every Summer/Fall.

*Prerequisite:* MEDT 340

**MEDT 445****Clinical Microscopy II****One Credit**

Advanced study of body fluids. Supervised hospital instruction in diagnostic procedures used to evaluate all types of body fluids. Offered every Summer/Fall.

*Prerequisite:* MEDT 345

**MEDT 477****Topics in Medical Technology****Three Credits**

A lecture- and discussion-oriented study of current topics in medical technology, medical technology education and laboratory management are included. Case studies and problem solving emphasized. Offered every Spring. *Three-hour lecture per week.*

*Prerequisites:* MEDT 401, 405, 410, 440, 445

**MUSIC****VOCAL COURSES:****MUS 112-113****Vocal Skills I-II****Three Credits each LA**

This elementary voice class is designed to introduce the student to the fundamentals of singing, including tone production, breathing and diction. Singing with a natural sound and a relaxed feeling is encouraged. Offered every year.

In Vocal Skills II, growth and development in the fundamentals of singing are encouraged. Also, several theories of vocal production are studied and then tested for understanding. This course provides a clear understanding of the theory of application thus resulting in knowledge that the student will use with his speaking and singing voice throughout his/her career. Offered when there is sufficient student interest. Participation in chorus twice per week is required.

**MUS 212-213****Intermediate Voice Study I-II****Three Credits each**

The goal of this level of voice instruction is to establish a sound voice technique and a thorough understanding of the singing voice, and to begin the rudiments of artistic singing. Offered when there is sufficient student interest.

**MUS 351**

**Independent Vocal Study**

*Three Credits LA*

Independent Vocal Study is designed to deal more specifically with the natural gifts of the vocal instrument and to direct students in how to handle their own particular vocal problems in daily practice for continued growth in free, controlled artistic vocal production when practicing and performing. When talent warrants, this course may be taken for more than one semester for credit. Literature and pedagogy become more advanced with each semester of study.

*Prerequisites:* MUS 112-113

**PIANO COURSES:**

**MUS 101**

**Beginning Class Piano I**

*Two Credits*

The basics of piano techniques are learned from the ground up. Music notation, rhythms, as well as coordination of both right and left hand are stressed. Simple repertoire is learned and performed in a recital at the end of the semester. If you always wanted to learn to play the piano, this is the course for you.

**MUS 102**

**Beginning Class Piano II**

*Two Credits*

Previous knowledge of piano is required. A more advanced technique is taught as well as a bit more difficult repertoire.

**THEORY COURSES:**

**MUS 103**

**Sight Reading**

*Three Credits LA*

Development of skills in reading, singing and hearing musical intervals, chords and rhythms by means of musical notation and keyboard. No background in music is required.

**MUS 120**

**Theory of Music I**

*Three Credits LA*

A study of the fundamentals of musical notation, basic chords and chord progressions, simple forms. Attention is also given to ear training, sight singing and creative work at the individual level. Offered in the Fall.

*Prerequisite:* MUS 103 or ability to read music

**MUS 220**

**Theory of Music II**

*Three Credits LA*

A study of chromatic harmony, larger musical forms, analysis of compositions using these materials. Further development of skill in harmonizing melodies, composing at individual level, ear training and sight singing. Offered in the Spring.

*Prerequisite:* MUS 120 or its equivalent

**CHORAL COURSES:**

**MUS 110**

**Choral Singing I**

*Three Credits*

If you love to sing in a group, or if you have always wanted to try this medium, supported with teaching of basic skills, this course is for you.

*No Prerequisites.*

**MUS 111**

**Choral Singing II**

*Three Credits*

Using the skills of Choral Singing I, experience the joy of singing through performances of music ranging from Bach to Broadway. This course stresses singing in choral parts.

**MUS 301**

**Choral Singing III**

*Three Credits*

This course provides an opportunity for the student with some choral experience to listen, study and perform the more advanced contrapuntal choral music from all periods and in several foreign languages.

**MUS 302**

**Choral Singing IV**

*Three Credits*

This level of instruction offers the opportunities of performance with orchestral accompaniment, singing with other community choirs and, on occasion, performing in foreign countries.

**HISTORY COURSES:**

**MUS 105**

**Creative Listening**

*Three Credits LA*

Designed as an introduction to music form, genres, and performance, the class will be based on the vocabulary of music and performance rather than through historical perspective. Concert attendance and music critiques will be required. Offered in Fall.

*No Prerequisites.*

**MUS 106**

**Jazz and Sound**

*Three Credits LA*

Study of roots of Jazz from its early European and African heritage to the present will be achieved by examination of the diverse styles. Dixieland, Blues, Swing, Bebop, Cool, Fusion, spontaneous improvisation and current avant garde practices will be discussed. Student presentations and written critiques will be strongly encouraged. Offered when there is sufficient student interest.

*No Prerequisites.*

**MUS 214****Opera****Three Credits LA**

The Opera is studied from an historical vantage point. Beginning with the Medieval and Renaissance roots of this art form the course proceeds through the Baroque and Classical periods to the Romantic and Post-Romantic styles of the 19th and early 20th centuries. The course will also touch on the role of opera as a social revolutionary and political force. Offered when there is sufficient student interest.

**MUS 225****Insight to Music****Three Credits LA**

In order to gain a better appreciation of historical periods in music, emphasis will be on acquisition of a basic listening repertoire. The course is designed as an introduction to music history, major composers and repertoire. Listening required. Textbook required. Offered in Spring.

*No Prerequisite.*

**MUS 340****Music of the 18th Century****Three Credits LA**

An exploration of the music of the Baroque and Classical eras, featuring Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven and Schubert. Class will be supplemented by videotapes and by live performances. Listening required. Previous musical study or experience recommended.

**MUS 342****Music of the 20th Century****Three Credits LA**

An examination of the diverse styles of music in our century to include music of Impressionism, Expressionism, Serialism, Neoclassicism, Stravinsky, Gershwin, Copland and Ives. Supplemental study of avant-garde, jazz, rock and contemporary issues will be augmented by student presentations and films. Offered when there is sufficient student interest. Listening required. No textbook required. Previous musical study or experience recommended.

**MUS 343****Music in America****Three Credits LA**

A historical view of the unique development of music in America from the 17th century to the present. Study will include music from Revolutionary and Civil Wars, folk music, major American composers, minstrelsy, origin of ragtime and musicals, as well as an examination of contemporary issues. Offered when there is sufficient student interest. Previous musical study or experience recommended.

**MUS 441****Romantic Music of the 19th Century****Three Credits LA**

Romanticism manifested in music of the major composers of

the period will be understood by consideration of their lives and philosophies. Mendelssohn, Berlioz, Chopin, Liszt, and Tchaikovsky are only some of the features. Listening required. Textbook required. Previous musical study or experience recommended.

**ACTIVITY COURSES:****MUS 230****Marist College Band****One Credit**

Marist College Band performs as both a concert ensemble and during football season as a marching unit. Concerts are performed both on campus, within the local community, as well as tours throughout the United States. Building on its sound musicality, this group of fine musicians also takes part in non-credit Jazz Band, Flute Ensemble, Clarinet Choir, and Percussion Ensemble. Rehearsal and performance attendance are required to earn credit. One Credit per semester not to exceed eight credits for four years. Credit is optional. (Approval Pending)

**MUS 231****Brass Wind Ensemble****One Credit**

A performance workshop where students gain familiarity with a broad range of literature for the brass wind idiom. Precision, intonation and interpretation are studied in an ensemble format. Open to all students with a school-level proficiency who own their instrument.

**MUS 299****Choral Activity****One Credit each semester**

MARIST COLLEGE SINGERS is an organization to which every member brings special talent. The blending of these gifts with hard work results in individual growth along with group distinction in artistic expression. This group sings with other college choral groups away and at home, for campus events and community celebrations, and takes a choral tour in USA and abroad—alternating years. Rehearsals and performances are required for earned credit—1 credit per semester not to exceed 8 credits for four years, credit optional.

MARIST WOMEN'S CHORALE affords the students a chance to perform in small ensembles utilizing unique repertoire. This group also participates in Collegiate Festivals and Competitions, and sings with various Men's College Glee Clubs. One Credit optional. Practices two hours per week.

CHAMBER SINGERS is a select chamber group of 16-24 voices. The members of this choral group are admitted by audition only. One Credit optional. Practices two hours per week—occasionally an extra hour of rehearsal is scheduled in preparation for special concerts.

**Note:** The maximum number of Choral Singing and Choral Activity credits that can be earned in four years is 16. No student can earn 1 credit for Choral Activity while he is taking Choral Singing I, II, III, or IV.

## DESCRIPTION OF COURSES

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MUS 391-392-393

### **Special Topics in Music I-II-III**

*One-Three Credits LA*

"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 every year.

*Prerequisite:* Permission of Dean

## **PARALEGAL**

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PRLG 101

### **Introduction to Law**

*Three Credits LA*

Dual Listed as POSC 102

Introduction to Law is an introduction to the study of the law and the legal system. The course introduces students to the methodology of legal studies, to an overview of major areas of law, and to the functions of the paralegal in each area, as well as to the ethical and professional responsibilities attendant to the field. Students are prepared to continue the subject-specific courses with sufficient background and foundation to make them meaningful. Offered annually.

PRLG 105

### **Origins of the American Legal System**

*Three Credits LA*

Dual listed as POSC 105

This course introduces the student to the Anglo-Saxon origins of some of our legal institutions, e.g., the jury system, writs, habeas corpus, etc., and traces their development up to our own time. The student is shown why the Common Law developed as it did, what distinguishes Common Law from Roman civil law and what influence the latter had on the former. The purpose of the course is to assist the student in achieving a better understanding of our legal traditions through an historical overview. Offered biennially.

PRLG 106

### **Juvenile Law and Procedures**

*Three Credits LA*

Dual listed as CRJU 112

See CRJU 112 for course description.

PRLG 201

### **The Constitution and the Bill of Rights**

*Three Credits LA*

Dual listed as POSC 201

This course examines current constitutional issues as they relate to the Bill of Rights, including privacy, censorship, freedom of religion, fairness in the criminal justice system and affirmative action. Offered biennially.

PRLG 206

### **Issues in American Constitutional Law**

*Three Credits LA*

Dual listed as POSC 210

See POSC 210 for course description.

PRLG 210

### **Introduction to Legal Research And Writing**

*Three Credits*

Introduction to Legal Research and Writing teaches students how to use the tools found in a law library to solve legal problems, and how to write a memorandum of law based on these tools. All primary sources of law and all significant secondary sources of law are studied, and the students are trained on the use of WESTLAW computerized legal research. Both federal and state materials are used extensively in this course. Offered annually.

*Corequisite:* PRLG 101

PRLG 221

### **Law and Society**

*Three Credits LA*

Dual listed as CRJU 221 and POSC 221

See CRJU 221 for course description.

PRLG 311

### **Family Law**

*Three Credits LA*

Family Law trains students in the law relating to marriage, dissolution of marriage, property distribution, and children. The theory and practice of family law, including the drafting, modification and enforcement of divorce decrees, separation agreements, and prenuptial agreements are fully covered. The financial consequences, including the tax consequences, of marriage and the dissolution of marriage are evaluated. Offered annually.

*Corequisite:* PRLG 101

PRLG 312

### **Criminal Law**

*Three Credits LA*

Criminal Law analyzes the substantive and procedural aspects of criminal law. Students study the preparation of criminal cases for trial, the prosecutorial function, probation, bail, sentencing, investigation and interviewing in criminal cases, and the Constitutional limitations on criminal law. Offered annually.

*Corequisite:* PRLG 101

PRLG 313

### **Real Property and Title Search**

*Three Credits*

Real Property and Title Search is a comprehensive analysis of real property ownership, title searching, and conveyance. The course includes a substantive and theoretical analysis of all documents associated with real property transactions, as well as a detailed study of the processes required to transfer real property. Offered annually.

*Corequisite:* PRLG 101

**PRLG 315****Administrative Law***Three Credits*

This course is designed to acquaint the student with procedures and practices of administrative judicial process, including all aspects of mediation and adjudication before federal and state agencies, review boards, and other governmental administrative, rather than judicial, hearings. Offered at least biennially.

*Corequisite:* PRLG 101

**PRLG 380****Business Law I***Three Credits*

Dual listed as BUS 380

See BUS 380 for course description.

**PRLG 381****Business Law II***Three Credits*

Dual listed as BUS 381

See BUS 381 for course description.

**PRLG 410****Advanced Legal Research and Writing***Three Credits*

This course emphasizes drafting of legal documents and memoranda and researching specific legal problems. A thorough knowledge of basic principles of legal research is assumed. Offered at least biennially.

*Prerequisites:* PRLG 101, 210

**PRLG 420****Wills, Trusts, Estates***Three Credits*

Wills, Trusts, Estates introduces the student to the law applicable to property and its conveyance under descent by will, and by trust. The drafting of a will, the administration of an estate, the establishment and maintenance of trusts, and the tax principles of estate planning and administration are studied. Offered annually.

*Corequisite:* PRLG 101

**PRLG 421****Corporate Law***Three Credits*

Legal format and available forms for conduct of business of corporations. Emphasis on structure of corporations, manner in which corporations operate as fictitious persons, incorporation procedures, dissolution and merger. Offered upon sufficient enrollment.

*Corequisite:* PRLG 101

**PRLG 422****Civil Litigation and Practice***Three Credits*

Civil Litigation and Practice reviews the theory and applica-

tion of procedures in civil litigation in both State and Federal courts. Trial strategies, rules of evidence pleadings, trial preparation, jury selection, settlements and investigation are reviewed. Offered annually.

*Corequisite:* PRLG 101

**PRLG 430****Law Office Management***Three Credits*

Procedures, tools and techniques for recordkeeping, diarying, work allocation, billing and structuring of legal service delivery in modern legal practice. Offered upon sufficient enrollment.

*Corequisite:* PRLG 101

**PRLG 440****Labor Relations Law***Three Credits*

A survey of the substantive and procedural aspects of the laws governing employer-employee relations. Emphasis is placed on the federal laws regulating union organizing, collective bargaining and arbitral processes. Topics covered include the new pension law (ERISA), Occupational Health and Safety Act, Equal Employment Opportunity Act and New York State Public Sector Labor Relations. Students role play in mock collective bargaining and arbitration exercises. Offered upon sufficient enrollment.

*Corequisite:* PRLG 101

**PRLG 496-498****Work Experience or Legal Internship***Three Credits each*

Paralegal students engage in work experience in law offices and government agencies. Work in the agency, readings and a seminar project constitute the basis of the experience. Permission of the faculty supervisor is required for entrance to the course. Offered every semester.

*Corequisite:* PRLG 101

**PHILOSOPHY****PHIL 101****Introduction to Philosophy***Three Credits LA*

This course introduces the student to the general education experience with the identification and analysis of the diversity of the contemporary modes of knowing; e.g., mythological, religious, scientific, and philosophic. Required of Freshmen. Offered every semester.

**PHIL 103****World Views and Values***Three Credits LA*

This course aims to help students ask basic questions about the ultimate meaning of life, to take a comprehensive and holistic

world view, and to articulate a coherent value system. The basic methodology for teaching the course is comparative and socioanalytic. Transfer students only. Offered every semester.

PHIL 203

### **Introduction to Logic**

*Three Credits LA*

This course introduces the student to "applied" logic. It deals with formal structures of thought only insofar as these can be readily applied to the organization of thought in language: spoken and written. The logical errors or fallacies that are most frequently made in written and oral discourse will be identified. Offered annually.

PHIL 212

### **Philosophy of Society**

*Three Credits LA*

Philosophical thought concerning the nature, purpose and forms of social organization. Offered biennially.

PHIL 220

### **History of Modern Philosophy I**

*Three Credits LA*

An analysis of the movements of philosophical ideas in Europe from the 17th through the 19th century. Offered biennially.

PHIL 221

### **History of Modern Philosophy II**

*Three Credits LA*

An analysis of the movements of philosophical ideas in Europe from the 19th into the 20th century. PHIL 220 is recommended but not required for PHIL 221. Offered biennially.

PHIL 222

### **History of Ancient Philosophy**

*Three Credits LA*

A study of the major themes that formed Western philosophical tradition from the time of the preSocratics to Plotinus. Offered triennially.

PHIL 223

### **History of Medieval Philosophy**

*Three Credits LA*

The historical emergence of Latin, Greek and Islamic philosophy from the period of the Alexandrines to the 15th century. Offered triennially.

PHIL 231

### **Philosophy of Religion**

*Three Credits LA*

An investigation of the philosophical issues regarding religious phenomena and the implications of religious experience. Offered biennially.

PHIL 232

### **Philosophy of History**

*Three Credits LA*

An inquiry into the character of historiographical problems of evidence and explanations. Offered biennially.

PHIL 233

### **Philosophy of Education**

*Three Credits LA*

This course is designed to aid the student in reflecting on the place and meaning of education in modern American society. Priority to Teacher Education students. Offered every Spring.

PHIL 235

### **Philosophy and Technology**

*Three Credits LA*

The course will analyze, from a philosophical perspective, the theoretical, metaphysical and ethical presuppositions underlying the technological orientation of Humanity. Given the revolutionary nature of technology, an essential task of the course will be to provide an historical perspective of the problem. Such a perspective is necessary, not only to understand our own historical position, but to see the limits of technology itself, i.e., its humanizing and dehumanizing power. Offered biennially.

PHIL 240

### **American Pragmatism**

*Three Credits LA*

A survey of the development of American Pragmatism from the latter part of the 19th century into the 20th century. Readings are from primary sources in Peirce, James and Dewey. Offered triennially.

PHIL 242

### **Philosophy and Human Existence**

*Three Credits LA*

The course is focused on the vital relationships of ideas as they are expressed in philosophy and human life. Great emphasis will be put on the historical dimension of human ideas and human existence. Philosophy will be seen as the historical reflection of people on themselves, i.e., as the different ways in which women and men have defined themselves in the course of history. This will lead us to the fundamental existential problem concerning the way in which humans view themselves today. Offered biennially.

PHIL 300

### **Ethics**

*Three Credits LA*

This course, as an ethical reflection, examines the validity of our normative world. It involves the clarification of the presuppositions and assumptions that constitute such a world. This clarification will have two dimensions: a retrospective analysis of the ethical self understanding present in our Judeo-Christian and secular humanistic (e.g., Platonic, Kantian, Utilitarian) traditions and a prospective assessment of the new ethical

demands prompted by our scientific/technological culture (e.g., ecology, biotechnology, ethnicity, global awareness, etc.).

**PHIL 330**

**Aesthetics**

*Three Credits LA*

Appraisal of the major theories and issues of a philosophy of art. Offered biennially.

**PHIL 340**

**Marx and Marxism**

*Three Credits LA*

An analysis of the historical and philosophical ground of Marx's thought. A special emphasis will be placed on its originality, historical impact and humanistic meaning. Offered biennially.

**PHIL 342**

**American Social Thought**

*Three Credits LA*

A study of the religious and philosophical foundations of American social thought from the Puritans to the Pragmatists. Offered triennially.

**PHIL 392-393-394**

**Special Topics in Philosophy I-II-III**

*Three Credits each LA*

"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.

*Prerequisite:* Permission of Dean

## PHYSICAL EDUCATION

**PHED 101**

**Physiology of Health**

*Three Credits LA*

A study of the areas closely affecting the human organism in terms of his or her responsibility for self-direction of health. Areas covered include: introductory physiology in health, the effects of disease, physiology of reproduction, financial aspects and future trends in health and related areas. Offered every semester.

**PHED 105**

**Beginning Classical Ballet**

*One Credit*

A beginning classical ballet class including basic ballet technique and vocabulary, proper body alignment, basic stage and performing skills, barre work, center barre, traveling, and turning and jumping combinations moved to classical music. The most difficult and most disciplined dance course.

**PHED 106**

**Introduction to Dance**

*One Credit*

A dance fundamentals course structured to award the non-dancer body awareness, enhance an athlete's performance, and allow the student to approach more advanced courses with confidence. This dance class sampler will explore, at the most beginning level, basic dance stretches, strengthening movements, jumping and balance techniques used in both modern dance and ballet disciplines. The most basic of the dance courses.

**PHED 120**

**Golf**

*One Credit*

Instruction and practice in golf skills, evaluation of golf courses, rules, etiquette and strategy. Participation in actual play is a requirement of the course and a "greens fee" is the responsibility of the student. Emphasis on carryover values stressed. Offered every semester.

**PHED 121**

**Volleyball/Badminton**

*One Credit*

An activity course designed to develop an understanding of the rules, individual skills and team play in volleyball and badminton. Emphasis will be placed on correct methods and skills in playing each game. Offered every year: Spring semester.

**PHED 123**

**Archery**

*One Credit*

An activity course stressing beginning techniques of archery. Selection and care of equipment and safety will also be stressed. Emphasis will be on standard shooting techniques with some exploration of hunting and field archery techniques. Offered Fall semester.

**PHED 124**

**Conditioning**

*One Credit*

An activity course designed to promote physical fitness and an understanding of the body. Emphasis will be placed on exercise, weight control, developing physical potential and the mechanics of conditioning in daily living. Offered every semester.

**PHED 127**

**Tennis**

*One Credit*

An activity course stressing game fundamentals, technique, strategy and rules. Consideration will also be given to selection of equipment, court etiquette and recreational value of the activity. Offered every semester.

### PHED 128

#### **Modern Dance I**

##### *One Credit*

Study and practice of dance techniques, movement components, composition and basic elements of choreography. Consideration of dance as a creative art experience. Offered every Fall.

### PHED 129

#### **Modern Dance II**

##### *One Credit*

Further study of dance techniques offered in Modern Dance I. Offered every Spring.

### PHED 131

#### **Judo**

##### *One Credit*

An activity course to develop knowledge, understanding and skills in judo as a sport rather than as a combative activity. Offered every year.

### PHED 133

#### **Handball/Racquetball**

##### *One Credit*

An activity course to teach the student the skills, rules and strategy of handball and paddleball, with emphasis on the carry-over value of the activity. Offered every semester.

### PHED 134

#### **Fencing**

##### *One Credit*

An introductory course designed to teach fundamentals of the foil. Basic skills of positioning and movement along with the appropriate terminology will be covered. Some competition will be included. Offered every Spring.

### PHED 136

#### **Rowing**

##### *One Credit*

Students are expected to learn the fundamentals of sweep rowing in eights and fours, and sculling in singles. Skills in rowing will be developed which may be used for participation during and after college. Offered every semester.

*Prerequisite:* Ability to swim.

### PHED 137

#### **Sailing**

##### *One Credit*

Designed to develop basic seamanship and sailing techniques in the use of sailboats. Students are expected to develop skills in sailing which they can use for participation during and after their college years. Coed. Offered every semester.

*Prerequisite:* Ability to swim at least 100 yards.

### PHED 139

#### **Beginning Swimming (Non-Swimmers)**

##### *One Credit*

An activity course designed to give students the opportunity to develop necessary survival techniques. Brief introduction to understanding of basic mechanical and kinesiological principles and their application to swimming. Skills in swimming and lifesaving techniques will be developed. Coed. Offered every semester.

### PHED 146

#### **Karate I**

##### *One Credit*

Self-defense course in the Art of Okinawan Karate. Student will learn blocks and attacks to major target areas.

### PHED 147

#### **Yoga**

##### *One Credit*

A survey of principles and practices of Hatha Yoga for beginners. The class will consist of warm-up and stretching exercises designed to relax and lengthen muscles. Each lesson will include postures and asanas in conjunction with natural breathing. The group will start with basic postures and progress to the advanced and more complex activities.

### PHED 148

#### **Springboard Diving**

##### *One Credit*

This course will teach the fundamentals of springboard diving. The student will receive instruction covering the five required dives and will also learn how to judge and calculate diving competition. *(Pending Approval Notification)*

### PHED 150

#### **Basic Horsemanship**

##### *One Credit*

Basic instruction in riding, handling of horse, tack, grooming, various gaits and care of horse. Coed. Offered every semester.

### PHED 151

#### **Intermediate Horsemanship**

##### *One Credit*

Advanced techniques in riding, building on skills developed in PHED 150, plus additional time on groundwork, i.e., tack care, grooming, cleaning, stabling and protocol of horsemanship. Coed. Offered every semester.

### PHED 201

#### **Karate II**

##### *One Credit*

Designed for students who have completed Karate I. Further emphasis on two-person exercises and KATA application. Introduction of open handed blocks and throwing techniques. *(Pending Approval Notification)*

**PHED 227****Intermediate Tennis***One Credit*

Techniques of play at a higher level than the beginning course. Skill level is developed for more advanced competition. Tactics for singles and doubles play, improvement of ground strokes and other techniques are emphasized. Coed. Offered every year.

**PHED 238****Skin and Scuba Diving***One Credit*

Subject areas that will be covered in the lectures are: applied science, diving equipment, diving environment, medical problems and diving activities. Water skills that will be covered in the pool and on the open water dive will be swimming skills, skin and scuba diving skills. An additional expense will be incurred for the open water dive, which will be taken in the ocean. Offered every semester.

*Prerequisite:* Pass Swimming and Physical Examination

**PHED 239****Advanced Swimming***One Credit*

An activity course designed to give students the opportunity to achieve some proficiency in the four competitive strokes. Introduction to understanding of basic mechanical and kinesiological principles and their application to continued refinement of swimming techniques. This five-week course is included in the first half of the Advanced Swimming and Lifesaving course. Coed. Offered every semester.

**PHED 240****Advanced Swimming and Lifeguard Training***Two Credits*

An activity course designed to give students the opportunity to achieve proficiency in competitive strokes and lifesaving techniques. The student will receive A.R.C. certification in advanced lifesaving. Basic swimming techniques will be taught during the first six weeks. Lifesaving and water safety techniques will be presented during the remaining four weeks. This ten-week course is a continuance of the Advanced Swimming course. Coed. Offered every semester.

**PHED 301****Sports in Society***Three Credits*

A reading-seminar course based on current literature in the field. The impact of professional and collegiate athletics on our society is emphasized. Topics discussed include: women in sports, violence, commercial aspects, recruiting and abuses, educational values. Offered every year.

**PHED 305****First Aid and Care of Injuries***Two Credits*

This course is designed to develop awareness of state regula-

tions concerning care and treatment of the athlete and those skills necessary for the immediate and temporary care of injured players. The responsibilities of the coach toward the injured player, recognition, prevention and rehabilitation of common athletic injuries will be covered. Safety aspects, doctors' responsibilities, and limitation of treatments are also included. Offered every year.

**PHED 310****Soccer Coaching***Two Credits*

The course will include material on pre-season training and conditioning, in-season practices, offensive-defensive tactics and strategy, rules, team selection and position play. Consideration will be given to various styles of play prevalent at different levels of competition as well as school and club organizations. Offered Spring semester

**PHED 311****Basketball Coaching***Two Credits*

The goal of the basketball coaching course is to expose the student to the various activities and responsibilities associated with coaching a high school basketball team. The topics covered include the following:

1. Rules
2. Practice planning and try-outs
3. Offensive systems
4. Defensive systems
5. Game preparation
6. Motivation and discipline
7. Special situations
8. Public relations
9. Proactive coaching

Requirements include written assignments dealing with each topic and a summary term paper. A willingness to participate in discussions is essential for those serious students who expect to excel in this course. Offered Fall semester.

**PHED 312****Track and Field Coaching***Two Credits*

The following topics will be covered: pre-season training, in-season training, training techniques for distance runners, sprinters, hurdlers, jumpers and throwers, mental training and preparation for competition. Offered when there is sufficient student interest.

**PHED 313****Baseball Coaching***Two Credits*

This course is devoted to every phase of baseball coaching from youth to professional levels. Some topics that will be covered include game-managing strategy, building a pitching staff, conditioning players, recruiting, and professional baseball. There will also be guest speakers from the college and professional levels. Offered Fall semester.

**PHED 314****Football Coaching***Two Credits*

The class will provide the student with an understanding of Football Coaching principles. There will be an analysis of offensive, defensive, and special teams systems. The student will also be responsible for research and presentation on football-related topics. Offered Spring semester.

Coaching courses listed above consist of lab sessions meeting one or two times per week, designed to be a practical application of PHED 410, dealing with specific activities. Emphasis will be on the techniques of teaching the activity to the athlete, the mechanical analysis of skills and the problems associated with the activity.

*Prerequisite or Corequisite:* PHED 410

**PHED 390-391-392****Special Topics I-II-III***One-Two-Three Credits*

"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.

*Prerequisite:* Permission of Dean

**PHED 401****Movement in Sports (Kinesiology)***Two Credits LA*

This course is designed to develop the ability of the coach to analyze and improve athletic performance. Includes a review of muscular-skeletal anatomy, mechanical principles involved in movement, forces initiating movement and the synthesis of skilled performance. Laboratory exercises include the use of films and videotape as well as observation and mechanical guidance in improving movement. Offered every year.

**PHED 410****Principles and Problems of Coaching***Three Credits*

An introduction to the role of the coach in high school coaching. Emphasis will be placed on his functions as a teacher and administrator in the area of coaching. Specific sports will not be dealt with. Focus will be put on general guidelines and relationships, administrative problems and personal values. Developing from this will be the lab course dealing with various sports. Emphasis will be placed on New York State Public High School Rules. Offered every year.

*No Prerequisites.*

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**PHYSICS****PHYS 108****Introduction to Cosmology***Three Credits LA*

This course provides an introduction to our modern understanding of a dynamic, expanding universe. Topics to be covered

include stars, galaxies, pulsars, black holes, the expansion of the universe, the Big Bang and the future of the universe. Offered once each academic year.

**PHYS 193****Physics of Modern Technology***Three Credits LA*

This course is a tour of Physics. Its purpose is to expose the student to the history of physics starting with the Greeks up to today. This is done by selecting the major contributions of scientists through the years and describing these in layman's terms and showing how they contributed to the evolution of physics. The second part of the semester is used to study the physics of nuclear radiation and power. This is followed by an in-depth presentation on the physics of modern hi-tech medical technology including MRI, X-rays, CAT Scans, Positron Emission Tomography, Laser Surgery and others. No previous education in physics or math is required.

**PHYS 211****General Physics I***Three Credits LA*

A study based on calculus and vector algebra of classical mechanics and sound. *Two lectures and one problem-session per week.* Offered every Fall.

*Corequisite:* MATH 221-222

**PHYS 212****General Physics II***Three Credits LA*

This course continues the first-level survey of physics with a thorough study of electricity and magnetism, optics and some aspects of modern physics. An attempt is made to focus on the nature of scientific inquiry and thought. *Two lectures and one problem-session per week.* Offered every Spring.

*Corequisite:* MATH 221-222

**PHYS 213-214****General Physics Lab I-II***One Credit each LA*

The general physics labs are taken simultaneously with the course in general physics. The lab may or may not be required, depending on the student's major or program of study (e.g., pre-med, etc.). One Credit is assigned to each semester of the laboratory. Offered every year.

*Corequisite:* PHYS 211-212

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**POLITICAL SCIENCE****POSC 101****Introduction to Politics***Three Credits LA*

The fundamental questions and methods of political inquiry; a study of politics; nature of political process; political structures and functions; concepts of political stability and order; and recurring issues of politics. Offered every semester.

**POSC 102****Introduction to Law***Three Credits LA*

Dual listed as PRLG 101

See PRLG 101 for course description.

**POSC 105****Origins of the American Legal System***Three Credits LA*

Dual listed as PRLG 105

See PRLG 105 for course description.

**POSC 110****American National Government***Three Credits LA*

A study of the American political system, analysis of the institutions of the national government and of the American political process. Political behavior and selected issue areas will also be studied. Offered annually.

**POSC 120****The Role of the Interviewer in Survey Research***One Credit LA*

Provides students with an understanding of the interview process as a key aspect of survey research. The course focuses on the survey research methodology, the role of the interviewer, interviewer techniques, and value issues associated with the interview process. In addition, students participate in a survey conducted by the Marist Institute for Public Opinion and analyze their experiences.

**POSC 121****Polling and the Survey Instrument***One Credit LA*

Provides students with an understanding of the instrument used in carrying out survey research. The course focuses on the design of questionnaires and the theoretical and practical issues involved in their development, implementation, and interpretation. Students learn about various measurement techniques involved in studying attitudes and the concerns associated with collecting accurate information. In addition, students participate in a survey conducted by the Marist Institute for Public Opinion and analyze the particular survey instrument being used.

**POSC 122****Survey Design and Data Collection***One Credit LA*

Provides students with an understanding of the methods of conducting survey research and the advantages and disadvantages of each approach. The course focuses on the use of computer technology in survey research and how survey results are analyzed. In addition, students collect data for a survey conducted by the Marist Institute for Public Opinion using computer-assisted telephone interviewing.

**POSC 124****Polling and the Media***One Credit LA*

Provides students with an understanding of the relationship between survey research and journalism. The course focuses on the uses and abuses of polls in the political process, the context for polls and their communication, and issues associated with independent polling, polling for candidates, and polling done by the media. Discussion involves current trends in survey research and the communication of poll results, including the role of exit polls. In addition, students gain different perspectives by discussing these issues with outside speakers.

**POSC 201****The Constitution and the Bill of Rights***Three Credits LA*

Dual listed as PRLG 201

This course examines current constitutional issues as they relate to the Bill of Rights, including privacy, censorship, freedom of religion, fairness in the criminal justice system and affirmative action. Offered biennially.

**POSC 202****Political Process & Environment***Three Credits LA*

Dual listed as ENSC 202

The purpose of this course is to teach the "layperson" how to get involved in environmental issues; how to evaluate environmental problems and their proposed solutions; and how to effectively fight for environmental protection.

*Prerequisite:* ENSC 101**POSC 205****Peace and World Order Studies***Three Credits LA*

A study of peace ideas, nonviolent conflict resolution and concepts of transition from the international system of arms escalation, nuclear arsenals and threat of nuclear holocaust to a world order based on community. The course introduces students to the most recent and current peace science research. Offered biennially.

**POSC 210****Issues in American Constitutional Law***Three Credits LA*

Dual listed as PRLG 206

This course proceeds on the proposition that the Constitution means what the Supreme Court says it means. The constants are the Supreme Court-instituted concept of itself and the tension and interplay among the court's basic themes of nationalism, federalism, separation of powers, judicial activism and judicial restraint. Offered biennially.

*Prerequisite:* POSC 110

**POSC 211****American State and Urban Politics***Three Credits LA*

A study of the processes through which individuals and groups affect the decision-making process on the state and local levels. Emphasis is placed on an analysis of urban politics and on major public policy issues affecting urban government. Also, the politics of New York State are examined. Offered biennially.  
*Prerequisite:* POSC 110

**POSC 212****Political Parties and Pressure Groups***Three Credits LA*

The nature, composition and organization of parties and pressure groups; the role played by these two forces in the political process; history and programs of parties and pressure groups will be analyzed. Also, the nature of contemporary voting behavior is examined. Offered biennially.

*Prerequisite:* POSC 101 or one course in American Government.

**POSC 213****Politics of Human Rights***Three Credits LA*

This course examines various kinds of human rights and arguments for their protection. Safeguards afforded or aspired to by international law will be reviewed. The extent of human rights violations throughout the world will be surveyed as well as efforts of inter-governmental and non-governmental organizations to alleviate the transgressions. The role of the United States in formulating a human rights policy will be traced from the Eleanor Roosevelt era to the present. Offered biennially.

**POSC 216****Black Political and Social Thought***Three Credits LA*

Dual listed as HIST 216

A survey of the writings and activities of selected African, Afro-American and Afro-Caribbean thinkers and activists beginning with the pre-Civil War and pre-Colonial periods and extending to the present. Offered biennially.

**POSC 221****Law and Society***Three Credits LA*

Dual listed as CRJU 221 and PRLG 221

See CRJU 221 for course description.

*Prerequisite:* POSC 101 or permission of instructor**POSC 225****Politics of War***Three Credits LA*

This course examines the roots and history of war, the military as societal institution, the role and profession of arms, the past employment and utility of war as an aspect of international relations, and the foreign policy of nations. It includes study of

the implications of war in the age of ultimate weapons, the nuclear deterrent arguments and the question of arms control and disarmament. Offered triennially.

**POSC 232****Classical Political Thought***Three Credits LA*

A survey of the development of ideas concerning the major problems of political theory. Selected writers of the ancient and medieval world will be studied; consideration of early ideas on constitutionalism, representation and church-state relations. Offered biennially.

**POSC 233****Modern Political Thought***Three Credits LA*

A study of selected political theorists and theories of the period from the 17th century to the beginnings of the 20th century. Included among those studied are Hobbes, Locke, Rousseau, Burke and Marx as well as American political thinkers. Issues include theories of divine right, social contract and of revolution as bases for government power. Offered biennially.

**POSC 235****Scope and Methods of Political Analysis***Four Credits LA*

This course is an introduction to the basics of social science inquiry. Topics covered include the scope of the field, the research process, problem conceptualization, research design, modes of analysis, and basic statistical techniques. Data collection techniques such as survey research, sampling, document analysis, and participant observation will be examined. Each student will conduct an independent research project as part of the course. A weekly lab component is included in which students will work on their research either in a computer lab or in the library.

*Prerequisite:* Sophomore class status or above**POSC 240****Introduction to Public Policy***Three Credits LA*

A study of the components of public policy and an analysis of different approaches utilized in making policy. Emphasis is on the role assumed by public administrators in policy formulation and implementation. Offered biennially.

*Prerequisite:* POSC 110 is recommended.**POSC 243****Contemporary Ideologies***Three Credits LA*

This course deals primarily with 20th-century political thinking and ideologies. Emphasis is placed on the key concepts of Communism, Fascism, Socialism, Liberal Democracy, Liberation Theology and selected Third World leaders and writers. Offered biennially.

**POSC 245****Politics of Prejudice I: Anti-Semitism***Three Credits LA*

The first of an intended series of courses dealing with the politics of racial and religious prejudice. It concentrates on the politics of anti-Semitism in its current aspects and on the phenomenon of its history over more than twenty centuries. Analysis is made of its roots in the past according to the latest modern scholarship. Special attention is paid to post-holocaust and contemporary manifestations.

**POSC 251****Comparative Political Systems:  
Great Britain and Western Europe***Three Credits LA*

Comparative analysis of political culture, ideology, institutional forms and functioning of Western European democracy, with emphasis on the British parliamentary system, post-Gaullist France and the German Federal Republic. Offered biennially.

**POSC 252****Comparative Political Systems:  
CIS and Eastern Europe***Three Credits LA*

Analysis of the European Communist model in comparative political systems, with primary emphasis on the CIS and selected Eastern European nations. Inquiry into the relationship between ideology and experience in political culture. Offered biennially.

**POSC 255****Political Economy: East Asia***Three Credits LA*

This course focuses on the comparative analysis and contending interpretations of development in the industrialized and newly industrialized nations of East Asia (Japan, South Korea, Singapore, Taiwan, Hong Kong and China). Special attention will be given to the role of state intervention and the coalitional politics of dominant class factions in capital accumulation and allocation of surpluses for development.

The analysis also includes the influence of the international economic system as exercised through direct foreign investments and commercial lending institutions. Given the historical, economic and social experiences of these countries, the course will also consider the question of whether democracy and economic development are in fact compatible. Offered biennially.

**POSC 260****African Politics***Three Credits LA*

The primary focus of this course is on the dynamics of societies in transition in sub-Saharan Africa. It will trace the evolution of these African societies, not only from colonial dependency to independence but also from traditional, tribal

units to modern nation-states. The course will critically examine some of the major problems of the developing countries, concentrating on the difficulties in creating viable and stable governments in Africa. It also attempts to analyze the prospects for economic development and democracy in contemporary Africa. Some countries will be selected for special attention. Offered biennially.

**POSC 273****International Politics***Three Credits LA*

Theories of international politics, political power, the struggle for power; policy of the status quo and prestige imperialism, ideologies in international politics; national power and its limitations; the balance of power, international morality, world public opinion, disarmament, security, the U.N.; order through transformation; the world state and the world community; order through accommodations, diplomacy. Offered annually.

**POSC 280****ICONS: International Communication & Negotiation***Three Credits LA*

By participating in the ICONS (International Communication & Negotiation Simulations) program administered by the University of Maryland, Marist students will explore the world of international diplomacy. In this high-tech "Model United Nations" students will role play the delegation of an assigned country and work to solve, via computer and telecommunications, global problems with the other country teams across the U.S. and around the world.

**POSC 283****Public Administration***Three Credits LA*

This course introduces the student to the administrative aspects of governmental policy making. The course covers theoretical approaches and methods of administration. The focus is on decision making, personnel management and budgeting. Offered at least biennially.

*Prerequisite:* POSC 110 is recommended.

**POSC 285****The History and Political Culture of Ireland***Three Credits LA*

Dual listed as HIST 285

A survey of Irish history and political culture from the time of the Celts to the present day. Oral tradition, the songs and stories of the Shanachie will be interwoven with historical narrative. Offered when there is sufficient student interest.

**POSC 301****Program Planning and Evaluation***Three Credits LA*

This course aims at developing student awareness and understanding of key methods and types of program planning and evaluation in the public sector. Students should develop famil-

ilarity with the functions of planning and evaluation in policy development, implementation, revision and/or termination. Developing awareness of American intergovernmental relations and providing familiarity with grant opportunities and procedures are other important outcomes sought in this course. Offered biennially.

*Prerequisites:* POSC 110, 283

### POSC 312

#### **History of the American Presidency**

*Three Credits LA*

Dual listed as HIST 312

This course surveys the evolution of the Office of the President from the Constitutional Convention of 1787 to contemporary America. By using selected case studies attention is focused on the personalities and the forces which shaped the office during the history of the Republic. Offered triennially.

### POSC 320

#### **Feminist Political Thought**

*Three Credits LA*

This course will provide a grounding in feminist political theories and will include reading selected modern political theorists' works through a feminist theoretical perspective. Particular attention will be given to key liberal democracy tenets: equality, political participation, and liberty, as they relate to inclusive citizenship.

*Prerequisite:* One of the following—POSC 232, 233, 243, or permission of the instructor

### POSC 338

#### **Political Communication and Politics**

*Three Credits LA*

Focusing on the US and beyond, this course explores the many forms of political communication—including the media—by which citizens become informed and in turn shape the electoral process, legislation and public policy. Offered biennially.

### POSC 339

#### **Public Opinion and Politics**

*Three Credits LA*

From a theoretical perspective, but also by providing students with involvement in actual polling projects, this course examines the issues and methodologies, as well as the use and abuse, of public opinion measurement for research and other purposes. Offered biennially.

### POSC 342

#### **Survey Research & Political Data Analysis**

*Three Credits LA*

Analysis of the theoretical background of survey research as a scientific method of study. Provides an opportunity for the development of the techniques required by the survey researcher. Discussion on survey methodology and its applications; survey designs; data collection; questionnaire construction; sampling techniques; data analysis, including computer coding and analysis. Offered at least biennially.

*Prerequisite:* POSC 101; Priority to Juniors and Seniors; POSC 110 recommended.

### POSC 350

#### **Comparative Politics in Latin America**

*Three Credits LA*

Focusing on the key components in Latin American political systems, the course analyzes various aspects of politics, including functional elites, the military, the middle class, labor, peasant movements and the church. Comparative political opposition, and political adaptation and integration. Offered triennially.

### POSC 353

#### **Comparative Politics of Developing Areas**

*Three Credits LA*

An overview of the politics and problems of the Third World; development, neocolonialism, dependency theory, and center-periphery.

### POSC 355

#### **Comparative Political Systems: Middle East**

*Three Credits LA*

Dual listed as HIST 355

This course examines the political systems of the Middle East, including the emergence of the modern state, and the political systems of Egypt, Israel, Jordan, Lebanon and Syria. Also studied is the Arab-Israeli conflict in present perspective.

### POSC 372

#### **International Law and Organization**

*Three Credits LA*

Study of the origin, nature, sources and functions of international law; development of international institutions, structures and processes with emphasis on the United Nations. Offered biennially. Priority to Juniors and Seniors

### POSC 391-392-393

#### **Special Topics in Political Science**

*Three Credits each LA*

"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.

*Prerequisite:* Permission of Chairperson may be required.

### POSC 396-398-498

#### **Work Internship in Political Science**

*Three Credits each LA*

Selected students engage in work experiences with government and political agencies. Work in the agency, readings and a seminar project constitute the basis of the experience. Permission of faculty supervisor is required for admission to this course. No more than twelve credits may be taken during the internship. Offered every semester.

*Prerequisite:* Permission of instructor and Political Science Internship Coordinator

**POSC 420****Environmental Planning***Three Credits LA*

Dual listed as ENSC 420

This course will cover the constitutional principles, values, and socio-economic impacts affecting planning; basic planning, land-use, and development practices such as environmental impact statements, master plans, citizen participation; and issues facing environmentally sound planning today.

*Prerequisites:* ENSC 101, POSC 240, or permission of the instructor

**POSC 450-457****Washington Semester: Internship**

A cooperative program with American University allows a full semester of internship and study in Washington, D.C. Liberal arts credits are awarded for POSC 451-457, each course earning 4 credits. POSC 450 awards 4 non-Liberal Arts credits. Specific course descriptions covering U.S. Government, U.S. Foreign Policy and U.S. Economy may be obtained from the Political Science Internship Coordinator. Admission to the program is competitive.

**POSC 458-463****New York State Legislative Internship**

A full semester of internship and study with the N.Y. State Legislature in Albany, N.Y. Liberal Arts credits are awarded for POSC 459, 460, 462, and 463, each course earning 3 credits. POSC 458 and 461 each award 9 non-Liberal Arts credits. Specific course descriptions may be obtained from the Political Science Internship Coordinator. Admission to the program is competitive.

**POSC 477****Capping Course***Three Credits LA*

The capping course required for all Senior Political Science majors seeks to integrate major field studies with elements of the student's Core/Liberal studies experience. Usually offered as "Law and Morality."

**PSYCHOLOGY****PSYC 101****Introductory Psychology***Three Credits LA*

This course includes the fundamental treatment of the basic research findings and theories comprising the science of psychology. Topics of study include the exploration of the nature, scope, and methods involved in the scientific investigation of human behavior, stressing such topics as learning, emotions, personality, assessment, psychopathology, sensation, perception, and psychological therapies. Offered every semester.

**PSYC 103****Self Management: Theory and Application***Three Credits LA*

This course exposes students to a practical self-management model that enables them to increase academic and personal achievement in a college environment. A self-management framework is applied to thinking and communication skills, motivation, time management, study habits, assertiveness and self-esteem. Through an integrative approach to self-management, the elements common to all of these topics are emphasized. Offered every semester. Does not fulfill Core/LS requirements in Social Science area.

**PSYC 150****Applied Psychology: Multimodal Self-Management***Three Credits LA*

This course focuses on the application of psychological principles to the self-management of human functioning. It stresses a multimodal approach and requires the development and implementation of a self-change project. Offered Spring.

**PSYC 201****Personality Development***Three Credits LA*

This course includes the study of the typical changes in personality during the stages of infancy, childhood, adolescence, and adulthood. The focus is on changes in self concept from one developmental stage to the next, for example, from adolescence to adulthood. The emphasis is on explanation rather than description.

*Prerequisite:* PSYC 101

**PSYC 202****Abnormal Psychology***Three Credits LA*

This course involves the study of mild to serious behavioral, psychological, and psychiatric disorders. The causes of these problems are approached from a developmental viewpoint with a focus on treatments including various psychotherapies, behavior modification, and the range of psychiatric medication. Offered Fall and Spring.

*Prerequisite:* PSYC 101

**PSYC 203****Theories of Personality***Three Credits LA*

This course focuses on the study of some of the more significant theories of personality as proposed by psychologists, of the three major schools of thought: psychoanalytic, behavioristic, and phenomenological-existential. Emphasis is placed on an in-depth understanding of the assumptions underlying each theory. Offered Fall and Spring.

*Prerequisite:* PSYC 101

**PSYC 206****Psycho-Biological Sex Differences***Three Credits LA*

This course focuses on the study of sexual differences in human behavior through an examination of the empirical evidence supportive of both biological and cultural explanations for their development. Behavioral observations of sex differences are made at various developmental stages. It also includes a survey of how genes, sex hormones, developmental history, and current cultural and interpersonal environments contribute to sex differences. Behavioral observations of sex differences are made at various developmental stages. Offered when there is sufficient student interest.

*Prerequisite:* PSYC 101**PSYC 207****The Exceptional Child***Three Credits LA*

This course provides an introduction to and study of various disability groups and the gifted. Emphasis is placed upon social-psychological and educational perspectives. Priority to students in Special Education and Secondary Education. Offered Fall and Spring.

*Prerequisite:* PSYC 101**PSYC 208****Educational Psychology***Three Credits LA*

The physical, emotional, intellectual, and social development of the student with special emphasis on the relevance of these processes to the programs and procedures of the school. Priority to students in Special Education and Secondary Education. Offered in Fall and Spring.

*Prerequisite:* PSYC 101**PSYC 209****Psychology of Retardation***Three Credits LA*

This course focuses on the nature, growth, and needs of the mentally retarded; causal factors of mental retardation; concomitant and secondary disorders of behavior; development of an educational program based on psychological principles. Offered when there is sufficient student interest.

*Prerequisite:* PSYC 101**PSYC 210****The Psychology of Sleep***Three Credits LA*

This course includes a survey of the history and major fields of research on human and animal sleep. It includes an in-depth study of several current areas of behavioral research in human sleep and dreaming. It also includes such topics as research methods, sleep length, sleep deprivation, sleep problems, drug use, and dreaming. Offered when there is sufficient student interest.

*Prerequisite:* PSYC 101**PSYC 215****Psychology of Interpersonal Communication***Three Credits LA*

This course covers the principles and techniques of human communication, with an emphasis on those skills useful to persons planning to enter the helping professions. In addition to discussions of theory, students will practice methods of self-disclosure, active listening, confrontation, conflict resolution and values clarification. Opportunities for students to investigate related topics such as family and marital communication process, non-verbal communication, transactional analysis, and constructive patterns of communication in work settings will be provided. Offered in the Winter Intersession.

*Prerequisite:* PSYC 101**PSYC 220****Social Psychology***Three Credits LA*

This course includes the study of how the behaviors, thoughts, and feelings of the individual are influenced by the presence of other persons. Topics such as sex roles, attitude formation and change, altruism and aggression, interpersonal attraction and love, and criminal justice will be discussed. In addition, various empirical research methods will be examined and applied to these topics. Offered in Fall and Spring.

*Prerequisite:* PSYC 101**PSYC 222****Community Psychology***Three Credits LA*

The course will begin with an overview of the applied discipline of Community Psychology, its history, its relationship to other social sciences, the types of problems that this field addresses, and the range of interventions into community problems. One or several specific issues or problems are assigned for fieldwork.

*Prerequisite:* PSYC 101**PSYC 231****Practicum in Preschool Child Development***Three Credits*

The purpose of this course is to provide students with the opportunity to study, in a laboratory setting, the human development of all children, ages 2-5. Students will observe and record children's behavior as well as participate in the instruction of children in preschool programs. College class sessions will focus on topics such as observations, materials, play, guidance, discipline, communication, dramatic play, social development, environment, and children in their families, thus linking the theoretical and the practical. Open only to Special Education students.

*Prerequisites:* PSYC 101, 317

**PSYC 275****Statistics and Computer Use for the Behavioral Sciences I***Three Credits LA*

Part I: This course introduces descriptive and non-parametric statistics and computerized statistical packages. The emphasis is on how statistical data are found, used, described, and manipulated in the behavioral sciences and the use of computers.

*Prerequisites:* PSYC 101 or SOC 101 or CRJU 101, CSIS 150, 151, 158, MATH 130

**PSYC 276****Statistics and Computer Use for the Behavioral Sciences II***Three Credits LA*

Part II: This course introduces advanced inferential statistics, complex non-parametric analysis and application of SPSS, a statistical package. The emphasis is on understanding the importance of variability, how this may affect the conclusions drawn from the data, and using the computer package for sophisticated data analysis.

*Prerequisites:* PSYC 101 or SOC 101 or CRJU 101, CSIS 150, 151, 158, MATH 130

**PSYC 315****Human Factors Psychology***Three Credits LA*

This course overviews the application of psychological principles to the design of human environment. It also provides a review of the basic human capabilities for attention, perception, memory, information processing, and decision making. It focuses on how these processes influence the design and use of equipment, computer software, and other aspects of offices and homes.

*Prerequisite:* PSYC 101

**PSYC 317****Child Development***Three Credits LA*

This course examines the physical, intellectual, emotional, and social aspects in the development of the child from conception through the early adolescent period. Priority to students in Special Education. Offered Fall and Spring.

*Prerequisite:* PSYC 101

**PSYC 321****Adolescence, Adulthood and Aging***Three Credits LA*

This course is focused on those stages of the development cycle commonly referred to as adolescence, adulthood, middle-age, and senescence. Erikson's theoretical orientation of these stages will be considered in the light of current empirical data. Offered every year.

*Prerequisite:* PSYC 101

**PSYC 332****Fundamentals of Counseling***Three Credits LA*

This course will introduce the student to the nature of counseling and the role of the counselor as a helping professional. The student will become acquainted with interviewing and counseling skills for use in both professional and paraprofessional settings. In addition, they will be exposed to a number of theoretical approaches to counseling such as Rogerian, Adlerian, and cognitive as well as others. Clinical and ethical issues related to the counseling field will also be addressed.

*Prerequisites:* PSYC 101 and 201 or 203 or permission of instructor

**PSYC 342****Learning and Cognition***Three Credits LA*

This course provides a survey of traditional and current theories and research in perception, attention, learning, memory, language, problem solving, concept formation, reasoning, and decision making. Emphasis is on human learning and cognition with some time spent on animal learning and conditioning.

*Prerequisite:* PSYC 101

**PSYC 348****Psychological Perspectives on Criminal Behavior***Three Credits LA*

This course focuses on particular psychological aspects of the criminal justice system including what the criminal knows about himself and how this affects his behavior. This topic is considered in the context of alternative answers to one question: What does society want from its convicts? That is, once a person has been caught and is serving a sentence, what goals would society like him to set for himself and what psychological obstacles stand in the way of him doing what society wants him to do? For example, it is stressed that a person's thoughts, beliefs, and attitudes are vital to defining his or her world. Consequently, a demand for rehabilitation may constitute requiring a convict to redefine his phenomenological world. The grounds on which such a demand is reasonable and legitimate are considered.

*Prerequisite:* PSYC 101 or CRJU 102

*Corequisite:* Junior Status

**PSYC 355****Intrinsic Motivation and Self-Esteem***Three Credits LA*

This course focuses on an understanding of intrinsic motivation drawn from both Edwin Deci's cognitive approach and a more humanistic orientation based on the work of Abraham Maslow, Victor Frankl, and Bernard Lonergan. The course emphasizes the personal discovery within oneself of the force or dynamism which is subsequently labeled intrinsic motivation. The implications of intrinsic motivation for healthy development are examined with special emphasis on the relationship between intrinsic motivation and self-esteem.

*Prerequisites:* PSYC 101, 356

**PSYC 356**

**Development of Consciousness**

*Three Credits LA*

This course focuses on development of consciousness as a personal construction. It reviews the distinction between the rational and intuitive modes of consciousness as these relate to hemispheric laterality. It examines our understanding of the development of consciousness from the perspective of C.J. Jung, Ira Progoff and Bernard Lonergan. It explores procedures for developing consciousness including the self-appropriation of generalized empirical method and Ira Progoff's Intensive Journal process.

*Prerequisite:* PSYC 101

**PSYC 362**

**Measurement and Evaluation**

*Three Credits LA*

Dual listed as EDUC 362

In this course, students examine the role of measurement and evaluation in regular and special education. Proceeding from an understanding of the essential qualities of all measurement instruments, including validity and reliability, students learn to plan, construct, and analyze the results of classroom tests, use of alternative/authentic assessments, and to evaluate standardized tests. Assessment instruments are summarized using measures of central tendency, variability, relationship, and are interpreted using norms and standard scores. Representative measures of aptitude and achievement for regular and special education populations will be examined. Students will also consider the current social and ethical implications involved in assessment. Priority to Special Education students.

*Prerequisite:* PSYC 101

**PSYC 371**

**Psychological Disorders of Childhood**

*Three Credits LA*

This course provides an introduction to the theoretical understanding of maladaptive behavior in children and adolescents. Attention is given to the psychological, organic, and social determinants of childhood psychopathology. Students examine assessment and classification procedure for childhood disorders, as well as a descriptive analysis of a range of specific maladies (e.g., childhood psychosis, anxiety disorders, intellectual and cognitive disorders, antisocial behavior, psychophysiological disorders, and others). In addition, the course discusses a number of intervention strategies employed with children displaying problematic behavior, focusing on current psychological, environmental, and biochemical therapeutic manipulations. Finally, an overview of different prevention approaches are discussed. This course is appropriate for students planning to work with emotionally handicapped children in non-school settings. Offered every year. Priority to Special Education students.

*Prerequisites:* PSYC 101, 317

**PSYC 372**

**Psychoeducational Assessment of Educational Disabilities**

*Three Credits LA*

This course provides an introduction to psychoeducational assessment in special education, with a focus on learning disabilities, behavior disorders, and mental retardation. Emphasis is on assessment as a multifaceted process, which must proceed from an understanding of basic concepts of measurement and evaluation. Students examine various instruments currently used for standardized and informal assessment of intelligence, achievement, adaptive behavior, affect and language. Working with an individual child, the student selects appropriate evaluation instruments, administers and scores the battery, and writes an evaluation report interpreting the results and suggesting an appropriate educational program. This course is designed primarily for students who will become special education teachers at the elementary or secondary level. This course is also relevant for those who will become part of the support system for handicapped students, especially school psychologists and social workers. Offered every Fall. Priority to Special Education students.

*Prerequisites:* PSYC 101, 207

**PSYC 385**

**Industrial Psychology**

*Three Credits LA*

This course is an introduction to the many areas of interest to the industrial psychologist. Students will learn how various theories in psychology have been applied to solving problems such as worker motivation, leadership, group interaction, and testing and research in the workplace. Students will analyze these problems from many different perspectives in order to understand how psychological theory can be used to improve individual and organizational functions.

*Prerequisite:* PSYC 101

**PSYC 392-393**

**Special Topics in Psychology I-II**

*Three Credits each LA*

"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 every semester.

*Prerequisite:* Permission of Dean

**PSYC 401**

**Principles of Psychological Testing**

*Four Credits LA*

This course reviews the principles of test construction, administration, scoring, and interpretation of both group and individual tests; studies the major theories and techniques of intelligence, aptitude, and proficiency testing; surveys interest and personality tests; and provides an overview of behavior assessment. Offered every semester.

*Prerequisites:* PSYC 101, MATH 130 and CSIS 103

**PSYC 402****Psychological Research Methodology and Lab I***Four Credits LA*

This course provides an introduction to non-experimental correlational and experimental methods of research. Topic includes ethics in research, statistics for behavioral sciences, and the use of computers for data analysis. Class discussion and student projects are designed to teach the student how to read and critically evaluate popular and professional literature in psychology. Students plan, carry out, evaluate, and write APA-style reports on research projects. Offered every semester.

*Prerequisites:* PSYC 101, MATH 130 and CSIS 150, 151, 158

**PSYC 403****Psychological Research Methodology and Lab II***Four Credits LA*

This course provides an emphasis on experimental and quasi-experimental methods of research in psychology. It continues the study of statistical methods including Analysis of Variance, and use of computers to analyze data. Students plan, carry out, evaluate, and write APA-style reports on research projects. Offered every semester.

*Prerequisites:* PSYC 101, 402; MATH 130 and CSIS 150, 151, 158

**PSYC 404****Introduction to Physiological Psychology and Lab***Four Credits LA*

This course provides a survey of issues, problems, and current research findings on the mutual influence of activity in the nervous system including sensation, perception, feeling, thinking, and behavior. Offered every semester.

*Prerequisite:* PSYC 101

**PSYC 477****Capping Course/Psychological Systems***Four Credits LA*

This "capping" course explores the historical development of psychology as a science by focusing on the various schools of thought, systems, and theories that have contributed to its growth—both from within and without the discipline. Its intent is to help the student gain perspective on contemporary psychology by appreciating the problems psychology has confronted over the years, and its interrelationships with other disciplines. Required for all Senior Psychology Majors.

*Prerequisites:* PSYC 101, 401, 402, 403, 404

**PSYC 480-481****Internship I-II***Six Credits each*

This is a culminating experience designed for all senior majors in psychology. It consists of actual work experience under the direction of the professional staff of the participating agency in cooperation with the members of the department. Offered every semester.

*Prerequisite:* Completion of all other requirements for the major.

**PSYC 482****Internship***Twelve Credits*

This is a culminating experience designed for all senior majors in psychology. It consists of actual work experience under the direction of the professional staff of the participating agency in cooperation with the members of the department. Offered every semester.

*Prerequisite:* Completion of all other requirements for the major.

**PSYC 485****Supervised Research***Three Credits LA*

This is a culminating experience designed for interested senior majors in psychology. It consists of the student designing and executing a research proposal under the direction of one of the members of the department. Offered every year.

**RELIGIOUS STUDIES****REST 201****Religion in America***Three Credits LA*

An introduction to the study of religion in America, tracing the interrelationships of Judaism, Catholicism and Protestantism in a predominantly Protestant land. The influence of religion on American culture, and the cultural dimensions of American religion. Offered annually.

**REST 203****Principles of Christianity***Three Credits LA*

A contemporary approach to the study of fundamental Christian principles beginning with an examination of human existence and centering on the person of Jesus viewed from the perspective of the modern world. Offered biennially.

**REST 204****Principles of Judaism***Three Credits LA*

A search for the heart of Israel's religion by tracing the key historical experiences of the Jewish people portrayed in the television series "Heritage: Civilization and the Jews." Intended as a very basic introduction to the Jewish faith, beliefs and life. Offered triennially.

**REST 206****Contemporary Religious Education***Three Credits LA*

Approaches to religious education in the family, the neighborhood, the nation and the world. Offered triennially.

**REST 207****Introduction to Religion***Three Credits LA*

This introductory course asks about the many ways in which people over the centuries have turned to or from religion in achieving their human potential. Key themes include religious experience, religious faith, religious belief, secularism and atheism. Special emphasis will be on religion and global issues in the 20th century. Offered biennially.

**REST 208****The Bible***Three Credits LA*

This course is designed as an introduction to the Bible. The Bible has been, and in many ways continues to be, the foundation of Western culture. Becoming acquainted with the various methods of reading the Bible will not only encourage critical thinking of the world of the Biblical text but will also explicate commonly accepted understandings of contemporary Western culture and of the self. Offered annually.

**REST 209****World Religions***Three Credits LA*

An introduction to the major religious traditions of the world and their relation to the cultures in which they developed, a survey which emphasizes the universality of religion and considers the impact of the religions of the world on America. Offered biennially.

**REST 230****Religion and Politics***Three Credits LA*

A study of politics in religion and religion in politics. The use and abuse of religion by political authorities, the use and abuse of the political order by religious authorities. Focus on the American experience. Offered triennially.

**REST 231****Economics and Ethics***Three Credits LA*

American economic and ethical systems, interrelated parts of the total American cultural system, are studied in the context of human values and human needs, especially those of Third World peoples. Offered triennially.

**REST 232****Religion and Culture***Three Credits LA*

Dual listed as ANTH 232

See ANTH 232 for course description.

**REST 243****Catholicism***Three Credits LA*

This course aims to help the student to understand and interpret Catholicism in an adult, scholarly, objective, nonproselytizing and therefore critical manner. Through theological

readings and class discussions, it considers traditional doctrines, moral norms and topics of current interest in Roman Catholicism. And since Catholicism has a history, a heritage, and understanding, some options and a future, each of these aspects is included. Offered annually.

**REST 303****Marriage and the Family***Three Credits LA*

Dual listed as COM 303

This course focuses on marriage as a relationship with special concern for the role of religion; the expectations of partners, their communication and sexuality, and parenthood and alternatives. Offered each semester.

*Prerequisite:* Permission of instructor**REST 320****Public Praxis I***Three Credits LA*

This is a praxis-seminar course in which students will participate experientially in the multiple aspects of a praxis project and meet weekly for round-table discussions to process their experience. Seminar-discussion groups will also engage shared readings, view relevant media, critically analyze social situations, and inquire into values, experiential modes, and attitudes. The written component of the praxis project will be public directed, e.g., a major article for *The Poughkeepsie Journal*, a book chapter, or a community writing project.

**REST 325****Public Praxis II***Three Credits LA*

This course is the Capping course of the Minor in Public Praxis. Students are expected to originate a significant praxis project and attend to all its aspects. Each student will form a Mentoring Committee made up of the faculty sponsor, experienced Community "expert," and a member of the subject people (when appropriate). The Committee will meet together with the student at least twice during the semester as well as meeting more often individually. In consultation with the others of the Committee, the faculty member will be responsible for final assessment.

**REST 330****Religion in Contemporary Moral Life***Three Credits LA*

This course deals with topical moral problems and (as Werner Schollgen suggests) proposes to "call to man, demanding a responsible decision with the scope of the foreseeable possibilities and consequences of his action." Those looking for quick and simple answers to complex questions will be disappointed in this course. Moustakas' assertion that "men are needed who are morally alive and able to communicate themselves directly with their fellow human beings" might be considered as a signpost for this course. The human person will be viewed as a responder to God in and through humanity. Offered biennially.

REST 392-393-394

**Special Topics in Religion I-II-III**

*Three Credits LA*

"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.

*Prerequisite:* Permission of Dean

REST 406

**Psychology and Religion**

*Three Credits LA*

This course provides a psycho-theological approach to understanding significant issues and questions in contemporary spirituality. The focus is on integration of theology with basic psychological theories, dynamics and techniques of counseling. Offered triennially.

REST 431

**Spirituality and Human Development**

*Three Credits LA*

This course is designed to engage participants in research and discussion of the theological/educational foundations of faith development in the human life cycle. Focus will be on early and middle adulthood and later life. Some issues are: the significance of the "life crisis" in the development of faith, the creation of family, sexuality and spirituality and the problem of loss—death, divorce, separation. Offered triennially.

*Prerequisite:* Permission of instructor

## RUSSIAN

RUSS 101-102

**Elementary Russian I-II**

*Three Credits each LA*

Emphasis is placed on the acquisition of the fundamental skill of understanding, speaking, reading and writing. Offered every year.

RUSS 103

**Basic Intensive Russian I**

*Six Credits LA*

An intensive basic course utilizing an audio-lingual approach and a modified independent learning procedure, designed to give the beginning student a good foundation in the four skills of comprehension, speaking, reading and writing. Supplementary slides and films for both language and cultural exposure are provided. Offered when there is sufficient student interest.

RUSS 104

**Basic Intensive Russian II**

*Six Credits LA*

A continuation of Basic Intensive Russian I. Offered when there is sufficient student interest.

*Prerequisite:* RUSS 103

RUSS 105-106

**Intermediate Russian I-II**

*Three Credits each LA*

A continuation of the elementary course. The basic language skills are pursued more intensively and thoroughly. Offered every year.

*Prerequisite:* RUSS 102 or sufficient background in Russian

RUSS 201-202

**Advanced Russian I-II**

*Three Credits each LA*

Extensive use of idiomatic Russian in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language. Offered every year.

*Prerequisite:* RUSS 106 or sufficient background in Russian

RUSS 220

**Major Russian Writers I**

*Three Credits LA*

Selective study of 19th-century Russian short story, tale and novel with an emphasis placed on the works of Pushkin, Lermontov, Gogol, Goncharov, Leskov, Turgenev, Tolstoy and Dostoevsky. Taught in English. Offered at least once in three years.

RUSS 221

**Major Russian Writers II**

*Three Credits LA*

Selective study of 20th-century Russian drama, poetry and prose with an emphasis placed on the works of Chekhov, Gorky, Kuprin, Blok, Pasternak, Bunin, Sholokhov, Solzhenitsyn and Nabokov. Taught in English. Offered at least once in three years.

RUSS 223

**Russia Today**

*Three Credits LA*

Dual listed as FCUR 223

A course in Russian culture, with a focus on the Russian people, their heritage, traditions, abiding institutions and way of life. Some specific areas covered: the Russian Orthodox Church, the concept and historical manifestation of the state and its impact on the Russian man, the arts, folklore; education, cuisine, and others. Considerable coverage of the various ethnic groups and national cultures. At least forty percent of the content is covered through use of multimedia materials. Offered every year.

RUSS 320

**Dostoevsky**

*Three Credits LA*

Dual listed as ENG 364

Reading and study of Feodor Dostoevsky's major works. Analysis of his art and ideas from social, psychological, religious and literary perspectives. Taught in English. Offered at least once in three years.

## DESCRIPTION OF COURSES

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**RUSS 321**

**Tolstoy**

*Three Credits LA*

Dual listed as ENG 365

Reading and study of Leo Tolstoy's major artistic prose. Analysis of the author's stylistic and ideological development in light of biographical fact. Taught in English. Offered at least once in three years.

**RUSS 392-393**

**Special Topics I-II**

*Three Credits each LA*

"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 every semester.

*Prerequisite:* Permission of Chairperson

**RUSS 477**

**Capping Course**

*Three Credits LA*

A capping course is required for all Senior Russian majors. It will provide a summation of the Revolution and development of Russian thought from the Kevan-Russian state to the present. A research paper is required.

## SOCIOLOGY

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**SOC 101**

**Introduction to Sociology**

*Three Credits LA*

Introduction to the study of human behavior through the sociological framework; a study of social organization, culture, socialization, primary groups, associations, collective behavior, population, stratification and human ecology. Offered every semester.

**SOC 202**

**Social Problems**

*Three Credits LA*

An analysis of persistent and developing problem areas in an American or global context; family, education, politics, economics, ethnic and gender issues.

*Prerequisite:* SOC 101

**SOC 211**

**Social Deviance**

*Three Credits LA*

Formal and informal definitions of deviance and deviants, differentiation of deviant populations and the organization of social control activities and people-processing institutions. Special emphasis is placed on analyzing deviance in relation to conflict theory and social learning theory.

*Prerequisite:* SOC 101

**SOC 220**

**Sociology of Religion**

*Three Credits LA*

Dual Listed as REST 219

An introduction to the specific study of religion which is anthropological, psychological and sociological. A study of how cultural systems, human individuals and social structures influence religion, and how religion in turn influences them.

*Prerequisite:* SOC 101

**SOC 223**

**Juvenile Delinquency**

*Three Credits LA*

Definitions of delinquent behavior and contributing social problems. Adolescence as a sub-culture. The philosophy and practice of the adjudication process for juveniles as well as treatment procedures.

*Prerequisite:* SOC 101

**SOC 336**

**Social Inequality**

*Three Credits LA*

This course investigates those processes whereby members of society are placed into higher and lower status based on differential access to wealth, power and prestige. Emphasis is on the historic and contemporary institutional organization and reproduction of social inequality according to social class, gender, ethnicity, age, and perceived handicap in America within the global context of the modern world system. Functionalist, conflict and interval explanation of these processes are fully considered. The integration of theories of social inequality with direct experience through the classroom simulation of the social class structure in American society is a major dimension of the course. Opportunities for involvement aimed at lessening social inequality in community-based sites are also available.

*Prerequisite:* SOC 101, priority to Social Work majors

**SOC 341**

**Social Change**

*Three Credits LA*

This course reviews the history and sociology of social inequality in America within the global context for the modern world system. But its major emphasis is on how political, economic and technological processes transform the family, religion, and individual character, as well as on forms of collective and individual resistance to such transformations. The nature of historic and contemporary social movements such as the labor movement, the civil rights movement, the women's movement, and the "new right" as collectively organized activity that encourages or discourages social change are prominently considered. Students form "social change groups" in an identified campus or community-based site.

*Prerequisites:* SOC 101, 336, priority to Social Work majors

**SOC 342****Sociology of Community****Three Credits LA**

The basic nature of the human community in its ecological, cultural and political aspects. The folk, rural, and urban community considered from the standpoint of structure, function, social change and the problems arising therefrom.

*Prerequisite:* SOC 101

**SOC 343****Sociology of Education****Three Credits LA**

An analysis of the role of education to social organization, social change and social control. The sociological perspectives in the history of education and social change in the schools. Role conflicts in the schools, social class influence on the school system, bureaucracy in education and the school in its power environment.

*Prerequisite:* SOC 101

**SOC 392-393****Special Topics in Sociology I-II****Three Credits each LA**

"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.

*Prerequisites:* SOC 101 and permission of Dean.

**SOC 440****Social Theory****Three Credits LA**

Study of the major schools and theorists in sociology today. Focus on such schools as functionalism, symbolic interactionism, the conflict school, exchange theory and social action theory; and on such theorists as Parsons, Merton, Marx, Homans, Gouylidner, Blau, Dahrendorf, Coser and Durkheim. Attempts are made to show convergences in theory and the possible direction of future theory.

*Prerequisites:* SOC 101 and an upper level Sociology course, priority to Social Work majors.

**SOC 480****Social Research Methods****Three Credits LA**

This course introduces the student to the application of scientific methods to uncover the regularities in social reality. The objective is to have students carry out their own research designs. Topics include: hypothesis formation, model building, causation, reliability and validity constraints, experimental protocols, interview techniques, survey data collection, including defining a probability sample, preparing scales and data analysis. Employment of basic descriptive statistics, measures of dispersion and correlation.

*Prerequisites:* SOC 101, 440. MATH 108 is recommended, priority to Social Work majors.

**SOCIAL WORK****SOCW 230****Introduction to Social Work****Three Credits LA**

Introduction to Social Work is intended as a foundation for students with interest in working towards the bachelor of science degree in social work. It is a prerequisite for all other courses required in the social work major. This course is appropriate for any student interested in the expanding field of the helping services and professions. Students will be introduced to the history of social welfare and the social work profession. The purpose and goals of social work practice in a changing society will be studied. Offered every semester.

**SOCW 330****Social Service: Theory & Practice****Three Credits LA**

This course uses systems theory, communications theory and values theory as a conceptual framework for teaching initial social work skills required for the social work process. The interaction of the social worker with the social service delivery system is explored and analyzed. Students are required to do a social service agency observation and evaluation.

*Prerequisite:* SOCW 230 or permission of instructor

**SOCW 340****Children and Families in the Social Environment****Three Credits LA**

This course examines the reciprocal relationship between the developing child from infancy through adolescence and his/her social environment. There will be an examination of the family and its critical role in child rearing as well as the supports parents and caregivers require to undertake this task. Genetic and socioeconomic factors, child-rearing practices, and the influence of values and cultural and ethnic orientation will be explored. Preventive and intervention settings and resources will be reviewed along with a thorough examination of the policies and practices of the American child welfare system.

*Prerequisite:* SOCW 230 or SOC 101 or PSYC 101

**SOCW 343****Social Work With Aging People and Their Families****Three Credits LA**

This course provides an overview of issues in the field of aging which are related to social work practice. Changes among the elderly such as health, finances and social roles are studied with particular reference to potential need for assistance. Various ways in which the practitioner works with older people and the role of social workers in developing social policy on aging are explored.

*Prerequisite:* SOCW 230 or PSYC 321 or permission of Instructor

## DESCRIPTION OF COURSES

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### SOCW 344

#### **Social Welfare: Policies and Analysis**

##### *Three Credits LA*

This course surveys the evolution of major social welfare programs and analyzes recent government responses to social welfare needs in the United States. Emphasis is placed on analysis of and alternatives to current social welfare policies and programs. Content includes: social welfare as a right or principle, models of government programs, social welfare structures and social insurance.

*Prerequisites:* SOC 101 and SOCW 230

### SOCW 345

#### **Human Behavior in the Social Environment**

##### *Three Credits LA*

Examination of goals, role performance and self concept of the individual as influenced by rapid evolution of society from community to task-oriented organization; membership in visible minority or lower-income group; family membership and participation in other personally significant groups; biological, psychological and cultural factors prominent during the stages of the life cycle. Such knowledge is used as a foundation for the development of social work assessment skills.

*Prerequisite:* SOCW 230 or permission of the instructor

### SOCW 350

#### **Alcoholism and the Family**

##### *Three Credits LA*

A study of the nature of alcoholism and its effect upon individuals and dynamic family systems. The physiological, psychological and social impact of alcohol on specific groups, especially women, children and adolescents, will be addressed. Issues of the adult child of the alcoholic will also be discussed. Students will develop assessment skills to identify alcoholics and their families within the social service population.

*Prerequisite:* SOC 101 or SOCW 230 or permission of the instructor

### SOCW 380

#### **Social Work Methods I**

##### *Four Credits*

Building on SOCW 230 and SOCW 330, this course focuses on the social work process for generalist practice. An in-depth study of the professional activities of assessment, planning, intervention, evaluation and termination is provided. A problem-solving model is used as the framework for the application of the social work process. Through the required practicum experience students have the opportunity to apply generalist practice principles with a variety of different size client systems. Weekly placement and recordings emphasize skill development and a deepening identification with professional values.

*Prerequisite:* SOCW 330; OPEN TO MAJORS ONLY

### SOCW 392-393-394

#### **Special Topics in Social Work I-II-III**

##### *One to Three Credits each LA*

"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.

*Prerequisites:* SOCW 230 and permission of Program Director and Dean

### SOCW 395

#### **Social Work with Diverse Populations**

##### *Three Credits LA*

This course is designed to heighten the student's knowledge, awareness and tolerance of differences among people, as well as raising consciousness and sensitivity to the kinds of problems in which these differences result. Ethnic minorities, under-valued groups and protected classes will be studied in the context of language, poverty, powerlessness, institutional racism, sexism and ageism. Frameworks for social work practice will focus on how social workers can be equipped to improve the status of minorities and under-valued groups. Offered every Spring.

*Prerequisites:* SOC 101, SOCW 230 and SOC 336

### SOCW 475

#### **Social Work Methods II**

##### *Three Credits*

This is the final course in the practice sequence. Here, students study an expanded range of empirically tested practice intervention models and techniques within the context of generalist practice. Course material relates practice theory to a common core of concepts, skills, tasks, and activities essential to generalist social work practice with client systems of various sizes and types. Concurrent field practicum provides students with the opportunity to apply these varied interventions. Responsibility for the evaluation of practice is emphasized and highlighted through the video presentation of individual student practice activity.

*Prerequisite:* SOCW 380; OPEN TO MAJORS ONLY

### SOCW 477

#### **Capping Course/Senior Integrative Seminar I**

##### *Three Credits LA*

Students integrate concepts developed in core/liberal studies, social science courses, social work courses and field instruction. Drawing on this comprehensive theoretical and applied base, students refine, formalize and express a world view that will inform their social work practice.

*Prerequisite:* SOCW 380; open to majors only, taken concurrently with SOCW 482-483

### SOCW 478

#### **Senior Integrative Seminar II**

##### *Three Credits LA*

Building on Senior Seminar I, in this course students focus on the ethical dilemmas in social work practice. Frameworks for understanding and analyzing ethical dilemmas will be studied. The course also assists students in identifying a strategy for continued professional development.

**SOCW 482-483****Practicum in Social Work I-II***Four Credits each*

These two courses provide students with opportunities to acquire skill in social work practice and to test in a field setting the theories and principles learned in the classroom. Students are assigned to social agencies where, under the supervision of professional social workers, they learn by directly participating in the delivery of social work services.

*Prerequisite:* SOCW 380, open to majors only, taken concurrently with SOCW 475, 477 & 478

**SPANISH****SPAN 101-102****Elementary Spanish I-II***Three Credits each LA*

Emphasis is placed on the acquisition of the fundamental skills of understanding, speaking, reading and writing. Through the language study, the student is introduced to the various Hispanic cultures. For students who have very little or no study of Spanish. Closed to native speakers. Offered every year.

**SPAN 105-106****Intermediate Spanish I-II***Three Credits each LA*

A continuation of the elementary course. The basic language skills are pursued more intensely and more thoroughly. Closed to native speakers. Offered every year.

*Prerequisite:* SPAN 102 or sufficient background in Spanish

**SPAN 150****The Civilization of Spain***Three Credits LA*

Dual listed as FCSP 150

A study of the Spain of today and the Spain of the past, its customs, culture, history, literature and fine arts. This course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

**SPAN 152****The Civilization of Latin America***Three Credits LA*

Dual listed as FCSP 152

A study of the culture, history and fine arts of the Latin American countries: Mexico, Central America, the Caribbean area and South America. This course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

**SPAN 153****The Civilization of Puerto Rico***Three Credits LA*

Dual listed as FCSP 153

An in-depth study of Puerto Rico and its people, their history,

culture, customs, literature and fine arts. This course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

**SPAN 154****Civilization: Hispanics in the United States***Three Credits LA*

Dual listed as FCSP 154

A core course which aims to provide a basic appreciation and understanding of the cultures and values of the Spanish-speaking in the United States, especially Mexicans, Puerto Ricans, Cubans and Central Americans. The customs, modes of thought, and values as seen in the literature, art and music of these people living in the United States will be studied. An examination of the origins and developments of these cultures, which will require studying the mother countries, will be followed by a comparative study with those of other Americans in the United States. No Spanish background is necessary for the student. Offered annually.

**SPAN 201-202****Advanced Spanish I-II***Three Credits each LA*

Extensive use of idiomatic Spanish in conversation and composition to broaden the student's linguistic and cultural knowledge of the language. Closed to native speakers. Offered every year.

*Prerequisite:* SPAN 106 or sufficient background in Spanish.

**SPAN 210-211****Spanish for Hispanics I-II***Three Credits each LA*

Intensive training in the reading and writing of Spanish designed for students who have acquired the language in a home or community environment. Special attention will also be given to developing oral proficiency in standard Spanish. No prior formal study of Spanish is needed to take these courses. They are required for bilingual Hispanic students who wish to complete a major/minor in Spanish. A waiver will be granted to Hispanic students who have a solid Spanish-language background. Offered every two years or when there is sufficient student interest.

**SPAN 220****Latin American Literature in Translation***Three Credits LA*

Dual listed as ENG 264

A brief introduction to the origin and development of Latin American Literature followed by a selective study of the major 20th-century poets and novelists which include Borges, Machado de Assis, Vallejo, Neruda, Fuentes and Garcia Marquez. Offered when there is sufficient student interest.

**SPAN 222****Spanish Literature in Translation: The Novel***Three Credits LA*

Dual listed as ENG 261

A study of the Spanish Picaresque Novel, the works of Cervan-

## DESCRIPTION OF COURSES

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tes and representative works of the 19th and 20th centuries. Offered when there is sufficient student interest.

### SPAN 231

#### **Hispanic Studies On Line**

*One Credit LA*

A study of the electronic resources available for Hispanic studies. Designed to introduce students to or reinforce their familiarity with surfing the Internet for bibliographical resources and thus developing information literacy. Offered every year.  
*Prerequisite:* SPAN 202 or 282 or 210

### SPAN 250

#### **Hispanic Civilization: Spain**

*Three Credits LA*

Dual listed as FCSP 250

The cultural development of Spain through the study of its history, geography, literature and fine arts. Offered every Fall.  
*Prerequisites:* SPAN 202, 282 or sufficient background in Spanish.

### SPAN 260

#### **Hispanic Civilization: Latin America**

*Three Credits LA*

Dual listed as FCSP 260

The cultural development of Latin America through the study of its history, geography, literature and fine arts. Offered every Spring.  
*Prerequisites:* SPAN 202, 282 or sufficient background in Spanish

### SPAN 281-282

#### **Spanish Conversation and Culture I & II**

*Three Credits each LA*

Emphasis is placed on developing conversational ability and a better understanding of the cultures of Spanish-speaking countries. Other language skills are also given attention. Closed to native speakers. Offered every year.

*Prerequisite:* SPAN 106 or a good secondary-school background

### SPAN 290

#### **Academic Orientation to Spain**

*Three Credits LA*

An intensive civilization and language course offered in September as an orientation to living and studying in Madrid as part of the Universidades Reunidas Program. Besides intensive language sessions using communicative methodology and the study of grammar and composition, there are classes on architecture, art, contemporary political issues and an in-depth study of Madrid. A ten-page paper integrating the month's experiences is required. Offered in Madrid every Fall.

*Prerequisites:* SPAN 106 and admittance into the Marist Abroad Program.

### SPAN 300

#### **Spanish Study Tour**

*Three Credits LA*

An inter-semester or summer travel-study course in a Spanish-speaking country. Formal and informal language and culture classes will be given during the trip. Offered when there is sufficient student interest.

*Prerequisite:* SPAN 105-106 or equivalent background

### SPAN 305-306

#### **Advanced Intensive Spanish I-II**

*Three Credits each LA*

An intensive advanced course designed for Spanish majors, minors and students with sufficient background in Spanish. This course will be beneficial to students preparing to study in a Spanish-speaking country. Advanced conversation and composition will be stressed, and at the same time the student will be exposed to Spanish and Latin American culture and civilization. Offered when there is sufficient student interest.

*Prerequisite:* SPAN 106 or a good secondary-school background

### SPAN 312

#### **Spanish for Hispanics III**

*Three Credits LA*

Designed for bilingual students with some formal training in Spanish, this course stresses improvement of reading, writing, and oral skills in standard Spanish. Written assignments are based on excerpts from various literary works. Attention will be given to various forms of official writing styles (e.g., business letter, advertising, journalism, radio and television, etc.), translation techniques, and to the research and writing of academic essays. Offered every two years.

*Prerequisite:* SPAN 211 or sufficient background in Spanish

### SPAN 315

#### **The Experience of Hispanic Literature**

*Three Credits LA*

The suggested first literature course for Spanish majors and the recommended literature course for Spanish minors. An overview of the origins and developments of the literatures of Spain and Hispanic America to the present time that will include a general introductory study of poetry, drama, the short story and the novel. Offered every Spring.

*Prerequisite:* Upper-level Spanish-language course or sufficient background in Spanish

### SPAN 354

#### **Civilización: Los hispanos en los Estados Unidos**

*Three Credits LA*

Dual listed as FCSP 354

Spanish speakers are the fastest growing minority in the United States and it is predicted that after the year 2,000, they will be the largest minority. This course will study their presence in the United States as seen in the Mexican-Americans, Puerto Ricans, Cubans, Dominicans and other Latino groups

and the interaction between these groups and mainstream society. Taught in Spanish. Closed to students who have taken SPAN/FCSP 154. Taught every two years.

#### SPAN 360-361

##### **Spanish Composition and Conversation I-II**

*Three Credits each LA*

Designed particularly for the non-native Spanish majors or minors who wish to perfect their Spanish skills, these courses offer intense spoken and written practice. Topics will center around the culture, history, literature, films and current events of the Spanish-speaking world. Closed to native speakers. Offered every year.

*Prerequisite:* SPAN 202 or 282 or sufficient background in Spanish

#### SPAN 370

##### **Latin American Women Writers**

*Three Credits LA*

Discussion and analysis of representative works by 20th-century women writers from the Caribbean, Mexico, Central and South America. Readings will provide a panoramic view of the themes, sensibilities, and artistic imaginations of Latin American women as well as the historical and cultural frameworks from which they write. Offered every three years.

*Prerequisite:* Upper-level Spanish-language course or sufficient background in Spanish

#### SPAN 392-393

##### **Special Topics in Spanish I-II**

*Three Credits each LA*

"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 every semester.

*Prerequisite:* Permission of Chairperson

#### SPAN 394-395-396

##### **Internship in Spanish**

*One-Two-Three Credits*

Qualifying students engage in work experience with various companies or agencies. Work performed, assigned readings and a seminar project for three or more credits constitute the basis of the experience. Number of credits is determined beforehand by mutual consent. The internship should generally complement the student's minor. Offered every semester, intersession and summer.

*Prerequisites:* SPAN 410, 250, 260; permission of Chairperson

#### SPAN 410-411

##### **Spanish Composition I-II**

*Three Credits each LA*

Designed particularly for Spanish majors, minors and bilingual students who wish to perfect their written Spanish, this course offers intense written practice in Spanish. Offered when

there is sufficient student interest.

*Prerequisite:* SPAN 202 or 282 or sufficient background in Spanish

#### SPAN 412-413

##### **Advanced Conversational Spanish I-II**

*Three Credits each LA*

Designed particularly for Spanish majors, minors and bilingual students, the topics of conversation will center around the culture, history and literature of the Hispanic world. Offered when there is sufficient student interest.

*Prerequisite:* SPAN 202 or 282 or sufficient background in Spanish

#### SPAN 415

##### **Spanish Translation Techniques**

*Three Credits LA*

In our modern global environment, the ability to communicate accurately across linguistic barriers has become a necessity. Translating from one language to another is a precise skill. In this course the process of translation is discussed from initial inquiry to delivery of the finished product. The course focuses on the development of translator's skills and integrates authentic foreign-language use as students participate in initial exercises, gain experience with translator's texts and finally prepare translations of varied material. When available, the course will associate with the International Politics course and become part of the ICONS Project of the University of Maryland. This project is a world-wide, multi-institution, computer-assisted simulation network that introduces the students to the world of high-powered international negotiations. Students in the course would function as the official translator of incoming-outgoing messages in Spanish/English which are received/sent by students in the international politics course.

#### SPAN 420

##### **Medieval Spanish Literature**

*Three Credits LA*

From the earliest works of Spanish literature up to and including the literature of the Renaissance period. Offered every three years.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

#### SPAN 421

##### **Spanish Literature of the Eighteenth and Nineteenth Centuries**

*Three Credits LA*

Neo-classicism, Romanticism, Realism. Offered every three years.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 422

**Contemporary Spanish Literature**

*Three Credits LA*

The generation of 1898 to the present, with emphasis on the post civil war novel. Offered every two years.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 423

**Golden Age Drama**

*Three Credits LA*

A detailed study of representative plays of Lope de Vega, Tirso de Molina, Calderon de la Barca and several other dramatists of this period. Offered every three years.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 424

**Cervantes**

*Three Credits LA*

The life and writings of Cervantes with a detailed study of the *Quijote*. Offered when there is sufficient student interest.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 425

**Golden Age Prose and Poetry**

*Three Credits LA*

A study of the outstanding poets and prose writers of the Golden Age period. Offered when there is sufficient student interest.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 430-431

**Spanish American Literature I-II**

*Three Credits each LA*

A survey of the major trends in the literature of Hispanic America. Extensive reading of representative works. SPAN 431 covers the 20th century and is offered every two years.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 433

**Literature of the Hispanic Caribbean**

*Three Credits LA*

An analysis and discussion of novels, plays, short stories, and poetry from the 20th-century Caribbean—Cuba, the Dominican Republic, and Puerto Rico. Readings will provide insights related to historical and cultural frameworks that have spawned this literature. Students will learn about overall unifying characteristics of Caribbean literature as well as the distinguishing features of each island as “nation.” Offered every three years.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 477

**Capping Course**

*Three Credits LA*

A capping course is required for all senior Spanish majors. It will integrate the cultural and literary dimensions using either contemporary Spanish-American literature or contemporary Spanish literature. A major paper is required.

SPAN 480

**Seminar**

*Three Credits LA*

Intensive study of one movement, author or literary characteristic. Offered when there is sufficient student interest.

*Prerequisite:* Completion of most of the major field requirements.

SPAN 493-494-495

**Advanced Internship in Spanish**

*Nine, Twelve or Fifteen Credits*

Students who have distinguished themselves in Spanish may apply for this internship requiring habitual use of Spanish. Completion of major requirements, course prerequisites, departmental screening and acceptance by the company or agency are necessary for participation. Work performed, assigned readings and a seminar project constitute the basis of the experience. The student submits weekly reports, is periodically visited by a faculty coordinator and is evaluated at the end of the internship by the sponsoring supervisor. Students may be placed at home or abroad. Number of credits is determined beforehand by mutual agreement. Offered every semester and summer.



# FINANCING YOUR EDUCATION

## STATEMENT OF FEES

(These are 1997-98 fees. Subject to change in 1998-99.)

### TUITION

*Full Time Semester* ..... \$6,367.00  
(Full Time Rate allows students to take 12-16 credits.  
Students taking more than 16 credits will be charged the  
per semester hour rate for each credit over 16.)

*Per Semester Hour* ..... \$352.00  
(Per credit cost for students taking less than 12 credits, or  
for each credit taken over 16 credits.)

### CAMPUS RESIDENCE RATES (per semester)

Benoit  
Champagnat  
Gregory  
Leo  
Marian  
Sheahan..... \$2,101.00

Town Houses H-M Sections ..... \$2,443.00  
Mid Rise ..... \$2,200.00

Gartland Commons

Talmadge Court

Townhouses A-C Sections ..... \$2,390.00

### BOARD PLANS

Board Plan levels vary according to the number of meals offered per week. All students residing in Champagnat, Leo, Marian, Sheahan, Benoit, Gregory and Mid Rise residence halls must participate in a meal plan.

Plan A 19 meals/week ..... \$1,285.00  
Plan B 10 meals/week+\$75 Thrifty Cash/sem ..... \$1,285.00  
Plan C 10 meals/week+\$150 Thrifty Cash/sem ..... \$1,238.00  
Plan D 10 meals/week+\$75 Thrifty Cash/sem ..... \$1,163.00  
Plan E 5 meals/week+\$275 Thrifty Cash/sem ..... \$836.00

All changes in Board Plans must be requested in writing prior to the end of the first week of the semester.

Residence Hall and Cafeteria facilities are officially closed during the following periods of their respective semesters:

### Fall '97 Semester

Oct. 17-Oct. 19, 1997—Fall Recess Weekend

Nov. 27-Nov. 30, 1997—Thanksgiving Weekend

**Spring '98 Semester**

March 14-March 22, 1998—Spring Recess

April 10-April 12, 1998—Easter Weekend

**NOTE: Extra room and board charges will be assessed during Christmas, Mid-semester break, Spring recess and summer vacation period.**

**General Tuition Deposit** ..... \$150.00  
Payable by all students upon their acceptance. It is refundable if notice of intention not to attend Marist College is received by the Vice President of Admissions prior to May 1 or date indicated on acceptance letter. After this date all payments are nonrefundable.

**General Residence Deposit** ..... \$350.00  
This general deposit is payable by all resident students upon their acceptance. (This includes the tuition deposit of \$150.) \$50.00 is applicable to Residence Hall Security Deposit; the balance is applicable to semester room and board upon registration. It is refundable if notice of intention not to attend Marist College is received by the Vice President of Admissions prior to May 1 or date indicated on acceptance letter. After this date all payments are nonrefundable.

**Room Reservation Deposit for all returning students (Nonrefundable)** ..... \$200.00  
Due on or before April 1 for the following academic year. 100% refund of deposit if withdrawal notification for the following Fall semester is received in the Housing Office prior to June 1st. 50% refund of deposit if withdrawal notification for the following Fall semester is received in the Housing Office prior to July 1st. 100% refund of deposit if withdrawal notification for the following Spring semester is received in the Housing Office prior to December 1st.

**Residence Hall Security Deposit** ..... \$70.00  
Payable each Fall and Spring semester prior to the first day of class or upon return from off-campus status. Applicable to all residence hall damages, unreturned key fees and past due telephone costs. The balance is credited to the student's financial account at the end of each semester. The credit will be carried forward to reduce past due balances or it will be carried forward to reduce the following semester's residence hall charges.

**Room Key Fee** ..... \$50.00  
Charged against a student's account if his or her room key is not returned at the end of the academic year or upon withdrawal from the residence halls.

**Orientation Fee (Nonrefundable)** ..... \$40.00  
Payable by all incoming full-time freshmen and transfer students for orientation presentations and materials.

**Single Room Fee, per semester** ..... \$75.00  
If room permits, a single room may be available. Application must be made for same to the Housing Office at the time of room reservation. Assignment of single rooms is on first-come, first-served basis.

**Matriculation Fee (Nonrefundable)** ..... \$25.00  
This fee is payable immediately upon the student's acceptance and registration for a degree program.

**Application Fee (Nonrefundable)** ..... \$30.00

**Registration Fee (Nonrefundable)** ..... \$20.00  
Payable each semester.

**Late Registration Fee** ..... \$25.00  
Additional charge when a student fails to register during the designated registration period.

**Activities Fee, Full-time student** ..... \$100.00  
Payable each semester. Refundable according to Tuition Policy.

**Activities Fee, Part-time student** ..... \$25.00  
Payable each semester. Refundable according to Tuition Policy.

**Student Accident Insurance** ..... \$TBA  
All full-time students are required to be covered under blanket policy. Billable each semester. (Fee dependent on contract.)

**Degree Fee** ..... \$50.00  
Payable by all students upon completion of degree requirements.

**Advanced Placement/College Proficiency Examination Fee** ..... \$25.00 per credit hour  
No charge where credits are waived. When credit and/or grade is given in lieu of formal course work, fee is \$25.00 per credit hour.

**Deferred Examination and Re-examination Fee** ..... \$10.00

**Financial Aid Transcript Fee** ..... Free

**Lost I.D. Fee** ..... \$15.00  
Payable when a replacement is requested by a student.

**Transcript Fee** ..... \$3.00  
Payable at the time of request.

**Returned Check Fee** ..... \$15.00  
Charged for any check returned from a banking institution due to insufficient funds or other reasons. This fee will also be assessed for checks cashed on campus and returned by the bank.

**Laboratory Deposits** ..... \$15.00  
Certain science departments require internal key and breakage deposits which are refundable at the end of the semester, providing all materials are returned intact.

**Readmission Fee** ..... \$75.00

**REPEATED COURSES**

Any student repeating a course due to failure or intent to raise a grade is chargeable for the stated number of credits at the regular per hour rate.

## PAYMENT OF FEES

All students registering at Marist College are required to pay tuition fees in full on or before Opening Day. Freshman and Transfer students are not eligible for a deferred payment plan their first semester.

Returning students may elect a deferred payment plan upon prior written approval of the Office of Student Accounts in the form of a Promissory Note. Contact the Office of Student Accounts for details. Tuition and Fees on the deferred payment plan are payable according to the following schedule:

### Fall Semester

August 8 (1/2 Tuition and Fees, together with an approved Promissory Note due at Office of Student Accounts)

\*October 15  
(Balance of bill due)

### Spring Semester

January 5  
(1/2 Tuition and Fees, together with an approved Promissory Note due at Office of Student Accounts)

\* March 9  
(Balance of bill due)

\*A service charge of 2% of any unpaid balance will be added to all accounts on October 16 (Fall) and March 11 (Spring).

### Summer Semester and Winter Intersession

All tuition and fees in full at time of registration. No deferred payment plan.

## OUTSTANDING FINANCIAL OBLIGATIONS

Students whose tuition or NDSL/PERKINS accounts are in arrears will not be permitted to register or make schedule adjustments after registration, and will not be awarded diplomas or issued transcripts of record.

If a tuition account is considered to be uncollectable by the College, College policy states that the account will be transferred to a third party collection agency. The student will be responsible for the entire principal and also all collection costs affiliated with the collection of the debt. The collection cost is 30%–40% of the outstanding debt when it is transferred to the collection agency.

## ALTERNATIVE FINANCING

The College also cooperates formally with two independent agencies which arrange for financing of college costs on monthly payment basis of one to six years. All plans include attractive insurance clauses which provide for coverage of college expenses in the case of death or disability of the parent. Information about any agency may be obtained either by writing directly to the agency listed below, or by inquiry to the Office of Student Accounts of Marist College.

### Knight Tuition Payment Plans

855 Boylston Street, Boston, Mass. 02116-2611  
800-225-6783

### Academic Management Services

P.O. Box 14608, East Providence, RI 02914-0608  
800-635-0120

## FINANCIAL ASSISTANCE

Students who are recipients of any type of financial scholarship or assistance must present evidence of this to the Office of Student Accounts at the time of registration or as soon as received.

Deductions from semester billings for specified grant amounts may be made only upon official notification to the student and College. All awards not officially acknowledged and presented to the Office of Student Accounts before fee deadlines will be subject to a service charge.

The Office of Student Accounts prefers payment by check. Payments must be made on or before Opening Day, either by mail or in person at the Office of Student Accounts.

Requests for complete statement of charges and receipt of payments should be made in writing to the Office of Student Accounts at the time of final payment. The receipt will be mailed directly to the student.

## REFUNDS

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

To withdraw from a course, a student must notify the Registrar in writing. A form is provided for this purpose and may be obtained at the Registrar's Office. Simply notifying the classroom instructor or the Dean is insufficient. Procedures to be followed are outlined on this form. In computing the refund, the Office of Student Accounts accepts the date that the completed form has been received in the Registrar's Office.

Disbursement of funds must be requested through the Office of Student Accounts. Disbursements, if due, will be made within four weeks after the date on which the student's period of enrollment ends.

Any student withdrawing from the Residence Halls must officially notify the Housing Office in writing. Date of receipt of this notice by the Housing Office will be used in determining refund.

A refund for the remainder of the semester following the date of the student's withdrawal may be made at the per diem college rate. The date used will be the official notification of withdrawal to the Housing Office.

## NEW STUDENT WITHDRAWING

	Tuition	Fees	Room Charge	Board
1st Week	100%	100%*	\$250.00	pro-rated
2nd Week	50%	50%*	250.00	pro-rated
3rd Week	50%	50%*	250.00	pro-rated
4th Week	0%	0%	Full Cost	pro-rated

**RETURNING STUDENT WITHDRAWING**

	<i>Tuition</i>	<i>Fees</i>	<i>Room Charge</i>	<i>Board</i>
1st Week	100%	100%*	\$50.00**	pro-rated
2nd Week	50%	50%*	50%	pro-rated
3rd Week	50%	50%*	50%	pro-rated
4th Week	0%	0%	100%	pro-rated

\*Registration fee is non-refundable.

\*\*Room reservation of \$200 will be forfeited. (See *Academic Calendar* for specific dates concerning these refunds.)

For any withdrawal from the dormitories after the beginning of the fourth week, no refund will be allowed. (Refer to the *academic calendar* for specific dates; i.e., tuition refund, etc.)

**STUDENT REFUND POLICY FOR FIRST TIME TITLE IV RECIPIENTS**

This refund policy will be effective as of July 23, 1992 as per the U.S. Department of Higher Education Amendments of 1992. This refund policy will apply to students who are in attendance for the first time at the College and who receive assistance under Title IV funding and/or to the parents who receive the Federal Parent Plus loans for their children. Title IV funding includes the following programs: Federal Stafford Loan Program, Federal Pell Grant Program, Federal Work-Study Program, Federal SEOG Program and the Federal Perkins Loan Program. This policy begins the first day of classes and is effective for up to 60% of the period of enrollment of the semester in attendance which constitutes nine weeks of our fifteen week semester. The charges assessed will include tuition fees, room and board and other charges where applicable. Refunds back to the Title IV programs will be assessed by the last date of attendance in a class.

Refund Percentages by week in term:

Prior to 1st week .....	100%
1st week .....	90%
2nd week .....	80%
3rd week .....	80%
4th week .....	70%
5th week .....	60%
6th week .....	60%
7th week .....	50%
8th week .....	40%
9th week .....	40%
After 9th week .....	0%

Examples of the refund policy are available upon request in the Office of Financial Aid.

**EXCESS FINANCIAL AIDS**

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

**FINANCIAL AID**

Marist College is concerned that all qualified students have access to a Marist education. Each year, to supplement Federal

and State financial aid, Marist awards more than \$8 million of its own funds to assist students with financing their education. Overall, almost 75% of the student body receives some form of financial assistance. In addition to need-based grants, Marist awards scholarships to high-achieving freshmen and transfer students.

**MEETING COLLEGE COSTS**

Financing a college education is a serious problem for many men and women. Recognizing that a college education is expensive, students should consider the total cost of their education and not just the costs of the initial year. Besides the usual sources—family assistance, personal savings and summer earnings—there exists a variety of ways to pay college costs. These are generally referred to as student financial aids. They consist of scholarships, grants, loans and earnings from part-time work while in school.

If students expect to need financial assistance to meet their total expense at Marist College, it would be wise for them to apply for this assistance while applying for Admission to the College.

**PURPOSE OF FINANCIAL AID**

The primary purpose of student financial aid at Marist College is to provide assistance to students who could not otherwise attend Marist College. The basic premise of student financial aid is that the primary responsibility for meeting college costs rests with the family. The extent of the family's responsibility in this regard is measured through a uniform analysis of data submitted by the family on a comprehensive financial statement, the Free Application for Federal Student Aid (FAFSA). This form is the primary application used at Marist College.

The difference between the total college costs (tuition, fees, room and board, transportation, books and personal expenses) and the assessed ability of the family to contribute to the costs is the student's financial need. Student financial aid is intended to meet this need. With the exception of limited scholarship funds, student financial aid at Marist College is awarded on the basis of need and academic achievement. Awards are made without reference to racial or ethnic origin, sex, age or physical disability. Awards are made either singly or in the form of a "package" that is a combination of scholarship/grant, loan and work awards.

Student financial aid is awarded from two sources: (1) the college and (2) outside agencies such as the federal government, individual states, various public and private agencies, organizations or companies. The following pages contain detailed descriptions of the financial aid.

**FINANCIAL NEED**

It has been previously stated that the financial need of a student is the difference between total college costs and the assessed ability of the family to contribute to these costs. The following is an explanation of College Budgets, Family Contribution and packaging.

1. **College Budgets:** Budgets should reflect the hidden cost of

education as well as the obvious costs. The estimated college cost includes the following:

- tuition and fees for a 24-32 credit year
- charges for room and board
- books (estimated at \$500)
- transportation (estimated at \$550)
- personal expenses (estimated at \$600)

This budget is used for dependent students living on or off campus. Students living with their parents will have a budget that reflects estimated room and board costs of \$2,200 for the year, \$550 transportation, and \$600 personal expenses.

Budgets for independent students will reflect their educational and living expenses. The budgets are reviewed each year to insure that they are fair estimates of the total cost of education.

2. **Family Contribution:** This figure is determined through a standard needs analysis of the information provided on the FAFSA. The needs analysis takes a number of factors into consideration: income, asset equity, size of family, number of family members attending college on at least a half-time basis, age of major wage earner and whether both parents are working.
3. **Meeting Need:** In "packaging" a student with a variety of funding, the college will estimate grants from the entitlement programs not directly administered by the college: Federal Pell Grants and the NYS Tuition Assistance Program (TAP). The ability of the college to meet remaining need is based on the number of needy students applying for the funding levels for the programs. To assist as many students as possible, the college may set a maximum award for a particular program at a level below that which is legislated. Due to the limited financial aid dollars available, Marist College awards financial aid to students who are enrolled on at least a half-time basis (6 credit hours). Priority is given to full-time students.
4. **Deadlines:** It is important to meet the college's deadline for application for financial aid. While financial aid is awarded on the basis of need, it is also awarded on a first-come first-served basis. This has implications for following years since priority is given to previously awarded students. The deadline for financial aid for incoming students is March 1 while the **deadline for returning students is April 15**. Returning students please note: If this deadline is not met you may jeopardize your prospective financial aid award.
5. **Reconsiderations:** In the event that a student's financial situation changes despite any financial aid already awarded and the student is unable to meet the cost of attending Marist College, he or she may submit a written request to the Financial Aid office to be reconsidered for additional funding. The request should detail the cause and extent of the student's additional financial need. Reconsiderations will be met depending upon availability of funds.

## APPLICATION PROCEDURES

1. All incoming and returning students must complete the Free

Application for Federal Student Aid (FAFSA). It will take four to six weeks to process the form. Therefore, in order to meet the above-stated deadlines for filing for financial aid, incoming students should file the FAFSA by January 15, while returning students should file by March 1. If the FAFSA is completed after these dates, a photostatic copy of it should be sent directly to the Financial Aid Office and the original mailed to the processing center.

2. In addition to the FAFSA, returning students must also submit a Marist College application for Financial Aid, a signed photostatic copy of their most recent tax return and a signed photostatic copy of their parent(s) most recent Federal income tax return. An IRS Form 4506 (request for copy of a tax return) must be filed when no copy is available or if no return is filed. This form is available upon request to the Financial Aid Office. All independent students must submit a signed copy of their, and if applicable, their spouse's most recent Federal Income Tax Return.
3. Transfer students must also provide Financial Aid Transcripts from all previous colleges attended, even if they did not receive any financial aid at these institutions.

## FINANCIAL AID PHILOSOPHY AND POLICIES

1. Within its available resources, Marist College attempts to meet the financial needs of its students. Thus a student's financial need is determined by subtracting the parent's and student's contribution from the total estimated cost of attending Marist College. The total financial aid awarded a student shall never exceed the college budget.
2. The amount of a student's financial aid is contingent upon the student enrolling on a full-time basis (unless otherwise indicated) for each semester awarded. A student may be dropped from the financial aid program for failure to maintain good standing or satisfactory academic progress.
3. Financial Aid is not automatically renewable. A Marist Application for Financial Aid and a FAFSA must be submitted each year with a photostatic copy of the parent's and student's federal income tax return for the previous year.
4. The financial aid award shall be voided if and when incorrect information is revealed on either the student application or Student Aid Report. Intentionally filed false statements or materials may subject the filer to a fine or imprisonment, or both, under the provisions of the U.S. Criminal Code.
5. If a student is not permitted to return to Marist College, either because of grades, disciplinary reasons, or an outstanding balance with the Student Accounts Office at the beginning of an academic term, the student's financial aid award will become void.
6. Any change in the amount indicated from noncollege sources or in a student's enrollment, financial, resident, or marital status must be reported immediately to the Financial Aid Office.
7. Each aid recipient is required to sign a Statement of Educational Purpose/Registration Compliance.
8. Availability of funds (state and federal funding) is neces-

sarily tentative at the time awards are made and Marist College cannot guarantee substitute awards if any anticipated outside sources of assistance do not materialize.

9. Marist College awards financial aid without reference to racial or ethnic origin, sex, age, religion, marital status or disability.

### INDEPENDENT STUDENT STATUS

The fact that a student is not receiving financial assistance from his or her parents does not necessarily mean that the student will be considered as an independent student for the financial aid programs.

For the financial aid programs administered by Marist College, a student claiming independence must be 24 years of age by Dec. 31 of the year in which he or she is applying. Once the student has filed as a dependent student at Marist College, he or she will be unable to change dependency status except in unusual cases. Likewise, in a limited number of extreme circumstances, the age requirement may be set aside. Supporting documents such as parents' death certificates, letters from welfare agencies, lawyers and/or social workers may be required. The responsibility is on the student to prove his or her independent status.

## STATE AID PROGRAMS

### NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

The Tuition Assistance Program was created by New York State as a tuition-related student aid program. It is designed to assist New York State residents with greater freedom of choice in deciding upon the New York State post-secondary educational institutions that they would like to attend.

New York State designed the Tuition Assistance Program (TAP) so that awards to students attending private colleges are larger than awards at public schools. In this way, the gap between the private and public schools is lessened. Cost becomes less of a factor. TAP awards are **not** based on gross

income. Instead, TAP awards are based on the parent's and student's New York State **Net Taxable Income** (after exemptions and deductions).

To be eligible for TAP, a student must be a matriculated full-time (at least 12 credits) student and a New York State resident, a U.S. citizen or permanent, resident alien. 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.

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. These progress requirements may be obtained by contacting the TAP certifying officer in the Registrar's office. 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.

1. An applicant must file a current Student Payment Application (usually available in mid-April) to the New York State Higher Educational Services Corporation. (The application must be submitted by May 1 of the academic year for which a student is applying.) The Services Corporation will send an award certificate to the student indicating the amount of the award per term. If filed on a timely basis, the student should receive an award certificate prior to the opening of the term for which payment will be required.

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

	6	12	18	24	30	36	42	48	54	60
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th**	10th**
A student must have accrued at least this many credits	0	3	9	18	30	45	60	75	90	105
With at least this grade point average	0	.25	.70	.96	2.0	2.0	2.0	2.0	2.0	2.0

\*\* Only students in approved 5-year programs

2. TAP Awards at Marist currently range from \$275 to \$3,900.
3. TAP is awarded for eight semesters of full-time undergraduate studies. Students enrolled in the HEOP have an additional two semesters eligibility.
4. The student may present the award certificate to the Student Accounts Office in lieu of actual payment of the student's bill. Upon receiving the official notification of the student's award from the Services Corporation, the TAP Certifying Official will verify the student's full-time, matriculated status and the tuition charges for the term in question. The amount of the award will then be credited to the student's account.
5. If the TAP award results in a credit balance for the student, the College will refund within 30 days any credit balance unless the student requests the College to leave the balance on the account as a credit toward a future term's charge.

### AID FOR PART-TIME STUDY (APTS)

This program is designed to provide tuition assistance to eligible undergraduates, enrolled on a part-time basis (six to eleven credits for semester), in a program of study leading to a degree at Marist College. Eligibility requirements include New York State residency, good academic standing, previous academic credit, matriculated status and net taxable income limitations. Students may receive tuition waivers up to the cost of tuition, but not in excess of \$1,000 each semester. Students are required to file an APTS application each semester and submit it to the Financial Aid Office. For applications and more information contact the Financial Aid Office.

### NEW YORK STATE CHILD OF DECEASED OR DISABLED VETERAN AWARD

A child of a person who died in the military service of the United States during World War I, World War II, the Korean Conflict or the Vietnam Conflict as a result of regular active duty, and who was a resident of New York State at the time of induction or time of death, is eligible for a Regents award. Similarly, a child of a person who was honorably discharged with a current disability of at least 50% resulting from service during World War I, World War II, the Korean Conflict or the Vietnam Conflict, or who had such disability at time of death and who was a resident of New York at the time of induction, is eligible for a Regents award.

1. A student must request a special application from the New York State Higher Education Services Corporation. After eligibility has been approved, the procedures for applying for payment of a Child of a Veteran award, the number of semesters of eligibility a student has and the procedures at the College for crediting the student's account are the same as for TAP (above).
2. There are no financial criteria in order to qualify for this award; however, the recipient of this award should be aware that he or she may qualify for a TAP award along with the Regents Child of a Veteran award.

### NEW YORK STATE CHILD OF POLICE OFFICER-FIREFIGHTER AWARD

A child of a police officer, firefighter or volunteer firefighter of New York State or any of its municipalities who died as a result of injuries sustained in the line of duty is eligible for this award.

1. A student must request a special application from the New York State Higher Education Services Corporation. After eligibility has been approved, the procedures for applying for payment of a Child of a Police Officer-Firefighter award, the number of semesters of eligibility a student has and the procedures at the College for crediting the student's account are the same as for TAP (above).
2. There are no financial criteria in order to qualify for this award; however, the recipient of this award should be aware that he or she may qualify for a TAP award along with the Police Officer/Firefighter award.

### HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

See page 23.

### VIETNAM VETERANS TUITION AWARDS (VVTA) & PERSIAN GULF VETERAN TUITION AWARDS (PGVTA)

These programs are available to New York State residents enrolled in full-time or part-time (three to eleven credits per semester) undergraduate and graduate programs at Marist. Eligibility for VVTA includes U.S. Armed Forces service in Indochina between January 1, 1963 and May 7, 1975 and discharge under other than dishonorable conditions. PGVTA requirements are receipt of the Southwest Asia Medal, issued from August 2, 1990 to November 30, 1995 and confirming service in the Persian Gulf.

Both veterans' tuition awards range from \$500 to \$1,000 per semester with an aggregate limit of \$10,000. Veterans who have not established eligibility must complete the VVTA or PGVTA Tuition Award Supplement. Veterans who have established eligibility do not have to submit another supplement, except to receive payment for graduate study they must submit a FAFSA and TAP Application indicating graduate study. Eligibility for these awards must be established by September 1, 1998. Additional information may be obtained by calling (518) 474-8615.

### NEW YORK STATE AID TO NATIVE AMERICANS

Student or parent must be an enrolled member of a Native American tribe located on a reservation in New York State and be enrolled in an approved post-secondary institution in New York State.

1. Award ranges to \$1,550 per year for full-time study.
2. A student must request a special application form from the Native American Unit, New York State Education Department, Albany, New York 12234.
3. The completed application is returned with (a) an official high school transcript or photostat of General Equivalency

Diploma; (b) a personal letter setting forth an educational plan.

4. If under 18 years of age, signatures of parents are required.
5. Official tribe certification form is required.

### VOCATIONAL REHABILITATION

State agencies of vocational rehabilitation assist those having physical, emotional or mental disability, except blindness. This assistance is designed to develop and/or improve and/or restore the handicapped person's ability to work.

Among the training services provided to handicapped persons is training at colleges. Financial assistance may be provided for the person in pursuit of a college education.

## FEDERAL AID & LOAN PROGRAMS

### FEDERAL PELL GRANT

The Federal Pell Grant Program is a federal student aid program designed to provide needy students access to a college education. The Federal Pell Grant is intended to be the starting point for putting together the necessary resources to meet college expenses. An undergraduate student enrolled for at least 3 credits per semester may apply for a Federal Pell Grant.

1. To apply for a Federal Pell Grant, a student must complete the Free Application for Federal Student Aid (FAFSA) and forward it to the processor in the self-addressed envelope provided with the application; it should be dated and mailed no earlier than January 1. Usually within four weeks, the processor will return to the applicant a Student Aid Report (SAR). Provided the student listed Marist as one of the colleges to receive information, the College will return a form indicating the amount of Pell Grant to be received.
2. There is no charge for applying for a Federal Pell Grant.
3. Currently, the amount of the award ranges from \$400 to \$2,700; this range may change as a result of Federal legislation. The amount that a student will receive is based on the following factors: (a) the student's financial need as computed from the information provided on the student's application; (b) the College costs; (c) the student's part-time or full-time enrollment status; (d) the payment schedule as issued by the U.S. Department of Education.
4. Ordinarily the financial need of the student is computed from the previous year's income information. However, if some extraordinary circumstance occurs, a student may file a supplemental form whereon current year estimated income would be reported and the eligibility of the student would be computed on the basis of that year's income.
5. The grant is awarded annually until completion of the first undergraduate degree.
6. The student must maintain satisfactory academic performance in regards to both cumulative grade point average and credit accumulation standards established by Marist College. (See Satisfactory Academic Progress Requirements.)
7. Before receiving payment of a Federal Pell Grant, a student

must sign a Statement of Educational Purpose/Registration Compliance. This document attests to the fact that the student will use this award solely for educational expenses at Marist College. The student agrees to repay the appropriate portion that cannot reasonably be attributed to meeting educational expenses related to attendance at Marist College. Also, the student certifies that he/she has complied with the Selective Service requirements and will provide proof of registration when requested.

8. Payment of the award will be made directly on the student's account. It will be made in two equal payments for fall and spring, unless otherwise noted. If a recipient is attending summer school, taking at least six credit hours, he or she may receive a prorated portion of the award applied to the summer term. However, if a student receives a summer payment, the amount available for the spring term will be that much less.
9. If the Federal Pell Grant results in a credit balance for the student, the College will refund within 30 days to the student the credit balance unless the student requests the College to leave the balance in the account as a credit toward a future term's charges.

### FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

Federal SEOG is a federal grant program administered by Marist College to assist undergraduate students who qualify for the Pell Grant and exhibit a high degree of need.

1. The amount of the award will usually range from \$100 to \$2,000 per academic year.
2. The grant is awarded annually.
3. The award can only be given to undergraduate students pursuing their first baccalaureate degree.
4. A Federal SEOG is awarded on the basis of financial need, other financial aid resources available to the student, total grant funds available to the College and satisfactory academic performance of the student (both cumulative Grade Point Average and credit accumulation standards as established by Marist College. Refer to Satisfactory Academic Progress Requirements for more details.)
5. An award letter will be mailed to new students by May 1, and to returning students by July 1.
6. The student must return a reply form to the College within the period specified in the letter, indicating whether the award is accepted or denied. The student must also file a Statement of Educational Purpose/Registration Compliance attesting to the fact that the award will be used solely for educational purposes at Marist College and that the student will repay the appropriate portion that cannot reasonably be attributed to meeting educational expenses related to attendance at Marist College. The student also certifies that he/she is in compliance with the Selective Service requirements and will provide proof of registration when requested.
7. Payment of the award is made in two equal parts, in the fall and the spring, unless otherwise noted.

8. If the Federal SEOG award results in a credit balance for the student, the college will refund within 30 days any credit balance unless the student requests the college to leave the balance on the account as a credit for a full term's charges.
9. A student who is in default of a Federal Perkins Loan or Stafford Student Loan or owes a refund on a Federal Pell Grant cannot receive an Federal SEOG award.

### FEDERAL PERKINS (NDSL) LOAN

The Perkins Loan is a federal loan program administered by Marist College to assist students who are in need of a loan to meet their educational expenses.

1. A student may borrow a maximum of \$6,000 for the first two years of college with a maximum cumulative amount of \$15,000 for undergraduate students.

2. The Federal Perkins Loan is awarded annually.

3. A Federal Perkins Loan is awarded on the basis of financial need, other financial resources available to the student, total funds available to the college and satisfactory academic performance of the student (both cumulative Grade Point Average and credit accumulation standards as established by Marist College. Refer to Satisfactory Academic Progress Requirements for more details).

4. Borrower's rights:

- (a) Repayment on the principal or interest is not required while the student is in attendance at an approved post-secondary educational institution on at least half-time basis.

- (b) A student may be allowed up to 10 years to repay the loan. Low-income individuals may be eligible for an additional 10-year repayment period with the approval of the Department of Education.

- (c) A loan may be deferred in the following situations:

- (i) Up to 3 years may be granted while a student serves in the Armed Forces.

- (ii) For service as an active duty member of the National Oceanic and Atmospheric Administration Corps. (NOAAC).

- (iii) Parental leave.

- (iv) For a mother with preschool age children who is just entering or reentering the work force and who is compensated at a rate not to exceed \$1.00 in excess of the minimum wage rate prescribed by section 6 of the Fair Labor Standards Act of 1938.

- (d) A loan may be cancelled in the following situations and at the designated rates:

- (i) Full-time teacher in public or other non-profit elementary or secondary school identified by the commissioner as having a high concentration of students from low-income families.

*100% of the loan may be cancelled at the following rates:*

*15%-1st and 2nd years of service.*

*20%-3rd and 4th years of service.*

*30%-5th year of service.*

- (ii) Full-time teacher of handicapped students in public or other non-profit elementary or secondary schools.

*100% of the loan may be cancelled at the following rates:*

*15%-1st and 2nd years of service.*

*20%-3rd and 4th years of service.*

*30%-5th year of service.*

- (iii) Full-time staff member in Head Start preschool program.

*100% of the loan may be cancelled at the rate of 15% for each year of service provided the salary is comparable to that paid by the local educational service.*

- (iv) Member of the Armed Forces of the United States. *50% of the loan may be cancelled at the rate of 12 1/2% for each year of service in an area of hostility qualifying for special pay.*

- (v) For service as a volunteer under the Peace Corps Act or under the Domestic Volunteer Service Act of 1973.

- (vi) The full balance of the loan obligation will be cancelled in the event of death or permanent and total disability.

- (e) A copy of the completed promissory note will be provided to the borrower.

- (f) A borrower has the right to repay the loan before the first payment of principal and interest become due without interest charges.

- (g) A borrower may request forbearance in case a repayment schedule cannot be met.

- (h) The borrower is to be provided an interview upon leaving college at which time he/she would be made aware of the specific responsibilities for repayment of the loan.

5. Borrower's responsibilities:

- (a) The borrower is to notify the College if any of the following situations occur before the loan is repaid:

- (i) A name change.

- (ii) Change of address.

- (iii) Transfer to or re-entry into other approved post-secondary institutions.

- (b) The first payment of principal and interest becomes due 12 months after leaving the school or after reducing enrollment status to less than half-time (6 credit hours per term) and interest begins to accrue after 9 months.

- (c) A 5% simple interest is charged starting after the grace period.

- (d) The borrower is to notify the school of enrollment at another post-secondary school.

- (e) The borrower is to notify the Student Accounts Office prior to permanently leaving the school to schedule an exit interview.

- (f) The borrower is to notify the school if financial difficulties prohibit the scheduled quarterly payments.

- (g) The borrower is to repay the loan in accordance with the quarterly repayment schedule. A sample of such a schedule follows:

MARIST COLLEGE  
POUGHKEEPSIE, NY  
FEDERAL PERKINS (NDSL) LOANS

Sample: Student Repayment Schedule

*Equal Quarterly Payments of Principal and Interest Based  
on the Quarterly Unpaid Principal Balance @ 5% Over  
10 Years, Minimum Payments of \$40.00 Per Month.*

Sample Loan: \$2,000.00

This schedule assumes each payment is received on the date due. Consult your promissory note for information on late charges.

Amortization of \$2,000.00 principal at 5.000% interest in quarterly installments of \$120.00.

Due Date	Payment Amount	Interest	Principal	Balance
03/01/96	120.00	25.00	95.00	1,905.00
06/01/96	120.00	23.81	96.19	1,808.81
09/01/96	120.00	22.61	97.39	1,711.42
12/01/96	120.00	21.39	98.61	1,612.81
03/01/97	120.00	20.16	99.84	1,512.97
06/01/97	120.00	18.91	101.09	1,411.88
09/01/97	120.00	17.65	102.35	1,309.53
12/01/97	120.00	16.37	103.63	1,205.90
03/01/98	120.00	15.07	104.93	1,100.97
06/01/98	120.00	13.76	106.24	994.73
09/01/98	120.00	12.43	107.57	887.16
12/01/98	120.00	11.09	108.91	778.25
03/01/99	120.00	9.73	110.27	667.98
06/01/99	120.00	8.35	111.65	556.33
09/01/99	120.00	6.95	113.05	443.28
12/01/99	120.00	5.54	114.46	328.82
03/01/2000	120.00	4.11	115.89	212.93
06/01/2000	120.00	2.66	117.34	95.59
09/01/2000	96.78	1.19	95.59	0.00
<b>Totals</b>	<b>2,256.78</b>	<b>256.78</b>	<b>2,000.00</b>	

- (h) The borrower must notify the college of a situation wherein the borrower becomes eligible for deferment of payment or cancellation of the loan obligation.
- An award letter will be mailed to new students by May 1 and to returning students by July 1.
  - The student must return a reply form to the College within the period specified in the letter, indicating whether the award is accepted or declined. The student must also file a

Statement of Educational Purpose/Registration Compliance attesting to the fact that the award will be used solely for educational purposes at Marist College and that the student will repay the appropriate portion that cannot be reasonably attributed to meeting educational expenses related to attendance at Marist College. The student also certifies that he/she is in compliance with the Selective Service requirements and will provide proof of registration when requested.

- Payment of the award is made in two equal parts in the fall and in the spring, unless otherwise noted. The recipient must report to the Student Accounts Office at the beginning of each term for which the award is applicable and sign for the award.
- If the Federal Perkins Loan award results in a credit balance for the student, the College will refund within 30 days any credit balance unless the student requests the College to leave the balance on the account as a credit toward a future term's charges.
- A student who is in default of a previous Federal Perkins Loan or Federal Stafford Student Loan or owes a refund on a Federal Pell Grant or Federal SEOG cannot receive a Federal Perkins Loan.

### FEDERAL WORK-STUDY PROGRAM (FWSP)

Marist College administers this federally sponsored employment program during the academic year. The FWSP provides job opportunities to enrolled students who demonstrate financial need in meeting their college expenses. Jobs are available both on campus and in the surrounding community.

- FWSP students are paid at least the federal minimum wage.
- Students on FWS cannot work more than an average of 20 hours per week during the regular academic terms and 40 hours per week during vacation periods.
- FWS jobs are awarded on the basis of financial aid resources available to the student and total employment funds available to the college. To remain eligible, students must continue to meet federal and institutional academic progress standards (refer to Satisfactory Academic Progress Requirements).
- The Financial Aid Office will notify students when they have earned their awarded FWS amounts. In the event of additional student eligibility and available funds, FWS employment may be extended.
- Payroll schedules are published at the beginning of each academic term, including summer. Prior to being paid, students must have on file with the Payroll Office a W-4 or W-4E Form (Employee's Withholding Allowance Certificate) and time sheets are to be submitted on the scheduled dates. Late time sheets will be held and paid on the next scheduled payment date. Paychecks are to be picked up in the Payroll Office.
- Students must pick up a Work Authorization Card and the Student Employment Agreement from the Financial Aid Office whereon the student's award will be indicated.

These forms must be filled out and signed by the student and the student's supervisor and then returned to the Financial Aid Office for processing.

7. A work-study award is an allocation only and not necessarily a guarantee of employment.
8. An award letter will be mailed to new students by May 1 and to returning students by July 15.
9. The student must return a reply form to the college accepting or declining the work study allotment by the date specified in the letter or the allotment will be automatically cancelled.
10. Students in default of a Federal Perkins Loan or Federal Stafford Student Loan or owing a refund on Federal Pell Grant or Federal SEOG cannot receive a FWSP Award.

### MARIST COLLEGE CAMPUS EMPLOYMENT PROGRAM (CE)

Marist College provides part-time employment to students during the summer months and to a limited extent during the regular academic year.

1. Students will be paid at least the federal minimum wage.
2. A student on CE cannot work more than an average of 20 hours per week during the regular academic term. A maximum of 40 hours per week can be worked under CE during vacation periods.
3. After students demonstrating financial need have been employed, remaining job opportunities are made available to other students seeking employment.
4. Payroll schedules are published at the beginning of each academic term, including summer. Prior to being paid, students must have on file with the Payroll Office a W-4 or W-4E Form (Employee's Withholding Allowance Certificate) and time sheets are to be submitted on the scheduled dates. Late time sheets will be held and paid on the next scheduled payment date. Paychecks are to be picked up in the Payroll Office.
5. Students must pick up a Work Authorization Card and the Student Employment Agreement from the Financial Aid Office whereon the student's work status will be indicated. These forms must be filled out and signed by the student and the student's supervisor and then returned to the Financial Aid Office for processing.

### FEDERAL FAMILY LOAN PROGRAM

(Formerly Guaranteed Student Loan Program)

#### FEDERAL STAFFORD STUDENT LOAN (FSSL)

Subsidized:

The FSSL is a federal loan program which enables students who are enrolled on at least a half-time basis (6 credit hours per term) to borrow directly from a bank, credit union, savings and loan association, or other participating lending institution which is willing to make educational loans. The loans are insured by the Federal Government or guaranteed by a state guarantee agency. The benefit of the FSSL is twofold: first, the borrower need not make repayment on the loan while enrolled

in college on at least a half-time basis; and second, the loan is interest-free during the same period of time.

1. An applicant must complete the appropriate student loan application. The completed application is then submitted to the Financial Aid Office for certification of the student's enrollment, the college costs, the financial aid available to the student and a recommendation as to the amount the student needs to meet the educational expenses. The application is then to be submitted to the lending institution. Upon approval of the loan, a check will be issued or the amount will be electronically transferred to the educational institution.
2. Freshmen can borrow up to \$2,625, sophomores up to \$3,500, and juniors and seniors up to \$5,500 per academic year in accordance with the student's total family income and demonstrated financial need. Therefore, a FAFSA must be filed in order that the college can determine the student's eligibility.
3. A student may borrow up to an aggregate maximum of \$23,000, if he/she is enrolled in a program of undergraduate education.
4. The amount the student may borrow is also limited by the student's enrollment status, that is, full-time or part-time, the college costs and financial aid available to meet these costs, and the satisfactory academic performance of the student. The student must be matriculated and must maintain the cumulative Grade Point Average and credit accumulation standards established by Marist College. Refer to Satisfactory Academic Progress Requirements for more details.
5. The College cooperates with the lending institutions and agencies in verifying and maintaining current information on all its student-borrowers.
6. The College will not process a FSSL earlier than three months prior to the beginning of the term for which the student is applying.
7. A student will be required to pay at least a 4% origination fee. The fee is paid to the lender at the time of the disbursement of the loan check and reverts to the federal government to reduce the costs of the FSSL program.
8. A list of borrower's rights and responsibilities is available from the lending institution.
9. The student endorses the check at the Student Accounts Office and it is credited to the student's account. If this payment results in a credit balance for the student, the College will refund any credit balance unless the student requests the College to leave the balance on the account as a credit toward a future term's charges. The College will process refunds within 30 days.
10. The interest rate will be a variable rate, adjusted annually on July 1, not to exceed 8.25%. The variable rate for each 12-month period will be equal to the bond equivalent rate of 91-day Treasury Bills auctioned at the final auction held prior to the preceding June 1, plus 3.1%.
11. When a refund is due to a student from tuition, room and board charges after the student has dropped enrollment to

less than half-time, the refund from the FSSL will be made to the lending institution to be applied to the loan obligation of the student. The student will receive written notice of this transaction.

12. A student must provide proof of registration when requested.
13. A student must submit a signed copy of his/her most recent tax return and a signed copy of his/her parent's most recent tax return.
14. A student may also be required to complete a Verification Worksheet.

#### Unsubsidized:

The unsubsidized Federal Stafford Loan is for those students who do not qualify for the subsidized Federal Stafford Student Loan program. The terms and conditions of the unsubsidized FSSL are identical to those for the subsidized FSSL with the following exceptions:

1. The annual and aggregate loan amounts are the same as those for the subsidized FSSL less any amounts borrowed under that program. In other words, the total amount borrowed under the subsidized and the unsubsidized FSSL programs cannot exceed the annual and aggregate limits listed under the subsidized FSSL.
2. Whereas the subsidized FSSL is interest-free during the student's period of enrollment (minimum half-time), the unsubsidized FSSL is not. The student must select one of the following two options: to begin making interest payments on the loan immediately or to allow the lending institution to capitalize the interest due, resulting in a larger loan principal at repayment.

### ADDITIONAL UNSUBSIDIZED FEDERAL STAFFORD LOAN

This is a student loan program to assist independent undergraduate, graduate and professional students. Eligible freshmen and sophomores may borrow up to \$4,000, juniors and seniors up to \$5,000 and graduate and professional students up to \$10,000 per academic year, with an aggregate loan maximum of \$23,000 for undergraduates, and \$73,000 (including undergraduate) for graduate and professional students. These loan limits do not include amounts borrowed under the FSSL

or PLUS programs. The applicable rate of interest during any calendar year is tied to the average rate of 52-week T-bills plus 3.1%. Repayment begins on the date of disbursement or last multiple disbursement of loan proceeds.

### PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Parents of undergraduate students may borrow up to the cost of education minus any other financial aid the student will receive for each child in college. There is no aggregate limit. Borrowers may not have adverse credit history. The loan is federally subsidized—the applicable rate of interest during any calendar year is tied to the 52-week T-Bill plus 3.1%. Repayment begins on the date of disbursement of loan proceeds.

### REQUIREMENTS TO MAINTAIN FEDERAL ELIGIBILITY

The Higher Education Amendments of 1976, 1986 and 1992 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 ask the student to demonstrate that he/she is actively pursuing his or her degree.

At Marist College an evaluation of a student's regular academic performance takes place **each semester** by the Academic Affairs Committee. This review concentrates on those students who fail to meet a 1.5 cumulative index at the end of their freshman year or a 2.0 during their sophomore, junior or senior years. As a result of this review, students may be placed on probation and allowed to continue at Marist College.

Although the College considers the student in good standing while on academic probation, the student **may not** be eligible for federal financial assistance. Failure to earn the necessary number of credits toward degree completion **or** failure to maintain the necessary index can jeopardize a student's aid.

The following chart (effective 1988-89 academic year) breaks down by semester the minimal Satisfactory Academic Progress requirements to receive Title IV federal aid for full-

Before being certified for Title IV Funds,	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th
a student must have accrued this many credits:	0	3	9	18	30	42	54	66	78	90	105
with at least this cumulative grade point average:	0	1.00	1.50	1.75	2.00*	2.00	2.00	2.00	2.00	2.00	2.00

\*Please note that each federal aid recipient must have a "C" average (2.00 cumulative grade point index) at the end of his/her second academic year, and must maintain this average throughout the duration of his/her academic program at Marist College.

time undergraduate students at Marist College: Additional charts for Graduate and Part-Time students are available in the Financial Aid office.

An annual review of all federal aid candidates will be completed as part of the financial aid award cycle each June. Students not meeting the Satisfactory Academic Progress requirements will be notified in writing by the Director of Financial Aid. Students losing aid for the semester will be reviewed the following semester for possible aid reinstatement, providing the students achieve performance consistent with graduation requirements.

Students may appeal the aid loss by requesting a one-time conditional waiver. Such requests must be forwarded to the Director of Financial Aid within two weeks of the aid loss notification letter. Possible reasons for waivers or appeal include serious personal problems, family tragedy, illness, employment and/or difficult adjustment to college. All appeals and waivers should include supporting documentation. The Director of Financial Aid will consult with the Director of Student Academic Advising, the Registrar and the student's faculty advisor in making a final decision.

## VETERANS EDUCATIONAL BENEFITS

Marist College is approved for study under Title 38 US Code:

### GI Bill—Chapter 34

Education benefits under the G.I. Bill are available to veterans with 181 continuous days of service, any part of which occurred after January 31, 1955 and before January 1, 1977. Discharge must have been under conditions other than dishonorable. The veteran has 10 years from the date of discharge to use his/her entitlement or by December 31, 1989, whichever is later. The amount of entitlement is contingent upon length of service and number of dependents. The maximum length of entitlement is 45 months.

### VEAP (Post-Vietnam Era Veterans' Educational Assistance Program)—Chapter 32

VEAP is a voluntary contributory matching program available to persons who entered active military service at any time during the period January 1, 1977 through January 30, 1985. The veteran must have served on active duty for at least 181 days and discharge must be under other than dishonorable conditions. The amount of entitlement is contingent upon the amount the veteran contributed. Maximum length of entitlement is limited to 36 months. The veteran has 10 years from the date of discharge to use his/her entitlement.

### Vocational Rehabilitation—Chapter 31

The Vocational Rehabilitation program is designed to provide all services necessary to enable a veteran with service-connected disability to select, train for and secure employment. Each veteran under Chapter 31 is assisted by both a VA counseling psychologist and a Vocational Rehabilitation Specialist. Vocational rehabilitation may be provided for up to 48 months. The veteran has 12 years from discharge from

active duty to use these benefits. However, the VA may approve an extension of time in certain cases. The VA will pay the cost of tuition, fees, books and supplies. The veteran also receives a monthly subsistence allowance.

### Survivors' and Dependents' Educational Assistance—Chapter 35

The spouse and children of a veteran may be eligible for educational assistance if the veteran died while on active duty or died after release from active duty of a service-connected disability. Also eligible are the spouse and children of a veteran who became permanently and totally disabled as a result of a service-connected disability, died while a service-connected disability was rated permanent and total or has been listed as missing in action. Eligible persons are entitled to 45 months of educational assistance and are paid benefits equivalent to a veteran with no dependents under Chapter 34.

### New GI Bill—Selected Reserve Educational Assistance Program—Chapter 106

This program is available to members of the Selected Reserve who have enlisted, reenlisted or extended an enlistment for a period of at least 6 years on or after July 1, 1985. Reservists with a bachelor's degree can become eligible for benefits if they enter into a new six-year contract on or after October 1, 1990. Applicants must have completed their initial period of active duty and completed their initial period of Selected Reserve.

### New GI Bill—Active Duty Educational Assistance Program—Chapter 30

Veterans may be eligible for assistance under this program if they first entered active duty on or after July 1, 1985. Veterans who entered active duty before January 1, 1977 may also be eligible for Chapter 30 benefits after December 31, 1989.

Determination of eligibility for benefits is determined solely by the Veterans' Administration. For further information and applications, contact the VA Certifying Officer in the Registrar's Office or your local Veterans' Administration office.

## UNITED STATES BUREAU OF INDIAN AFFAIRS AID TO NATIVE AMERICANS

Student must be at least one-fourth American Indian, Eskimo or Aleut and be an enrolled member of a tribe, band or group recognized by the U.S. Bureau of Indian Affairs. The student must also be pursuing at least a four-year degree at an approved state college or university.

1. Application forms are obtained through the Bureau of Indian Affairs, U.S. Department of the Interior, Federal Building, Floor 525, 100 South Clinton Street, Syracuse, New York 13702.
2. Since students must show financial need to be eligible, an official needs analysis must also be submitted.
3. First time applicants must also submit certification of tribal enrollment.
4. The completed application form, needs analysis documents and, when required, tribal certification are returned to the Bureau.

## MARIST COLLEGE PROGRAMS

### MARIST GRANT AND PRESIDENTIAL SCHOLARSHIP

The Marist College Award Committee presents a limited number of four-year renewable scholarships to selected incoming freshmen and transfer students who have demonstrated excellence in academic achievement. In addition, there are renewable scholarships available to incoming students for excellence in various extracurricular activities. While the student must be admissible to the College, these scholarships are awarded for student's non-academic achievement. Only one scholarship is offered per student.

Students who possess a good academic record and demonstrate financial need may qualify for a Marist Grant or Presidential Scholarship on a four-year renewable basis or on a one-year nonrenewable basis. Each student who is eligible can receive one scholarship at Marist College.

The scholarship grants are renewable each semester provided the recipient maintains the necessary cumulative index. New students at Marist are given their initial term as a grace period to achieve the necessary academic index.

1. The average awards range from \$200 to \$5,000.
2. The renewable award is given for four years of full-time undergraduate studies at Marist College; the award will be automatically renewed each year provided that the recipient has maintained the necessary academic index and full-time enrollment status. The award is lost only for the term(s) during which the above two conditions do not exist unless the student withdraws or is dismissed from Marist College at a later date.
3. These awards are given on the basis of scholarship and high school achievement, financial need, other financial resources available to the student, and the funds available for the scholarship/grant program.
4. The non-renewable Marist Grant-In-Aid is awarded only to full-time students for the current academic year. This grant is not guaranteed each year and is based upon financial need which could change each year.
5. The non-renewable grant is awarded to students on the basis of good academic performance, financial need, other financial aid resources available to students and the funds available for the grant program.
6. An award letter will be mailed to incoming students by May 1 and to returning students by July 15.
7. The student must return to the College a reply form indicating whether the award is accepted or denied. Students must return an award acceptance form to the College within a three-week-period.
8. Payment of the award is made in two equal payments, in the fall and in the spring, unless otherwise noted. The amount will be directly applied to the student's account upon verifying the student's full-time enrollment for the term in question and the fact that the student has maintained the necessary academic index.

### HUDSON VALLEY SCHOLARSHIPS

A limited number of scholarships are offered each year to students who live locally and attend Marist College.

1. The award is given for four years of full-time undergraduate studies at Marist College. The award will automatically be renewed each year provided that the student has maintained the necessary academic index and full-time enrollment (see Marist College Scholarships and Grants in Aid section). The award is lost only for the term(s) during which the above two conditions do not exist, unless the student withdraws or is dismissed from Marist College. In the latter cases, the award is voided even if the student returns to Marist at a later date. New students are given their initial term at Marist as a grace period to achieve the necessary academic index.
2. Hudson Valley Scholarships are based on academic merit or financial need.
3. Payment of the award is made in two equal payments in the fall and spring, unless otherwise noted. The amount will be directly applied to the student's account upon verifying the student's full-time enrollment for the term in question and the fact that the student has maintained the necessary academic index.

## OTHER SCHOLARSHIPS

### NCAA ATHLETIC SCHOLARSHIPS

Marist College sponsors NCAA Basketball Scholarships for Marist men and women. Awarding of these scholarships is in accordance with regulations of the NCAA. For complete details contact the Director of Athletics.

### DOLLARS FOR SCHOLARS

Marist College participates in the Dollars for Scholars Program which is conducted by the Citizens Scholarship Foundation of America (CSFA) and will match up to \$500 per recipient the scholarship awards raised by community volunteers through the Dollars for Scholars chapters. Marist has committed a maximum of \$10,000 to matching scholarships.

### ADULT LEARNER SCHOLARSHIPS

The Adult Learner Scholarships are awarded annually to full-time or part-time students enrolled in the Marist College School of Adult Education. Scholarships are awarded upon the recommendation of the Executive Director of the School of Adult Education and are based on financial need and academic performance. Preference is given to students who do not qualify for traditional need-based aid resources.

### ENDOWED SCHOLARSHIPS

Through the generosity of trustees, alumni, parents and friends of the College, a number of endowed scholarships have been established at Marist. Each scholarship has specific criteria. Further information is available through the Office of Financial Aid. The following are scholarships currently sponsored at Marist.

Distribution of the award is made in two equal payments in the fall and spring semesters, unless otherwise noted. The amount will be directly applied to the student's account upon verifying the student's full-time enrollment and that the necessary academic index has been maintained.

#### **ALFA LAVAL/WENCEL NEUMANN SCHOLARSHIP IN HONOR OF DeLAVAL EMPLOYEES**

The Alfa Laval/Wencel Neumann Scholarship in Honor of DeLaval Employees was established to honor former employees of this international corporation, which had a manufacturing facility in Poughkeepsie for many years. It is named for a long time president of DeLaval and was generously established by Alfa Laval, Inc. The scholarship is available to children and grandchildren of former DeLaval employees or retirees. First consideration is given to transfer students from Dutchess Community College. Financial need is a criterion.

#### **STEPHEN AND JUSTINE BECKER MEMORIAL SCHOLARSHIP**

The Stephen and Justine Becker Memorial Scholarship was established in memory of a former chairman and longtime member of the Marist College Board of Trustees and his wife. It is awarded annually to a student in good academic standing who has demonstrated a commitment to community involvement as exemplified by the scholarship's namesakes. Financial need is a criterion.

#### **BROTHER JOSEPH L.R. BELANGER, F.M.S. SCHOLARSHIP**

Named in honor of a Marist graduate and longtime member of the Modern Languages faculty, the Brother Joseph L.R. Belanger, F.M.S. Scholarship is awarded annually to students majoring or minoring in Modern Languages. Priority is given to students with financial need, in good academic standing, and who are going to spend a full academic year abroad studying at a private French university. The award is based on the recommendation of the Chairperson of the Modern Languages Department in consultation with the Director of Financial Aid.

#### **HELEN SCHATZ AND GEORGE BENNETT, JR. SCHOLARSHIP**

The scholarship is awarded upon recommendation of the Vice President of Admissions and Enrollment to students from the Fairview area of Poughkeepsie, New York or from Dutchess County, New York.

#### **THE RICHARD LOUIS BERGER MEMORIAL SCHOLARSHIP**

The Richard Louis Berger Memorial Scholarship is awarded annually to a student in the Sachem, New York, Central School District or a BOCES student in the Second Supervisory District of Suffolk County, New York. The recipient is selected by the Assistant Superintendent of Schools of the Sachem Central School District or the Superintendent of the Second Supervisory District in consultation with the Vice President of Admissions and Enrollment at Marist College.

#### **GEORGE D. BERNSTEIN MEMORIAL SCHOLARSHIP IN PRINT JOURNALISM**

Named for a journalist who worked and resided in Dutchess County, New York, the George D. Bernstein Memorial Scholarship is awarded on the basis of academic accomplishment, professional preparation and financial need to students intending to pursue a career in print journalism. First consideration will be given to journalism graduates from Dutchess Community College.

#### **KAREN M. BOUCHARD MEMORIAL SCHOLARSHIP**

The Karen M. Bouchard Memorial Scholarship was established in memory of Karen M. Bouchard, a member of the Marist Class of 1992, who is remembered for her academic commitment and dedication to helping others. This scholarship is awarded annually to a student of modest family income pursuing a degree in social work.

#### **THE ARTHUR F. BROOK MEMORIAL SCHOLARSHIP**

Established in memory of a former chairman of the Board of Trustees, The Arthur F. Brook Memorial Scholarship is awarded to a promising business student.

#### **CENTRAL NEW YORK EYE CENTER SCHOLARSHIP**

The Central New York Eye Center Scholarship was established to assist visually handicapped students in pursuing their education at Marist College. Two scholarships are to be awarded each year to two students selected by the Director of Financial Aid in consultation with the Director of Special Services. The scholarship has been dedicated in memory of Mark Van Etten.

#### **LIZ CLAIBORNE SCHOLARSHIP**

Established by the Liz Claiborne Foundation, the Liz Claiborne Scholarship is awarded to an upperclass student majoring in Fashion Design who has demonstrated exceptional talent in the field. It is made upon the recommendation of the Director of the Fashion Program.

#### **KATHERINE CONNOR MEMORIAL SCHOLARSHIP**

The Katherine Connor Memorial Scholarship is given to local students with financial need. It is awarded on the basis of academic achievement and community involvement.

#### **ROBERT CROSBY MEMORIAL SCHOLARSHIP**

The Robert Crosby Memorial Scholarship is awarded annually to a Computer Science student at Marist College. The recipient must be a junior and maintain a 3.0 cumulative G.P.A. to be considered for this renewable scholarship.

#### **CUTTY SARK SCHOLARSHIP**

The Cutty Sark Scholarship is awarded annually to a deserving Fashion Design student upon recommendation of the Director of the Fashion Program.

## JENNIFER DRESSSEL MEMORIAL SCHOLARSHIP

The Jennifer Dressel Memorial Scholarship was established in memory of Jennifer Dressel, a member of the Marist Class of 1991, who served as president of the Marist College Council on Theatre Arts. This scholarship is awarded annually to a student involved in the production aspect of theatre on the Marist campus.

## MARGUERITE FEINSTEIN MEMORIAL SCHOLARSHIP

Established in memory of Marguerite Feinstein, a labor union leader in the State of New York who earned both undergraduate and graduate degrees from Marist College, this scholarship provides assistance to working mothers enrolled in the School of Adult Education. Financial need is a criterion.

## FINBAR DEVINE/TOM GARGAN MEMORIAL SCHOLARSHIPS

Named in memory of Sgt. Finbar Devine and Det. Tom Gargan, partners on the New York City Police force, several scholarships are awarded annually to Marist junior or senior students whose parents or grandparents have served as members of the New York City Police Department. The scholarships were originally supported by the Gargan Memorial Foundation. The awards are based upon academic achievement and financial need.

## ELLEN IRENE FORSANDER MEMORIAL SCHOLARSHIP

The Ellen Irene Forsander Memorial Scholarship provides support to a student who is suffering from a chronic asthmatic condition. Financial need is a criterion. The award is made upon the recommendation of the Director of Financial Aid and the Director of Special Services.

## PETER AND VIRGINIA FOY SCHOLARSHIP

The Peter and Virginia Foy Scholarship was established in 1964 and is awarded upon recommendation of the Vice President for Academic Affairs to students with financial need.

## MARY LOU GANTERT SCHOLARSHIP

The Mary Lou Gantert Scholarship, named for a former science student at Marist, is awarded to Marist students who possess superior academic potential. It is granted by the Gantert Scholarship Committee.

## TINA AND ALPHONSE GIOIELLI SCHOLARSHIP

Established in honor of a long-time faculty member and her husband who joined her in teaching Italian language and culture at Marist, the Tina and Alphonse Gioielli Scholarship is awarded to a junior or senior French or Spanish major. Financial need is a criterion. Priority is given to a student studying abroad for a full year, with first consideration to a candidate studying language and culture in Italy. Selection is based on the recommendation of the Chair of Modern Languages and the Director of Financial Aid.

## MADAME FRANCOISE B. GREGG SCHOLARSHIP

Named in honor of a long-time member of the Modern Languages faculty, the Madame Francoise B. Gregg Scholarship is awarded annually to a French student who is spending a full academic year in France. Financial need is a criterion. The award is based on the recommendation of the Chair of Modern Languages and the Director of Financial Aid.

## DR. ARMAND HAMMER SCHOLARSHIP

The Dr. Armand Hammer Scholarship is awarded annually to students who demonstrate academic excellence and the potential to become outstanding Marist College graduates.

## TERI HAUGH MEMORIAL SCHOLARSHIP

Named in memory of Teri Haugh, Marist Class of 1985, this scholarship is available to students in good academic standing who are majoring in business and are active members of the campus community. Financial need is a criterion.

## DR. GEORGE B. HOOPER SCHOLARSHIP

Established in honor of Professor Emeritus of Biology George B. Hooper, the scholarship is awarded to students on the basis of general academic merit and demonstrated ability in the field of science.

## ROY C. KETCHAM MEMORIAL SCHOLARSHIP

The Roy C. Ketcham Memorial Scholarship was established in memory of a long-time Trustee and former chairman of the board at the College. Preference is given to students residing in Southern Dutchess County, New York, and is awarded on the basis of academic achievement and community involvement.

## MARTIN AND SYLVIA KURKHILL SCHOLARSHIP

The Martin and Sylvia Kurkhill Scholarship assists incoming freshmen who demonstrate strong academic promise and an understanding of community involvement. The scholarship is renewable provided the recipient remains in good academic standing. Financial need is a criterion.

## CHARLES J. LAWSON, JR. FAMILY SCHOLARSHIP

The Charles J. Lawson, Jr. Family Scholarship is awarded annually to Marist students who are children or dependents of full-time employees of EG & G Rotron, Inc., Woodstock, New York or to students who are graduates of Ulster Community College. Application forms for Rotron candidates are available through the Office of Human Resources at Rotron.

## DR. ALESKI A. LEONIDOFF SCHOLARSHIP

The Dr. Aleski A. Leonidoff Scholarship is awarded annually by the Vice President of Admissions and Enrollment to students with demonstrated financial need who plan to specialize in scientific or premedical studies.

## WILLIAM AND MARGARET MAIR MEMORIAL SCHOLARSHIP

The William and Margaret Mair Memorial Scholarship is

awarded on the basis of academic achievement, community involvement and leadership potential. Financial aid is a criterion and preference is given to students in the mid-Hudson region.

#### **MARIO MANFREDI III MEMORIAL SCHOLARSHIP**

The Mario Manfredi III Memorial Scholarship recipient is selected by the Vice President of Admissions and Enrollment upon recommendation of the appropriate Westlake, New York, High School personnel. The scholarship is awarded to an incoming freshman from Westlake High School on the basis of proper motivation, hard work, and the promise for success in college.

#### **RAPHAEL MARK MEMORIAL SCHOLARSHIP**

Established in memory of prominent radio news reporter and talk show host Raphael Mark, the Raphael Mark Memorial Scholarship is awarded to a sophomore, junior or senior student majoring in Communication Arts who is committed to pursuing a career in broadcast journalism and is a resident of the mid-Hudson region. First consideration will be given to residents of Dutchess County. Financial need and a brief statement from the applicant explaining his or her desire and qualifications for this scholarship are required.

#### **WILLIAM R. McENROE MEMORIAL SCHOLARSHIP**

The William R. McEnroe Memorial Scholarship is awarded to a candidate who resides permanently in the "Southern Tier" region of New York State. It is awarded on the basis of financial need and academic achievement.

#### **LESLIE ELLEN McPARTLAND SENIOR BOOK FUND**

Established in memory of Leslie Ellen McPartland, a business major in the Marist Class of 1988, this non-competitive fund provides a stipend to a member of the senior class who meets specific criteria identified by Leslie's family; the stipend is to be used to purchase textbooks. The award is made by the Vice President for College Advancement.

#### **HAROLD AND ANNE MILLER SCHOLARSHIPS FOR ADULT STUDENTS**

The Harold and Anne Miller Scholarships are awarded to students enrolled in Marist's School of Adult Education who have completed at least two semesters of work toward their baccalaureate degree. The scholarships are awarded upon recommendation of the Executive Director of the School of Adult Education and are based on the students' financial need and academic achievement.

#### **CHARLES G. AND CORNELIA L. MURRAY SCHOLARSHIP IN PRINT JOURNALISM**

The Charles G. and Cornelia L. Murray Scholarship is awarded to an upperclass Communication Arts major who is committed to pursuing a career in print journalism. Candidates must provide a statement expressing their career interest and qualifications for the scholarship.

#### **JACK NEWMAN SCHOLARSHIP**

Established by a long-time Trustee and former chairman of the board at Marist College, the Jack Newman Scholarship is awarded to academically talented upperclass students who are confronted with unexpected financial problems that may jeopardize the completion of their education. Determination of eligibility and awarding of the scholarship is made by the Director of Financial Aid.

#### **NEW YORK FEDERATION OF HOME BUREAUS SCHOLARSHIP**

Supported through the statewide fund-raising efforts of the New York State Federation of Home Bureaus, this scholarship endowment was awarded to Marist College in 1991 in honor of the Dutchess County Home Bureaus. An annual award is made to a Fashion major; the recipient must have financial need, reside within a county where New York State Federation of Home Bureaus, Inc. has organized chapters and meet other criteria established by the donor. In the absence of an eligible student in the first choice field of study, the alternative field of study will be Communication Arts.

#### **ROBERT C. NORMAN SCHOLARSHIP**

The Robert C. Norman Scholarship was established by alumni, friends and colleagues in honor of Assistant Professor of Communication Robert C. Norman, who retired after 34 years of teaching and directing the Communication Internship Program. The scholarship is awarded to a student majoring in Communication Arts on the basis of financial need and academic excellence.

#### **HERB AND SUE REDL SCHOLARSHIP**

The Herb and Sue Redl Scholarship is awarded to upperclass students who reside in the mid-Hudson region and need financial assistance to complete their education at Marist. Recipients will be academically accomplished.

#### **BROTHER CORNELIUS J. RUSSELL, F.M.S. SCHOLARSHIP**

Established in honor of a long-time member of the Management Studies faculty and former Controller of Marist College, the Brother Cornelius J. Russell, F.M.S. Scholarship is awarded to graduates of Marist Brothers high schools or to students from apostolates where Marist Brothers are actively working. Preference is given to accounting or business majors.

#### **HAROLD D. SPENCER SCHOLARSHIP**

The Harold D. Spencer Scholarship is awarded annually to young men and women from Poughkeepsie, New York or Racine, Wisconsin who attend Marist College.

#### **BROTHER PAUL STOKES, F.M.S. MEMORIAL SCHOLARSHIP**

The Brother Paul Stokes, F.M.S. Memorial Scholarship, established in memory of a former Dean of Students at Marist College, is awarded to an incoming freshman from a Marist

Brothers high school or from where Marist Brothers have historically been associated. Academic achievement, financial need and community service are the criteria. This scholarship is renewable provided the recipient is in good academic standing.

### **TRAVIS FAMILY MEMORIAL SCHOLARSHIP**

Established in memory of Mary E., Robert T. and Elizabeth T. Travis, the scholarship is awarded on the basis of academic achievement, community involvement and leadership potential.

### **BROTHER TARCISIUS VALLIERES, F.M.S. SCHOLARSHIP**

The Brother Tarcisus Vallieres, F.M.S. Scholarship was established in memory of a Marist Brother long associated with the College. The scholarship is awarded annually by the Vice President of Admissions and Enrollment in consultation with the Marist Brothers College community to graduates of high schools where Marist Brothers are teaching or to young people from apostolates where Marist Brothers are actively working.

### **DR. RAYMOND R. WEISS MEMORIAL SCHOLARSHIP**

The Dr. Raymond R. Weiss Memorial Scholarship was established to honor a former member of the Modern Languages faculty. The scholarship is awarded upon recommendation by the Chairperson of the Modern Languages Department to a student of Puerto Rican origin or to a Modern Language major. Dr. Weiss was a member of the Marist Class of 1949.

### **FRANCIS J. WELSH MEMORIAL SCHOLARSHIP**

The Francis J. Welsh Memorial Scholarship is awarded to an incoming freshman who is a graduate of St. Mary's High School in Manhasset, N.Y. or of a Marist Brothers high school. The scholarship is awarded on the basis of academic achievement and community service. It is renewable providing recipients remain in good academic standing.

### **H. CLIFTON WILSON MEMORIAL SCHOLARSHIP**

This scholarship was established in memory of a former chairman and long-time member of the Marist College Board of Trustees. It is awarded annually to a student who has demonstrated a commitment to community involvement as exemplified by the scholarship's namesake. Financial need and good academic standing are among the criteria.

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Mount St. Michael Academy  
Bronx, New York

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Manufacturing/System 390  
MHV Site Gen. Mgr.  
IBM Corporation  
Poughkeepsie, New York

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Bronx, New York

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Poughkeepsie, New York

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Poughkeepsie, New York

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Vassar College  
Poughkeepsie, New York

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Poughkeepsie, New York

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Gannett East  
*Poughkeepsie Journal*  
Poughkeepsie, New York

### **ELIZABETH M. WOLF**

Pleasant Valley, New York

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Marist College  
Poughkeepsie, New York

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

### **PATRICK MAGEE, F.M.S.**

Class of 1947  
Associate Director of Development/Moderator  
Marist Brothers  
Chicago, Illinois

# COLLEGE ADMINISTRATION

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*Executive Assistant to the President*  
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*Administrative Aide to the President*

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*Executive Vice President*  
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*Affirmative Action Officer*

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Fred Hector  
*Operations Analyst*

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Julie M. Kelly  
*Manager, Copy Center*

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*Nurse*  
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*Reading Specialist*  
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*Learning Disability Specialist*

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*Assistant Director of Student Activities*
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 Senior Women's Administrator*
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*Assistant Athletic Director (Internal)*
- Brenda Crossley, M.S.  
*Student/Athlete Academic Adviser*
- Bogdan Jovicic, B.A.  
*Special Assistant & Director for Intramural Programs*
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*Sports Information Director*
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*Head Women's Volleyball Coach*
- Ken Babineau, B.S.  
*Head Women's Basketball Coach*
- Norrine Powers, B.A.  
*Assistant Coach, Women's Basketball*
- David Magarity, B.S.  
*Head Men's Basketball Coach*
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*Assistant Coach, Men's Basketball*
- Stephen Sauers, B.S.  
*Assistant Coach, Men's Basketball*
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*Assistant Athletic Trainer*
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*Head Football Coach*
- Kevin Doherty, M.S.  
*Assistant Football Coach/  
 Additional Sport in Alternate Semester*
- Maria Piechocki, M.S.  
*Head Women's Soccer Coach*
- Larry Van Wagner, M.P.E.  
*Aquatic Director*

# FACULTY

**Donald Anderson, 1984**

*Assistant Professor of English*  
B.A., Hartwick College  
M.A., University of Arizona  
Ph.D., University of Arizona

**Artin H. Arslanian, 1996**

*Professor of History*  
B.A., American University of Beirut  
M.A., American University of Beirut  
Ph.D., University of California at Los Angeles

**Tracey Baldwin-McGrail, 1996**

*Assistant Professor of Mathematics*  
B.A., Saint Joseph's College

**Richard Barker, 1991**

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

**Joseph S. Bettencourt, Jr., 1965**

*Associate Professor of Biology*  
A.B., Suffolk University  
M.S., University of New Hampshire  
Ph.D., University of New Hampshire

**Maurice Bibeau, 1964**

*Assistant Professor of Spanish*  
B.A., Marist College  
M.A., St. John's University

**Geoffrey A. Black, 1995**

*Assistant Professor of Economics*  
B.S., University of the Pacific  
M.S., Montana State University  
Ph.D., University of Washington

**Leo J. Bostar, 1988**

*Assistant Professor of Philosophy*  
B.A., Drew University  
M.A., New School for Social Research  
Ph.D., New School for Social Research

**Anne L. Botsford, 1995**

*Assistant Professor of Social Work*  
A.B., Barnard College  
M.A., Tufts University  
M.S.W., Adelphi Graduate School of Social Work  
Ph.D., State University of New York at Albany

**Jurgis H. Brakas, 1990**

*Assistant Professor of Philosophy*  
A.B., Princeton University  
M.A., Columbia University  
M. Phil., Columbia University  
Ph.D., Columbia University

**Michael A. Britt, 1990**

*Assistant Professor of Psychology*  
B.A., Marist College  
Ph.D., State University of New York at Albany

**Donald J. Calista, 1977**

*Associate Professor of Public Administration*  
B.A., Brooklyn College  
M.A., City University  
M.A., Washington University  
M.P.A., State University of New York at Albany  
Ed.D., University of Sarasota

**Margaret Calista, 1980**

*Assistant Professor of Social Work*  
B.A., Cedar Crest College  
M.S.W., Fordham University

**Joseph Canale, 1984**

*Associate Professor of Psychology*  
B.A., Marist College  
Ed.D., University of Tennessee

**Kevin J. Carolan, 1962**

*Associate Professor of Mathematics*  
B.A., Marist College  
M.S., St. John's University

**Irma Blanco Casey, 1979**

*Assistant Professor of Spanish*  
B.A., University of Puerto Rico  
M.S., State University of New York at Albany

**Thomas W. Casey, 1963**

*Assistant Professor of Philosophy*  
B.A., Oblate Seminary  
M.A., Fordham University

**Marcia Christ, 1994**

*Professional Lecturer of Advertising*  
B.F.A., Syracuse University

**G. Modele Clarke, 1993**

*Assistant Professor of Communication*  
B.S., State University of New York at New Paltz  
M.S., Columbia University Graduate School  
of Journalism

**Douglas Cole, 1986**

*Professional Lecturer of Advertising*  
B.A., Empire State College

**Dan Cooper, 1994**

*Assistant Professor of Finance*  
A.A., Spokane Falls College  
B.A., Gonzaga University  
Ph.D., Washington State University

**Ronald Cromwell, 1992**

*Assistant Professor of Teacher Education*  
B.A., St. Thomas University  
M.A., University of Colorado  
M.M., Seattle University  
Ed.D., Seattle University

**Gerard A. Cox, 1967**

*Assistant Professor of English*  
B.A., Marist College  
M.A., Hunter College  
Newspaper Fund Fellow, Columbia University  
Certificate, RCA Institute

**Elizabeth Csordas, 1993**

*Assistant Professor of Fashion Design*  
A.A.S., Fashion Institute of Technology  
B.A., Empire State College  
M.A., New York University

**Ann Davis, 1986**

*Assistant Professor of Economics*  
B.A., Barnard College  
M.A., Northeastern University  
Ph.D., Boston College

**Rose DeAngelis, 1995**

*Assistant Professor of English*  
M.A., Columbia University  
Ph.D., Fordham University

**John Degilio, 1994**

*Assistant Professor of Environmental Science*  
B.S., State University of New York at New Paltz  
M.S., State University of New York at New Paltz

**E. Susan DeSanna, 1987**

*Lecturer of Fashion Design*  
B.S., State University of New York at New Paltz

**Brian Desilets, 1991**

*Professor of Physics*  
B.A., Marist College  
M.S., St. John's University  
M.S., New York University  
Ph.D., Catholic University of America

**Sherry Dingman, 1991**

*Assistant Professor of Psychology*  
B.A., University of Montana  
M.A., University of Montana  
Ph.D., University of Montana

**John F. Doherty, 1990**

*Assistant Professor of Criminal Justice*  
B.A., Marist College  
M.P.S., Long Island University  
M.P.A., Marist College  
Ph.D., Walden University

**Paul J. Donadio, 1995**

*Associate Professor of Accounting*  
B.S., State University of New York at Albany  
M.S., State University of New York at Albany  
Ph.D., University of Colorado

**Edward P. Donohue, 1966**

*Associate Professor of Philosophy*  
B.S., Marist College  
M.A., Fordham University  
Ph.D., Catholic University of America

**Lynne Doty, 1975**

*Professor of Mathematics*  
B.S., East Stroudsburg College  
M.A., State University of New York at New Paltz  
Ph.D., Stevens Institute of Technology

**Linda L. Dunlap, 1984**

*Associate Professor of Psychology*  
B.A., Kansas State University  
M.A., University of Iowa  
Ph.D., University of Iowa

**Paul Egan, 1995**

*Assistant Professor of School Psychology*  
B.A., State University of New York at Buffalo  
Ph.D., State University of New York at Buffalo

**William R. Eidle, 1965**

*Associate Professor of Psychology*  
B.S., Fordham University  
M.A., Fordham University  
Ph.D., Fordham University

**Donise English, 1995**

*Lecturer of Art*  
B.A., Bard College  
M.F.A., State University of New York at New Paltz

**G. Scott Erickson, 1996**

*Assistant Professor of Marketing*  
B.A., Haverford College  
M.B.A., Southern Methodist University  
M.I.M., American Graduate School of  
International Management  
Ph.D., Lehigh University

**Jeanne Evans, 1990**

*Assistant Professor of Religious Studies*  
B.A., Emmanuel College  
M.A., Andover Newton Theological School  
Ph.D., Toronto School of Theology, Canada

**J. James Fahey, 1990**

*Associate Professor of Communication*  
B.S., University of Arizona  
M.B.A., University of Arizona

**Richard S. Feldman, 1994**

*Assistant Professor of Environmental Science*  
B.S., College of Environmental Science  
M.S., University of Minnesota  
M.S., University of Virginia  
Ph.D., State University of New York at Binghamton

**Craig Fisher, 1989**

*Assistant Professor of Information Systems*  
B.S., State University of New York at Oswego  
M.A., Ball State University, Indiana

**Zofia E. Gagnon, 1995**

*Assistant Professor of Environmental Science*  
B.E., State Technical School in Dzierżoniów  
B.S., University of Nicolaus Copernicus  
M.S., University of Nicolaus Copernicus  
Ph.D., Institute of Botany at Wrocław University

**Ronald R. Gauch, 1990**

*Associate Professor of Public Administration*  
B.S., Miami University  
M.S., Wayne State University  
Ph.D., New York University

**Raymond P. Gila, 1974**

*Assistant Professor of Accounting*  
B.S., Lehigh University  
M.B.A., Lehigh University  
C.P.A., New York, New Jersey

**Howard Goldman, 1963**

*Professor of Physical Education*  
B.S., Teacher's College at Cortland  
M.S., Indiana University  
P.E.D., Indiana University

**Thomas Goldpaugh, 1989**

*Assistant Professor of English*  
B.S., State University of New York at New Paltz  
M.A., State University of New York at New Paltz  
Ph.D., New York University

**Stuart Greenfield, 1985**

*Assistant Professor of Computer Science*  
B.E., City College of New York  
M.E., City College of New York  
Ph.D., Union Institute

**Katherine Greiner, 1983**

*Associate Professor of Medical Technology*  
B.S., Rutgers State University  
M.S., Michigan State University

**Richard Grinnell, 1992**

*Assistant Professor of English*  
B.S., California Polytechnic State University  
M.A., University of Minnesota  
Ph.D., University of Minnesota

**Susan Gronewold, 1992**

*Assistant Professor of History*  
B.A., University of Wisconsin  
M.A., University of Wisconsin  
M.Phil., Columbia University  
Ph.D., Columbia University

**Robert Grossman, 1983**

*Professor of Business*  
B.A., Hobart College  
J.D., State University of New York at Buffalo  
School of Law  
L.L.M., New York University School of Law

**Shang Q. Guo, 1993**

*Assistant Professor of Computer Science*  
B.S., Zhejiang University of China  
M.S., Zhejiang University of China  
Ph.D., Illinois Institute of Technology

**Reginetta Haboucha, 1995**

*Professor of Modern Languages*  
B.A., Queens College  
M.A., Johns Hopkins University  
Ph.D., Johns Hopkins University

**Margot Hardenbergh, 1993**

*Assistant Professor of Communication*  
B.A., Connecticut College  
M.A., American University  
Ph.D., New York University

**Jan Harrington, 1989**

*Assistant Professor of Information Systems*  
B.S., University of Washington  
M.L., University of Washington  
Ph.D., Drexel University

**John C. Hartsock, 1989**

*Assistant Professor of Journalism*  
B.A., Prescott College  
M.A., University of Maryland  
Ph.D., State University of New York at Albany

**Pau-San Haruta, 1990**

*Assistant Professor of English*  
B.A., Science University of Malaysia  
Ph.D., University of Delaware

**Helen Hayes, 1983**

*Assistant Professor of Mathematics and  
Computer Science*  
B.A., College of St. Elizabeth  
M.S., Fordham University  
M.S.C.S., Syracuse University

**Randy Hayman, 1994**

*Assistant Professor of Journalism*  
B.A., Brooklyn College  
M.S., Columbia University

**James E. Helmreich, 1992**

*Assistant Professor of Mathematics*  
M.A., University of Maryland  
Ph.D., University of Maryland

**Joan E. Hoopes, 1990**

*Assistant Professor of Information Systems*  
B.S., State University of New York at Binghamton  
M.B.A., State University of New York at  
Binghamton  
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**Victoria A. Ingalls, 1985**

*Associate Professor of Biology*  
A.B., Vassar College  
M.S., University of Massachusetts  
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**Marcos D. Ionescu, 1996**

*Assistant Professor of Psychology*  
B.A., John Carroll University  
Ph.D., The City University of New York

**Nora Jachym-Brakas, 1991**

*Assistant Professor of Teacher Education*  
B.S., State University of New York at Plattsburgh  
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**Sheila Jasalavich, 1994**

*Professional Lecturer in Teacher Education*  
B.S., Syracuse University  
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**Claire Keith, 1992**

*Assistant Professor of French*  
B.A., University of Paris X - Nanterre, France  
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**Br. Donald Kelly, F.M.S., 1984**

*Assistant Professor of Mathematics*  
B.A., Marist College  
M.A., Hunter College  
M.A., New York University  
M.S., Marist College  
Ph.D., Polytechnic Institute

**John C. Kelly, 1962**

*Associate Professor of Economics*  
B.S.S., Fairfield University  
Ph.D., Boston College

**James D. Kent, 1994**

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B.A., University of Florida  
M.P.A., State University of New York at Albany  
Ph.D., State University of New York at Albany

**Steven B. Killion, 1992**

*Assistant Professor of English*  
B.A., University of North Carolina  
M.A., University of North Carolina  
Ph.D., University of North Carolina

**Joseph Kirtland, 1992**

*Assistant Professor of Mathematics*  
B.S., Syracuse University  
M.S., University of New Hampshire  
Ph.D., University of New Hampshire

**Chester Kobos, 1982**

*Assistant Professor of Business*  
B.A., Canisius College  
M.A., Fordham University  
M.B.A., New York University  
Ph.D., Fordham University

**K. Peter Krog, 1996**

*Assistant Professor of Mathematics*  
B.S., Worcester State College  
M.S., University of Connecticut  
Ph.D., University of Connecticut

**J. Richard LaPietra, 1960**

*Professor of Chemistry*  
B.A., Marist College  
Ph.D., Catholic University of America

**Barbara Lavin, 1976**

*Associate Professor of Criminal Justice*  
B.A., Fordham University  
M.A., Fordham University  
Ph.D., Fordham University

**Mark Lawlor, 1992**

*Lecturer of Music*  
B.M., Westminster Choir College  
M.M., Florida State University

**Sue Lawrence, 1979**

*Assistant Professor of Communication*  
B.J., University of Missouri  
M.A., University of Missouri  
Ph.D., University of Missouri

**Richard Lewis, 1984**

*Associate Professor of Art*  
B.F.A., State University of New York at Purchase  
M.F.A., University of Michigan

**Robert P. Lewis, 1963**

*Assistant Professor of English*  
B.A., Manhattan College  
M.A., Columbia University  
Ph.D., New York University

**Guy E. Lometti, 1995**

*Professor of Communication*  
B.A., The Citadel  
M.A., Queens College  
Ph.D., University of Wisconsin-Madison

**Mark J. Loughran, 1993**

*Assistant Professor of Criminal Justice*  
B.A., Rochester Institute of Technology  
J.D., Albany Law School, Union University

**James D. Luciana, 1990**

*Associate Professor of Fine Arts*  
A.A., Orange Community College  
B.S., State University of New York at New Paltz  
M.F.A., Arizona State University

**Bruce Luske, 1993**

*Assistant Professor of Sociology*  
B.A., Sonoma State University  
M.A., University of California at Santa Cruz  
Ph.D., University of California at Santa Cruz

**Scott Lyman, 1994**

*Assistant Professor of Personnel*  
B.A., American University  
M.S.W., Dalhousie University School of Social Work  
M.P.H., University of North Carolina School of Public Health  
Ph.D., Virginia Tech Pamplin College of Business

**Thomas Lynch, 1991**

*Associate Professor of Environmental Science*  
B.A., University of Bridgeport  
M.S., University of Bridgeport  
Ph.D., Michigan State University

**Gregory Machacek, 1992**

*Assistant Professor of English*  
B.A., St. John's University, Minnesota  
Ph.D., Cornell University

**Annamaria Maciocia, 1995**

*Lecturer of Paralegal Studies*  
B.A., Vassar College  
J.D., Albany Law School, Union University

**Virginia H. Marquardt, 1985**

*Associate Professor of Art History*  
B.A., University of Wisconsin  
M.A., University of Wisconsin  
Ph.D., University of Maryland

**Jerome A. McBride, 1983**

*Associate Professor of Information Systems*  
B.S., Manhattan College  
M.S., Purdue University

**Richard J. McGovern, 1985**

*Associate Professor of Mathematics*  
B.A., Fordham University  
M.A., University of Pennsylvania  
Ph.D., University of Pennsylvania

**Leo J. McKenzie, 1995**

*Assistant Professor of Communication*  
M.S., Syracuse University  
Ph.D., Universitas Studiorum A S. Thoma

**Eugene H. Melan, 1988**

*Distinguished Professor of Business*  
B.A., New York University  
M.S., New York University  
M.S., Union College

**Lawrence W. Menapace, 1967**

*Associate Professor of Chemistry*  
B.S., St. Peter's College  
Ph.D., University of New Hampshire

**Susan Merritt, 1996**

*Associate Professor of English*  
B.A., University of Wisconsin-Madison  
M.A., Indiana University  
Ph.D., Indiana University

**Marjorie Millicker-Schratz, 1975**

*Associate Professor of Psychology*  
B.A., Marist College  
M.S., University of Bridgeport  
Ph.D., Fordham University

**Lee M. Miringoff, 1975**

*Assistant Professor of Political Science*  
B.A., Clark University  
Ph.D., Massachusetts Institute of Technology

**Andrew A. Molloy, 1980**

*Professor of Chemistry*  
B.A., Marist College  
Ph.D., Catholic University of America

**John F. Morley, 1995**

*Assistant Professor of Economics*  
A.B., Harvard University  
M.A., Yale University  
Ph.D., Yale University

**Dennis J. Murray, 1979**

*Professor of Public Administration*  
B.A., California State University  
M.P.A., University of Southern California  
Ph.D., University of Southern California

**Vernon Q. Murray, 1993**

*Assistant Professor of Marketing*  
B.A., City University of New York  
M.S., Michigan State University  
Ph.D., University of Alabama

**JoAnne Myers, 1986**

*Assistant Professor of Political Science*  
B.A., Skidmore College  
M.A., Rensselaer Polytechnic Institute  
Ph.D., Rensselaer Polytechnic Institute

**Scott F. Myers, 1986**

*Professional Lecturer of Paralegal Studies*  
B.A., State University of New York at Albany  
M.A., Rutgers University School of Law  
J.D., Rutgers University School of Law

**Prema Nakra, 1984**

*Associate Professor of Business*  
B.A., Vikram University  
M.A., Vikram University  
M.B.A., Pace University  
Ph.D., Vikram University

**Nicholas C. Neupauer, 1996**

*Assistant Professor of Communication*  
B.A., Pennsylvania State University  
M.S., Clarion University of Pennsylvania  
Ph.D., West Virginia University

**Catherine Newkirk, 1982**

*Associate Professor of Medical Technology*  
B.S., Marietta College  
M.S., University of Bridgeport

**Billy Ng, 1993**

*Assistant Professor of Business*  
B.A., National University of Singapore  
M.B.A., Arizona State University  
Ph.D., Arizona State University

**Joyce Ngho, 1993**

*Assistant Professor of Communication*  
B.A., Texas Southern University  
M.A., Howard University  
Ph.D., Howard University

**Augustine J. Nolan, 1968**

*Assistant Professor of Communication*  
B.A., Marist College  
M.A., St. John's University  
M.S., St. John's University  
M.A., Fairfield University

**Casimir Norkeliunas, 1963**

*Associate Professor of German & Russian*  
B.A., University of Bridgeport  
M.A., Fordham University  
Ph.D., New York University

**Roger Norton, 1980**

*Associate Professor of Computer Science*  
B.S., University of Massachusetts  
M.A., Brandeis University  
Ph.D., Syracuse University

**Daniel W. Okada, 1988**

*Assistant Professor of Criminal Justice*  
A.B., University of California  
M.S., California State University  
Ph.D., University of Maryland

**Edward J. O'Keefe, 1961**

*Professor of Psychology*  
B.S., Iona College  
M.A., Fordham University  
Ph.D., Fordham University

**Peter O'Keefe, 1967**

*Associate Professor of History*  
B.A., St. Mary's College  
B.A., Iona College  
M.A., Hunter College  
Ph.D., Fordham University

**William C. Olson, 1970**

*Professor of History*  
A.B., Duke University  
M.A., University of North Carolina  
Ph.D., University of North Carolina

**Carol Pauli, 1994**

*Assistant Professor of Broadcasting Journalism*  
B.A., University of Evansville  
M.S., Columbia University

**Mar Peter-Raoul, 1992**

*Assistant Professor of Religious Studies*  
B.A., Harpur College  
M.A., Notre Dame  
M.A., State University of New York at Binghamton  
Ph.D., State University of New York at Binghamton

**Richard Platt, 1976**

*Associate Professor of Communication*  
B.A., University of California  
M.A., San Francisco State University  
Ph.D., University of Illinois

**Matthew Poslusny, 1991**

*Associate Professor of Chemistry*  
B.S., East Texas State University  
Ph.D., University of North Texas

**Gail Presbey, 1991**

*Assistant Professor of Philosophy*  
B.A., University of Detroit  
M.A., Fordham University  
Ph.D., Fordham University

**Melissa L. Price, 1996**

*Assistant Professor of Communication*  
M.M.A., University of South Carolina  
M.M.C., University of South Carolina  
Ph.D., University of South Carolina

**Br. Richard Rancourt, F.M.S., 1984**

*Lecturer of Philosophy*  
B.A., Marist College  
M.A., Fordham University  
M.S., Pace University  
Ph.D., Fordham University

**Caroline V. Rider, 1984**

*Associate Professor of Business*  
B.A., Smith College  
J.D., New York University

**John Ritschdorff, 1970**

*Associate Professor of Mathematics*  
B.A., Marist College  
M.S., New York University  
Ph.D., New York University

**Ivette Romero, 1995**

*Assistant Professor of Foreign Languages*  
B.A., University of Puerto Rico-Mayaguez  
M.A., Cornell University  
Ph.D., Cornell University

**Robyn Rosen, 1994**

*Assistant Professor of History*  
B.A., Brandeis University  
M.A., State University of New York at Binghamton  
Ph.D., State University of New York at Binghamton

**Helen N. Rothberg, 1995**

*Assistant Professor of Management*  
B.A., Queens College  
M.B.A., Baruch College  
M. Phil., City University  
Ph.D., City University Graduate Center

**David Rule, 1992**

*Assistant Professor of Educational Psychology*  
A.S., Schenectady County Community College  
B.S., College of St. Rose  
M.S., College of St. Rose  
Ph.D., State University of New York at Albany

**Judith Saunders, 1986**

*Professor of English*  
B.A., University of California at Berkeley  
M.A., University of California at Berkeley  
Ph.D., University of California at San Diego

**John Scileppi, 1973**

*Professor of Psychology*  
B.A., Marist College  
M.A., Loyola University  
Ph.D., Loyola University

**Martin B. Shaffer, 1994**

*Assistant Professor of Political Science*  
B.A., LeMoyne College  
M.A., State University of New York at Albany  
Ph.D., State University of New York at Albany

**Onkar Sharma, 1986**

*Professor of Computer Science*  
B.S.E., Bahar Institute of Technology  
M.S.C.S., University of California at Berkeley  
Ph.D.C.S., New York University

**Shawn Shieh, 1995**

*Assistant Professor of Political Science*  
B.S., University of Utah  
M.A., University of Utah  
M. Phil., Columbia University  
Ph.D., Columbia University

**Teresa Snyder, 1992**

*Assistant Professor of Biology*  
B.S., Juniata College  
M.S., North Dakota State University  
Ph.D., Pennsylvania State University

**Edward Springer, III, 1990**

*Assistant Professor of Communication*  
B.S., Ohio State University  
M.A., University of Kentucky  
Ph.D., University of Illinois

## FACULTY

---

### **Janet Stivers, 1985**

*Associate Professor of Special Education*

B.A., Mt. St. Mary College

M.A., Assumption College

Ph.D., State University of New York at Albany

### **Laurence J. Sullivan, 1967**

*Assistant Professor of Religious Studies*

B.A., Marist College

M.A., Catholic University of America

Diploma, Collegio Internazionale, Rome, Italy

C.A.C., New York State University

M.S., Iona College

### **Robert J. Sullivan, 1990**

*Associate Professor of Medical Technology*

B.S., Fairfield University

M.S., Temple University

Ph.D., University of Connecticut

### **Eileen Taylor-Appleby, 1982**

*Assistant Professor of Social Work*

B.A., Lycoming College

M.S.W., Adelphi University

Ph.D., New York University

### **James TenEyck, 1983**

*Assistant Professor of Computer Science*

B.S., Lafayette College

M.S., Syracuse University

Ph.D., Syracuse University

### **S. Rebecca Thomas, 1995**

*Assistant Professor of Computer Science*

S.B., Massachusetts Institute of Technology

Ph.D., Stanford University

### **Scott S. Thomson, 1996**

*Assistant Professor of Debate*

B.S., Wayne State University

M.A., Wayne State University

### **Vincent Toscano, 1965**

*Associate Professor of History*

B.A., Muhlenberg College

M.A., Seton Hall University

Ph.D., State University of New York at Albany

### **Gregory Tully, 1996**

*Associate Professor of Accounting*

B.S., Georgetown University

Ph.D., University of California at Berkeley

### **Barbara VanItallie, 1985**

*Lecturer of Mathematics*

B.S., Drexel University

M.S., State University of New York at New Paltz

### **William Van Ornum, 1988**

*Associate Professor of Psychology*

B.S., DePaul University

Ph.D., Loyola University of Chicago

### **Vernon Vavrina, 1984**

*Associate Professor of Political Science*

B.S.F.S., Georgetown University

M.A., Johns Hopkins University

Ph.D., Georgetown University

### **Christina A. Vertullo, 1985**

*Lecturer of Mathematics*

B.A., The College of St. Rose

M.S., State University of New York at New Paltz

M.S., Marist College

### **Thomas Wermuth, 1992**

*Assistant Professor of History*

B.A., Marist College

M.A., State University of New York at Albany

Ph.D., State University of New York at Binghamton

### **John Gerard White, 1963**

*Assistant Professor of History*

A.B., Belmont Abbey College

M.A., Fordham University

### **Royce White, 1975**

*Associate Professor of Psychology*

B.A., Anderson College

M.A., University of Florida

Ph.D., University of Florida

### **Cheryl Monroe-Whitley, 1988**

*Assistant Professor of Social Work*

B.A., West Virginia University

M.S.W., West Virginia University

Ph.D., Rutgers State University

### **Michael Zierler, 1995**

*Assistant Professor of Biology*

B.A., Brown University

Ph.D., The Johns Hopkins University

### **Louis C. Zuccarello, 1966**

*Professor of Political Science*

B.A., St. John's University

M.S., Fordham University

M.A., Fordham University

Ph.D., Fordham University

## EMERITI FACULTY

---

### **Roscoe Balch, 1961**

*Professor of History*

B.B.A., Seattle University

M.A., University of Washington

Ph.D., University of Washington

### **Br. Joseph L. Belanger, F.M.S., 1959**

*Professor of French*

B.A., Marist College

M.A., St. John's University

M.A., Middlebury College

Ph.D., New York University

### **George B. Hooper, 1960**

*Professor of Biology*

B.S., Seton Hall University

M.A., Princeton University

Ph.D., Princeton University

Since 1991

### **Theodore O. Prenting, 1968**

*Professor of Business*

M.B.A., University of Chicago

### **George J. Sommer, 1951**

*Professor of English*

A.B., Manhattan College

A.M., New York University

Ph.D., Fordham University

Since 1990

### **Milton Teichman, 1962**

*Professor of English*

B.A., Brooklyn College

M.A., Duke University

Ph.D., University of Chicago

# ADJUNCT FACULTY

---

**Richard Adamec**

*Adjunct Lecturer of Business*  
B.S., Massachusetts Institute of Technology  
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**Doris Adams**

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B.A., Cornell University  
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B.A., Marist College  
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B.A., Middlebury College  
M.F.A., Milton Avery Graduate School of the Arts

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**Fred Anderson**

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A.A., Dutchess Community College  
B.A., State University of New York at New Paltz  
M.A., New York University  
M.A., University of Connecticut  
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**Lisa Marie Barone**

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B.A., State University of New York at New Paltz  
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**Denise Bauer**

*Adjunct Lecturer of English*  
B.A., Dickinson University  
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Ph.D., New York University

**David Belden**

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B.A., Oxford University  
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**Sandra Belitza-Vasquez**

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B.A., Queens College  
M.A., University of Americas, Mexico

**Robert Bender**

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B.A., Hartwick College  
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**Douglas Beneway**

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B.A., State University of New York at New Paltz  
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**Donna Berger**

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