

MARIST



Undergraduate Programs
2010–2011

MARIST COLLEGE

2010–2011 Undergraduate Programs

QUESTIONS regarding admissions and information about Marist College
may be directed to the Office of Admission, Marist College,
3399 North Road, Poughkeepsie, New York 12601.
The telephone number is (845) 575-3226
E-mail: admissions@marist.edu
WWW: <http://www.marist.edu>

COMMUNICATION WITH THE COLLEGE

MAILING ADDRESS:

MARIST COLLEGE
3399 North Road, Poughkeepsie, New York 12601-1387

TELEPHONE NUMBER:

(845) 575-3000

Individual inquiries should be addressed to the following:

PROSPECTIVE STUDENTS

Admission to Freshman Class or for Advanced Standing

Office of Admission

Financial Aid for Freshmen

Office of Student Financial Services

Academic Programs

Appropriate Dean

Graduate Programs

Director of Graduate Admission

Transfer Procedure

Director of Transfer Admission

Courses for High School Seniors

Director of School-College Programs

Credit for Life/Work Experience

School of Global and Professional Programs

Housing

Director of Residence Life

CURRENT STUDENTS

Financial Assistance for Current Students

Office of Student Financial Services

On-Campus/Off-Campus Employment

Center for Career Services

Housing

Director of Residence Life

Graduation Requirements

Office of the Registrar

Prolonged Absence from Class

Director of The Center for Advising and Academic Services

Leave of Absence

Director of The Center for Advising and Academic Services

Withdrawal from College

Director of The Center for Advising and Academic Services

Withdrawal from a Course

Office of the Registrar

Readmission to College

Office of the Registrar

Student Activities

Director of College Activities

ADMINISTRATIVE SERVICES

Transcripts

Office of the Registrar

Evening Courses

School of Global and Professional Programs

Payment of Bills

Office of Student Financial Services

Career Counseling/Placement

Center for Career Services

Veterans

Office of the Registrar

Cross-Registration

Office of the 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 admission 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. For additional information, please refer to the Marist College web pages at www.marist.edu.

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UNDERGRADUATE ACADEMIC CALENDAR 2010-2011

(TRADITIONAL 15-WEEK SEMESTER)

(*All other Sessions — see Registrar for Dates and Deadlines*)

FALL 2010

AUGUST

| | | |
|---------------|-------------------|--|
| 28 | Saturday | Freshmen and transfer resident students arrive on campus according to schedule. |
| 29 | Sunday | Returning resident students arrive on campus according to schedule. Orientation for New Students. |
| 30 | Monday | FALL 2010 SEMESTER BEGINS FOR ALL PROGRAMS. <i>Day & Evening classes begin: Late Registration.</i> |
| 30 Sept. 3 | Monday– Friday | Course Change period. |

SEPTEMBER

| | | |
|----|--------|--|
| 3 | Friday | Last date for course changes. Half tuition refund after this date. |
| 6 | Monday | Labor Day. No classes held. |
| 13 | Monday | Last day to register for elective credit internships. |
| 17 | Friday | No tuition refund after this date. |

OCTOBER

| | | |
|-------|-------------------|---|
| 1 | Friday | P/NC option due. |
| 15-17 | Friday– Sunday | Mid-Semester break. |
| 18 | Monday | Classes resume. Midterm grades due by 12:00 P.M. (noon) |
| 22 | Friday | Undergraduate & Graduate graduation applications due in the Office of the Registrar for 1/11 candidates. |

NOVEMBER

| | | |
|-------|----------------------|--|
| 1 | Monday | Last day for dropping courses without penalty of WF grades. |
| 19 | Friday | Undergraduate & Graduate graduation applications due in the Office of the Registrar for 5/11 candidates. |
| 23 | Tuesday | **MODIFIED CLASS SCHEDULE No Evening Classes All Tuesday DAY classes meet during their normal time except: 1.) Tuesday 11 A.M. classes do not meet 2.) Tuesday 3:30 P.M. classes do not meet These Wednesday classes WILL meet on Tuesday 11/23: 1.) Slot 5, Wed. 8 A.M. classes meet on Tues. 11/23 at 11 A.M. 2.) Slot 12, Wed. 2 P.M. classes meet on Tues. 11/23 at 3:30 P.M. |
| 23 | Tuesday | Residence Halls close at 7:00 P.M. |
| 24-28 | Wednesday– Sunday | Thanksgiving holiday. No classes held. |
| 28 | Sunday | Residence Halls reopen at 10:00 A.M. |
| 29 | Monday | Classes resume |

DECEMBER

| | | |
|-------|-------------------|---------------------------------------|
| 10 | Friday | Last day of Fall 2010 classes. |
| 13-17 | Monday– Friday | Final Exam Period. |
| 17 | Friday | Residence Halls close at 5:00 P.M. |
| 27 | Monday | Final grades due by 12:00 P.M. (noon) |

WINTER INTERSESSION 2011

JANUARY

| | | |
|----|---------|--|
| 3 | Friday | Day & Evening classes begin. |
| 14 | Friday | Last day of classes. |
| 18 | Tuesday | Final grades for Winter Session due by 12:00 P.M. (noon) |

SPRING 2011

JANUARY

| | | |
|-------|--------------------|--|
| 17 | Monday | Residence Halls open at 10:00 A.M. |
| 18 | Tuesday | SPRING 2011 SEMESTER BEGINS. Day & Evening classes held. |
| 18-24 | Tuesday– Monday | Course change period. |
| 21 | Friday | Last date for grade changes & resolving incompletes for Fall 2010. |
| 28 | Friday | Last date for grade changes & resolving incompletes for Winter 2011. |
| 24 | Monday | Last day for course changes. Half tuition refund after this date. |
| 31 | Monday | Last day to register for elective credit internships. |

FEBRUARY

| | | |
|----|--------|------------------------------------|
| 7 | Monday | No tuition refund after this date. |
| 21 | Monday | P/NC Option due. |

MARCH

| | | |
|-------|---------------------|---|
| 11 | Friday | Residence Halls close at 5:00 P.M. |
| 12-20 | Saturday– Sunday | SPRING RECESS. |
| 15 | Tuesday | Midterm grades due by 12:00 P.M. (noon) |
| 20 | Sunday | Residence Halls open at 10:00 A.M. |
| 21 | Monday | Classes resume. |

APRIL

| | | |
|-------|-------------------|---|
| 1 | Friday | Last day for dropping courses without penalty of WF grades. |
| 21 | Thursday | No evening classes. |
| 22-24 | Friday– Sunday | Easter Holiday |
| 25 | Monday | Classes resume at 6:30 P.M. |

MAY

| | | |
|------|-------------------|--|
| 6 | Friday | Last day of Spring 2011 classes. |
| 9-13 | Monday– Friday | Final Exam period begins. Residence Halls close Friday at 5:00 P.M. for underclassmen. |
| 20 | Friday– | SIXTY FIFTH COMMENCEMENT CEREMONY Graduate and Adult Students |
| 21 | Saturday | SIXTY FIFTH COMMENCEMENT CEREMONY Traditional undergraduate students |
| 21 | Saturday | Residence Halls close at 5:00 P.M. for seniors. |
| 23 | Monday | Final grades due by 12:00 P.M. (noon) |

JUNE

| | | |
|----|--------|--|
| 17 | Friday | Last date for grade changes & resolving incompletes for Spring 2011. |
|----|--------|--|

GENERAL INFORMATION

MARIST COLLEGE MISSION

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

VISION STATEMENT

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

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

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

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

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

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

INTRODUCTION TO MARIST

What started as a school for training future Marist Brothers has developed into one of the leading comprehensive liberal arts colleges in the country. Marist College's 180-acre campus overlooks the Hudson River in the heart of the historic Hudson Valley, midway between New York City and the state capital of Albany, NY. In addition, the Raymond A. Rich Institute for Leadership Development is located on a 60-acre estate in the Ulster County, NY, town of Esopus. The College also has a branch in Florence, Italy, and an extension center in Fishkill, NY.

Recognized for academic excellence by **U.S. News & World Report**, **Forbes**, **The Princeton Review**, **Kiplinger's Personal Finance**, **Entrepreneur**, and **Barron's Best Buys in College Education**, Marist is noted for its leadership in the use of technology to enhance the teaching and learning process.

Marist is home to approximately 4,500 traditional undergraduate men and women, 1,000 nontraditional adult students, and nearly 1,000 full- and part-time graduate students. Its first graduating class in 1947 consisted of four Marist Brothers. Today, more than 31,000 alumni and alumnae call Marist alma mater.

Marist offers 32 programs leading to bachelor's degrees, 10 toward master's degrees, and numerous professional certificate programs. The College has a longstanding commitment to providing adults with educational opportunities that accommodate their working schedules. A variety of online programs offer opportunities to balance study with career and family responsibilities. Marist has seen tremendous growth in its graduate programs due in large part to its successful online MBA and MPA programs, the first to be accredited by New York State. Marist also offers other online programs at the undergraduate and graduate levels as well as study-abroad opportunities in many countries.

Marist has received national attention and a number of awards for its technology backbone. The College is one of only 200 institutions in the country to be connected to Internet2. All classrooms employ "smart technology," and wireless access is available throughout the campus. A joint study agreement with the IBM Corporation has allowed both partners to develop innovative uses for technology both in and out of the classroom.

HISTORY

Marist can trace its roots to 1905, when the Marist Brothers purchased property and a house from Thomas McPherson in Poughkeepsie. In 1929, college-level courses were first offered. In 1946, the State of New York granted a charter to Marian College as a four-year institution of higher learning under the leadership of founding president Brother Paul Ambrose Fontaine, FMS. In 1956, the mission of the College was broadened to include the wider community; lay male students were admitted to pursue undergraduate studies.

Dr. Linus Richard Foy was named president in 1958 and became, at age 28, the youngest college president in the United States. Ownership of the College was transferred in 1959 to the Marist College Educational Corporation with an independent board of trustees. An evening division was introduced in 1959 to serve the educational needs of the surrounding communities. Marian College became Marist College in 1960. Women were admitted to the evening division in 1966. In 1968, women entered the day division, making the College fully coeducational.

With the naming of Dr. Dennis J. Murray in 1979 to the presidency of Marist College, another period of significant growth and development began. The main campus now consists of 49 buildings and 37 student housing facilities, with a total estimated value of \$400 million. Over the past two decades, Marist has expanded its course offerings and tripled its applicant pool. The College now receives more than 10,000 applications for admission to the freshman class. Its acceptance rate during that same period has gone from 75 percent to 36 percent in 2009.

THE IBM/MARIST JOINT STUDY

Marist seeks to distinguish itself by the manner in which it uses information technology to support teaching, learning, and scholarship. The College has had a longstanding partnership with the IBM Corporation that has helped place Marist among the most technologically advanced liberal arts colleges in the country. A key component of the Marist/IBM partnership has been a 20-year joint study arrangement that has benefited both the College and IBM in many ways. Through the Study, IBM has been able to test concepts and technology applications that the company believes can be of value in the 21st century in education, business, digital media, communications, and other fields. The Study has also provided Marist with the capacity to acquire and use cutting-edge technology to support instruction, faculty, and student research and administrative initiatives.

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, computers have been viewed as a functional tool for

everyone at Marist as well as a scientific discipline to be mastered by those in the School of Computer Science.

The IBM/Marist Joint Study began in 1988 with the installation of a \$10 million IBM 3090 mainframe computer in Donnelly Hall. Over the past two decades, Marist has worked with IBM to carry out several major upgrades of its mainframe computer. In the Fall 2006 semester, the College installed a new System z mainframe that provides a level of computing power ordinarily associated with large research universities and Fortune 500 companies. The College collaborated with IBM to plan and equip the new \$20 million James A. Cannavino Library with state-of-the-art technology. The partnership has also developed and implemented a comprehensive Ethernet network that reaches into every student room on campus and supports every faculty and administrative office and every academic building. Campus-wide connectivity means 24/7 access to the Internet, e-mail, voice-mail, the mainframe computer, and numerous database services. Marist and IBM have recently collaborated on two IBM Shared University Research grants that have helped to enhance Marist's e-learning initiatives.

Marist's participation in the Joint Study has enabled the College to involve faculty, students, and staff in emerging technology initiatives such as rich media content management, the Linux operating system, virtual server hosting, multimedia streaming, grid computing, cloud computing, advanced networking technology, on-line gaming, virtual world computing, cell processor technology, service-oriented architecture, web services programming, and automated server provisioning. Marist's work with IBM has created the infrastructure that is necessary for faculty, students, and staff to engage in leading-edge teaching and research using tomorrow's technology.

In the summer of 2005, the College joined the Sakai Foundation, which is an initiative led by major college and university technology innovators. A key objective of Sakai is to develop a totally open source-based course management platform to support e-learning in higher education. In the summer of 2006, Marist began a pilot program to deliver on-line courses via Sakai through its Institute for Data Center Professionals.

Currently, Marist delivers on-line courses via Sakai through its Institute for Data Center Professionals. All on-line courses are delivered via the College's iLearn system, a Sakai based collaborative learning environment.

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. Marist College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the 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 Marist College branch campus in Florence, Italy is recognized by the Ministry of Education in Italy.

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 and Universities (AACU). 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, the Council on Undergraduate Research, the Environmental Consortium of Hudson Valley Colleges and Universities, and the American Assembly of Collegiate Schools of Business. The School of Management has achieved the prestigious program accreditation of its undergraduate and graduate degree programs in business by AACSB International – The Association to Advance Collegiate Schools of Business. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Athletic Training Education, and the Medical Technology program is accredited by the National

Association for the Accreditation of Clinical Laboratory Sciences. The Social Work Program is accredited by the Council on Social Work Education. Education programs leading to teacher certification are accredited by the Regents Accreditation of Teacher Education (RATE) Board of the New York State Department of Education. The B.S. curriculum in Chemistry is approved by the American Chemical Society. The Paralegal Program is accredited by the American Bar Association (ABA).

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

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. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day Marist College receives the request for access.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- (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. The disclosure exceptions are defined below.
- (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. Complaints may be filed with The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.
- (5) The right to obtain a copy of Marist College's education records policy. Copies of this policy are available upon request at the Office of the Registrar.

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.

FERPA Disclosure Exception: Marist College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Marist College has designated the National Student Clearinghouse as a college official.

Under FERPA disclosure exceptions, Marist may release information from a student's education record without prior consent to appropriate parties including:

- Federal officials in connection with federal program requirements;
- State and local officials legally entitled to the information;
- Appropriate authorities in connection with financial aid;
- Accrediting agencies, in connection with their accrediting functions;
- Courts or law enforcement in compliance with a lawfully issued judicial order, subpoena, or search warrant;
- Appropriate parties in a health or safety emergency, if necessary to protect the health or safety of the student or other individuals;
- Testing agencies for the purpose of developing, validating, researching, and administering tests.

Directory Information: Under FERPA, Marist may release the following information at various times unless requested in writing not to do so by the student: student name, campus-wide identification number, 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, the most recent previous educational institution attended by the student, grade level (including number of credits earned), and enrollment status (e.g.: undergraduate, graduate, full-time, part-time). 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.

Additional information about FERPA is available on the Marist website: www.marist.edu/registrar.

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

Marist College fully complies with all federal, state, and local laws and executive orders, including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The College does not discriminate in its admissions, employment, or in the administration of any of its programs or activities on the basis of race, religion, gender, age, color, disability, national origin, veteran status, marital status, or sexual orientation. In addition, the College aggressively seeks and encourages applicants for admission and employment from diverse racial and ethnic backgrounds.

It is the expressed policy of Marist College to operate all of its educational programs and activities and to administer all employee programs including compensation and promotional opportunities in such a way as to insure that they do not discriminate against any individual on the basis of the characteristics stated above.

Marist College does not tolerate harassment in any form based upon race, religion, gender, age, color, disability, national origin, veteran status, marital status, or sexual orientation, nor does it tolerate any type of sexual harassment. Members of the College community who believe that they have been subjected to such treatment are encouraged to call the College's Office of Human Resources or the Dean of Student Affairs.

All inquiries concerning the application of this statement should be directed to the Affirmative Action Office, Marist College, 3399 North Road, Poughkeepsie, NY 12601, (845) 575-3349.

ACADEMIC FACILITIES

JAMES A. CANNAVINO LIBRARY

The James A. Cannavino Library supports the College's teaching, learning, and scholarship mission by providing information resources, advanced technologies and services, and facilities for research and study. The Library offers access to extensive collections and services located in the library building and available electronically over the campus network.

The new, state-of-the-art, wireless library opened in the fall of 1999, overlooking the campus green and the Hudson River. It is constructed of fieldstone, a style with strong historical roots in the surrounding Hudson Valley. Architecturally, the Library unifies the College's historic district of Greystone, St. Peter's, and the Kieran Gatehouse, three 1860s-era buildings that are listed on the New York State and National Register of Historic Places, and which are also made of fieldstone.

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

Throughout, the library provides a number of spacious study areas and attractive, quiet rooms for research, conferences, and collaborative work. In

all, the library provides more than 800 seats, most with network connections, for quiet study, group study, and use of library materials. The library is open an average of 102 hours a week during the semester. During exam periods, it remains open for extended hours. The library collection includes more than 230,000 book and periodical volumes. Current periodical subscriptions exceed 20,000 titles. More than 5,500 videocassettes and videodisks on a variety of topics are available in the library as components of assigned coursework. A vigorous collection development program keeps print, non-print, and on-line resources updated to serve the research, teaching, and learning needs of students and faculty. The library also maintains a digital library component that provides access to scholarly resources on the Web.

The James A. Cannavino Library has been an active innovator in developing and implementing computerized information resources. Our Digital Library consists of full-text databases (e.g., Lexis-Nexis), on-line indexes and abstracts, electronic journals, and subject-specific collections of links and scholarly documents that support the curriculum. On-line access to full-text journal literature has been expanded and upgraded, and the reference staff provides a full complement of services to meet student needs, including on-site instruction and assistance, telephone help for off-campus users, and a web-based "Ask-a-Librarian" request form. An integrated on-line library system supports a web catalog of all library holdings and an on-line circulation module that indicates location and availability of all library materials.

Information literacy programs have been expanded to include a three-credit course, a one-credit course, subject-specific bibliographic instruction, and library orientation sessions. Librarians are also available at faculty request to deliver information literacy instruction designed to assist students with the completion of specific assignments or to provide an overview of library services. The Library's Desktop Research Center provides informal space for faculty and students to schedule individual appointments with librarians to become more familiar with the research materials available through the James A. Cannavino Library.

Students are encouraged to contact a librarian in person, by phone, or e-mail with any questions or concerns regarding the use of library materials.

THE LOWELL THOMAS COMMUNICATIONS CENTER

The Lowell Thomas Communications Center houses the School of Communication and the Arts and the School of Computer Science and Mathematics. Recognizing the profound impact of computer technology on the communications industry, Marist designed the center to provide students with an environment that offers both state-of-the-art computing technologies and communications labs and studios.

The center is named in memory of the legendary broadcast pioneer who received an honorary degree from Marist in 1981. Lowell Thomas lived 20 miles from the campus, in Pawling, NY, for more than 50 years. A public gallery within the center holds a permanent exhibition of memorabilia from his remarkable career as a communicator and explorer. Lowell Thomas and his ideals are commemorated through the Marist College Lowell Thomas Award, instituted in 1983 and awarded to the top broadcast journalists in the country.

THE MARGARET M. AND CHARLES H. DYSON CENTER

The Margaret M. and Charles H. Dyson Center houses the School of Management, the School of Social and Behavioral Sciences, Graduate and Adult Enrollment, and the School of Global and Professional Programs. Used for undergraduate and graduate instruction in all academic disciplines, the center is named in honor of business leader, Charles H. Dyson, who received an honorary degree from Marist in 1986, and his wife, Margaret, who together improved the quality of life throughout the Hudson Valley through their philanthropy.

DONNELLY HALL

Donnelly Hall houses the School of Science, including a state-of-the-art facility for chemistry teaching, learning, and research opened in Fall 2007, a two-story greenhouse, and labs for the study of athletic training and medical technology; the Computer Center; classrooms; lecture halls; a Fashion Program complex; and a variety of student services and administrative offices. The building is named for Brother Nilus Donnelly, FMS, who supervised construction of a number of buildings on the campus by Marist Brothers during the institution's early years. In proximity to Donnelly Hall are the Steel Plant Studios and Gallery, an expansive space for studio art courses and a digital media laboratory as well as a gallery regularly hosting exhibits of work by contemporary regional artists.

FONTAINE HALL

Fontaine Hall, the home of the School of Liberal Arts, contains classrooms, seminar rooms, and a black box theatre for instruction and performances. The building also serves as headquarters for the nationally recognized Marist Institute for Public Opinion, with professional facilities where students conduct opinion surveys, and the Hudson River Valley Institute, a national center for interdisciplinary study of the Hudson River Valley. The building is named for Brother Paul Ambrose Fontaine, FMS, president emeritus, who played an integral role in the development of the College.

INFORMATION TECHNOLOGY COMPUTER LABS

Marist maintains computer labs located at both U.S. sites—Poughkeepsie and Fishkill. These include instructional computer labs, multimedia classrooms with podiums, and open labs available throughout the campus. In all, Marist provides more than 700 computers available for academic use throughout its campus extension sites, and all personal computers are configured with a base software configuration that allows them access to the Internet, office automation tools, digital library access, statistical analysis, and emulation to our host systems.

All computers are less than three years old, and all software is updated yearly to the most recent software available. Details about each computer lab are available online at <http://www.marist.edu/It/desktop/labs.html>.

STUDENT CENTER

The Student Center is a focal point for student events and activities. The monumental three-level structure features a student café and performance space known as the Cabaret as well as the student dining hall, the campus bookstore, and a health-services center. A music education and chorale complex accommodates a wide range of musical activities including a band, choir, string orchestra, and numerous performing ensembles. The Nelly Goletti Theatre is named in memory of accomplished composer, pianist, and singer, Nelly Goletti, a longtime Hudson Valley resident. The Student Center opens onto a campus green with an outdoor performing arts area overlooking the Hudson River.

ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities to support extensive intramural, club, and intercollegiate athletic programs. 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 two softball fields: one for intramurals and the other for the women's softball program, which was founded in 1992. The campus also offers the Cornell and Marist boathouses and waterfront facilities for crew activities and sailing.

Tenney Stadium at Leonidoff Field, which was dedicated in 2007, is a lit facility used for varsity soccer, lacrosse, and football games. It is also used for several intramural programs, including flag football, frisbee, and soccer. The stadium hosted the Metro Atlantic Athletic Conference Women's Soccer championship in 2007 and the conference's men's soccer championship in 2008. The stadium has a capacity of 5,000, including 1,744 chair-back seats in the grandstands on the east side of the stadium. A modern press box, which includes VIP seating, sits atop the grandstand. Underneath the grandstand are an athletic training room, team and officials' dressing rooms, restrooms, concessions, and storage space. The playing surface is FieldTurf Duraspine, the same one used by the New York Giants, New York Jets, and New England Patriots of the National Football League.

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 the McCann Center Natatorium, home to Marist's men's and women's swimming and diving and women's water polo teams. The pool of the natatorium is 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 with funds donated by Rik Smits, a 1988 alumnus and second overall selection in the 1988 NBA Draft. Seating capacity for games is 3,200.

In addition, the facility includes a weight room, dance studio, and two handball/racquetball courts. Other areas of the complex contain locker rooms for

men and women, classrooms, faculty/staff offices, offices of the Athletic Training Education Program, 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 Hall of Fame room opened in 1997.

Widely recognized as one of the most state-of-the-art facilities in the East, the McCann Annex is a 22,000-square-foot addition to the McCann Center, which was again made possible through the generosity of the McCann Foundation. The McCann addition houses a multipurpose recreational gymnasium, a dual-level strength and conditioning fitness center with a cardiovascular center and aerobics area, as well as additional men's and women's locker-room facilities. A spacious student lounge graces the entrance of the facility.

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.

Completed in the fall of 2006, the Marist Tennis Pavilion provides the first on-campus home to the highly successful men's and women's tennis programs. The Marist Tennis Pavilion, located off Fulton Street on the East Campus, features eight regulation-sized courts, a center walkway, and a pergola-covered spectator area. To provide the Marist tennis programs with a world-class surface, a Deco II surface was installed. Marist, the United States Military Academy, and the United States Tennis Center in Queens, NY, host site of the U.S. Open, are the only tennis venues in the area that boast a Deco II surface. The industry leader in sports lighting, Musco Incorporated, provides the lighting scheme for the pavilion. Musco's technology, Light Structure Green, provides an energy savings of more than 50% over a standard lighting system.

ACADEMIC GRANTS

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

ALUMNI

Since 1946, more than 31,000 students have graduated from Marist College. They reside in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and many countries throughout the world.

The Marist College Alumni Association includes all undergraduate and graduate degree recipients of Marist. Its goals are to further the welfare of Marist and its alumni, to keep alumni informed about the College, to offer programs and activities that connect alumni to Marist, to assist in admissions, job development, and career advisement, and to encourage and facilitate alumni support for Marist.

The Alumni Executive Board, comprised of representatives from all eras of Marist graduates, works closely with the Office of Alumni Relations in strengthening the bond between the College and its graduates. Homecoming and Reunion Weekend is held each year, and chapters throughout the country provide opportunities for alumni to network professionally and socially.

In addition to participating in association governance, alumni provide career networking support to Marist undergraduates through the College's Center for Career Services, promote attendance at athletic events, and participate in organizing class reunions. The president of the Alumni Executive Board is a representative to the College's Board of Trustees.

Philanthropic support is essential to the College's future and graduates participate in various ways. Graduates are asked annually to contribute to the Marist Fund and to make special gifts to the College commemorating milestone anniversaries such as their 25th or 30th year since graduation. Alumni provided generous support for the construction of the College's James A. Cannavino Library and continue to remember Marist through the establishment of endowed scholarships and through their estate plans.

Graduates are kept informed about College developments, alumni services and programs, and activities of fellow graduates through a website, www.marist.edu/alumni, and a variety of college publications.

ACADEMIC SERVICES

ACADEMIC TECHNOLOGY AND eLEARNING

The Academic Technology Department promotes and supports the use of new instructional technologies in teaching, learning, and research across all disciplines. The Department offers faculty workshops on web-based applications, instructional software and the College's Sakai-based Learning Management System called iLearn. Workshops also include pedagogically focused training such as strategies for effective online teaching. An interdisciplinary group of undergraduate and graduate students from computer science and digital arts are employed by Academic Technology, where they gain valuable work experience in instructional technology, training, and support. The Academic Technology Department is located on the third floor of the James A. Cannavino Library and is equipped with state-of-the-art-facilities including a collaborative teaching and learning technology lab.

THE WRITING CENTER

The Writing Center helps students and other members of the Marist Community express their ideas clearly and effectively, thereby becoming more self-sufficient and successful writers. The Center's tutors are faculty members and student interns 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, personal statements, 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

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 School of Liberal Arts, 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, Marist has 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 FDR to the Supreme Court; Adolph A. Berle, Jr., former brain trustee 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. Most recently, Marist co-hosted, with the FDR Library, the international conference, "FDR, the Vatican, and the Catholic Community in the United States." Marist also sponsors the Franklin D. Roosevelt Digital Library and Archives, a joint collaboration among Marist, the FDR Library, and IBM Corporation. Marist students work closely with faculty

and FDR Library staff in analyzing and editing original documents, letters, and photographs, and use computer skills to construct a unique and fully searchable digital library.

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 is also a leader in developing technological innovations in survey research.

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. Lee Miringoff, Director.

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, counseling psychology, educational psychology, and school psychology.

All of Marist's programs provide a strong blend of theory and practical application and many offer elective courses that enable students to tailor their studies to match their individual career goals. Graduate courses have flexible delivery options with on-line offerings as well as classes available weekday evenings at the Poughkeepsie campus as well as the Fishkill Executive Center.

The **Master of Business Administration (MBA)** provides the managerial perspective necessary to effectively meet the demands of an increasingly global business environment. This program is committed to advancing students' managerial knowledge; increasing effective communication, analytical, technological, and decision-making skills, while stimulating their appreciation of the social and ethical implications of working in a diverse, global business environment. Elective courses are offered in accounting, finance, human resources management, leadership, marketing, production management, and information systems. The MBA offers the ultimate in flexibility with courses offered on the Poughkeepsie campus and at the Fishkill Extension Center as well as on-line. An MBA Accounting degree is also available.

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. The MPA offers the ultimate in flexibility with courses offered on the Poughkeepsie campus as well as on-line.

The **Master of Science in 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 problem solving in business using the systems approach; cooperative work environments; managing and applying appropriate technology; and driving organizational change for competitive advantage.

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 **Master of Science in Technology Management** is a new graduate program developed and delivered jointly by the School of Computer Science & Mathematics and the School of Management. It is designed for professionals with five to ten years of managerial or technical experience, and is focused on helping bridge the gap between technology-driven and managerial thinking. Marist MSTM is fully on-line, hence allowing students time-management according to their personal schedule. The program, offered in a cohort format, includes three residencies that allow students to interact and network: an orientation residency at the beginning; a capping residency at the end of the program; and a ten-day international residency that allows students to encounter technology management in the global context and to explore and experience other cultures.

The **Master of Education** leads to New York State initial teaching certification in Adolescence Education (grades 7-12) for the following areas: Biology, Chemistry, English, French, Mathematics, Social Studies, and Spanish. This 36-credit program integrates theoretical knowledge into the curriculum along with practical skill-based learning and emphasizes multiple perspectives on contemporary educational problems. In addition, students will complete an electronic portfolio based on the Interstate New Teacher Assessment and Support.

The **Master of Arts in Educational Psychology** fulfills the New York State requirements for professional teaching certification in Childhood Education (grades 1-6). If you have initial teaching certification in Adolescence Education (grades 7-12), you can choose an alternative track and receive certification in the middle school extension (grades 5-6). This program is designed around a pedagogical core curriculum enabling teachers to develop the depth and breadth of knowledge needed to be effective.

The **Master of Arts in Mental Health Counseling** is designed to facilitate a student becoming a licensed mental health counselor in New York State by offering all of the academic preparation necessary to sit for the exam. The program either meets or exceeds the academic requirements for licensing in other states as well. In addition to preparing for licensure, we offer the curriculum, faculty, and externship opportunities that will both challenge academically as well as provide the necessary skills to be effective counselors in today's world. This 60-credit program is rich in courses in counseling and assessment as well as human development, diversity, and research.

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

The **Master of Arts in Communication** is a graduate degree designed to serve those just emerging from baccalaureate studies in communication as well as seasoned professionals already in the workplace. This program focuses on the management of communication within and between organizations. It shows students how to become effective communicators and leaders with improved conflict-resolution and negotiation skills. It infuses the values and skill sets needed to build relationships and act as a catalyst for change, enabling graduates to transform their environments.

For detailed information regarding graduate programs and admissions requirements, please contact the School of Global and Professional Programs at (845) 575-3800.

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 Educational Psychology. BS/MS programs are available in 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 Computer Science/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 eight 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 reevaluated 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 is not available to graduate students. Students interested in more detailed information regarding financial assistance for graduate study should contact the Office of Student Financial Services. Please note that upon reaching graduate status, students must meet the graduate requirements for satisfactory academic progress to be eligible for financial aid.

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.

INTERNATIONAL PROGRAMS

For over 40 years, Marist International Programs (MIP) has offered students the opportunity to study overseas and experience other cultures as part of their academic career. Study abroad is an integral part of a well-rounded liberal arts education in at least four ways. First, study abroad helps to develop a critical awareness and ability to navigate pressing global issues, and fosters the ability to contextualize diverse points of view within historical, political, and cultural contexts. As such, study abroad develops the critical insights that come from reflecting on issues through someone else's eyes. Second, study abroad enhances academic learning, be it through exposure to international academic perspectives within their field, an opportunity to reflect upon and apply classroom study to real-world contexts, or rapid progression in foreign language acquisition. Third, study abroad supports personal growth. Study abroad enhances the development of vital life skills such as independence, drive, flexibility, a desire to look at issues from multiple perspectives, and problem solving skills in new and challenging situations. Study abroad thus helps an individual to become more of a critical and independent thinker, while at the same time cultivating an appreciation for the global ramifications of actions, from the personal to international scales. Finally, study abroad supports career development. The world of work is increasingly global, with careers in every sector increasingly linked to the international sphere. This fact has been borne out in the research: many employers view study abroad as highly desirable.

Marist International Programs offers a variety of study-abroad experiences that support a broad range of educational objectives, with program offerings at dozens of sites on six continents. We offer semester, full academic year, and short-term study-abroad programs, enabling Marist students of any major to study abroad and graduate according to their planned schedule.

MARIST-LDM DEGREE PROGRAMS

In September 2006, Marist College proudly launched a Bachelor's Degree Program in partnership with the Scuola Lorenzo de' Medici (LdM) in Florence,

Italy. Marist now operates a branch campus at our Florence location. This degree program has been designed to meet the academic needs of qualified students from around the world. The Marist Brothers set forth a tradition that embraced a pursuit of higher human values, service, and excellence in education and were committed to global education as they established Marist educational centers across the world. Marist College and Lorenzo de' Medici are pleased to follow in the footsteps of that tradition with the Marist-LdM campus in Italy, a fully interdisciplinary and international academic learning environment. Current offerings include:

- Bachelor of Arts in Fine Arts: Studio Art
- Bachelor of Arts in Fine Arts: Art History
- Bachelor of Science in Conservation Studies/Restoration
- Bachelor of Science in Digital Media
- Bachelor of Science in Studio Art
- Bachelor of Professional Studies in Fashion Design
- Bachelor of Professional Studies in Interior Design
- Master of Arts in Museum Studies

The individual courses, degree curriculum, program assessments, and academic services are delivered in the same format as those conducted on the New York campus, ensuring high academic quality and commitment to excellence.

LdM started life in 1973 as one of the first centers in Florence to specialize in teaching Italian as a foreign language. Later the school branched out into Studio Art courses, and has now become Italy's leading study-abroad institution, with centers in Florence, Tuscania, and Rome. Each year, LdM offers approximately and share their study experience with others of different nationalities. At LdM, approximately 150 dedicated and qualified professors from Italy and all over the world teach over 400 different courses in Arts, Humanities, Social Sciences, Business, Economics, Political Science, Mathematics, Studio and Performing Arts, and Italian Language. Classroom-based liberal arts courses supplement traditional teaching methods by using the unrivalled opportunities that Florence offers for investigating the history and cultural heritage of Italy in galleries, palaces, gardens, churches, and museums. Art programs stimulate and develop the potential individual creativity of students, providing them not only with the technical skills, but also the conceptual insights necessary for the development of artistic talent. LdM prides itself on its years of experience of offering vocationally oriented courses in Fashion, Archaeology, Studio Arts, Performing Arts, and allied subjects. LdM gives its students direct experiential learning and provides them with the tools necessary for entering the competitive labor market. In collaboration with the University of Florence, LdM Archaeology students have excavated archaeological sites in central Italy, while those in Art Restoration courses have restored paintings and sculptures, some by the greatest artistic masters of the Renaissance like Ghirlandaio, Botticelli, and Michelangelo. Sculpture students spend time living and working in Carrara, learning the traditional techniques of marble sculpture in professional workshops and visiting the caves where Michelangelo chose the marble for his own masterpieces. Photography students develop their visual skills through immersion in the exquisite beauties of the Tuscan countryside. Fashion and art students work on commercial projects, meet industry professionals, and exhibit their work. Additionally, LdM provides its students with library and computing facilities, a wide range of student clubs and societies, and organized cultural events, field trips, and site visits.

LdM is authorized by the Ministry of Public Education in Italy, and has recognition by, accreditation from, and membership in a number of European and international educational organizations. The academic programs offered at LdM, including semester-long programs, one-year Study Certificates, and two-year Professional Study Certificates, are recognized by various colleges, universities, and institutes in the U.S. In its teaching program, the School collaborates with the University of Florence.

MARIST-LDM STUDY-ABROAD PROGRAMS

A student in regular attendance at another college may register for courses at Marist-LdM to spend a semester abroad, make up deficiencies, or accelerate his or her program. Such a student should have permission from his or her home institution and should ascertain that the home institution will accept the transfer credits. Students should contact Marist-LdM Programs for more information.

LORENZO DE'MEDICI IN FLORENCE

Located in the heart of Tuscany, Florence is the ideal destination for those interested in studying art, Italian language, and culture. Extraordinarily rich in history and ancient traditions, the city, with its world-famous artistic heritage,

offers the student a wide spectrum of cultural events throughout the year. The city is also known for its exceptional cuisine, characteristic restaurants, ice-cream parlors, wine bars, elegant shops, artistic workshops, and traditional markets. As a thriving economic center with particular strengths in the fashion, luxury goods, and tourist sectors, the city of Florence also offers its inhabitants the chance to investigate myriad aspects of the contemporary Italian world. In addition, Florence is an excellent location for access to other sites and cities in Tuscany, Italy, and Europe.

The Florence branch campus is located in ten campus buildings (totaling 4,800 square meters), mainly in the lively San Lorenzo district of the historic city center. The main building, situated in Via Faenza, dates back to the 13th century and originated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first hundred years belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has recently been restored to its original splendor and serves as the setting for LdM conferences and receptions. Students and professors from LdM's Restoration Department were fully involved in the restoration of the church interior.

LORENZO DE'MEDICI IN TUSCANIA

In 2004 Marist-LdM opened a new site in historic Tuscania. This town is located on the borders of the Tuscany and Lazio regions of central Italy, south of Florence and not far from Rome, in the breathtaking countryside of the southern Maremma. Historically an important Etruscan city still rich with Etruscan archaeological sites and monuments, Tuscania has a population of 8,000 and offers students a human scale and a strikingly beautiful setting in which to find inspiration and realize their spiritual and creative potential. The School's historic building, located just inside one of the main gates of the ancient town, opens onto an exquisite internal courtyard with an adjacent meeting area. Besides providing students with a general range of course offerings in Art and Humanities and Italian language, Marist-LdM in Tuscania offers facilities for the specialized study of Theatre, Film/TV, and Archaeology.

LORENZO DE'MEDICI IN ROME

Marist-LdM opened its newest site in the heart of Italy's capital in Spring 2007. Rome is a city with an unparalleled history and a cultural diversity spanning over two millennia. The new Lorenzo de' Medici site represents a conscious decision to participate in the life, politics, and educational traditions that made Italy the seat of the western world. Rome is an extraordinary synthesis of cultures from the Mediterranean region, North Africa, Europe, and an increasingly global community. The city seamlessly fuses the macrocosm of a large metropolis with the microcosm typical of small lively neighborhoods and picturesque districts in a way that is fresh and spontaneous. It is home to world-recognized monuments and locations that have been celebrated throughout the world. Rome itself forms a unique backdrop for many artistic and cultural events such as music, cinema, concerts, and sporting fixtures. The hills, piazzas, fountains, cobbled streets, and churches are a testimony to a great heritage, but at the same time, provide a contemporary setting for the active social and cultural life of the thriving modern city. Spending any amount of time in the Eternal City is an experience that has kept visitors and pilgrims captivated for centuries. Whether the inspiration comes from a quiet spot in Rome's parks, from powerfully evocative ruins, from Renaissance or Baroque palaces, or from the awe-inspiring art of Vatican City, Rome continues to stimulate the senses. The unique history of Italy's capital city allows for the study of ancient cultures as well as contemporary political and international issues all within the same location.

LORENZO DE'MEDICI IN VENICE

Marist-LdM Venice, in affiliation with Istituto Venezia, offers students an opportunity to study in an historic setting in the city center's Campo Santa Margherita. Whether you traverse the narrow streets on foot or the canals via vaporetto, you're certain to find yourself transported by the atmosphere that is uniquely Venice. The LdM Venice semester program features a range of courses in the liberal and studio arts, with an emphasis on Italian language and on the rich artistic resources of the city of Venice. In accordance with Marist-LdM's commitment to ensuring students' successful intercultural interactions, students will enroll in either a 3- or 6-credit Italian language course as well as a complement of 3 to 4 electives.

MARIST ABROAD PROGRAM

Marist College encourages qualified students to spend a semester or academic year studying overseas in one of Marist's study-abroad programs. Marist's study-abroad programs are designed to involve students in the host culture and society in substantive ways. A series of pre-departure orientation meetings prepares students for their overseas program, and students are encouraged to reflect upon, discuss, and integrate their overseas experiences back into their home campus-based studies upon their return.

Studying abroad for a semester or academic year requires careful planning in course selection, a competitive GPA, strong letters of recommendation, academic advisor approval, clear judicial and academic standing, and well-written essays as part of the application. Students should speak with their academic advisor about studying abroad early in their studies at Marist so graduation is not delayed by studying abroad. Please note that admission to Marist International Programs is competitive and not all applicants are accepted. Feedback is given to unsuccessful applicants and they are encouraged to re-apply after strengthening their applications.

Careful program selection is crucial. Just as there are dozens of approved study-abroad programs across the globe within the Marist portfolio, there are also many types of study-abroad programs. As such, students need to carefully think through their objectives for their time abroad – what does a student want to study, with whom, and how? What type of housing arrangement best supports the educational objectives – a dormitory, homestay, or apartment? Does the student hope to complete major, minor, or core requirements while abroad, or a combination of these? Is a research or internship component important to the student? Students are advised to review the Marist International Programs website and attend MIP information sessions held early each term to begin the process of thinking through these and other questions of program selection.

Financial aid is largely applicable to study-abroad fees. Students are advised to check with their financial aid advisor about eligibility for continued aid while abroad.

Below is a list of approved programs. Additional information is available on the Office of International Programs website (<http://www.marist.edu/international>) and discussed in information sessions offered each semester. While the list below comprises currently approved programs, additional study-abroad opportunities may exist, with information available from the Office of International Programs.

Africa

Egypt: American University of Cairo
Ghana: Ashesi University, Legon
Morocco: Al Akhawayn University, Ifrane
Morocco: IES Abroad, Rabat
South Africa: University of Cape Town
Tanzania: School for International Training, Arusha

Asia and the Pacific

Asia Summer Abroad Program in Business (multi-country)
Australia: Australian Catholic University, Sydney
Australia: Deakin University, Melbourne
Australia: Macquarie University, Sydney
China: Hong Kong Baptist University
China: University of International Business and Economics
China: University Studies Abroad Consortium, Shanghai
Japan: Kansai Gaidai University, Osaka
Japan: Nagasaki University of Foreign Studies
Japan: Sophia University, Tokyo
Japan: Temple University, Tokyo
New Zealand: University of Auckland
New Zealand: University of Canterbury
Russia: Moscow State University
Thailand: Mahidol University, Bangkok

Latin America

Argentina: School for International Training, Buenos Aires
Chile: School for International Training, Santiago
Costa Rica: Universidad de Costa Rica
Ecuador: Universidad San Francisco de Quito

Europe

Czech Republic: Charles University, Prague
England: Aston Business School, Birmingham
England: Foundation for International Education, London
England: Hansard Scholars Programme, London
England: University of Cambridge
England: University of East Anglia
England: University of Westminster, London
France: American University Center of Provence
France: American University Center of Provence, Marseille
France: Centre Universitaire D'etudes Francaises Universite, Grenoble
France: Universite Paris Sorbonne
Greece: University of Indianapolis, Athens
Ireland: CEA Global Campus, Dublin
Ireland: University College Cork
Ireland: University of Limerick
Italy: Scuola Lorenzo de'Medici, Florence
Italy: Scuola Lorenzo de'Medici, Rome
Italy: Scuola Lorenzo de'Medici, Three Cities Program
(Rome, Tuscania, and Florence or Venice)
Italy: Scuola Lorenzo de'Medici, Tuscania
Italy: Scuola Lorenzo de'Medici, Venice
Netherlands: University of Amsterdam
Scotland: University of St. Andrews, Fife
Spain: Universidad Carlos III de Madrid
Spain: Universidad de Salamanca
Spain: Universidad de Sevilla

MARIST INTERNATIONAL PROGRAMS – SHORT-TERM STUDY ABROAD

Marist Abroad offers a variety of short-term programs during Winter Intersession, Spring Break and as a Spring Attachment. These programs, generally two to three weeks in length, offer students the opportunity to complement home-campus work with an overseas experience. Destinations have included Barbados, Cambodia, England, France, Germany, Greece, Italy, Japan, The Netherlands, Peru, Portugal, Singapore, South Africa, Spain, Thailand, and Vietnam. Students can earn three credits on a short-term program, and each program is tailored to a specific theme, applicable to a student's major, minor, or other interest. These programs are led by Marist faculty and destinations vary each academic year. More information on the short-term programs is available on the Office of International Programs website, at: <http://www.marist.edu/international>.

MARIST INTERNATIONAL PROGRAMS – NON-APPROVED PROGRAM POLICY

The Marist Office of International Programs maintains a portfolio of semester and academic-year programs which have been vetted according to study abroad best practice and the needs of Marist College students. This portfolio is reviewed annually. The process involves research into a program's academics, administration, logistics, and safety and security. Some programs may be examined but not ultimately approved for a variety of reasons, for example, weak academics, inadequate safety and security frameworks, lack of proper administration, or a saturation of approved programs at a given location. A student choosing to participate in a non-approved study-abroad program must be aware that such participation involves the following:

- Marist College will not pre-approve courses to be taken in a non-approved program. A request for review of coursework by the Office of International Programs may be attempted upon return. Marist College is not obligated to accept coursework from a non-approved program.
- Financial aid is suspended during a leave of absence. Marist College will not process a student's federal or state financial aid forms for semesters away to participate in a non-approved program. This includes financial aid consortiums.

- Following participation in a non-approved program, Marist College grants and scholarships will not necessarily be restored upon a student's return.
- Marist College will not assist the student with travel preparations, health insurance, housing accommodations, visa applications, payments, or other logistics for a non-approved program.
- Marist College does not guarantee on-campus housing upon return for a student attending a non-approved program.
- Marist College will not grant priority points for semesters away in a non-approved program.
- A student must request a leave of absence or, if the request is denied, withdraw from Marist College. This must be arranged through the Center for Advising and Academic Services.

PRE-MEDICAL AND OTHER PRE-HEALTH PROFESSIONAL PROGRAMS

Marist College offers prerequisite courses for entry into most medical, dental, and veterinary schools, as well as schools of podiatry, optometry, and other institutions allied to the health professions. Most students interested in preparing for health-profession careers major in the sciences. Pre-Med Biology majors should follow the recommended program sequence for Biomedical Science majors, found on page 67. Pre-Med Chemistry majors should follow the recommended program sequence for either the B.A. Biochemistry on page 77 or the B.S. Biochemistry Options on page 75. Pre-Med or Pre-Health Athletic Training majors should follow the recommended program sequence for the Athletic Training Major on page 60. Students may, however, major in the humanities or any other area, and take the necessary prerequisite courses, or their equivalents, as electives. These courses are as follows:

| | |
|--------------|-----------------------------------|
| BIOL 130-131 | General Biology I and II and Labs |
| CHEM 131-132 | General Chemistry I and Labs |
| CHEM 211-212 | Organic Chemistry I and II |
| CHEM 215-216 | Organic Chemistry I and II Labs |
| PHYS 211-212 | General Physics I and II |
| PHYS 213-214 | General Physics Lab I and II |
| ENG 116-117 | College Writing I and II |
| MATH 241 | Calculus I |

A student planning to seek a career in a health profession should consult with the Advisor to the Health Professions, 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. Dr. Bettencourt also prepares and distributes a handbook titled *Health Professions Student Guide* to interested students.

Admission 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 Professions Committee. This committee is chaired by the Advisor to the Health Professions.

Students interested in applying to medical or veterinary schools should aim for a minimum cumulative index of at least 3.50 by the end of their junior year. Students interested in other professional schools should aim for a minimum cumulative index of at least 3.20.

CONCENTRATION IN CYTOTECHNOLOGY

B.S. in Biology or Medical Technology

Marist College offers a concentration option in Cytotechnology within the Biology and Medical Technology majors. Cytotechnologists are medical laboratory professionals who screen for cellular changes that occur in inflammatory, precancerous, and cancerous conditions. The cells studied may exfoliate from tissue or be removed for examination by brushing, lavage, or fine needle aspiration. Any abnormal microscopic changes detected by the cytotechnologist are reviewed with a pathologist for diagnostic purposes.

Marist College is formally affiliated with the School of Cytotechnology at Memorial Sloan-Kettering Cancer Center (MSKCC) in Manhattan, one of the most prestigious cancer treatment centers in the world. Students electing a concentration in Cytotechnology complete three years of undergraduate study at Marist College and then apply for a full year of education in cytology at MSKCC, which constitutes the fourth year of their college curriculum.

The Cytotechnology program at MSKCC is accredited by the American Medical Association's Commission on Accreditation of Allied Health Education

Programs on recommendation of the Cytotechnology Programs Review Committee of the American Society of Cytopathology. Students who complete training at MSKCC receive a B.S. degree in Biology or Medical Technology from Marist College and a certificate in Cytotechnology from MSKCC.

The School of Cytotechnology at MSKCC has an excellent reputation in cytology education. Graduates from the school are rapidly employed in hospitals and clinics, private laboratories, public health facilities, and industry. They are eligible to take a national exam in Cytotechnology through the American Society for Clinical Pathology in order to be board certified.

Additional information on the Cytotechnology option can be obtained from the chairperson of the Department of Medical Laboratory Sciences and the Marist College Cytotechnology web page (www.marist.edu/science/medicalltech/cyto.html).

Students should recognize that admission to medical schools and other health professional programs is very competitive. The fact that a student takes a pre-professional program is no guarantee that he or she will be accepted into the professional school of his or her choice.

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.

The following courses, beyond those in the Core/LS Program, are highly recommended as a strong preparation for the Law School Admission Test (LSAT) and for law school.

- (1) For clarity of thinking and analytical skills:
 - One or more courses in Logic (PHIL 203, PHIL 204, PHIL 310)
 - Principles of Macroeconomics (ECON 101)
 - Advanced Mathematics
- (2) For enhanced communications skills:
 - Advanced Writing (ENG 218)
 - Public Presentation (COM 101)
- (3) For a deeper understanding of human institutions and values:
 - History, Literature, Philosophy, Political Science
- (4) For valuable knowledge and insights into the study and practice of law:
 - Introduction to Law (POSC 102)
 - Origins of the American Legal System (POSC 105)
 - The Constitution (POSC 201)
 - Constitutional History of England (HIST 342-343)

Students are also encouraged to become active on the Debate Team, in Student Government, and as writers for *The Circle*, the Marist student newspaper.

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), who include practicing attorneys, offer advice on course selection, law school admissions, and career planning. We suggest early and frequent consultation.

- Annamaria Maciocia (J.D.), Pre-Law Advisor; Fontaine 318, ext. 2515
- Pre-Law Advisory Committee:
- Scott F. Myers (J.D.); Fontaine 313, ext. 2167
- Robert J. Grossman (J.D.); Dyson 310, ext. 2947
- John G. White (M.A.); Fontaine 325, ext. 2403

Through the Center for Career Services, qualified students may gain placement in law-related internships. Recently these have included the Dutchess County District Attorney's Office, the Public Defender's Office, and the State Assembly. The Center for Career Services also guides interested students to contacts with Marist graduates in the legal profession and organizes on-campus programs for 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.

CENTER FOR CAREER SERVICES

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

Career Planning: Choosing a career path is a process that unfolds throughout the college experience. It involves discovering individual potential, learning about career fields, and making decisions amid numerous options. Students are encouraged to engage in activities that will assist them in learning which career fields would satisfy their interests, abilities, values, and personality style. DISCOVER, a computer-assisted career-guidance program, supports this process of self-discovery. Career planning is also facilitated through a one-credit course, Career Planning and Decision Making (CRDV105N). The course guides students through a process of self-assessment, critical thinking, and research techniques, to define personal characteristics, and identify and research career options in order to make an informed decision about major and career. A large collection of career reference materials is housed in the James A. Cannavino Library.

Field Experience/Internships: Marist College offers a credit-bearing internship program. Depending upon the student's major, the internship may be required within the curriculum or selected as elective credit. Students from any major may explore an interest in field experience to gain a paraprofessional work experience that links theoretical knowledge to real-world situations. 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:

- | | |
|---------------------------------|---|
| American Cancer Society | KPMG |
| American Heart Association | Liz Claiborne, Inc. |
| Ameriprise Financial Services | MACY'S |
| Bank of America | Madison Square Garden |
| Boehringer Ingelheim | Morgan Stanley |
| CBS Sports | MTV Networks |
| Calvin Klein | NBC |
| CH Energy Group | New York State Assembly |
| Cumulus Broadcasting | Northwestern Mutual |
| Deloitte and Touche, LLP | NYS Dept. of Environmental Conservation |
| Disney ABC Media Networks | NYS Attorney General |
| ESPN | PepsiCo, Inc. |
| Federal Bureau of Investigation | Poughkeepsie Journal/Gannett |
| Franklin D. Roosevelt Library | RCA Music Group |
| Frontier Communications | St. Francis Hospital |
| General Electric | Simon and Schuster |
| HSBC Bank USA | State Farm Insurance |
| IBM | Target Stores, Inc. |
| Inside Edition – FOX 5 | Travelers |
| Institute of Ecosystem Studies | UBS Financial Services |
| Johnson & Johnson | Washington Semester Program |

Career Assistance: The Center places a strong emphasis on helping graduating students locate and secure professional positions with nationally and internationally known public and private firms, prestigious industry-leading companies, governmental agencies, and nonprofit organizations. More than 200 employers visit campus each year for recruiting purposes, offering on-campus interviews, attending job fairs, or conducting information sessions. The Center encourages students to take advantage of one-on-one meetings with staff to build job preparation skills and strategies. However, technology also plays a large role in preparing students for the job search. The Center provides a dynamic website containing information on job-search issues and strategy. Students and alumni use Optimal Resume to prepare winning resumes and cover letters and hone their interviewing skills using The Perfect Interview, a visual and interactive interview preparation site. The Center also links students to top employers' websites, major-specific job-search engines, and job listings. Alumni mentor current students at networking sessions on campus and through a searchable, on-line Alumni Career Network. A proud partner of the National Association of Colleges and Employers, the Center provides 24/7 access to job information and recruiting tools through NACELink. Employment Practicum (CRDV100N), a one-credit course, assists juniors and seniors in preparing for a job search. The following listing provides a sample of those organizations that have recently hired Marist graduates:

- | | |
|-----------------------------|---------------------------|
| AFLAC | Lockheed Martin |
| American Management Systems | Madison Square Garden |
| Ameriprise Financial | MassMutual |
| A/X Armani Exchange | Math For America |
| BBDO Advertising | McGraw Hill |
| Calvin Klein | Memorial Sloan Kettering |
| Citigroup | Morgan Stanley |
| CNN | MTV Networks |
| DDB | National Grid |
| Deloitte & Touche | Northwestern Mutual |
| Dolce & Gabbana | Panasonic |
| Dun & Bradstreet | Pfizer |
| Ernst & Young | PricewaterhouseCoopers |
| ESPN | Proctor and Gamble |
| Federated Insurance | Ralph Lauren |
| First Investors Corporation | Rubenstein Communications |
| General Electric | Target |
| Goldman Sachs | Teach For America |
| Haddad Brands | TJX/TJMaxx |
| IBM Corporation | U.S. Peace Corps |
| JPMorgan Chase | Wells Fargo Financial |
| KPMG | Xerox |

And, school systems throughout the United States, including Hawaii.

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 graduate schools. The Center sponsors prep courses for the GRE, LSAT, GMAT, and MCAT. A resource library of graduate school information, including a searchable, national database of programs, is available. The Graduate School and Fellowship Advisor assists students in gathering information and applying for prestigious fellowships such as the Fulbright, Javits, Mellon, Madison, and National Science Foundation, among others. The institutions that follow are a sample of those that recently accepted Marist graduates:

- | | |
|----------------------------------|----------------------------------|
| Boston University | St. John's University Law School |
| Carnegie Mellon University | Stony Brook University |
| Columbia University | Syracuse University |
| Cornell University | Tufts University |
| Duke University | University of Connecticut |
| Fordham University | University of Illinois |
| Georgetown University | University of Massachusetts |
| New York University | University of Notre Dame |
| Purdue University | University of Pittsburgh |
| Rensselaer Polytechnic Institute | Villanova Law School |
| Rutgers University | |

OFFICE OF SPECIAL SERVICES/SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Special Services provides a comprehensive range of support services and accommodations that promote the full integration of students with disabilities into the mainstream College environment. To receive services and accommodations, students must identify themselves to the Office and present official documentation of their disability.

Accommodations are individualized to meet the needs of each student and may vary depending upon the disability and/or course content. Accommodations that 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
- Use of adaptive equipment

Other services provided by the Office include:

- Assistance with course selection/registration
- Advocacy and liaison with faculty/staff
- Personal, career, and academic counseling
- Peer tutoring
- Referral to campus/community services

The Office supports the concept of self-advocacy for all students and does not provide faculty with prior notification of a student's enrollment. Requests for accommodations are made directly by the student. It is also the student's responsibility to request accommodations in a reasonable and timely fashion and to familiarize themselves with the Office's procedures.

Questions regarding the eligibility of any student and/or the availability of support services should be directed to the Office of Special Services, extension 3274.

TEACHER EDUCATION

Adolescence Education

Through the College's Office of Teacher Education, the Adolescence Education program prepares students for careers as secondary school teachers (Grades 7-12) 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 Adolescence Education during their freshman year.

Refer to the Education section of this catalog for further program details.

Childhood Education/Students with Disabilities (Grades 1-6)

Marist College offers an accredited program of study that prepares students for New York State initial certification in both childhood education (Grades 1-6) and students with disabilities (Grades 1-6). Early advisement is essential. Interested students should seek information from the Associate Dean of Teacher Education before the end of their first semester. Further information about this program can be found in the Education section.

STUDENT ACADEMIC AFFAIRS

Student Academic Affairs is concerned with ensuring that all Marist students have easy access to accurate and timely academic information so that students can make informed decisions and choices. Student Academic Affairs is comprised of five units that work collaboratively and synergistically to best meet the academic support needs of Marist students. These units include the Office of the Registrar, the Center for Advising and Academic Services, the Academic Learning Center, the Center for Multicultural Affairs, and the Center for Student-Athlete Enhancement.

OFFICE OF THE REGISTRAR

As the official recorder and keeper of student records, the mission of the Registrar's Office is to provide timely and accurate information to students and faculty regarding these records.

Registration information, transcript requests, transfer credit evaluations, enrollment verifications, New York State TAP award information, and Veteran's Benefits are all handled by the Registrar's Office. Downloadable forms and information can be found at <http://www.marist.edu/registrar>. The Registrar's Office is located in Donnelly Hall, Room 203

THE CENTER FOR ADVISING AND ACADEMIC SERVICES

The Center for Advising and Academic Services provides academic advising to the student population. The Center is responsible for matching students with an academic advisor and encourages close contact with the assigned faculty member or administrator. Other services offered to students include, but are not limited to, the following:

- Processing advisor change forms
- Notifying instructors of a student's extended absence
- Providing support for probationary students
- Awarding Dean's List certificates
- Processing student requests for leaves of absence or withdrawals from the College
- Granting permission to students for credit-overload of 19 or more credits
- Processing post-deadline transactions for legitimate and verifiable reasons
- Providing clarification of academic policies or advice on handling academic-related issues

In essence, the **Center for Advising and Academic Services** monitors students' academic progress throughout their academic career and offers the support and referrals necessary for success.

ACADEMIC LEARNING CENTER

The Academic Learning Center provides a range of 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:

- The FOCUS Program, a full-year transition program for undeclared first-year students;
- a one-credit Freshman Forum course for undeclared first-year students;
- a one-credit Career Planning and Decision Making course;
- a one-credit Spring Seminar for freshmen only, covering relevant topics for Marist students;
- a one-credit course in critical reading and thinking;
- a non-credit course in introductory writing;
- A New Student Academic Seminar for all students entering in January;
- the annual Majors and Minors Fair;
- free course review or drop-in sessions, conducted by trained tutors to provide weekly or biweekly reviews of course material;
- free proofreading assistance by trained peer tutors and a 24/7 online proofreading service;
- private tutoring (for a nominal fee);

For further information contact the Academic Learning Center at (845) 575-3300 or visit our website at www.marist.edu/academics/alc/.

THE CENTER FOR MULTICULTURAL AFFAIRS

The Center for Multicultural Affairs provides academic-support services and activities that focus on the global society of the future. The mission of the Center is to empower students by providing academic support services that lead students to successfully complete a college degree and to become active contributing members of the global society of the future, by engaging the Marist College community at large to ensure the academic, professional, and social success of all students by creating a climate of justice, by promoting access and equity, and by maintaining an educational environment that cultivates the rich contributions of all cultures. The Center houses the Arthur O. Eve HEOP program as well as International Student Programs. All Marist students are welcome to participate in campus-wide activities sponsored by the Center for Multicultural Affairs/

HEOP and to use the Center as a source of information and support for cultural initiatives. For more information, please call the Center at ext. 3204, located in the James A. Cannavino Library, Suite 337. Questions can be emailed to Multicultural@Marist.edu. You may visit our website at <http://www.marist.edu/academics/multicultural/>.

THE CENTER FOR STUDENT-ATHLETE ENHANCEMENT

The Center for Student-Athlete Enhancement provides academic advising, tutoring, life-skills development, and study facilities to the student-athlete population at Marist College. In addition, the office monitors the academic progress and NCAA eligibility of each student-athlete. The Center for Student-Athlete Enhancement is committed to providing student-athletes with academic support services that will not only assist them during their time at Marist, but also allow them to develop the skills necessary to be successful after their playing careers are complete. For more information, visit our website at <http://www.marist.edu/athletics/studentathlete/services.html>.

ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

The Arthur O. Eve 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 who meet the income guidelines established by the Board of Regents. HEOP is housed in the Center for Multicultural Affairs (CMA).

HEOP students receive a broad range of innovative support services, including participation in a six-week pre-freshman summer program; academic, personal, and career counseling; individual and small-group tutoring; leadership training; and student development workshops. HEOP students are expected to live on campus unless the student is above the traditional age and/or is married or has dependents.

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

Applications are welcomed from anyone who:

- (1) Has been a New York State resident for one year preceding the term of entry into HEOP.
- (2) Possesses a New York high school diploma or its equivalent.
- (3) Is a high school graduate or a GED recipient who has not taken college courses for credit.
- (4) Is inadmissible according to Marist's regular admissions criteria.
- (5) Demonstrates the academic potential and motivation for satisfactory completion of a degree program.
- (6) Meets the economic guidelines established by the State of New York Board of Regents.
- (7) Has been in an approved opportunity program (if a transfer student).

For further information, please contact the CMA/HEOP office at (845) 575-3204, Cannavino Library, Suite 337. We invite you to visit our home page at www.marist.edu/heop.

INTERNATIONAL STUDENT PROGRAMS

The program offers a range of orientation and support activities for students who come to Marist from abroad. These include an intensive orientation program prior to the start of classes, an American culture and language seminar during the semester, a special workshop for graduate students about to complete their degrees, and ongoing academic, linguistic, and cultural guidance throughout the academic year.

MARIST COLLEGE HIGH SCHOOL PROGRAMS

The Marist Bridge Program has 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 coursework at the high school and come to the College campus for the remainder of their program.

The School-College Program 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 schools at the College. The Office of School-College

Programs is also responsible for the administration of the Marist-New Hope extension center.

The High School 1 Program offers high school juniors and seniors the opportunity to register for one three-credit course per semester for college credit at Marist at a reduced tuition. A minimum high school grade-point average of 85 and written permission from the high school guidance counselor are required.

For further information about these programs, please contact the Director of High School Programs at (845) 575-3300 or visit our website at www.marist.edu/academics/highschool.

COMMUNITY SERVICES

SCHOOL OF GLOBAL AND PROFESSIONAL PROGRAMS

Marist's School of Global and Professional Programs offers undergraduate degrees and certificates, non-credit professional programs, on-site training and education, and related services and programs for adult learners in the Hudson River Valley and beyond. The School's academic programs feature flexible class scheduling, convenient locations, innovative on-line and classroom-based delivery formats, a changing curriculum with practical workplace applications, and a faculty of professionals who are working in their fields of expertise.

The School of Global and Professional Programs provides high-quality academic programs, teaching facilities, and support services for adult professionals. Nearly 530 students are currently enrolled in our undergraduate and certification programs, and many more have graduated and are successfully pursuing rewarding careers.

The School of Global and Professional Programs is an academic school, which includes a wide variety of student services and also oversees many programs including:

An off-campus Executive Center in Fishkill that provides Marist educational opportunities to residents of the Hudson Valley. Marist Fishkill Executive Center is located in the Westage Business Center off Route 9 at exit 13 of I-84. The Executive Center provides classrooms for undergraduate and graduate courses, business seminars, and non-credit professional programs. The center has computer labs and student workstations connected with Marist's high-speed Internet access and access to the Marist mainframe. In addition to the Executive Center site, GPP offers coursework for various programs in readily accessible online format. This gives Marist the distinction of making quality education for adults available for the residents of the tri-state area and the world.

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. For more information, call CLS at (845) 575-3000 x2901.

For further information on any programs, services, or sites, please contact the School of Global and Professional Programs at (845) 575-3202 or go to the Marist website at www.marist.edu.

VETERANS

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

UPWARD BOUND PROGRAM

The mission of the Upward Bound Program is to promote the ideal of equal educational opportunity in postsecondary education. As such, the focus of the program is assuring that the least advantaged students of ten area high schools have a realistic chance to enter and graduate from a postsecondary institution.

The Marist Upward Bound Program was founded in 1966. It is an institutionally, state, and federally funded program that is designed to generate in program participants the skills and motivation necessary to persist in completing programs of both secondary and postsecondary education. The program currently serves 127 low-income and/or first-generation youths from ten area high schools located in Dutchess, Orange, Sullivan, 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 services for participants such as personal

counseling, academic advisement, tutorial support, and social and cultural events. Many Marist faculty, staff, and students serve as volunteers and salaried employees during both the academic year and summer programs.

LIBERTY PARTNERSHIPS PROGRAM

Marist has sponsored the Liberty Partnerships Program since 1990. LPP is funded through the New York State Education Department to provide services that motivate at-risk students to graduate and enter postsecondary education as competent and compassionate adults. The program serves over 225 students per year in grades 5-8 at seven schools in Poughkeepsie and Kingston. Services include academic support, counseling, college tours, career exploration, and cultural enrichment. Marist students serve as tutors, mentors, interns, or volunteers with the program. Partner organizations include the school districts, community-based organizations, and corporations.

SPECIAL ACADEMIC PROGRAMS

As a part of Marist College's historic mission to service, we offer educational programs in nontraditional settings. The College contracts with the Federal Bureau of Prisons and NYS Department of Correctional Services to provide college courses, along with academic counseling.

CAMPUS LIFE

STUDENT ACTIVITIES

The primary focus of Student Activities is to encourage all students to develop their intellectual, spiritual, cultural, social, vocational, and physical capabilities. The Office of College Activities helps coordinate and promote leadership opportunities and a variety of programs and services to enhance community development at Marist. Organizations include student government, residence hall councils, co-curricular clubs, honoraries, social fraternities, publications, recreation, community service, and a variety of interest groups. These activities are an integral and vital part of the educational life of the College, sharing goals of academic and personal development.

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 guaranteed for the first two years for all students accepted as resident freshmen. All students residing in college housing must be enrolled in a minimum of twelve credits.

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 average, approximately 70% of full-time undergraduates will live in College housing.

The buildings used for College housing vary in size and character, from the Commons housing six students, to the expansiveness of the largest of the College's high-rise facilities, which can accommodate more than 440 students. The Mid-Rise residence facility houses 324 students in suite-style residences.

Talmadge Court Apartments contain eight apartments housing 30 students. West Cedar Townhouses (O-S) and (T-Y) accommodate 468 students in 12 buildings. The Fulton Street Apartments (1-8) and (9-15) house 512 students in single-bedroom townhouses. These apartment facilities have a number of units with space for eight or ten students, including living, dining, and lounging areas. Talmadge Court Apartments, West Cedar Townhouses, and Fulton Street Townhouses are located on the east side of Route 9.

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 paraprofessional staff is responsible for enforcing the code and norms in the residence halls. The Director of Housing coordinates the entire operation of the residence halls; the Assistant Directors and Resident Directors have the responsibility of managing the daily operations of the residences; Assistant Resident Directors and Resident Assistants have the responsibility of seeing to the smooth running of the designated wings, floors, or apartments, primarily by enforcing the norms, acting as role models and leaders through developmental and recreational programming.

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.

Dining Services

Campus dining services offer high-quality food and beverages and excellent service through retail, residential, and campus catering dining facilities. There is a wide range of excellent dining plan options and venues to meet student needs. The dining plans at Marist College offer the utmost in flexibility and value, with convenient, affordable, customizable options for all students, from resident freshmen to resident upper-class students to commuters.

Dining locations on campus open as early as 7:30 A.M. and close as late as 1:00 A.M. The main dining hall offers a wide variety of freshly prepared meals throughout the day. Retail locations offer convenient prepared meals, made-to-order takeout, and everything you would expect and more from an excellent food court and convenience store. Campus catering is also available for student groups, residence halls, and special events throughout the academic year.

For inquiries or information, please feel free to contact our Dining Services Office at (845) 575-5100 or visit www.maristdining.com. Managers are on staff seven days per week to answer your questions.

Students residing in College housing without kitchen facilities must participate in a Carte Blanche dining plan. All sophomore students residing in College apartment housing are required to participate in the A la Carte dining

plan. All junior and senior students residing in College apartment housing will be assigned to the A la Carte dining plan, but have the option to withdraw from the plan if they choose to.

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 \$3 million renovation and addition to the facility, completed in September 1997, has made the McCann Center one of the most state-of-the-art facilities in the East. Adjacent to the McCann Center is the McCann Baseball Field and practice field. Marist College features a new bulkhead and dock system, scenic river walks, renovated green space, a gazebo, and new landscaping. Renamed Longview Park, this 12-acre parcel along the banks of the Hudson River benefits the Marist men's and women's crew teams along with members of the community. Leonidoff Field is a stadium that provides seating for over 3,200 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.

In December of 2000 a new sports medicine facility opened its doors, offering Red Fox student-athletes the best treatment available with top technological advances in equipment and modalities. This addition was made possible through a generous donation from Team Physician and Orthopedist Dr. Michael Maynard. A 500-square-foot taping and equipment room in addition to a 1,600-square-foot treatment center is located at the back of the McCann Center.

Along with the sports medicine facility, a 1,600-square-foot academic area opened its doors on the second floor of the McCann Center. This area houses the Director of Academic Advisement for Student-Athletes and her staff and provides the athletes a state-of-the-art academic complex. This center is also used extensively for the NCAA CHAMPS/Life Skills Program which began in the Fall of 2001.

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, water polo, swimming and diving, and lacrosse. All of the varsity teams participate at the NCAA Division I level.

Numerous club sports are offered including ice hockey, skiing, rugby, cheerleading, dance team, fencing, men's volleyball, racquetball, equestrian, and bowling.

The intramural program offers a variety of activities including basketball, volleyball, softball, flag football, soccer, racquetball, tennis, running, women's lacrosse, dodgeball, and ultimate frisbee.

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

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association (SGA) is responsible for student government at Marist College. SGA strives to maintain a positive working relationship with all groups and members within the College Community through its clear articulation of student concerns, issues, and priorities. The SGA office is located in Student Center 347. The responsibilities of the SGA are:

1. Representing the student voice by making decisions, which may affect the entire campus or any one student group or organization.
2. Enhancing communication between students and College administration.
3. Granting or removing charters of clubs and organizations.

4. Appointing students to positions on the Executive and Judicial Boards and campus-wide committees.
5. Appointment, guidance, and oversight of the Financial Board. The Financial Board is responsible for appropriations to student activities funds for 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 to the College administration. In addition, he/she 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. The Student Body President is responsible for investigating problems, complaints, and issues affecting students. The Student Body President serves as the Chair for Student Senate and Executive Board SGA meetings and is the student representative to the Board of Trustees.

SGA consists of three branches of government: the Executive Branch (Executive Board), Legislative Branch (Student Senate), and the Judicial Branch (Judicial Board).

EXECUTIVE BRANCH (EXECUTIVE BOARD)

The Executive Branch serves as an advisory board to the SGA President. The positions on the Executive Branch are appointed by the Student Body President and are confirmed by the Student Senate (Legislative Branch). The positions consist of: the Student Body Executive Vice President, Executive Secretary, Director of Public Relations, Chief Financial Officer, Vice President for Student Life, Vice President for Student Programming, Vice President for Club Affairs, Vice President for Academics, Vice President for Athletic Affairs, Elections Commissioner, and Parliamentarian.

Council of Clubs is the total number of clubs and organizations recognized by SGA. There are six advisory councils including Co-curricular, Greek, Honorary/Professional, Production/Performance, Social/Service, and Sports.

Financial Board is responsible for the oversight of the distribution of the Student Activities Fee to chartered clubs and organizations. Financial board members are appointed by the Chief Financial Officer (CFO) and approved by the Student Senate. In addition to the CFO, the Financial Board has an Assistant to the CFO, four appointed students, and one College administrator appointed by the Vice President for Student Affairs.

Public Relations is responsible for disseminating information from the Student Government Association to the Marist Community. Public Relations utilizes all campus media outlets: Marist College radio, TV, and the campus newspaper. In addition, Public Relations is responsible for press releases, polling, and designing flyers for SGA-sponsored events.

Student Academic Council (SAC) establishes firm lines of communication between the academic schools and the student body and explores avenues of curricular growth and development. Students are able to voice their concerns and/or suggestions through their SAC school representative in reference to academic programs, proposals, and changes in curriculum.

Student Life Council (SLC) consists of members from each of the resident and commuter student councils. The SLC promotes activities to provide unity among commuter and resident students. The SLC consists of members elected from each residence area and from the commuter population.

Student Programming Council (SPC) provides quality programming and entertainment to students and the Marist Community. SPC programming includes a variety of lectures, performing arts, comedy nights, coffeehouses, novelty performances, Broadway trips to NYC, and major concerts. The SPC Executive Board is responsible for program selection, marketing, advertising, ticket sales, and promotions. SPC membership is open to all students.

LEGISLATIVE BRANCH (STUDENT SENATE)

The Legislative Branch is responsible for all SGA legislation. The Legislative Branch, also referred to as The Senate, meets on a weekly basis to decide on approving SGA operations, appointments to SGA positions, and to act upon campus-wide student initiatives. The Legislative Branch consists of the four duly elected class presidents representing the freshman, sophomore, junior, and senior

classes; four campus-wide elected resident student senators; and two campus-wide elected commuter student senators. Legislative members may be appointed to campus-wide committees and are able to chair SGA committees.

JUDICIAL BRANCH

The Judicial Branch is responsible for administering all hearings concerning and pertaining to student governance with the exception of cases involving suspension, dismissal from college, or criminal charges. The Judicial Branch consists of the Chief Justice, one commuter and one resident student appointee, two students elected campus-wide, one appointed administrator (by the Office of Student Affairs on a case-by-case basis), and one faculty member. In addition, the Judicial Branch is responsible for the management of student parking appeals.

HONOR SOCIETIES

Marist maintains a strong affiliation with national honorary societies. The College has active chapters with Alpha Chi (all disciplines), Alpha Delta Sigma (Advertising), Alpha Phi Sigma (Criminal Justice), Alpha Sigma Lambda (Part-time Students), Beta Alpha Psi (Accounting, Finance, and Information Systems), Beta Gamma Sigma (Business Administration), Kappa Delta Pi, Alpha Gamma Kappa Chapter, International Honor Society in Education, Lambda Pi Eta (Communications), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Beta Delta (International Business), Sigma Delta Pi (Hispanic), Sigma Tau Delta (English), and Sigma Zeta (Science and Mathematics). Student's induction into these honorary societies is based on standards of academic merit and accomplishment.

STUDENT SERVICES

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 social justice programs, volunteer efforts, prayer groups, discussions, retreats, and social activities sponsored by Campus Ministry.

Two Catholic Masses are 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 on the south side of campus is Byrne House, located behind Champagnat. The Ministry Center for the north campus is in Kirk House. Students and other members of the Marist Community are welcome there at any time.

STUDENT HEALTH

Overview

Marist Health Services (MHS) is located in Room 350 of the Student Center. Services are available to all full-time undergraduate Marist College students. Health Services visits are covered by the student health fee paid with each semester's tuition.

MHS is open Monday through Friday from 8:30 A.M. to 7:00 P.M., and from 12 noon to 5:00 P.M. on Saturday and Sunday when classes are in session. Staffed by physicians, nurse practitioners, physician assistants, registered nurses, secretaries, and clerical student-assistants, MHS provides evaluation and treatment of common problems such as acute illness and minor injuries. Students are seen on an appointment basis. Every effort is made to deal with urgent issues promptly. Emergencies or problems that are beyond the resources of MHS are referred to Saint Francis Hospital Emergency Department (see below). Please call (845) 575-3270 for an appointment or information.

MHS can refer students and families to community health resources such as medical specialists, physical therapists, and dentists. Student health fees do not cover such visits. If you anticipate the need for special care, it is most efficient to begin by checking with your health insurance plan about coverage and any "preferred" or "in-network" providers in the Poughkeepsie area. MHS does not provide routine physical examinations or physicals for sports or activities.

Pharmacy services

MHS maintains a stock of medications for emergency use. Students can fill prescriptions at the pharmacy of their choice. Contact information for several pharmacies accessible from campus is available in the Health Services Brochure at www.marist.edu/healthservices. Common over-the-counter medications are available for purchase at the Book Store on the ground floor of the Student Center.

After-hours care

Resident students requiring medical care after MHS hours should notify the Resident Advisor, Resident Director, or Marist Security. Students are referred to Saint Francis Hospital Emergency Department, 241 North Road, (845) 431-8220, which is across the street from the campus. Such visits will be billed to the student's insurance.

Please Note:

New York State Public Health Law 2165 requires College students to demonstrate proof of immunity to measles, mumps, and rubella (German measles). Students will not be permitted to register for classes or remain on campus unless this information is provided to Health Services. Students are also required to complete the mandatory meningitis response form, which must be on file in Health Services.

COUNSELING SERVICES

The Marist College Counseling Center is dedicated to providing quality psychological services to our students. Our mission evolves from that of the College and the Division of Student Affairs. The staff at the Center believes that intellectual and personal growth are inseparable and vital to the realization of the individual's full potential. The three essential functions of the Counseling Center are providing counseling services; facilitating groups on various topics such as grief, eating issues, and stress management; as well as providing education, training, and wellness programs for students and staff. In addition, the center provides confidential advocacy and support services for survivors of sexual, physical, or relationship violence.

For personal counseling, students are encouraged to phone ext. 3314 or come to Donnelly Hall 226 to arrange an appointment.

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. A determination is then made as how to best meet the needs of the student. If needed, community resources can be utilized. 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 of staff time and the academic calendar, counseling tends to be short-term.

The Counseling Center also provides confidential advocacy and support services to survivors of sexual or relationship violence.

Any information given in counseling, as well as the fact that the student has been seen at the Center, is kept strictly confidential. Disclosure to any person or agency 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.

FIRST-YEAR PROGRAMS AND LEADERSHIP DEVELOPMENT

As part of Marist's commitment to the successful transition of traditional-aged first year students into the college community, The Office of First Year Programs and Leadership Development (FYP & LD) offers undergraduate students a personal support structure centered on enhancing academic careers. Each freshman residence hall is assigned an administrative coordinator who serves as a live-in mentor. Coordinators assist students in successfully navigating their way through their first year of study. The Assistant Director of FYP & LD serves as the mentor for commuter students and provides a lounge that offers a "home away from home" for off-campus students. Through the individual attention of first year mentors, students benefit from enhanced academic consultation, life-skills training, social networking, and other support services to engage new students and ease the transition. Acknowledging that learning takes place inside and outside the classroom, innovative programs have been developed that integrate the social and academic dimensions of college life, which is a key element of the first year experience.

ORIENTATION

Orientation is the initial step to the first year experience at Marist. The program is designed specifically to help new students begin a successful academic and personal transition to college. First Year Programs staff, with the assistance of student orientation leaders, educates students and parents about the wealth of opportunities and resources available at Marist from the moment they step on campus. Our one-day Orientation sessions take place during the first two weeks in June for traditional-aged undergraduate students beginning in the fall semester and in January for new and transfer students beginning in the spring semester. Orientation activities continue throughout the first year with a full Welcome Week of activities and other ongoing programs.

LEADERSHIP DEVELOPMENT

The Emerging Leaders Program (ELP) provides opportunities for traditional undergraduate students to gain the skills necessary to become influential leaders and develop into well-balanced citizens of the Marist and world community. Students can earn an annual non-credit certificate of completion by participating in a variety of programs and workshops designed to help them define, discover, and develop their leadership style. Marist also has an active chapter of the National Society of Leadership and Success on campus for ELP participants who want to further their leadership training.

STUDENT CONDUCT

The Office of Student Conduct is responsible for developing and administering a Code of Student Conduct that supports the College's values, goals, and priorities. Marist College is committed to providing an environment that promotes academic learning, institutional and personal integrity, justice, and equality. The College considers all Marist students as partners in the responsibility of creating and maintaining that environment.

Utilizing an educational philosophy, the program informs students of their responsibilities as members of the community; involves students, faculty, and staff in administering the disciplinary process; and assists all members of the campus community to live and learn in an environment that is orderly, peaceful, and supportive of individual growth and development.

The Code of Student Conduct is distributed to all entering students. Copies are also available in the Office of Student Conduct, the Housing and Residential Life Office, Student Affairs, Student Government Association, and the Library. In addition, this document is on-line at the following address: www.marist.edu/campuslife/studentconduct/. Amendments to the Code of Student Conduct are made via the above-mentioned website. Although changes are rare, students are responsible for the information contained in this document. Therefore, students are advised to check this website on a regular basis for the latest information.

PUBLICATIONS

The Student Handbook:

Annual publication.

The Code of Student Conduct

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) All officers are NYS-Certified Security Officers and have CPR/AED certification.

- (2) Escorts of students to and from dormitories and classroom buildings during hours of darkness.
- (3) Motor vehicle registration and issuance of parking permits.
- (4) Card Access Control, key issuance, lock maintenance and repair.
- (5) Oversees the College's annual fire inspection by the NYS Office of Fire Prevention and Control.
- (6) Fire alarm and fire equipment maintenance, conducts fire drills in accordance with New York State law.
- (7) Lost and Found.
- (8) Vehicle lockouts and jump starts.

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. There is no charge for parking permits.

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 policies have 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. Permits must be displayed as required by the parking regulations. Vehicles without permits are subject to towing at the owner's expense.

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 documents are required:

- a. Driver's license
- b. Vehicle registration

Marist College provides handicapped parking spaces throughout the campus.

A student must have 30 credits or more to be considered a sophomore. Only vehicles exhibiting official state handicapped plates or official local government handicapped parking permits will be permitted to park in the handicapped 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 handicapped 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. A student must have 30 credits or more to be considered a sophomore. Any exceptions must be approved by the Director of Safety and Security.

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. Students are not guaranteed a parking space in the parking lot closest to their residence hall or townhouse. Vehicles must park only in the lot designated on the permit.

Commuter Student Parking

Commuter student parking is limited to Beck Place and McCann. After 5:30 P.M. on class nights, commuter students may park in staff lots on a first-come, first-serve basis.

Visitor Parking

Visitor parking is permitted by display of a visitor's parking pass issued by the Office of Safety and Security. Visitor's parking areas are reserved for the use of off-campus visitors only. Please check in at the Office of Safety and Security, Donnelly Hall.

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, handicapped zones, restricted-permit parking areas, and grass areas.

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

Fines must be appealed or paid at the Student Accounts Office within ten days of issue. A schedule of parking violation fines can be obtained from the Office of Safety and Security. Violations of this parking policy may result in revocation of parking privileges.

PARKING APPEALS

The Student Government Association (SGA) has a parking appeals process in place. Appeal forms may be obtained at the SGA Office or the Office of Safety and Security. All appeals decisions are FINAL.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Marist College's annual campus crime information can be found at <http://ope.ed.gov/security/search.asp> or <http://www.marist.edu/security/student.html> or by calling the Office of Safety and Security.

The Office of Safety and Security is located in Donnelly Hall, Room 201, and can be reached by calling (845) 575-3000, ext. 2282 or (845) 471-1822. In emergency only, dial 5555. SNAP Escort Service – dial 7627.

ADMISSION TO THE COLLEGE

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 who wish to make a positive contribution to the student body. Typically, candidates accepted for admission rank in the top 20% of their high school class, possess a grade-point average of 87 or higher, have a composite SAT score over 1700 (or ACT score over 24), 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 17 units, of which 15 must be in academic subjects. The following is the distribution of units:

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

These high school units should be viewed as guidelines for admission to the College.

Accompanying the official Admission application form, obtainable from the Office of Admission, must be the following:

- (1) Official transcript of high school record.
- (2) Results of SAT or ACT Test Scores.
- (3) Recommendation of the high school guidance counselor or college advisor.
- (4) Second letter of recommendation.
- (5) Essay
- (6) A nonrefundable \$50.00 application fee.

All students interested in Marist are encouraged to visit the campus. The Office of Admission welcomes students and their families Monday through Friday during the summer. From mid-September until early December the Office of Admission will be open seven days a week, with the exception of Mid-Semester Break and Thanksgiving week when the Office is closed. After January, and through the spring, the Office is open Monday-Friday and on select Saturdays. Call our toll-free number (800) 436-5483, or (845) 575-3226 to schedule a visit at a time that is convenient for you.

INTERNATIONAL STUDENTS

In addition to meeting the academic standards for admission, international students applying for undergraduate admission to Marist College should supply the Office of Admission 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 home 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), 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 243) are based on one year of study. Additional costs will also be incurred due to cost of living increases and travel expenses.

Applicants from other countries should submit the necessary Admission form at least three months prior to the start of the semester. 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.

International students should plan to arrive approximately one week before classes begin in order to participate in the required Marist International Student Orientation Program. This program is designed to introduce students to the academic policies and procedures at Marist College and to familiarize them with the campus, the surrounding community, and with the United States. During orientation, all students are individually tested for language proficiency to determine the appropriate course entry level. Additional prerequisites may be required. As part of the extended orientation program, international students will also participate in a U.S. culture and language seminar during the early part of their first semester at Marist College.

EARLY DECISION

Candidates applying for Early Decision are restricted to Marist as their single choice college. Students who are admitted to Marist under the Early Decision program are required to withdraw all applications to other colleges. The application deadline for Early Decision is November 15, and notification will be made by the end of December. Accepted Early Decision candidates will be asked to make a deposit by January 30.

EARLY ACTION

Candidates applying for Early Action are not restricted to Marist as their single choice college. The application deadline for Early Action is December 1, and notification will be made by the end of January. Accepted Early Action candidates will be asked to make a deposit by May 1.

REGULAR DECISION

The application deadline for Regular Decision is February 15, and notification will be made by the end of March. Accepted Regular Decision candidates will be asked to make a deposit by May 1.

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 admission 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 from the School of Global and Professional Programs 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 Global and Professional Programs for more information.

TRANSFER STUDENTS AND TRANSFER OF CREDIT POLICY

Marist College welcomes and encourages applications from transfer students. Each year, approximately 250 students from two-year and four-year colleges throughout the United States choose to transfer to Marist. Transfer admission is done on a rolling basis, beginning in March 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 50 credit hours at Marist. Transfers from four-year colleges must complete a minimum of 30 credit hours at Marist. Up to 70 credits may be accepted from a community college or accredited two-year institution, although fulfilling requirements toward a student's degree is dependent on meeting all specific program requirements for that degree. All transfer students must complete a minimum of 12 hours of upper-level credits in the major field. A maximum of eight transfer credits can be accepted toward a minor, concentration, or certificate. Marist maintains articulation agreements for selected majors with Dutchess and Columbia-Greene Community Colleges. Students with Associate degrees in selected majors with a 2.8 overall grade-point average are awarded a minimum of 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 of 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.
- (4) Transfer courses applicable to a student's academic program will be accepted from accredited colleges and universities that meet Marist College's transferability standards. (Check with the Office of the Registrar for a complete list of acceptable accrediting agencies.)

All students will receive an official transcript evaluation for the program to which they apply. The evaluation will specify how many credits are transferable toward the baccalaureate degree at Marist, how many credits may be accepted but not applied toward the baccalaureate degree, and the remaining courses necessary to fulfill Marist degree requirements. The awarding of a baccalaureate degree is dependent on meeting the specific requirements for that degree. Consequently, it may be possible, under exceptional circumstances, for a student to have completed 120 or more credits and not be eligible to be awarded a degree. 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. After the first date of attendance, the student must use the degree audit to track degree completion requirements. Degree Audits can be found on the Marist website: <http://www.marist.edu>.

Applications for transfer admission and further information are available through the Office of Admission. Students who are 22 or older should contact the Office of Global and Professional Programs.

PROFICIENCY EXAMINATIONS

The College grants credit to students, at the time of matriculation, 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 for examinations completed prior to matriculation. The acceptable score and credit assignment shall be determined by the department concerned with the subject area in which credit is sought. Please see the Marist website <http://www.marist.edu/admission/transfer/credits.html> for more specific information.

Permission for matriculated students to use examination credits to meet degree requirements must be requested from the appropriate School Dean and will be granted only under extraordinary circumstances.

To cover administrative costs, the College will charge \$50.00 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 postsecondary 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 Global and Professional Programs.

CREDIT FOR COURSEWORK 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 Dean of School/Division 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 70 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 coursework 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 publication 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. The College will at times officially communicate with the student using U.S. Mail, Marist Campus Mail, and Marist Email. It is the student's responsibility to visit his or her campus mailbox and review her or his Marist email account on a regular basis.

THE ACADEMIC CALENDAR

The Academic Calendar consists of two traditional semesters (fall and spring) of fifteen weeks each. The Traditional Academic Calendar appears on <http://www.marist.edu/academics/calendars.html>.

Marist College also offers a shortened Winter Intersession and Summer Session. Further, certain specialized programs run on a simulated-semester basis. Calendar information for these programs may be obtained from the Office of the Registrar.

Final examinations are held at the close of the semester or session. Examination schedules for fall and spring semesters are produced by the Office of the Registrar. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

ACADEMIC ADVISORS

Every Marist student is assigned to an academic advisor who is available to provide guidance in planning a meaningful program of study. New full-time freshmen and transfer students are assigned to an advisor in their major field or an undeclared advisor by the Center for Advising and Academic Services (CAAS). Second advisors are assigned for students with a double major or those in a special program (i.e., Honors, pre-professionals).

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 provide access to students to complete their course registration online. Students declaring or changing majors will be assigned to a faculty member in that major. Students may request a new academic advisor by completing a change form available via the Current Students section of the Marist website or in CAAS. Sometimes, due to faculty leave or other administrative reasons, a student's advisor may be changed, which will be visible on the online Student Self-Service website.

The academic advisor becomes an important resource for major field information, graduate school preparation, and career guidance. Students are encouraged to maximize this relationship by maintaining close contact with their assigned advisor throughout their time at Marist.

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 their academic advisor prior to submission of registration forms. Students register using the On-line Student Self Service website: <http://www.marist.edu/currentstudents/>. 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 Office of the Registrar.

Approved changes in registration must be effected within the dates specified by the Office of 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.

Additional information about registration and other services can be found on our website. We invite you to visit our home page at <http://www.marist.edu/registrar>.

CREDITS WITHIN A SEMESTER

In the fall and spring semesters, a full-time matriculated student must register for a minimum of 12 credit hours. Full-time tuition charges cover between 12 and 16 credits. For most full-time students, the normal recommended load is 15-16 credit hours; the student may elect to attempt up to 18 credit hours, although this is not recommended. Students who are on probation may be restricted to a number of credits for which they can register in a given semester. To register for 19 or more credit hours, the student must make an appointment to speak with the Director of the Center for Advising and Academic Services to obtain permission.

The maximum number of credits for which a student can register in the Winter Intersession is three and in the summer is nine. Exceptions must be approved by the Associate Dean of Student Academic Affairs.

AUDITING

The fee for auditing courses offered at Marist is \$250 per course. Students are expected to have met all course prerequisites and must obtain permission from the course instructor to audit the course. 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 Office of the Registrar before the end of the third week of classes.*

COURSE WITHDRAWAL AND COURSE CHANGES

The official forms provided by the Office of the Registrar are required for changing courses or withdrawing from a course. All withdrawals from courses require an advisor's signature on a withdrawal form available at the Office of the Registrar. If the advisor 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 advisor.

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 the Refund section of this catalog to determine tuition liability. If a student withdraws from a course between the fourth and ninth week of the semester, the course is recorded on his permanent record with the notation "W" (withdrew).*

If a student withdraws from a course after the first nine 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. Students should check the On-line Student Self Service website for the change. Double majors, minors, and certificates must be completed by the time the four-year degree requirements have been met. (Paralegal Certificates are the exception.)

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

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 eight 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 they are generally 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 with the attendance policy in each of their courses and for informing instructors if circumstances prevent their compliance. Instructors include contact information in the course syllabus for this purpose.

Students are encouraged to contact the **Center for Advising and Academic Services (CAAS)** when an illness or emergency arises which prevents attendance for four or more consecutive days. Conversely, faculty members are asked to discuss excessive absence with their students and report these situations to CAAS 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 (for the traditional 15-week semester) 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 ninth week of a semester (see Academic Calendar for specific dates). Withdrawal after this period results in a grade of WF. Exceptions may be made by the Director of The Center for Advising and Academic Services or, in the case of students enrolled in the School of Global and Professional Programs, from the Dean of the School, when circumstances warrant it. These exceptions are rare. 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 advisor's signature on a withdrawal form available at the Office of the Registrar. If the advisor 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. Students withdrawing from all of their courses must also follow the College's official withdrawal procedure.

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 three 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 15-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 |

No quality points are earned for grades of F, P, NC, U, or WF. 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 coursework 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 School 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 School 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 ordinarily repeat a course in an effort to earn a higher grade. Certain programs with minimum grade requirements for continuation in the program, e.g., Honors, may limit the opportunity for a student to repeat a specific course.

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 School 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 forms of academic work, in the writing and submitting of papers and other course requirements, and in all aspects of examinations. Plagiarism, forgery, and participation in any activity that is dishonest are 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 semester or cumulative grade-point average is subject to warning, probation, or dismissal after review by the Academic Standards Committee. Inquiries regarding the academic standards of the College should be directed to the **Center for Advising & Academic Services**.

ACADEMIC STANDING

ACADEMIC HONORS

Dean's List

The Dean's List, produced at the conclusion of each academic term, records the names of all full-time students who have demonstrated academic excellence in the previous semester. In order to qualify for this special distinction, students must earn a semester grade-point average of at least 3.60 having completed a minimum of 12 academic credits graded on the A-F scale. In addition, students with grades of "I," "D," "F," or "W/F" will not be named to the list. Any student who meets these criteria will be awarded a certificate and have a Dean's List notation permanently recorded on official College transcripts.

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 six 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. Eligibility 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. Eligibility criteria for the Merit Award are completion of at least 60 credits of study at Marist College and the next highest grade-point index in the class. The award for Academic Distinction is presented to the graduating student who has completed fewer than 60 credits at Marist College and has achieved the highest grade-point index within this group. To be eligible for these awards, this must be the student's first baccalaureate degree and all requirements must be completed by the commencement ceremony in which the student intends to participate.

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

THE MARIST COLLEGE HONORS PROGRAM

The Marist Honors Program has a three-part mission: to encourage academic excellence, to provide opportunities for cultural enrichment, and to promote social and ethical responsibilities. The Program offers outstanding students in all majors a variety of learning experiences in and outside the academic setting. Honors seminars and co-curricular activities, such as field trips and lectures, bring together talented students who seek a more intensive and extensive educational experience. Promoting the adventure of intellectual pursuits, the Program challenges students to achieve their academic potential while they develop as responsible citizens and leaders in an increasingly culturally complex world.

The Honors Program brings together talented students in honors-enriched classes that often coordinate with co-curricular activities such as field trips and lectures. This cultural enrichment exchange is a highlight of the Program. It encourages students to move beyond standard curricula and engage in a broader range of experiences consonant with their interests. Field trips expose students to the cultural life of New York City and other sites of interest, including natural areas, in the Northeast. Students have the opportunity of attending one field trip per semester under the supervision of one or more faculty members. The Honors Lecture, scheduled each semester, brings the students into direct contact with scholars in various fields, follows a more traditional academic format, and provides a discussion forum in which everyone participates.

A participating student who successfully completes all of the requirements will receive an Honors certificate, a medallion to be worn at Commencement, and special recognition on his or her college transcript.

Admissions Process

Typically, students who have challenged themselves in the classroom by taking an honors and AP-level curriculum, maintained a high school average of 92 or above, and scored a 1950 or better on the SAT (or a 29 on the ACT) are good candidates for the Program. Extracurricular activities, involvement in community service, and leadership experience are also important. Admitted students who meet the criteria outlined above are invited to apply to the Honors Program.

Students may also apply for admission to the Program during the second semester of their freshman year or first semester of their sophomore year. The requirements for admission are as follows:

- Letter of application
- Minimum GPA of 3.500
- Letter of support from a Marist faculty member
- Interviews with the Director of Honors and one other member of the Honors Council
- Approval of the Honors Council

Transfer students who were enrolled in an Honors Program at their previous institution may apply by presenting a letter of application, a letter of support from a faculty member at their previous institution, and a complete transcript indicating the honors courses taken. In addition, the individual student will interview with the Director of Honors to assess his or her academic standing and to determine if any of the Marist Honors seminars have been satisfied by those taken at the previous institution. Final approval of the application must be granted by the Honors Council.

Program Requirements

Prior to graduation, students will complete six courses: Honors Ethics and one course from each of the five seminar areas (Versions of the Self; Art of Culture; Hudson River Valley Studies; Global Engagement; and Science, Technology, and Society). Each seminar will be capped at fifteen students. The Honors experience will culminate in an Honors Senior Project, the proposal for which must be approved in advance by the Director of Honors. The project does not have to be a written essay, but rather may take a form appropriate to each individual's interests and disciplinary requirements. For example, the project may be a research essay, laboratory experiment/project, multimedia presentation, advertising campaign, etc. With faculty approval, this project may stem from prior upper-level coursework, but it must be a significant extension or revision of that initial assignment. This project may also be the result of an independent research project undertaken outside of coursework. The Honors Senior Project will be submitted to the Honors Council for review six weeks before the end of the semester in which the student will graduate and will be part of an Honors Symposium held at the end of each academic year.

The Honors Council will assess the Senior Honors Project on the basis of the following criteria, not all of which may apply to every project:

- Written (and/or oral) expression of logical arguments
- Breadth of research
- Use of evidence in support of idea, experiment, etc.
- Use of effective public speaking techniques
- Scope and depth of project
- Technical sophistication
- Extent of creative risks taken

Once admitted to the Program, a student must maintain a cumulative 3.500 GPA, with all Honors work with a grade of "B" or higher to remain in the Program. If a student's GPA drops below 3.500, the student will be allowed to continue in the Program in probationary fashion for one semester. If the cumulative GPA continues to fall below the 3.500 requirement after one semester, the student will be dismissed from the Program. If the student receives a final grade less than a "B" in any Honors Seminar, he or she will be immediately dismissed from the Program. There is no reinstatement after an official dismissal from the Honors Program.

Description of Honors Ethics and the Five Seminars

Honors Ethics considers a variety of moral and social problems from the perspectives of prominent philosophers and modern ethicists. The remaining Honors Seminars will focus on five different, but contiguous, points: on the self in relation to others (Versions of the Self); on culture, including popular culture, fashion, and art in its various forms (The Art of Culture); on our own unique literary, historical, artistic, social, environmental, and political position in the Hudson River Valley (Hudson River Valley Studies); on the examined life (Global Engagement), considering issues of freedom, spirituality, human dignity, and personal responsibility within a global context; and on the world of science (mathematics and computer science included) and technology (Science, Technology, and Society). While the content of each seminar may vary from semester to semester, the focus of the seminar will remain the same. For complete course descriptions, please see the course description listing.

HONOR SOCIETIES

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

- Alpha Chi, Theta Chapter—All academic disciplines
- Alpha Delta Sigma—American Advertising Federation's Honor Society
- Alpha Phi Sigma, Delta Chi Chapter—Criminal Justice
- Alpha Sigma Lambda—Part-Time Students, all disciplines
- Beta Alpha Psi—Accounting, Finance, and Information Systems
- Beta Gamma Sigma—Business
- Kappa Delta Pi, Alpha Gamma Kappa Chapter, International Honor Society in Education
- Lambda Pi Eta, Lambda Upsilon Chapter—Communications
- Omicron Delta Epsilon, Beta Rho Chapter—Economics
- Phi Alpha Theta, Mu Chapter—History
- Pi Sigma Alpha, Omicron Rho Chapter—Political Science
- Psi Chi, Marist College Chapter—Psychology
- Sigma Delta Pi, Phi Pi Chapter—Hispanic
- Sigma Tau Delta, Alpha Mu Kappa Chapter—English
- Sigma Zeta, Alpha Phi Chapter—Science and Mathematics

Students should consult the Honors Program Director for eligibility requirements. Part-time students should consult the School of Global and Professional Programs.

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 any semester of probation are made by the College's Academic Standards Committee on an individual basis.

* Students who enter the Program after their initial enrollment are not eligible for any additional scholarship funding.

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 academic reasons may apply for a one-time readmission to Marist College no earlier than one fall or spring semester following the dismissal after having proved successful academic performance at another approved institution. 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 one-time readmission, the dismissed student must submit the following items to the **Center for Advising and Academic Services**:

1. A clearly written statement, addressed to the Academic Standards Committee, offering direct, verifiable evidence of seriousness of purpose in returning to academic studies at Marist College. This letter should outline a plan for academic success, including resources you intend to use, and ways you intend to improve/change in order to be successful.
2. A letter of recommendation from a faculty member at the other institution you attended. You may also include, if applicable, medical documentation indicating that circumstances have changed.
3. An official transcript documenting satisfactory full-time academic performance at another institution of higher learning in the period following dismissal from Marist, if you were a full-time student. Part-time students may submit an official transcript documenting satisfactory part-time academic performance and must be a part-time student during the semester of readmission. *For readmission purposes, satisfactory performance is defined as earning a grade of "C" or higher in each course during a traditional semester (fall or spring) where a minimum of 12 credits, taken concurrently (minimum of 6 credits, taken concurrently for part-time students) has been completed.*
4. Readmission fee of \$150.

After reviewing the submitted materials, the Academic Standards Committee has the authority to readmit the student on a provisional basis. The Committee may require: limited course loads, mandated academic support services, restricted extracurricular activity, and any combination of requirements that may lead to enhanced academic performance. Readmitted students are automatically placed on high-risk academic probation and are required to achieve at least a 2.0 semester grade-point average during this and every subsequent semester. 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 70, no further credits will be accepted 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 Office of the Registrar, before taking courses.
- (3) Grades earned at another institution are not calculated in the Marist grade-point average.
- (4) Readmission applicants are strongly encouraged to contact the **Center for Advising and Academic Services** 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).

LEAVE OF ABSENCE

A student in good standing may take a leave of absence from the College for good reason. A leave of absence is ordinarily granted for no more than two semesters. Students should be advised that financial aid packages and campus housing will not necessarily be restored upon return. Therefore, they should consult with the office of Student Financial Services and the Housing Office prior to making a final decision. Mid-semester leaves of absence may have financial and academic penalties. The Office of Student Financial Services can determine financial penalties. The Center for Advising and Academic Services can address academic penalties.

The **Center for Advising and Academic Services** must be consulted prior to a leave. 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 a leave of absence with the intention of applying the credits toward their Marist degree, must obtain prior approval from the appropriate school dean and the Marist Registrar. Forms for this purpose are available in the Office of the Registrar.

Students on a 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. Resident students who take a leave of absence and desire campus housing on return are responsible for providing the Housing Office with sufficient advance notice of their intention to return. Housing is not a guarantee but will be assigned on a space-available basis.

Please Note:

- (1) *Once the total credits from all sources have reached seventy (70), 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 schedule an appointment to complete the official withdrawal form obtainable in person from the **Center for Advising and Academic Services**. The official date of withdrawal will be the date on the withdrawal form. Mid-semester withdrawals may have financial and academic penalties. The Office of Student Financial Services can determine financial penalties. The Center for Advising and Academic Services can address academic penalties.

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 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 the **Center for Advising and Academic Services** 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 the Core will be determined by the school dean of the student's major and the Office of the Registrar.

Students granted readmission to the College may register for classes for the intended semester of return after the preregistration period for that semester is complete. Please contact the Office of the Registrar 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 \$5.00 is charged for each transcript issued. *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 Office of the Registrar 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 is able to complete all degree requirements no later than the fall semester following the graduation ceremony.
- Student must have a cumulative grade-point index and major index of 2.000 or above.

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

GRADUATION REQUIREMENTS

STATEMENT OF REQUIREMENTS FOR THE BACCALAUREATE DEGREE

The successful completion of courses totaling a minimum of 120 credits, a minimum of 30 credits completed at Marist, a minimum 2.0 cumulative index, the specified coursework for the student's major field, and a minimum 2.0 index in the student's major field are required for graduation.

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 an "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 sixteen majors, the Bachelor of Science degree in sixteen majors, and the Bachelor of Professional Studies in Fashion Design and Fashion 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, Applied Mathematics, Athletic Training, Biochemistry, Biology, Biomedical Sciences, Business, Chemistry, Chemistry-Biochemistry, Childhood Education, Communication Arts, Computer Science, Criminal Justice, Digital Media, Economics, English, Environmental Science & Policy, Fashion Design and Merchandising, Fine Arts, French, History, Information Technology & Systems, Integrative Major, Mathematics, Medical Technology, Philosophy, Political Science, Psychology, Social Work, and Spanish. 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 42).

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

All students are required to take a mandatory college-wide Proficiency Exam, which is the final exam for College Writing II. The College requires that a student demonstrate proficiency in writing in order to graduate. This requirement can be satisfied in the following ways:

- by obtaining a grade of C or better in College Writing II
- by getting a grade of C or better on the Proficiency Exam, and a passing grade in College Writing II.

Students who receive a C- in both the exam and the course will be allowed to retake the Proficiency Exam once.

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 Global and Professional Programs which will consult with the School Dean/Registrar 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.

Please note that courses denoted by an asterisk * are offered only at Marist Italy locations.

| | |
|------|---|
| ACCT | Accounting |
| ANTH | Anthropology |
| ARAB | Arabic |
| ARCH | Architecture* |
| ART | Fine Art |
| ARTL | Art History* |
| ATHT | Athletic Training |
| BIOL | Biology |
| BUS | Business |
| CAST | Catholic Studies |
| CHEM | Chemistry |
| CHIN | Chinese |
| CMSC | Computer Science |
| CLDM | Communication* |
| COM | Communication Arts |
| CONV | Conservation Studies* |
| CRDV | Career Development |
| CRJU | Criminal Justice |
| CSCU | Cultural Studies - Civilization |
| CSFR | Cultural Studies – French |
| CSIS | Computing Sciences |
| CSIT | Cultural Studies – Italian |
| CSJP | Cultural Studies - Japanese |
| CSSP | Cultural Studies – Spanish |
| ECON | Economics |
| EDUC | Education |
| EFL | English as a Foreign Language |
| ENG | English |
| ENSC | Environmental Science |
| FASH | Fashion Design and Merchandising |
| FREN | French |
| GBST | Global Studies |
| GERM | German |
| GRAP | Graphic Arts* |
| GREK | Greek |
| HIST | History |
| HLTH | Health |
| HONR | Honors |
| HST | Historical Studies* |
| INTD | Liberal Studies |
| IS | Information Systems |
| IT | Information Technology |
| ITAL | Italian |
| ITDS | Interior Design* |
| JPN | Japanese |
| LAT | Latin |
| LERN | Learning Center |
| LIT | Literature* |
| MATH | Mathematics |
| MEDT | Medical Technology |
| MUS | Music |
| OLC | Organizational Leadership and Communication |
| ORG | Organizational Administration |
| PHED | Physical Education |
| PHIL | Philosophy |
| PHRS | Philosophy and Religion* |
| PHYS | Physics |
| POLI | Politics and International Studies* |
| POSC | Political Science |
| PRLG | Paralegal |
| PSYC | Psychology |
| REST | Religious Studies |
| SOC | Sociology |
| SOCW | Social Work |
| SPAN | Spanish |
| STUD | Studio Arts* |
| WMST | Women's Studies |

INDEX OF PROGRAMS

The following index lists approved programs offered by Marist College with the official title, degree, and New York State HEGIS code number. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student financial aid awards.

| Program | Degree | HEGIS Code |
|--|---------------|-------------------|
| Undergraduate Programs: | | |
| Accounting | BS | 0502 |
| American Studies | BA | 0313 |
| Applied Mathematics | BS | 1703 |
| Athletic Training | BS | 1299.30 |
| Biochemistry | BA | 0414 |
| Biology | BS | 0401 |
| Biology 7-12 | BS | 0401.01 |
| Biomedical Sciences | BS | 0499 |
| Business Administration | BS | 0502 |
| Chemistry | BA | 1905 |
| Chemistry | BS | 1905 |
| Chemistry-Biochemistry | BS | 1905 |
| Chemistry 7-12 | BS | 1905.01 |
| Childhood Education/Students with Disabilities (1-6) | BA | 0808 |
| Communication Arts | BA | 0601 |
| Computer Sci. Software – 5 Yr. | BS/MS | 0701 |
| Computer Science | BS | 0701 |
| Computer Science Info. Systems – 5 Yr. | BS/MS | 0702 |
| Criminal Justice | BS | 2105 |
| Digital Media | BS | 0605 |
| Economics | BA | 2204 |
| English | BA | 1501 |
| English 7-12 | BA | 1501.01 |
| Environmental Science & Policy | BS | 0420 |
| Fashion Design & Merchandising | BPS | 1009 |
| Fine Arts | BA | 1001 |
| French | BA | 1102 |
| French 7-12 | BA | 1102.01 |
| History | BA | 2205 |
| History 7-12 | BA | 2201.01 |
| Information Technology & Systems | BS | 0702 |
| Liberal Studies | BA | 4901 |
| Liberal Studies | BS | 4901 |
| Mathematics | BA | 1701 |
| Mathematics 7-12 | BA | 1701.01 |
| Medical Technology | BS | 1223 |
| Philosophy | BA | 1509 |
| Political Science | BA | 2207 |
| Psychology | BA | 2001 |
| Psychology – 5 Yr. | BA/MA | 2001 |
| Social Work | BS | 2104 |
| Spanish | BA | 1105 |
| Spanish 7-12 | BA | 1105.01 |
| Graduate Programs: | | |
| Business Administration | MBA | 0506 |
| Communication | MA | 0601 |
| Computer Science Info. Systems | MS | 0702 |
| Computer Science Software Dev. | MS | 0701 |
| Education | M.Ed. | 0803 |
| Educational Psychology | MA | 0822 |
| MA Psychology | MA | 2001 |
| Mental Health Counseling | MA | 2104 |
| Public Administration | MPA | 2102 |

| | | |
|-----------------------|----|---------|
| School Psychology | MA | 0826.02 |
| Technology Management | MS | 0599 |

Undergraduate Certificates:

| | | |
|------------------------------|------|------|
| Art & Advertising Design | CERT | 5012 |
| Computer Programming | CERT | 5103 |
| Information Systems Analysis | CERT | 5101 |
| Information Technology | CERT | 5104 |
| Paralegal | CERT | 5099 |

Advanced Certificates:

| | | |
|-----------------------|----------|---------|
| Executive Leadership | ADV CERT | 0506 |
| Financial Management | ADV CERT | 0504 |
| Information Systems | ADV CERT | 0702 |
| Learning & Technology | ADV CERT | 0899 |
| Marketing | ADV CERT | 0509 |
| Production Management | ADV CERT | 0599 |
| School Psychology | ADV CERT | 0826.02 |

SCHOOLS

SCHOOL OF COMMUNICATION AND THE ARTS

STEVEN M. RALSTON, Ph.D, *Dean*

PROGRAMS OF STUDY

The School of Communication and the Arts is comprised of five academic units: the Department of Art and Art History, the Department of Communication, the Department of Media Arts, the Fashion Program, and the Music Program. The School offers the Bachelor of Arts Degree with majors in Studio Art, Art History, and Communication; the Bachelor of Science Degree with majors in Digital Media and Studio Art; and Bachelor of Professional Studies Degrees in Fashion Design and Fashion Merchandising. Minors offered by the School are Art History, Communication, Cinema Studies, Fashion Merchandising, Photography, Music, and Studio Art.

MISSION:

The mission of the School of Communication and the Arts is to prepare students to live and work successfully in the increasingly technologically driven, global communication environment of the 21st century. Students in the School's five academic programs are immersed in an integrated approach to the study and practice of communication and the arts through the exploration of theories and models associated with their field of study, and by the application of what they have learned in hands-on, real-world practice experiences. Students also take advantage of extensive study-abroad and internship opportunities provided by the School. The School of Communication and the Arts faculty represent diverse academic and artistic backgrounds and interests, and this diversity is reflected in their teaching, research, and creative activities. The School is dedicated to serving students, the professions of communication and the arts, and the New York State Hudson River Valley community of which it is an integral part.

GOALS:

- To help students communicate effectively and ethically using the convergent languages and tools of the communication and arts disciplines.
- To help students critically and imaginatively analyze complex forms of communication, works of art, and performance.
- To help students make informed choices in an increasingly multicultural and media-centric society.
- To help students be engaged members of their community.
- To help students pursue rewarding careers in communication and the arts.
- To help students pursue graduate studies in communication and the arts.

DEPARTMENTS AND PROGRAMS

Page

Department of Art and Art History

Offers majors in:

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| Studio Art | 53 |
| Art History | 54 |
| Digital Media | 55 |

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| Photography | 59 |
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| Art History | 59 |

Offers certificate in:

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| Art and Advertising Design | 59 |
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Department of Communication and Department of Media Arts

Offers major in:

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| Communication | 81 |
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Offers minors in:

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| Communication | 84 |
| Cinema Studies | 85 |

Program in Fashion Design and Merchandising

Offers majors in:

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| Fashion Design | 113 |
| Fashion Merchandising | 114 |

Offers minor in:

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| Fashion Merchandising | 116 |
| Product Development | 116 |

Program in Music

Offers minor in:

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| Music | 139 |
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SCHOOL OF COMPUTER SCIENCE AND MATHEMATICS

ROGER NORTON, Ph.D., *Dean*
MARY ANN HOFMANN, M.A., M.S., *Assistant Dean*

PROGRAMS OF STUDY

The School of Computer Science and Mathematics includes the following Departments: The Department of Computer Science, Information Systems and Information Technology and The Department of Mathematics.

The School offers the Bachelor of Science Degree with majors in Computer Science, Information Technology and Systems, and Applied Mathematics. Also offered is the Bachelor of Arts Degree with a major in Mathematics. In addition, the School offers the Master of Science Degree in Computer Science and in Information Systems. (See the Graduate Catalog for information on these programs.)

MISSION:

The School of Computer Science and Mathematics prepares all Marist students to live and work in a technology-driven, rapidly changing world. The School 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 School prepares students for careers of lifelong learning in which they can contribute at the technological frontier of a global community that is increasingly dependent on mathematical and technological expertise. In addition, the School 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 School 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 School is dedicated to serving its students, the professions of mathematics and computing, and the community of which it is a part.

DEPARTMENTS AND PROGRAMS

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Department of Computer Science, Information Systems and Information Technology

Offers majors in:

| | |
|----------------------------------|-----|
| Computer Science | 87 |
| B.S. - M.S. Computer Science | 91 |
| Information Technology & Systems | 125 |
| B.S. - M.S. Information Systems | 127 |

Offers minors in:

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|------------------------|-----|
| Computer Science | 89 |
| Information Technology | 126 |
| Information Systems | 127 |

Offers certificates in:

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|--------------------------|-----|
| Programming | 90 |
| Data Center Technologies | 127 |

Department of Mathematics

Offers majors in:

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| Applied Mathematics | 50 |
| Mathematics | 133 |

Offers minor in:

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| Mathematics | 135 |
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SCHOOL OF LIBERAL ARTS

MARTIN SHAFFER, Ph.D., *Dean*

PROGRAMS OF STUDY

The School of Liberal Arts includes the following Departments: The Department of English, The Department of History, The Department of Modern Languages and Cultures, The Department of Philosophy/Religious Studies, and The Department of Political Science.

The School offers the Bachelor of Arts Degree with majors in American Studies, English, History, French, Spanish, Philosophy, and Political Science.

MISSION:

The School of Liberal Arts 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, Liberal Arts 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 Liberal Arts curricula are interdisciplinary and multidisciplinary. While striving to prepare students to become reflective, critical, and engaged citizens, the faculty of the Liberal Arts 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 Liberal Arts and the wider Marist Community, that lead students to develop breadth as well as depth.

The faculty of the School of Liberal Arts 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 help 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.

DEPARTMENTS AND PROGRAMS**Page****Department of English**

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Offers minor in:

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Department of History

Offers major in:

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Department of Modern Languages and Cultures

Offers majors in:

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Offers major in:

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Offers major in:

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SCHOOL OF MANAGEMENT

ELMORE R. ALEXANDER, Ph.D., *Dean*
CARMEN CIRINCIONE, Ph.D., *Associate Dean*
JEAN THEOBALD, M.P.S., *Assistant Dean*

PROGRAMS OF STUDY

The School of Management includes the following Departments: The Department of Accounting and Economics/Finance, The Department of Management/Organization and Environment.

The School offers the Bachelor of Science Degree with majors in Accounting and Business Administration, as well as the Bachelor of Arts Degree in Economics. In addition, the School offers the Master Degree in Business Administration and the Master Degree in Public Administration. (See the Graduate Catalog for information on these programs.)

MISSION:

We develop people of integrity with the managerial expertise, vision, pragmatism, and ethical sensibility to succeed professionally and personally on their own and with others. We prepare leaders to face the challenges of a dynamic and diverse world grounded in our ideals of excellence in education, the importance of community, and commitment to service.

- Excellence in Education:** We challenge and develop students by creating a nurturing, integrative experiential education within a strong liberal arts tradition.
- Importance of Community:** We collaborate as a community of faculty, staff, students, alumni, and other stakeholders to expand and continuously improve knowledge of the practice, study, and teaching of management through program innovation, research, and professional activities.
- The Commitment to Service:** We use our knowledge and experience with our stakeholders to improve the operation of public and private organizations and the quality of life for individuals and communities in both the region and the world.

VISION:

- Our Vision:** The Marist College School of Management is a leader in creating and delivering a personal, integrative, and relevant management education.
- Our Goal:** To develop the most sought after 'ready to work' corporate citizens who seek out and thrive on opportunities for change.
- Our Faculty** is highly skilled, committed, and respected as teachers and scholars whose research is meaningful to their peers and our business partners. The school is a resource of organizational knowledge and expertise for our stakeholders.
- Our Programs** are distinguished by providing demanding and applied management education in a liberal arts setting. The faculty is collaborative and passionate, fostering a community of excellence that engenders student flexibility, develops ingenuity, initiative, and the sensibilities needed to be adaptive in an ever-changing organizational landscape.
- Our Graduates** are cross-functional big picture thinkers equipped with ethical, global and entrepreneurial mindsets, and excellent communication and technology skills. Their personal initiative, skilled curiosity, and know-how drive their leadership in crafting and implementing sound management strategy.
- In Short:** The SOM graduate is a Business Renaissance Person, with 360-degree perspective, and in big demand by top employers seeking immediate value from graduates who can hit the ground running.

DEPARTMENTS AND PROGRAMS Page

| | |
|--|----|
| DEPARTMENT OF ACCOUNTING AND ECONOMICS/FINANCE | |
| Offers majors in: | |
| Accounting | 44 |
| Economics | 95 |
| Offers minors in: | |
| Accounting | 46 |
| Economics | 97 |
| DEPARTMENT OF MANAGEMENT/ORGANIZATION & ENVIRONMENT | |
| Offers major in: | |
| Business Administration | 69 |
| Offers minor in: | |
| Business | 71 |

SCHOOL OF SCIENCE

ELMORE ALEXANDER, Ph.D., *Interim Dean*
NEIL FITZGERALD, Ph.D., *Interim Assistant Dean*

PROGRAMS OF STUDY

The School of Science includes the following Departments: The Department of Athletic Training, The Department of Biology, The Department of Chemistry, Biochemistry & Physics, The Department of Environmental Science & Policy, and The Department of Medical Laboratory Sciences.

The School offers the Bachelor of Science Degree with majors in Athletic Training, Biology, Biology Education, Biomedical Sciences, Chemistry, Chemistry-Biochemistry, Environmental Science-Policy, Environmental Science-Science, and Medical Technology. The Bachelor of Arts Degree with majors in Biochemistry and Chemistry is also offered.

MISSION:

The School of Science primarily addresses itself to meeting the needs of students majoring in the scientific disciplines. These needs include 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. Our 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, science 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 School also aims to provide students with the content knowledge required for secondary school teacher certification.

More broadly, the School addresses the needs of every student for scientific literacy. This is achieved within the scope of the Natural Sciences 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 School 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.

DEPARTMENTS AND PROGRAMS

Page

DEPARTMENT OF ATHLETIC TRAINING

Offers major in:

Athletic Training 60

DEPARTMENT OF BIOLOGY

Offers majors in:

Biology 62

Biology Education 65

Biomedical Sciences 67

Offers minor in:

Biology 64

DEPARTMENT OF CHEMISTRY, BIOCHEMISTRY AND PHYSICS

Offers majors in:

Chemistry 73

Chemistry-Biochemistry 75

Biochemistry 77

Offers minor in:

Chemistry 78

DEPARTMENT OF ENVIRONMENTAL SCIENCE & POLICY

Offers majors in:

Environmental Science & Policy – Policy 109

Environmental Science & Policy – Science 108

Offers minors in:

Environmental Policy 110

Environmental Science 110

Environmental Studies 111

DEPARTMENT OF MEDICAL LABORATORY SCIENCES

Offers major in:

Medical Technology 135

Additional minors and certificates

Minor:

Anthropology 50

Certificates:

Cytotechnology 68

Physical Education – Coaching Certificate 144

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

MARGARET R. CALISTA, M.S.W., *Dean*

PROGRAMS OF STUDY

The School of Social and Behavioral Sciences includes the following Departments: The Department of Criminal Justice, The Department of Education, The Department of Psychology, and The Department of Sociology and Social Work.

The School offers the Bachelor of Arts Degree with majors in Psychology, and Psychology with dual certification in Childhood Education and Students with Disabilities 1–6. Also offered is the Bachelor of Science Degree with majors in Criminal Justice and Social Work. In addition, the School offers the Master of Arts Degree in Psychology, Mental Health Counseling, Educational Psychology, School Psychology, and the Advanced Certificate in School Psychology. (See the Graduate Catalog for information on these programs.)

MISSION:

Study in each of the School’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 School’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 School 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 in the 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 School’s professional focus is also enhanced by the availability of accelerated, combined Bachelor’s/Master’s Degree programs for exceptional students in the B.A./M.A. in Psychology and the B.A./M.A. Psychology/Educational Psychology with dual certification in Childhood Education and Students with Disabilities 1–6. These exceptional students begin to take graduate-level courses during their undergraduate program. Similarly, graduates from the School’s Social Work major may receive advanced standing in MSW programs throughout the country with significant saving of credits at the graduate level. Students in the Criminal Justice major may begin study in the Master’s/Public Administration Program, and earn an M.P.A. with a concentration in Criminal Justice within one year after graduating with their Bachelor’s Degree.

DEPARTMENTS AND PROGRAMS Page

DEPARTMENT OF CRIMINAL JUSTICE

Offers majors in:

| | |
|--|----|
| Criminal Justice | 93 |
| Double major with Psychology | 93 |

Offers minor in:

| | |
|----------------------------|----|
| Criminal Justice | 95 |
|----------------------------|----|

DEPARTMENT OF EDUCATION

Offers programs leading to initial certification in:

| | |
|--|-----|
| Childhood Education/Students with Disabilities 1-6 | 98 |
| Adolescence Education Grades 7-12 | 100 |
| B.A./M.A. Educational Psychology Five Year Program | 102 |
| Bilingual Education | 102 |

DEPARTMENT OF PSYCHOLOGY

Offers majors in:

| | |
|--|-----|
| Psychology | 148 |
| Double major with Criminal Justice | 148 |
| B.A./M.A. Psychology Five Year Program | 150 |

Offers minor in:

| | |
|----------------------|-----|
| Psychology | 150 |
|----------------------|-----|

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Offers major in:

| | |
|-----------------------|-----|
| Social Work | 154 |
|-----------------------|-----|

Offers minors in:

| | |
|-----------------------|-----|
| Sociology | 156 |
| Social Work | 157 |

SCHOOL OF GLOBAL AND PROFESSIONAL PROGRAMS

LAUREN MOUNTY, Ph.D., *Dean*

PROGRAMS OF STUDY

The School of Global and Professional Programs administers Adult Bachelor's Degree Completion Programs, non-credit and for-credit certificates, and the Bachelor of Art and the Bachelor of Science degrees for the Liberal Studies Major.

MISSION:

The School of Global and Professional Programs is a comprehensive unit of Marist, offering courses, degree and certificate programs, non-credit and for-credit professional programs, on-site training, and related services for adults, career professionals, and businesses. Its mission is to be a leader in providing innovative, quality-driven education built on a strong liberal arts foundation that will embolden and enhance the ability of professionals to succeed in a global economy.

The School of Global and Professional Programs is responsible for the following academic programs:

- Adult Bachelor's Degree Completion Programs (including the B.A./B.S. in Liberal Studies)
- Executive Education
- Center for Lifetime Study
- Summer Session
- Winter Intersession
- Fishkill Executive Center

The goal of the School of Global and Professional Programs has always been to emphasize quality in academic programs, teaching facilities, and support services for the adult student. This emphasis has built a true adult learning community offering the widest array of graduate, undergraduate, and professional certificate programs in the Hudson River Valley.

The School of Global and Professional Programs is located on the main campus, just off Route 9 in Poughkeepsie, New York, (845) 575-3202. The Fishkill Executive Center is located at the intersection of Route 9 and I-84 in the town of Fishkill, (845) 897-9648.

DEPARTMENTS AND PROGRAMS

Page

Adult Bachelor's Degree Completion Program

Offers:

| | |
|-----------------------|-----|
| Liberal Studies | 130 |
|-----------------------|-----|

PROGRAMS OF STUDY

THE CORE/LIBERAL STUDIES CURRICULUM

MOIRA FITZGIBBONS, Ph.D., *Core/LS Director*

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. The commitment of the faculty to providing students with a rounded education is evident in the Core/Liberal Studies Program that emphasizes the following goals:

- To assist and challenge students to become more aware of their own values and the ethical 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 introduce students to the essential ideas and skills that comprise the disciplines of the liberal arts and the sciences.
- To develop in students the critical skills of written exposition.

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

In the required Introduction to Philosophy course, students are introduced to a variety of ways of understanding one's relationship with the world. In the required Ethics course, students consider the integral role of values in the pursuit of knowledge and in human society. In the required Writing courses, students develop their ability to critically analyze and learn through writing. Students also learn methods of scholarly documentation and the organization and presentation of ideas, skills important to succeed in academic and professional life.

The distribution requirements 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 required Capping Course is a discipline-based experience that addresses the general concerns of the discipline within a wider context and addresses values issues developed throughout the Core/Liberal Studies Program.

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.

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

REQUIREMENTS IN CORE/LIBERAL STUDIES

CATEGORY 3.0

3.1 FOUNDATION COURSES (Required)

TOTAL 6-12 CREDITS

• Philosophy Courses

Students entering with less than 24 credits:

| | |
|--|------|
| PHIL 101 Intro to Philosophy as freshmen and | 3 cr |
| PHIL 300 Ethics during the junior or senior year | 3 cr |

Transfer 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

• Writing Courses

On the basis of various test scores, class standing, and transfer credits, students will be required to take one or two college writing courses:

ENG 116 College Writing I
AND/OR

ENG 117 College Writing II

3-6 cr

On the basis of test scores 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. Those who have completed College Writing I or a comparable composition course will be assigned to ENG 117, College Writing II. 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.

3-6 cr

3.2 DISTRIBUTION AREAS (Courses Selected by Students)

36 cr

NOTE: Not every course with an "LA" (Liberal Arts) designation is a CORE/LS course. Only courses identified as "CORE/LS" in the Course Schedule (published each semester) qualify. No course may fulfill more than one CORE/LS requirement, but courses may fulfill CORE/LS requirements as well as requirements in a student's major or minor areas.

- **Fine Arts** 3 cr
 Any course designated “LA” in Art History, Music History, Theatre History;
 OR ART 125L Arts and Values; ART 110 Basic Drawing; COM 286 Art of Film;
 ENG 150 Introduction to Theatre; ENG 227 Acting I; or ENG 280 Creative Writing
- **History** 6 cr
 First course: HIST 101 Themes in Modern History
 Second course: Any history course
 OR
 Foreign Language Option (see below)*
 OR
 Culture Studies Option (see below)*
- **Literature** 6 cr
 First Course: Any literature course taught in English or a foreign language
 Second Course: Any literature course as described above
 OR
 Foreign Language Option (see below)*
 OR
 Culture Studies Option (see below)*
- **Mathematics** 6 cr
 First Course: See Mathematics Placement recommendation.
 Second Course: Any course for which prerequisites have been met
 OR
 Foreign Language Option (see below)*
- **Natural Science** 6 cr
 First Course: Any course designated LA in Biology, Chemistry, Physics, Health,
 Environmental Science, or ANTH 101 Physical Anthropology
 Second Course: Any course from the areas listed above
 OR
 Foreign Language Option (see below)*
- **Philosophy or Religious Studies** 3 cr
 Any course in Philosophy or Religious Studies
 except PHIL 101L, PHIL 103L, and PHIL 300L
- **Social Science** 6 cr
 Two courses selected from Economics, Political Science, Psychology,
 Sociology; OR ANTH 102 Cultural Anthropology OR
 ANTH 120 Introduction to Archaeology

*** Foreign-Language and Culture Studies Options**

Note: The Foreign Language Option may not replace a requirement in a student’s major or related field.

Foreign-Language Option: A maximum of two foreign-language courses at the intermediate level or above may be substituted for the second course(s) in history, literature, natural science, and/or mathematics. Elementary Arabic II, Elementary Chinese II, Elementary Latin II, and Elementary Russian II also qualify for the foreign-language option.

Culture Studies Option: Students may substitute one course in Culture Studies (taught in English or in a foreign language) for the second course in either History or Literature.

- 3.2 **CAPPING COURSE** 3 cr
 Each student’s major department offers a Capping Course. This course is taken during a student’s senior year. 3 cr

- 3.3 **CULTURAL DIVERSITY (Courses Selected by Students)**
 Courses satisfying this requirement are identified in the Course Schedule.
 Each student is urged to consult his/her advisor in selecting a course to fulfill this requirement.
 NOTE: This requirement may also fulfill a Distribution Area Requirement as well as a requirement in a student’s major or minor area.

Students must fulfill one of the following options:

Option 1: Three-credit course taught in a country other than the United States.

Option 2: Three-credit course of a foreign culture or foreign civilization.

Option 3: Three-credit foreign language course.

Option 4: Three-credit course of content that is international or non-Western.

Option 5: Three-credit course that examines religion(s) other than Judaism and Christianity.

Judaism and Christianity may be included in a comparative context.

Option 6: Three-credit course that examines ethnic/cultural traditions and phenomena other than Anglo-Saxon North America. The issues and processes of integration or assimilation of parallel cultures within a society may be included.

Total Credits for Core/LS Requirement

45-51 cr

International Programs

Marist College encourages qualified students to spend a semester or academic year in another country through the Marist Abroad Program (MAP). Students of virtually every major may study/intern abroad for at least one semester.

Interested students should begin planning their semester/year abroad with their academic advisor as early as possible (especially psychology majors pursuing special-education certification). Candidates for the MAP are encouraged to reserve some CORE/Liberal Studies courses (e.g., social sciences, history, literature, fine arts, and philosophy/religious studies) and electives for their program abroad. Students can also take classes towards their major or minor.

Please refer to page 14 of this catalog for more information on the MAP.

Sample Academic Plan for a Semester Abroad*:

| | |
|--|-----------------|
| • Foundation/orientation course | 3 cr |
| • Internship | 3-12 cr** |
| • Elective course | 3 cr |
| • Major required course | 3 cr |
| • Core/Liberal Studies course (Foreign Language, Social Science, History, Literature, Fine Arts, Philosophy/Religious Studies) | <u>3 cr</u> |
| Total | 15-24 cr |

* An individual study plan is arranged by each student with his/her academic advisor, according to the program selected, individual learning goals, and degree requirements.

** Credits earned for an internship depend on the internship program selected and internship length (number of hours worked).

ACCOUNTING

DELLA LEE SUE, Ph.D., *Chairperson*

MISSION:

Today's accounting majors are expected not only to provide auditing, accounting, and tax services for small and large companies, but also to provide services in forecasting, financial planning and evaluation, and the creation and monitoring of new technologies.

The accounting program at Marist College provides a high-quality, professional education in a supportive, interactive, and personalized learning environment. The program is designed to prepare accounting graduates to progress to sensitive management positions in business and industry, public accounting, and governmental units. Professional opportunities include careers as a certified public accountant (CPA) or as a certified management accountant (CMA). The Marist Bachelor of Science in Accounting also serves as a sound educational base for post-baccalaureate study in business and law.

Students receiving the B.S. degree in Accounting who plan to take the CPA exam before August 2009 must take at least six credits of Finance. This New York State requirement may be satisfied by taking BUS 420 or BUS 421 either as part of or in addition to the Marist degree requirements. As of August 2009, 150 credit hours are required to sit for the CPA exam.

The Accounting Core (27 credits)

The Accounting Core requires an intensive study of the various responsibilities of the accountant. This includes the study of financial accounting theory, its realization in generally accepted accounting principles, and the application of official accounting and auditing standards as well as tax laws.

| | |
|--|------|
| ACCT 203 and 204 Financial and Managerial Accounting | 6 cr |
| ACCT 301 and 302 Intermediate Accounting I and II | 6 cr |
| ACCT 310 Cost Accounting | 3 cr |
| ACCT 350 Accounting Systems | 3 cr |
| ACCT 401 Advanced Accounting | 3 cr |
| ACCT 402 Auditing | 3 cr |
| ACCT 403 Tax 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 (18 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 202 Global Business and Society | 3 cr |
| BUS 302 Organizational Behavior | 3 cr |
| BUS 320 Financial Management | 3 cr |
| BUS 340 Marketing Principles | 3 cr |
| BUS 380 and 381 Business Law I and II | 6 cr |

Elective Courses (9 credits)

Accounting majors extend their study of the interface by selecting one additional Accounting (ACCT) and two additional Accounting (ACCT) or Business (BUS) courses, all 300 level or above, 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 and tax laws are adopted.

The required, integrative capping course:

| | |
|---------------------------------------|------|
| ACCT 477 Current Issues in Accounting | 3 cr |
|---------------------------------------|------|

develops this capability and completes the process of qualifying the Accounting major for the Bachelor's Degree in Accounting.

The Technical and Analytical Foundation (15 credits)

The following required (or recommended) courses provide the technical and analytical foundation required for the study of Accounting:

| | |
|--|--------|
| ECON 103 Principles of Microeconomics | 3 cr |
| ECON 104 Principles of Macroeconomics | 3 cr |
| MATH 115 Calculus with Management Applications OR MATH 241 Calculus I | 3-4 cr |
| MATH 130 Introductory Statistics I | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ACCOUNTING

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

| | | |
|-----|--|-----------------|
| 1.0 | Course Requirements in Accounting | |
| | Accounting Core | 27 cr |
| | Integrative Capping Course | <u>3 cr</u> |
| | Credit Requirement in Accounting | 30 cr |
| 2.0 | Course Requirements in Related Fields | |
| | BUS 202 Global Business & Society | 3 cr |
| | BUS 302 Organizational Behavior | 3 cr |
| | BUS 320 Financial Management | 3 cr |
| | BUS 340 Marketing Principles | 3 cr |
| | BUS 380 Business Law I | 3 cr |
| | BUS 381 Business Law II | 3 cr |
| | One additional ACCT and two ACCT or BUS courses | 9 cr |
| | CSIS 103 Information & Computer Literacy | 3 cr |
| | ECON 103 Principles of Microeconomics | 3 cr |
| | ECON 104 Principles of Macroeconomics | 3 cr |
| | MATH 115 Calculus with Management Applications OR MATH 241 Calculus I | 3-4 cr |
| | MATH 130 Introductory Statistics I | <u>3 cr</u> |
| | Credit Requirement in Related Fields | <u>42-43 cr</u> |
| | Total Credit Requirement for a Major in Accounting | 72-73 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.) |
| | | | <u>24 cr</u> |
| Total Core/Liberal Studies Requirement | | | 33-36 cr |
| 4.0 | Electives | | <u>11-15 cr</u> |
| 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 ACCOUNTING

| | | |
|---|--|--------------|
| Required Introductory-Level Courses | | |
| ACCT 203 Financial Accounting | | 3 cr |
| ACCT 204 Managerial Accounting | | 3 cr |
| BUS 100 Introduction to Business and Management | | 3 cr |
| ECON 150 Economics of Social Issues OR | | |
| ECON 103 Principles of Microeconomics OR | | |
| ECON 104 Principles of Macroeconomics | | <u>3 cr</u> |
| | | <u>12 cr</u> |
| Elective Upper-Level Courses (9 credits) | | |
| Select three Accounting courses from the following | | |
| (subject to prerequisite requirements): | | <u>9 cr</u> |
| ACCT 301 Intermediate Accounting I | | |
| ACCT 302 Intermediate Accounting II | | |
| ACCT 310 Cost Accounting | | |
| ACCT 311 Information for Decision Making and Control | | |
| ACCT 330 Financial Statement Analysis | | |
| ACCT 350 Accounting Systems | | |
| ACCT 401 Advanced Accounting | | |
| ACCT 402 Auditing | | |
| ACCT 403 Tax I | | |
| ACCT 404 Tax II | | |
| Total Credit Requirement for a Minor in Accounting | | 21 cr |

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ACCOUNTING*

FRESHMAN YEAR

| FALL | | SPRING | |
|--|-------------|--------------------------------|-------------|
| Core/LS PHIL 101 | 3 cr | Core/LS | 3 cr |
| MATH 108 Interm Algebra or Elective | 3 cr | MATH 115 Calculus/Mgmt Appl | 3 cr |
| ACCT 203 Financial Accounting | 3 cr | ACCT 204 Managerial Accounting | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr | Core/LS Writing or Elective | 3 cr |
| Core/LS Writing | <u>3 cr</u> | Core/LS | <u>3 cr</u> |
| | 15 cr | | 15 cr |

SOPHOMORE YEAR

| FALL | | SPRING | |
|------------------------------------|-------------|-------------------------------------|-------------|
| ACCT 301 Intermediate Accounting I | 3 cr | ACCT 302 Intermediate Accounting II | 3 cr |
| MATH 130 Statistics | 3 cr | ECON 104 Prin of Macroeconomics | 3 cr |
| ECON 103 Prin of Microeconomics | 3 cr | Core/LS | 3 cr |
| Core/LS | 3 cr | Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> | Core/LS | <u>3 cr</u> |
| | 15 cr | | 15 cr |

JUNIOR YEAR**FALL**

| | |
|-----------------------------------|-------------|
| ACCT 401 Advanced Accounting | 3 cr |
| ACCT 310 Cost Accounting I | 3 cr |
| BUS 320 Financial Management | 3 cr |
| BUS 202 Global Business & Society | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------|-------------|
| ACCT 350 Accounting Systems | 3 cr |
| BUS 302 Organizational Behavior | 3 cr |
| BUS 340 Marketing Principles | 3 cr |
| Acct or Business Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|------------------------|-------------|
| ACCT 403 Tax I | 3 cr |
| Acct or Bus Elective | 3 cr |
| BUS 380 Business Law I | 3 cr |
| Core/LS Phil 300 | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------|-------------|
| ACCT 402 Auditing | 3 cr |
| ACCT 477 Current Issues | 3 cr |
| BUS 381 Business Law II | 3 cr |
| Acct or Business Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 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.

AFRICAN DIASPORA STUDIES MINOR

The minor in African Diaspora Studies prepares students to live and work in, and make sense of, an increasingly interdependent and multicultural world. As the world becomes increasingly interactive, the acquisition of new skills, knowledge, and cultural sensitivity will be critical for interacting with people of African descent as professional colleagues and neighbors working and living together.

REQUIREMENTS FOR A MINOR IN AFRICAN DIASPORA STUDIES

1.0 Course Requirements in African Diaspora Studies

| | |
|---|-------|
| HIST 242 Introduction to African Diaspora Studies | 3 cr |
| Five African Diaspora Electives: | 15 cr |

Chosen from at least three different disciplines (e.g., Communications, English, History, Political Science). Six credits must be completed in Foreign Languages and Culture. Foreign Language and Culture courses must be chosen from the list of designated courses below.*

Total Credit Requirement for a Minor in African Diaspora Studies**18 cr****Designated Courses for the African Diaspora Studies Minor**Communications

- COM 325 Intercultural Communication
- COM 435 Race and Ethnicity in Film

English

- ENG 353 Ethnic American Literature

*Foreign Languages and Culture

- CSSP 153 The Civilization of Puerto Rico
- FREN 101 Elementary French I
- FREN 102 Elementary French II
- FREN 105 Intermediate French I
- FREN 106 Intermediate French II
- FREN 315 French Literature of Africa and the Caribbean
- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 105 Intermediate Spanish I
- SPAN 106 Intermediate Spanish II
- SPAN 201 Spanish Composition and Conversation I
- SPAN 202 Spanish Composition and Conversation II
- SPAN 281 Spanish Conversation and Culture I
- SPAN 282 Spanish Conversation and Culture II
- SPAN 305 Advanced Intensive Spanish I
- SPAN 306 Advanced Intensive Spanish II
- SPAN 433 Literature of the Hispanic Caribbean

History

HIST 273 Latin America I
HIST 274 Latin America II
HIST 375 History of Race in Latin America
HIST 234 African American History
HIST 280 Africa Since 1800
HIST 340 Race & Nationality in American Life

Political Science

POSC/HIST 216 Black Political and Social Thought
POSC 260 Comparative Politics of Africa

Philosophy and Religious Studies

REST 209 World Religions

Course Developed for the Program

HIST 294 Introduction to African Diaspora Studies

Other Recommendations

Approved “international experience”: Students are encouraged to spend a semester abroad in an African Diaspora community in Mexico, Central America, the Caribbean, South America, or in a region of Africa or Europe.

AMERICAN STUDIES

ROBYN ROSEN, Ph.D., *Coordinator*

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.

REQUIREMENTS FOR A BACHELOR OF ARTS IN AMERICAN STUDIES

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

| | | |
|-----|--|------|
| 1.0 | Course requirements for a major in American Studies | |
| | ART 280 American Art OR | |
| | MUS 343 Music in America | 3 cr |
| | ENG 210 American Literature I | 3 cr |
| | ENG 211 American Literature II | 3 cr |
| | One additional American Literature course | 3 cr |
| | An ENG course from other than American Literature | 3 cr |
| | HIST 101 Themes in Modern History | 3 cr |
| | HIST 226 American History I | 3 cr |
| | HIST 227 American History II | 3 cr |
| | One additional American History course | 3 cr |
| | One HIST course from other than American History | 3 cr |
| | PHIL 240 American Pragmatism | 3 cr |
| | PHIL 342 American Social Thought | 3 cr |
| | Two courses selected from the following: | 6 cr |
| | POSC 110 American National Government | |
| | POSC 210 Issues in American Constitutional Law | |
| | POSC 211 American State and Urban Politics | |
| | POSC 212 Political Parties and Pressure Groups | |
| | POSC 312 History of American Presidency | |
| | One course selected from the following: | 3 cr |
| | POSC 205 Peace and World Order Studies | |
| | POSC 243 Contemporary Ideologies | |
| | POSC 251 Comparative Political Systems: Great Britain and Western Europe | |
| | POSC 252 Comparative Political Systems: CIS and Eastern Europe | |
| | POSC 273 International Politics | |
| | POSC 350 Comparative Politics in Latin America | |
| | POSC 353 Comparative Politics of Developing Areas | |
| | POSC 355 Comparative Political Systems: Middle East | |
| | POSC 372 International Law and Organization | |
| | CSIS 103 Information & Computer Literacy | 3 cr |
| | REST 201 Religion in America | 3 cr |

| | | |
|--|---------------|-----------------|
| POSC 477 Capping Course OR HIST 477 Capping Course | <u>3 cr</u> | |
| Total Credit Requirement for a Major in American Studies | | 54 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION | | |
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | |
| | | 9-12 cr |
| 3.2 DISTRIBUTION* | | |
| Mathematics | 6 cr | |
| Science | <u>6 cr</u> | |
| All other requirements in distribution area fulfilled by major field requirements | | <u>12 cr</u> |
| Total Credit Core/Liberal Studies Requirement | | 21-24 cr |
| 4.0 Electives | | <u>42-45 cr</u> |
| 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 American Literature I | 3 cr |
| | ENG 211 American Literature II | 3 cr |
| | HIST 226 American History I | 3 cr |
| | HIST 227 American History II | 3 cr |
| 1.1 | One from the following: | 3 cr |
| | ART 280 American Art | |
| | MUS 343 Music in America OR | |
| | An English course from: | |
| | ENG 328 Modern English and American Poetry | |
| | ENG 340 American Drama I | |
| | ENG 341 American Drama II | |
| | ENG 443 Seminar in American Literature | |
| 1.2 | One from the following: | <u>3 cr</u> |
| | PHIL 340 Marx and Marxism | |
| | PHIL 342 American Social Thought | |
| | POSC 105 Origins of American Legal System | |
| | POSC 110 American National Government | |
| | POSC 201 Constitution and the Bill of Rights | |
| | POSC 210 Issues in American Constitutional Law | |
| | POSC 211 American State and Urban Politics | |
| | POSC 212 Political Parties and Pressure Groups | |
| | POSC 312 (also listed as HIST 312) History of American Presidency | |
| | HIST 316 America and the Movies | |
| | HIST 320 American Diplomatic History | |
| | HIST 321 American Business History | |
| | HIST 364 Civil War and Reconstruction | |
| | REST 201 Religion in America | |
| | SPAN 154 Hispanics in the United States | |

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.

ANTHROPOLOGY

NEIL FITZGERALD, Ph.D., *Interim Assistant Dean*

Anthropology is the scientific and humanistic study of mankind. As a group of subdisciplines it focuses on human diversity across time and space. In physical anthropology ([ANTH 101](#)) students study human evolution from our early ancestors of eight million years ago to the Paleolithic caveman (the first true “rock artist”). Special emphasis is placed on lithic and fossil evidence as well as forensic analysis of skeletal remains. Archaeology ([ANTH 120](#)) complements this by reconstructing past human behavior and culture through material remains dating from the Upper Paleolithic to the 20th century. Students taking cultural anthropology ([ANTH 102](#)) focus on similarities and differences among societies the world over. This process employs a holistic view of culture that looks at the linkages among economics, language, politics, religion, and social structure. Students taking specialty courses, such as Native Americans ([ANTH 233](#)), are guided by these same categories to come to an understanding of specific cultures, such as those of Native Americans, through study of their histories and the environments in which they live.

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

Required Anthropology courses:

| | |
|--|------|
| ANTH 101 Introduction to Physical Anthropology | 3 cr |
| ANTH 102 Introduction to Cultural Anthropology | 3 cr |
| ANTH 120 Introduction to Archaeology | 3 cr |
| ANTH 233 Native Americans | 3 cr |

Three courses selected from the following:

| | |
|---|-------------|
| ANTH 230 American Culture I | <u>9 cr</u> |
| ANTH 231 American Culture II | |
| ANTH 232 (also listed as REST 232) Religion and Culture | |
| HIST 272 Ancient East | |
| SPAN 152 Civilization in Latin America | |
| REST 209 World Religions | |
| SOC 101 Intro to Sociology | |

Total Credit Requirement for a Minor in Anthropology

21 cr

APPLIED MATHEMATICS

K. PETER KROG, Ph.D., *Chairperson*

MISSION:

The Applied Mathematics major provides a strong foundation in traditional mathematics, but additionally is interdisciplinary in nature as it addresses the needs of those students interested in scientific or operational applications of mathematical techniques. Such applications can be found in the fields of physics, chemistry, biology, computer science, operations research, finance, manufacturing, and many others. These applications require an understanding of the appropriate field, so students are expected to choose one of four subfields outside of mathematics in which to specialize.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

The Applied Mathematics Foundation Courses (33 credits)

| | |
|-------------------------------------|-------|
| MATH 241, 242, 343 Calculus I-III | 12 cr |
| MATH 210 Linear Algebra | 3 cr |
| MATH 310 Reasoning | 3 cr |
| MATH 321 Differential Equations | 3 cr |
| MATH 330 Probability and Statistics | 3 cr |
| MATH 420 Mathematical Analysis I | 3 cr |
| MATH 422 Applied Mathematics | 3 cr |
| MATH 477 Math Capping course | 3 cr |

The Applied Mathematics Upper-Level Electives (9 credits)

| | |
|---------------------------------------|------|
| Choose 3 courses from: | 9 cr |
| MATH 410 Abstract Algebra | |
| MATH 412 Computational Linear Algebra | |
| MATH 424 Complex Analysis | |
| MATH 430 Operations Research | |
| MATH 440 Numerical Analysis | |
| MATH 441 Combinatorics | |
| MATH 331 Applied Statistics | |

Related Fields

| | |
|-----------------------------|------|
| CMSC 120 Computer Science I | 4 cr |
|-----------------------------|------|

The Interdisciplinary Tracks

Chemistry Track (19 cr)

| | |
|--------------------------------------|------|
| PHYS 211L General Physics I | 3 cr |
| PHYS 212L General Physics II | 3 cr |
| PHYS 213L General Physics I Lab | 1 cr |
| PHYS 214L General Physics II Lab | 1 cr |
| CHEM 131L General Chemistry I & Lab | 4 cr |
| CHEM 132L General Chemistry II & Lab | 4 cr |

Select One:

| | |
|---------------------------------|------|
| CHEM 361L Physical Chemistry I | 3 cr |
| CHEM 362L Physical Chemistry II | 3 cr |

Biology Track (19-20 cr)

| | |
|--------------------------------------|------|
| CHEM 131L General Chemistry I & Lab | 4 cr |
| CHEM 132L General Chemistry II & Lab | 4 cr |
| BIOL 130L General Biology I & Lab | 4 cr |
| BIOL 131L General Biology II & Lab | 4 cr |

Select One:

| | |
|---|------|
| BIOL 320L Genetics | 4 cr |
| BIOL 360L Ecology Principles & Practice | 3 cr |

Computer Science Track (20 cr)

| | |
|---------------------------------------|------|
| PHYS 211L General Physics I | 3 cr |
| PHYS 212L General Physics II | 3 cr |
| PHYS 213L General Physics I Lab | 1 cr |
| PHYS 214L General Physics II Lab | 1 cr |
| CMSC 122L Computer Science II | 3 cr |
| CMSC 335L Advanced Data Structures | 3 cr |
| CMSC 435L Algorithm Analysis & Design | 3 cr |

Select One:

| | |
|-----------------------------------|------|
| CMSC 404L Artificial Intelligence | 3 cr |
| CMSC 446L Computer Graphics | 3 cr |

Economics Track (20 cr)

| | |
|---|------|
| PHYS 211L General Physics I | 3 cr |
| PHYS 212L General Physics II | 3 cr |
| PHYS 213L General Physics I Lab | 1 cr |
| PHYS 214L General Physics II Lab | 1 cr |
| ECON 104L Principles of Macroeconomics | 3 cr |
| ECON 103L Principles of Microeconomics | 3 cr |
| ECON 320L Quantitative Methods (Econometrics) | 3 cr |

Select One:

| | |
|---|------|
| ECON 304L Intermediate Macroeconomic Theory | 3 cr |
| ECON 303L Intermediate Microeconomic Theory | 3 cr |

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

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

| | | | |
|---|---|---------------|---------------------------------|
| 1.0 | Course requirements in Mathematics | 33 cr | |
| 1.1 | Three additional Upper-Level MATH courses | 9 cr | |
| 1.2 | Interdisciplinary Tracks | 19-20 cr | |
| 2.0 | Course requirements in Related Fields | <u>4 cr</u> | |
| Total Credit Requirement for a Major in Applied Math | | | 65-66 cr |
| 3.0 | Core/Liberal Studies | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 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 | <u>3 cr</u> | |
| | | <u>24 cr</u> |

*0 additional credits needed for Economics focus.

| | |
|--|-----------------|
| Total Core/Liberal Studies Requirement | 33-36 cr |
| 4.0 General Electives | <u>18-22 cr</u> |
| Total Credit Requirement for Graduation | 120 cr |

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

FRESHMAN YEAR

FALL

| | |
|-----------------------------|-------------|
| MATH 241 Calculus | 4 cr |
| CMSC 120 Computer Science I | 4 cr |
| Core/LS Writing | 3 cr |
| Track Requirement | <u>4 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------------|-------------|
| MATH 242 Calculus | 4 cr |
| Core/LS Writing or Elective | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| Track Requirement | <u>4 cr</u> |
| | 14 cr |

SOPHOMORE YEAR

FALL

| | |
|-------------------------|-------------|
| MATH 343 Calculus III | 4 cr |
| MATH 210 Linear Algebra | 3 cr |
| Track Requirement | 4 cr |
| Cole/LS | 3 cr |
| Elective | <u>1 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------|-------------|
| MATH 310 Intro Math Reasoning | 3 cr |
| MATH 321 Differential Equations | 3 cr |
| Track Requirement | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|--|--------------|
| MATH 330 Probability & Statistics OR MATH 420 Mathematical Analysis I | 3 cr |
| MATH Elective | 3 cr |
| Track Requirement or Core/LS | 3 cr |
| Core/LS | 6 cr |
| | <u>15 cr</u> |

SPRING

| | |
|---|-------------|
| MATH 422 Applied Mathematics OR Elective | 3 cr |
| MATH Elective | 3 cr |
| Track Requirement or Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|--|-------------|
| MATH 420 Mathematical Analysis I OR MATH 330 Probability & Statistics | 3 cr |
| MATH Electives | 6 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--|-------------|
| Elective OR MATH 422 Applied Mathematics OR MATH 477 Capping | 3 cr |
| Core/LS | 6 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

Please see the documentation (page 134) for the Mathematics major for a schedule of when upper-level mathematics courses are offered.

Honors in Applied Mathematics – Please see the description of Honors in Mathematics on page 134.

ART AND ART HISTORY

RICHARD LEWIS, M.F.A., *Chairperson*

MISSION:

The Department of Art and Art History believes a sound foundation and an exploration of the fields of digital media, studio art, and art history should be combined with a strong liberal arts education to expand the intellectual horizons of our students. The department 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 believes an education in the visual arts should go beyond the classroom, lab, and studio. Opportunities are provided to exhibit artwork, visit galleries and museums, obtain internships, and study abroad.

The Department's mission is to prepare students for careers and graduate study in the fine and applied arts.

The **B.S. in Digital Media** is designed to allow students the opportunity to explore, in depth, the new exciting field of Digital Media under the guidance of recognized working artists, designers, and educators. It combines courses in digital media with a balanced curriculum of studio art, art history, and liberal arts courses. Students will gain broad-based training in a wide range of new media, along with an understanding of their concepts, historical background, and heritage in the traditional media.

The **B.S. in Studio Art** offers a balance of courses between the traditional art media areas required by the major and the liberal arts courses required by the Marist College common core. This program will provide a concentrated and carefully structured series of courses organized to enable students to broaden their understanding, aesthetic awareness, and technical abilities in the studio arts. It will also stress the concepts and historical background that have determined the way in which traditional art media have evolved. In addition, this comprehensive program will encourage an awareness of art in relationship to other areas, provide art students with the opportunity to participate in internships, take related courses in other disciplines, and offer students an opportunity to develop their portfolios in preparation for graduate studies. 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.

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: drawing, graphic design, painting, photography, or digital media. Students also select additional studio courses to expand their knowledge of the visual arts. This curriculum is ideally suited for students who want to combine their studio major with a second one or plan a more rigorous study of the liberal arts.

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 coursework, students concentrating in art history must pursue an alternative discipline, preferably in a foreign language. Study abroad is strongly encouraged and the department provides many opportunities for doing so.

All majors, whether in Studio Art, Digital Media, or Art History, are encouraged to apply for internships in their junior or senior year. The Department's programs are augmented by trips to nearby galleries and museums in the Hudson Valley, New England, and New York City. There are also noteworthy opportunities to study abroad, particularly at our branch campus in Florence, Italy, as well as short-term programs to Italy, England, France, Spain, and Japan.

FLORENCE, ITALY BRANCH CAMPUS

The Department of Art and Art History offers courses, a certificate, five majors, and a graduate degree at the branch campus in Florence, Italy:

- B.A. Fine Arts – Studio Art
- B.A. Fine Arts – Art History
- B.S. Conservation Studies/Restoration [only available in Florence]
- B.S. Digital Media
- B.S. Studio Art
- M.A. Museum Studies [only available in Florence]
- Certificate in Studio Art [only available in Florence]

For more information on courses and these degree programs, please consult the Marist-LdM Florence program catalog.

MINORS AND CERTIFICATE PROGRAM

Minors in Studio Art, Photography, 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.

REQUIREMENTS FOR A BACHELOR OF ARTS IN FINE ARTS: STUDIO ART

Concentration in Studio Art

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

| | | | |
|---|---|---------------|--------------|
| 1.0 | Course Requirements | | |
| | ART 101 Fundamentals of Art and Design I | 3 cr | |
| | ART 110 Basic Drawing | 3 cr | |
| | ART 160 History of Western Art I | 3 cr | |
| | ART 180 History of Western Art II | 3 cr | |
| | One 200-300 level Art History course | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | ART 477 Capping Course | <u>3 cr</u> | 21 cr |
| 1.1 | Tracks | | |
| | 3 courses in one of the following: digital media, drawing, graphic design, painting, or photography | <u>9 cr</u> | 9 cr |
| 1.2 | Each student is required to take four additional courses in Studio Art. | <u>12 cr</u> | <u>12 cr</u> |
| Total Credit Requirement for Concentration in Studio Art | | | 42 cr |
| 2.0 | Course Requirements in Related Fields: None | | |
| 3.0 | Core/Liberal Studies Requirement | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 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 | <u>3 cr</u> | |

33 cr

Total Core/Liberal Studies Requirement 42-45 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: ART HISTORY

Concentration in Art History

| | | | |
|-----|--|-------------|--|
| 1.0 | Course Requirements | | |
| | ART 101 Fundamentals of Art and Design I | 3 cr | |
| | ART 110 Basic Drawing | 3 cr | |
| | ART 160 History of Western Art I | 3 cr | |
| | ART 180 History of Western Art II | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | ART 477 Capping Course | <u>3 cr</u> | |

18 cr

1.1 Selection of five courses in art history 15 cr

1.2 Alternate Discipline 9 cr

Each student must take three 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.)

24 cr

Total Credit Requirement in Art History 42 cr

2.0 Course Requirements in Related Fields: None

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

| | |
|-------------------|---------------|
| Philosophy/Ethics | 6 cr |
| Writing | <u>3-6 cr</u> |

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 | <u>3 cr</u> |

(fulfilled by major field req.)

33 cr

Total Core/Liberal Studies Requirement 42-45 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 SCIENCE IN DIGITAL MEDIA

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

| | | | |
|-----|--|---------------|---------------------------------|
| 1.0 | Course Requirements | | |
| | ART 160 History of Western Art I | 3 cr | |
| | ART 180 History of Western Art II | 3 cr | |
| | ART 366 History of 20th Century Art | 3 cr | |
| | ART 350 Contemporary Art | 3 cr | |
| | ART 478 Senior Thesis: Portfolio | 3 cr | |
| | ART 477 Capping Course | 3 cr | |
| | CSIS 103 Information & Computer Literacy | <u>3 cr</u> | 21 cr |
| 1.1 | Track | | |
| | ART 110 Basic Drawing | 3 cr | |
| | ART 101 Fundamentals of Art & Design | 3 cr | |
| | ART 201 3D Design | 3 cr | |
| | ART 231 Introduction to Digital Media | <u>3 cr</u> | 12 cr |
| 1.2 | Concentration | | |
| | ART 235 Digital Animation I | 3 cr | |
| | ART 320 Digital Photography I | 3 cr | |
| | ART 324 Digital Layout & Design | 3 cr | |
| | ART 323 Designing for the Web | 3 cr | |
| | Three additional courses selected from the following: | <u>9 cr</u> | |
| | ART 321 Digital Painting | | |
| | ART 322 Multimedia Authoring | | |
| | ART 435 Digital Animation II | | |
| | ART 425 Digital Photography II | | |
| | ART 420 Multimedia Projects | | |
| | ART 430 3D Modeling & Animation | | |
| | | | <u>21 cr</u> |
| | Total Requirement in Digital Media | | 54 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | Students must take an additional fifteen credits in art electives, related field* electives (i.e., multimedia-related courses in Communication or Information Technology), and/or in a professional Internship* or any combination of the three. | | <u>15 cr</u> |
| | Total Requirement for a Major in Digital Media | | 69 cr |
| | * Internships and related field requirements must be approved by the department. | | |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 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 | <u>3 cr</u> | |
| | | | <u>33 cr</u> |
| | Total Core/Liberal Studies Requirement | | 42-45 cr |
| 4.0 | Electives | | <u>6 cr</u> |
| | 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 SCIENCE IN STUDIO ART

Concentration in Studio Art

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

| | | | |
|---|---|---------------|---------------------------------|
| 1.0 | Course Requirements | | |
| | ART 160 History of Western Art I | 3 cr | |
| | ART 180 History of Western Art II | 3 cr | |
| | Two 200-level or above Art History courses | 6 cr | |
| | ART 477 Capping: Art and Art Criticism | 3 cr | |
| | ART 478 Senior Thesis | <u>3 cr</u> | 18 cr |
| 1.1 | Art Studio Foundation | | |
| | ART 101 Fundamentals of Art and Design I | 3 cr | |
| | ART 110 Basic Drawing | 3 cr | |
| | ART 201 3D Design | 3 cr | |
| | ART 231 Intro to Digital Media | <u>3 cr</u> | 12 cr |
| 1.2 | Major Concentration | | |
| | ART 111 Basic Painting | 3 cr | |
| | ART 105 Basic Sculpture | 3 cr | |
| | ART 203 Draw II: Media and Techniques | 3 cr | |
| | ART 207 Basic Printmaking | 3 cr | |
| | ART 145 Basic Photography | 3 cr | |
| | Five studio art courses at the 200-level or above | <u>15 cr</u> | 30 cr |
| 1.3 | Art Electives, Related Fields, and/or Professional Internship | | 9 cr |
| | Students must take an additional nine credits in the art studio area, related field electives (for example, digital media courses, art history classes, classes in Communication, etc.) and/or a Professional Internship, or any combination thereof. | | |
| | • Internships and related field requirements must be approved by the department. | | |
| Total Credit Requirement for Concentration in Studio Art | | | 69 cr |
| 3.0 | Core/Liberal Studies Requirement | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 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 | <u>3 cr</u> | |
| | | | <u>33 cr</u> |
| Total Core/Liberal Studies Requirement | | | 42-45 cr |
| 4.0 | Electives | | <u>6-9 cr</u> |
| 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 A BACHELOR OF ARTS IN STUDIO ART

FRESHMAN YEAR

FALL

| | |
|----------------------------------|-------------|
| ART 101 Fund of Art & Design | 3 cr |
| ART 160 History of Western Art I | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------------|-------------|
| ART 110 Basic Drawing | 3 cr |
| ART 180 History of Western Art II | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| Studio Art Track Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------------|-------------|
| Studio Art Elective | 3 cr |
| Art History (200 level or above) | 3 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|-------------------------|-------------|
| Studio Art Track Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------|-------------|
| Studio Art Elective | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|-------------------------|-------------|
| Studio Art Track Course | 3 cr |
| Studio Art Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------|-------------|
| ART 477 Capping | 3 cr |
| Studio Art Elective | 3 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ART HISTORY

FRESHMAN YEAR

FALL

| | |
|----------------------------------|-------------|
| ART 101 Fund of Art & Design | 3 cr |
| ART 160 History of Western Art I | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------------|-------------|
| ART 110 Basic Drawing | 3 cr |
| ART 180 History of Western Art II | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| Art History Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------|-------------|
| Art History Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|----------------------------|-------------|
| Art History Course | 3 cr |
| Alternate Field Discipline | 3 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------|-------------|
| Art History Course | 3 cr |
| Alternate Field Discipline | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|----------------------------|-------------|
| Art History Course | 3 cr |
| Alternate Field Discipline | 3 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------|-------------|
| ART 477 Capping | 3 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA

FRESHMAN YEAR

FALL

| | |
|----------------------------------|-------------|
| ART 101 Fund of Art & Design | 3 cr |
| ART 110 Basic Drawing | 3 cr |
| ART 160 History of Western Art I | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS PHIL 101 | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------------|-------------|
| ART 231 Intro to Dig Media | 3 cr |
| ART 201 3D Design | 3 cr |
| ART 180 History of Western Art II | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS History | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| Digital Media Course | 3 cr |
| Digital Media Course | 3 cr |
| Studio Art/Rel Field Elective | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------------|-------------|
| ART 366 History of 20th Century Art | 3 cr |
| Digital Media Course | 3 cr |
| Studio Art/Rel Field Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|-------------------------------|-------------|
| ART 350 Contemporary Art | 3 cr |
| Digital Media Course | 3 cr |
| Studio Art/Rel Field Elective | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------|-------------|
| Digital Media Course | 3 cr |
| Studio Art/Rel Field Elective | 3 cr |
| Core/LS Philosophy 300 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|-----------------------|-------------|
| Digital Media Course | 3 cr |
| ART 478 Senior Thesis | 3 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------|-------------|
| Digital Media Course | 3 cr |
| ART 477 Capping | 3 cr |
| Studio Art/Rel Field Elective | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN STUDIO ART

FRESHMAN YEAR

FALL

| | |
|----------------------------------|-------------|
| ART 101 Fund of Art & Design | 3 cr |
| ART 110 Basic Drawing | 3 cr |
| ART 160 History of Western Art I | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS PHIL 101 | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------------|-------------|
| ART 231 Intro to Dig Media | 3 cr |
| ART 201 3D Design | 3 cr |
| ART 180 History of Western Art II | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS History | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| ART 203 Drawing II: Media and Techniques | 3 cr |
| ART 105 Basic Sculpture | 3 cr |
| Art History Elective 1 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------|-------------|
| ART 111 Basic Painting | 3 cr |
| ART 207 Basic Printmaking | 3 cr |
| Art History Elective 2 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|---------------------------|-------------|
| BS Art Studio Elective 1 | 3 cr |
| ART 145 Basic Photography | 3 cr |
| Related Field Course 1 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------|-------------|
| BS Art Studio Elective 2 | 3 cr |
| BS Art Studio Elective 3 | 3 cr |
| Core/LS Philosophy 300 | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|--------------------------|-------------|
| BS Art Studio Elective 4 | 3 cr |
| ART 478 Senior Thesis | 3 cr |
| Related Field Course 2 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------|-------------|
| BS Art Studio Elective 5 | 3 cr |
| ART 477 Capping | 3 cr |
| Related Field Course 3 | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

REQUIREMENTS FOR A MINOR IN STUDIO ART

| | |
|---|--------------|
| Foundation Courses: | 6 cr |
| ART 101 Fundamentals of Art and Design I | |
| ART 110 Basic Drawing | |
| Four additional Studio Art courses | <u>12 cr</u> |
| Total Credit Requirement for a Minor in Studio Art | 18 cr |

REQUIREMENTS FOR A MINOR IN ART HISTORY

| | |
|---|--------------|
| Introductory courses: | 6 cr |
| ART 160 History of Western Art I | |
| ART 180 History of Western Art II | |
| Four additional Art History courses at the 200 level or above | <u>12 cr</u> |
| Total Credit Requirement for a Minor in Art History | 18 cr |

REQUIREMENTS FOR A MINOR IN PHOTOGRAPHY

| | |
|--|-------------|
| Foundation Courses: | 9 cr |
| ART 101 Fundamentals of Art and Design I OR | |
| ART 110 Basic Drawing | |
| ART 145 Basic Photography | |
| ART 231 Introduction to Digital Media | |
| Required Course: | 3 cr |
| ART 220 History of Photography | |
| Two [2] of the following courses: | <u>6 cr</u> |
| ART 240 Intermediate Photography | |
| ART 314 Advanced Photography | |
| ART 320 Digital Photography I | |
| ART 425 Digital Photography II | |
| ART 313 View Camera Photography | |
| Total Credit Requirement for a Minor in Photography | 18 cr |

ART AND ADVERTISING DESIGN CERTIFICATE

REQUIREMENTS FOR A CERTIFICATE IN ART AND ADVERTISING DESIGN

| | |
|--|--------------|
| 1.0 Course Requirements (recommended sequence) | |
| ART 101 Fundamentals of Art and Design I | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| ART 231 Introduction to Digital Media | 3 cr |
| ART 215 Graphic Design I | 3 cr |
| COM 110 Principles of Advertising | 3 cr |
| COM 210 Writing for Advertising | 3 cr |
| Choose two of the following: | |
| COM 310 Broadcast Commercial | |
| ART 145 Basic Photography | |
| ART 315 Graphic Design II | |
| ART 324 Digital Layout and Design | |
| ART 320 Digital Photography | <u>6 cr</u> |
| Total Credit Requirement | <u>24 cr</u> |

Students must achieve a grade of C or better in each of the eight courses in order to obtain the certificate. Up to two courses may be transferred from an accredited higher education institution.

ATHLETIC TRAINING

MICHAEL E. POWERS, Ph.D., ATC, *Chair/Program Director*

MISSION:

The mission of the Athletic Training Education Program is to provide students, within a liberal-arts framework, with the strong scientific foundation and extensive practical experience they need to become certified Athletic Trainers (ATC). Athletic Training is an area of health care concerned with prevention, recognition, care, and rehabilitation of sports-related and similar injuries. Athletic Trainers work as part of a comprehensive sports-medicine team that includes physicians, physical therapists, and other health-care professionals. Upon completion of the B.S. degree in Athletic Training at Marist, graduates will be eligible to sit for the certification examination administered by the Board of Certification (BOC). Those passing this exam will be certified as Athletic Trainers by the BOC. The baccalaureate program qualifies students for entry-level positions in high schools, colleges, and universities; professional sports organizations; hospitals and medical clinics; and corporate and industrial settings. Students also may go on for further study in graduate and professional schools. Marist's Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and is registered with the New York State Education Department as a licensure-qualifying degree program.

The ATEP begins with a pre-professional phase which consists of introductory athletic training, biology, and chemistry courses in preparation for full acceptance into the ATEP. Students are also required to complete 100 hours of observation during this phase and submit an application for acceptance into the professional phase of the program. The deadline for application to the ATEP is November 1st for transfer students and March 1st for freshman and transfer students during the first full year at Marist. Admission to the program is competitive and based upon academic performance, references, and an essay, as well as successful completion of the first year's coursework and observation-hour requirement. An interview may be requested. Transfer admission requirements are available by contacting the Program Director of Athletic Training or the Director of Transfer Admission at Marist College. Applications to the ATEP are available in the Department of Athletic Training. Enrollment in the ATEP is limited to allow an effective student-to-clinical-instructor ratio. Upon full acceptance into the ATEP students must have a physical examination, current CPR/AED certification, training in blood-borne pathogens, complete a technical standards document, and adhere to the Retention Policy. Information on each of these requirements is available in the Department of Athletic Training. Students are required to purchase clothing, a name tag, and a watch to meet dress code requirements for the ATEP. Any expenses related to traveling to and from clinical sites are the responsibility of the student. Refer to the Athletic Training Student Policy and Procedure Manual for specific costs. The most current information on the Athletic Training Education Program is located on the Department of Athletic Training web page: www.marist.edu/science/athtraining/.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ATHLETIC TRAINING

| | | | |
|-----|---|-------------|----------|
| 1.0 | Course Requirements in Athletic Training | | |
| | ATHT 103 Introduction to Athletic Training | 2 cr | |
| | ATHT 102 Introduction to Clinical Athletic Training | 1 cr | |
| | ATHT 205 Basic Concepts in Athletic Training + Lab | 3 cr | |
| | ATHT 330 Advanced Concepts in Athletic Training | 3 cr | |
| | ATHT 304 Therapeutic Modalities + Lab | 3 cr | |
| | ATHT 306 Therapeutic Exercise + Lab | 3 cr | |
| | ATHT 308 Upper Body/Extremity Assess. of Musculoskeletal Injuries | 2 cr | |
| | ATHT 309 Lower Body/Extremity Assess. of Musculoskeletal Injuries | 2 cr | |
| | ATHT 400 Athletic Training Administration | 3 cr | |
| | ATHT 395, 396, 397, 398, 497, 498 Clinical Practicum I-VI | 6 cr | |
| | SCI 477 Science, Medicine & Ethics | <u>3 cr</u> | |
| | | | 31 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | BIOL 130 General Biology I | 4 cr | |
| | BIOL 131 General Biology II | 4 cr | |
| | CHEM 131 General Chemistry I & Lab | 4 cr | |
| | CHEM 132 General Chemistry II & Lab | 4 cr | |
| | BIOL 201 Human Anatomy & Physiology I | 4 cr | |
| | BIOL 202 Human Anatomy & Physiology II | 4 cr | |
| | HLTH 301 Exercise Physiology | 3 cr | |
| | HLTH 204 Personal & Community Health | 2 cr | |
| | HLTH 201 Human Nutrition | 3 cr | |
| | HLTH 202 First Aid and CPR | 3 cr | |
| | HLTH 300 Kinesiology | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | HLTH 211 Sport and Exercise Psychology | 3 cr | |
| | MATH 130 Intro to Statistics I AND | 3 cr | |
| | MATH 131 Intro to Statistics II OR | | |
| | MATH 115 Calculus with Management App. | <u>3 cr</u> | |
| | Credit Requirement in Related Fields | | 50-53 cr |
| 3.0 | Core/Liberal Studies Requirements | | |

| | | | |
|-----|--|---------------|-----------------------------------|
| 3.1 | FOUNDATION | | |
| | Intro to Philosophy | 3 cr | |
| | Ethics | 3 cr | |
| | Writing | <u>3-6 cr</u> | 9-12 cr |
| 3.2 | DISTRIBUTION* | | |
| | Literature | 6 cr | |
| | Fine Arts | 3 cr | |
| | Social Science (must include PSYC 101) | 6 cr | |
| | Phil/Rest | 3 cr | |
| | History | 6 cr | |
| | Math | 0 cr | (fulfilled by related field req.) |
| | Natural Science | <u>0 cr</u> | (fulfilled by related field req.) |
| | | | <u>24 cr</u> |

Total Core/Liberal Studies Requirement 33-36 cr

4.0 Electives 0-6 cr

Total Credit Requirement for Graduation 120 cr

* Students must take one course that will fulfill the cultural diversity requirement. 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.

RETENTION POLICY

Athletic Training Major

1. Maintain a minimum GPA of 2.5 (overall).
2. Maintain a minimum GPA of 2.75 for all required coursework in the Athletic Training Major. This includes all coursework with ATHT, BIOL, CHEM, HLTH, CSIS, and MATH prefixes or equivalent.
3. Obtain a grade of B or better in ATHT 103.
4. Obtain a grade of C or better in all required courses for the Athletic Training Major (excluding ATHT 103 which requires B or higher).
5. Complete a minimum of 150 hours of clinical experience as a requirement for each Clinical Practicum course (ATHT 395, 396, 397, 398, 497, 498).
6. Must adhere to the National Athletic Trainers' Association Code of Ethics and the BOC Standards of Professional Practice.

Noncompliance with any or all of the above will lead to a one-year probationary period in the Athletic Training Education Program. If deficiencies are not corrected during this time, suspension from the Athletic Training Education Program will occur.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ATHLETIC TRAINING

FRESHMAN YEAR

FALL

| | |
|--|-------------|
| BIOL 130 General Biology I | 4 cr |
| CHEM 131 General Chemistry I & Lab | 4 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| ATHT 103 Intro to Athletic Training | <u>2 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| BIOL 131 General Biology II | 4 cr |
| CHEM 132 General Chemistry II & Lab | 4 cr |
| Core/LS Writing | 3 cr |
| ATHT 102 Intro to Clinical Athletic Training | 1 cr |
| HLTH 202 First Aid & CPR | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|--------------|
| BIOL 201 Hum Anatomy & Physiology I | 4 cr |
| ATHT 205 Basic Concepts in Athletic Training | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| Core/LS History | 3 cr |
| ATHT 395 Clinical Practicum I | 1 cr |
| | <u>14 cr</u> |

SPRING

| | |
|---|-------------|
| BIOL 202 Hum Anatomy & Physiology II | 4 cr |
| MATH 130 Statistics I | 3 cr |
| HLTH 300 Kinesiology | 3 cr |
| ATHT 396 Clinical Practicum II | 1 cr |
| Core/LS Literature | 3 cr |
| ATHT 304 Thera Mod in Athletic Training | <u>3 cr</u> |
| | 17 cr |

JUNIOR YEAR

FALL

| | |
|--|--------------|
| HLTH 201 Human Nutrition | 3 cr |
| ATHT 306 Thera Exer in Athletic Training | 3 cr |
| PSYC 101 Intro to Psychology | 3 cr |
| Core/LS Literature | 3 cr |
| ATHT 309 Lower Body Assessment | 2 cr |
| ATHT 397 Clinical Practicum III | 1 cr |
| | <u>15 cr</u> |

SPRING

| | |
|--------------------------------------|-------------|
| HLTH 301 Exercise Physiology | 3 cr |
| PHIL 300 Ethics | 3 cr |
| ATHT 398 Clinical Practicum IV | 1 cr |
| HLTH 204 Personal & Community Health | 2 cr |
| MATH 131 Statistics II OR | |
| MATH 115 Calculus | 3 cr |
| ATHT 308 Upper Body Assessment | <u>2 cr</u> |
| | 14 cr |

SENIOR YEAR

FALL

| | |
|---|-------------|
| ATHT 400 Athletic Training Admin & Strategies | 3 cr |
| Core/LS Social Science | 3 cr |
| ATHT 497 Clinical Practicum V | 1 cr |
| HLTH 211 Sport & Exercise Psychology | 3 cr |
| Core/LS Fine Arts | 3 cr |
| Core/LS Cultural Diversity | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|--------------|
| ATHT 330 Adv Concepts in Athletic Training | 3 cr |
| Core/LS Phil/Religious Studies | 3 cr |
| SCI 477 Capping (Sci, Med, Eth) | 3 cr |
| Core/LS History | 3 cr |
| ATHT 498 Clinical Practicum VI | 1 cr |
| | <u>13 cr</u> |

BIOLOGY

The Department of Biology offers majors in Biology, Biology Education, and Biomedical Sciences and a minor in Biology.

RAYMOND KEPNER, Ph.D., *Chairperson*

MISSION:

The mission of the Department of Biology is to provide an outstanding and supportive educational environment in which students and faculty flourish as they seek to better understand the biological sciences and their practical applications.

VISION

The Department of Biology is committed to excellence in teaching, advising, undergraduate research, and service. We will provide challenging and innovative curricula that promote experiential learning opportunities such as internships, student-faculty collaborative research, and access to advanced technology. Our programs will prepare students for lifelong learning and for a diverse array of advanced studies and careers in the life sciences, including the health professions and teaching, making them competitive for positions in top graduate and professional schools, secondary schools, and industry. We will contribute to the holistic education of all Marist students by fostering scientific literacy and critical-thinking skills that enhance their scientifically informed decisions. Faculty are committed to continual development as teacher-scholars, and to being active in research involving Marist students, with the goal of disseminating their findings to the scientific community. We will enhance student learning by improving and expanding our facilities and instrumentation. We will strengthen our integration with other School of Science programs, establish pedagogical and scholarly collaborations with colleagues within and outside of the College, and engage in service to the College and the greater community.

REQUIREMENTS FOR A MAJOR IN BIOLOGY

| | | |
|-----|--|-------------|
| 1.0 | Course Requirements in Biology | |
| | BIOL 130 General Biology I | 4 cr |
| | BIOL 131 General Biology II | 4 cr |
| | BIOL 211 Plant Biology | 4 cr |
| | BIOL 320 Genetics | 4 cr |
| | SCI 477 Science, Medicine & Ethics (Capping) | <u>3 cr</u> |
| | Credit Requirement in Biology | 19 cr |
| | Biology Elective Courses: | |
| | Select from 300-400 level courses in BIOL (at least two of which must have a lab) and not including BIOL 390, 391, and/or 392. Taking both BIOL 201 and BIOL 202 (Human Anatomy and Physiology I and II) may substitute for one 300-400 level 4-credit BIOL course, but then BIOL 340 and/or BIOL 440 may not be taken for Biology or Related Fields Elective credit. | |
| | Students who take BIOL 340 and/or BIOL 440 may not take BIOL 201 and/or BIOL 202 for Biology or Related Fields Elective credit. | 15 cr |
| 2.0 | Course Requirements in Related Fields | |
| | CHEM 131-132 General Chemistry I-II | 8 cr |
| | CHEM 211-212 and 215-216 Organic Chemistry I-II and Lab I-II OR CHEM 201-202 Intro. Organic Chemistry and Lab | 4-8 cr |
| | MATH 130 Statistics | 3 cr |
| | MATH 241 Calculus I | 4 cr |
| | CSIS 103 Information & Computer Literacy OR EDUC 150 Learning through Technology | 3 cr |
| | Credit Requirements in Related Fields | 22-26 cr |
| | Related Fields Electives: At least one course must have a lab. | |
| | Any biology course listed above and: | |
| | BIOL 201 Human Anatomy and Physiology I | |
| | BIOL 202 Human Anatomy and Physiology II | |

BIOL 203 Human Nutrition
 BIOL 390 Special Topics in Biology I
 BIOL 392 Special Topics in Biology III
 PHYS 211-212-213-214 General Physics I-II and Lab I-II
 CHEM 355 Analytical Chemistry
 CHEM 420 Biochemistry I
 CHEM 421 Biochemistry II
 CHEM 423 Biochemistry I Lab
 CHEM 424 Biochemistry II Lab
 ENSC 101 Intro to Environmental Issues
 ENSC 210 Intro to Geology
 ENSC 230 Intro to Geographic Information Systems
 ENSC 310 Environmental Chemistry
 ENSC 308 Environmental Chemistry Lab
 ENSC 313 Environmental Microbiology
 ENSC 330 Advanced Geographic Information Systems
 ENSC 380 Principles of Environmental Assessment
 ENSC 404 Environmental Toxicology
 ANTH 101 Intro to Physical Anthropology
 *MEDT 301 Clinical Microbiology I
 *MEDT 305 Clinical Chemistry I
 *MEDT 315 Hematology I
 *MEDT 340 Clinical Immunology/Immunohematology I
 *MEDT 401 Clinical Microbiology II
 *MEDT 405 Clinical Chemistry II
 *MEDT 410 Hematology II
 *MEDT 440 Clinical Immunology/Immunohematology II
 EDUC 422 Science Teaching Methods
 MATH 131 Intro to Statistics II
 MATH 242 Calculus II
 MATH 343 Calculus III

Credit Requirements in Related Field Electives

8 cr

* Structured Programs in Medical Technology

Biology majors can opt to complete one or more structured programs in Medical Technology by fulfilling specific requirements for each discipline chosen (i.e., Chemistry, Hematology, Immunology/Immunohematology, or Microbiology). Clinical I coursework precedes Clinical II coursework, which includes an internship plus an advanced lecture series on campus. Structured program completion enables students to take national certification examinations specific to the medical technology discipline and offers job security upon graduation. For additional information please see the Chair of Medical Technology.

Total Credit Requirement for a Major in Biology

63-68 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

Philosophy/Ethics
College Writing

6 cr
3-6 cr

3.2 DISTRIBUTION*

Fine Arts
History
Literature
Mathematics
Natural Science
Philosophy/Religious Studies
Social Science

3 cr
6 cr
6 cr
0 cr (fulfilled by related field req.)
0 cr (fulfilled by related field req.)
3 cr
6 cr

Total Core/Liberal Studies Requirement

33-36 cr

4.0 Electives

16-24 cr

* Students must take one course that will fulfill the cultural diversity requirement. 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.

Total Credit Requirement for Graduation

120 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY

FRESHMAN YEAR

FALL

| | |
|--|-------------|
| BIOL 130 General Biology I | 4 cr |
| CHEM 131 General Chemistry I | 4 cr |
| Core/LS Writing | 3 cr |
| PHIL 101 Intro Phil | 3 cr |
| CSIS 103 Information & Computer Literacy | <u>3 cr</u> |
| | 17 cr |

SPRING

| | |
|-------------------------------|--------------|
| BIOL 131 General Biology II | 4 cr |
| CHEM 132 General Chemistry II | 4 cr |
| Core/LS Writing II | 3 cr |
| Core/LS | 3 cr |
| | <u>14 cr</u> |

SOPHOMORE YEAR

FALL

| | |
|--------------------------------------|-------------|
| BIOL 211 Plant Biology | 4 cr |
| CHEM 201 Intro Organic Chemistry | 3 cr |
| CHEM 202 Intro Organic Chemistry Lab | 1 cr |
| MATH 130 Intro to Stat | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|------------------------------------|-------------|
| Biology Elective/BIOL 320 Genetics | 4 cr |
| MATH 241 Calculus I | 4 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 17 cr |

JUNIOR YEAR

FALL

| | |
|---|-------------|
| Biology Elective | 4 cr |
| Related Field (General Physics I & Lab I) | 4 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 17 cr |

SPRING

| | |
|---|--------------|
| BIOL 320 Genetics/Biology Elective | 4 cr |
| Related Field (General Physics II & Lab II) | 4 cr |
| Core/LS | 3 cr |
| PHIL 300 Ethics | 3 cr |
| | <u>14 cr</u> |

SENIOR YEAR

FALL

| | |
|------------------------------------|-------------|
| Biology Elective | 4 cr |
| SCI 477 Science, Medicine & Ethics | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 13 cr |

SPRING

| | |
|------------------|-------------|
| Biology Elective | 4 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 14 cr |

REQUIREMENTS FOR A MINOR IN BIOLOGY

Required Courses:

| | | |
|-------------------------------|-------------|-------|
| BIOL 130 General Biology I | 4 cr | |
| BIOL 131 General Biology II | 4 cr | |
| CHEM 131 General Chemistry I | 4 cr | |
| CHEM 132 General Chemistry II | <u>4 cr</u> | |
| | | 16 cr |

Elective Biology Courses

Three courses selected from the following with at least one course having a lab:

| | | |
|--|-------------|--------------|
| BIOL 211 Plant Biology | 4 cr | |
| BIOL 305 Animal Behavior | 3 cr | |
| BIOL 312 Microbiology | 4 cr | |
| BIOL 315 Immunology | 3 cr | |
| BIOL 320 Genetics | 4 cr | |
| BIOL 321 Evolution | 3 cr | |
| BIOL 325 Histology | 4 cr | |
| BIOL 340 Comparative Anatomy | 4 cr | |
| BIOL 360 Ecology: Principles & Practices | 3 cr | |
| BIOL 391 Special Topics in Biology II | 2 cr | |
| BIOL 392 Special Topics in Biology III | 3 cr | |
| BIOL 420 Invertebrate Zoology | 4 cr | |
| BIOL 421 Parasitology | 4 cr | |
| BIOL 430 Developmental Biology | 4 cr | |
| BIOL 435 Plant Physiology | 4 cr | |
| BIOL 440 Vertebrate Physiology | 4 cr | |
| BIOL 450 Biotechnology | 4 cr | |
| BIOL 493 Molecular Biology | <u>4 cr</u> | |
| | | <u>10 cr</u> |

Total Credit Requirement for a Minor in Biology

26 cr

BIOLOGY EDUCATION

In partnership with the Department of Teacher Education in the School of Social & Behavioral Sciences, the Department of Biology has established a curriculum that leads to provisional New York State certification in Adolescent Education with a specialization in Biology. This curriculum, approved by the New York State Education Department, includes courses in biology and the other natural sciences, as well as courses designed to prepare students for a secondary school teaching career. A supervised student teaching experience, arranged by Marist faculty, is included.

Requirements for New York State Teacher Certification in Adolescence Education: Biology (Grades 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: Biology (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 101 of this catalog.

Program Requirements

Prior to entrance into EDUC 422 (Methods of Teaching Science) and EDUC 410 (Participation/Observation in Secondary Schools), which are co-requisites, students must satisfy the entrance “guidelines” for Adolescence Education or obtain a waiver by both the Department of Education and the Department of Biology. The waiver may contain extra requirements necessary for entrance into EDUC 422/EDUC 410 and/or EDUC 464 (Student Teaching). Transfer students with junior status are admitted on a provisional basis and will be formally evaluated by both the Department of Education and the Department of Biology prior to admittance to EDUC 422/EDUC 410.

Students interested in the Biology Education degree should contact Dr. Victoria Ingalls (845-575-3000 ext. 2541, or Victoria.Ingalls@Marist.edu).

REQUIREMENTS FOR A MAJOR IN BIOLOGY EDUCATION

1.0 Course Requirements in Biology Education

| | |
|---|------|
| BIOL 130-131 General Biology I-II | 8 cr |
| BIOL 211 Plant Biology | 4 cr |
| BIOL 320 Genetics | 4 cr |
| BIOL 321 Evolution | 3 cr |
| SCI 477 Science, Medicine & Ethics | 3 cr |
| CHEM 131-132 General Chemistry I-II | 8 cr |
| CHEM 201-202 Intro to Organic Chemistry & Lab | 4 cr |
| MATH 130 Introduction to Statistics | 3 cr |
| MATH 241 Calculus I | 4 cr |
| EDUC 150 Learning Through Technology | 3 cr |

Biology Electives

At least 10 credits selected from 300-400 level courses in BIOL (at least one of which must be a 4-credit course with a lab) and not including BIOL 390, 391 and/or 392. BIOL 360 (Ecology) is strongly recommended. Taking both BIOL 201 and BIOL 202 (Human Anatomy & Physiology I – II) may substitute for **one** 300-400 level 4-credit BIOL course, but then BIOL 340 and/or BIOL 440 may not be taken. Students who take BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202.

Credit Requirement in Biology Education 54 cr

2.0 Course Requirements in Related Fields

| | |
|---------------------------|--------------|
| EDUC 415 Student Teaching | <u>12 cr</u> |
|---------------------------|--------------|

Credit Requirement in Related Fields 12 cr

Total Credit Requirement in Biology Education

66 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

| | |
|-------------------|--------|
| Philosophy/Ethics | 6 cr |
| College Writing | 3-6 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 related field req.) |
| Philosophy/Religious Studies | 3 cr |
| Social Science | <u>0 cr</u> (fulfilled by education req.) |

Total Core/Liberal Studies Requirement

27-30 cr

| | | | |
|-----|---|---------------|---|
| 4.0 | Education Classes | | |
| | PSYC 101 Intro to Psychology | 3 cr | (credits fulfill the Core/LS social science req.) |
| | PSYC 207 Exceptional Child | 3 cr | (credits fulfill the Core/LS social science req.) |
| | PSYC 318 Psychology of the Adolescent | 3 cr | |
| | EDUC 101 Foundation of Education | 3 cr | |
| | EDUC 354 Teaching of Language Arts | 3 cr | |
| | EDUC 355 Teaching Language Arts/Content Areas | 3 cr | |
| | EDUC 410 Participation/Observation | 1 cr | |
| | EDUC 422 Methods of Teaching Science | 3 cr | |
| | Foreign Language** | <u>3-6 cr</u> | |

25-28 cr

Free Electives

0-2 cr

Grand Total

120-124 cr

**** Language Requirement**

One year of foreign language or one course at the intermediate level (intermediate language can replace second literature or second history course.)

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY – EDUCATION

FRESHMAN YEAR**FALL**

| | |
|------------------------------|--------------|
| BIOL 130 Gen Biology I | 4 cr |
| CHEM 131 Gen Chemistry I | 4 cr |
| ENG 116 College Writing I | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| | <u>14 cr</u> |

SPRING

| | |
|----------------------------------|-------------|
| BIOL 131 Gen Biology II | 4 cr |
| CHEM 132 Gen Chemistry II | 4 cr |
| ENG 117 College Writing II | 3 cr |
| PSYC 101 Intro to Psych | 3 cr |
| EDUC 101 Foundation of Education | <u>3 cr</u> |
| | 17 cr |

SOPHOMORE YEAR**FALL**

| | |
|--|-------------|
| BIOL 211 Plant Biology | 4 cr |
| CHEM 201-202 Intro to Organic Chem & Lab | 4 cr |
| CORE (History 1) | 3 cr |
| PSYC 207 The Exceptional Child | 3 cr |
| EDUC 150 Learning Through Technology | <u>3 cr</u> |
| | 17 cr |

SPRING

| | |
|-------------------------------------|-------------|
| BIOL 320 Genetics | 4 cr |
| MATH 130 Intro to Statistics | 3 cr |
| PSYC 318 Psychology of Adolescent | 3 cr |
| CORE (Lit 1) | 3 cr |
| CORE (Philosophy/Religious Studies) | <u>3 cr</u> |
| | 16 cr |

JUNIOR YEAR**FALL**

| | |
|------------------------------|-------------|
| BIOL 321 Evolution | 3 cr |
| MATH 241 Calculus | 4 cr |
| EDUC 354 Teach Language Arts | 3 cr |
| Biology Elective | 3 cr |
| Elementary Language* | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|------------------------------------|-------------|
| Biology Elective | 3 cr |
| EDUC 355 Teach Language in Content | 3 cr |
| CORE (Art) | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Elementary Language | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|--------------------------------------|-------------|
| SCI 477 Science, Medicine & Ethics | 3 cr |
| Biology Elective (Ecology) | 4 cr |
| EDUC 422 Methods of Teaching Science | 3 cr |
| EDUC 410 Part/Obs | 1 cr |
| CORE (Hist 2 or Lit 2) | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|---------------------------|--------------|
| EDUC 415 Student Teaching | 12 cr |
| CORE (Hist 2 or Lit 2) | 3 cr |
| | <u>15 cr</u> |

* If the student can take one language at the intermediate level, then this course substitutes for the second history or literature course. In this case, the student may need to take two elective credits to reach a total of 120 credits (depending on the number of credits taken in Biology Electives). If the student takes two semesters of elementary language instead of one semester of language at the intermediate level, then total credits will equal approximately 124.

BIOMEDICAL SCIENCES

The Biomedical Sciences curriculum is an interdisciplinary science program that includes core courses in biology, chemistry, and physics. These courses provide a solid foundation in each of these basic sciences and serve as general prerequisites for admission to most health professional schools. Elective and Core/LS courses will satisfy additional admission prerequisites to master's and doctoral programs in the health sciences. These schools include, but are not limited to, medical, dental, veterinary, physical therapy, optometry, chiropractic, physician assistant, pharmacy, nursing, public health, and genetic counseling.

In addition to providing students with grounding in the basic and biomedical sciences, this curriculum allows students whose goals and interests are not in clinical practice to pursue other avenues of opportunity. For example, it also will prepare students for graduate study (i.e., research-based M.S. and Ph.D. degrees) in a wide range of fields in the life sciences, including cellular and developmental biology, molecular genetics and molecular biology, immunology, and other biomedical sciences. Also, many vocations are available to graduates who seek no additional formal education beyond the B.S. degree. These include careers in the pharmaceutical, biotechnology, and medical diagnostics industries; hospital and independent testing labs; academic biomedical research; and state/federal health or research labs.

Two features of the program – the Introduction to the Health Professions course and a required internship in a clinical setting – provide focused information about and direct experience with the health-care system. While most internships will be served locally at St. Francis Hospital, Vassar Brothers Medical Center, or other health-care providers, in many cases students may be able to arrange internships in their hometowns. The inclusion of Business courses as Biomedical Sciences electives represents a distinct difference from any other program of this type, and provides students with the management background so strongly recommended by our Pre-Med/Pre-Health Advisory Board. Students can tailor their coursework and complete any remaining requirements via judicious choice of Biomedical Sciences and free electives, with the help of a faculty advisor.

However, for medical and most other health professional schools, students can choose any major – including Athletic Training, Biochemistry, Biology, Chemistry, Environmental Science, or Medical Technology – prior to professional school application. We note that Marist's Biomedical Sciences curriculum, as well as the Biology and Biochemistry curricula at Marist, includes all the prerequisite undergraduate courses for the great majority of professional schools.

REQUIREMENTS FOR A MAJOR IN BIOMEDICAL SCIENCES

| | | |
|--------------|---|-------------------|
| 1.0 | Course Requirements in Biomedical Sciences | |
| | BIOL 130-131 General Biology I-II | 8 cr |
| | BIOL 201-202 Human Anatomy & Physiology I-II OR | |
| | BIOL 340 and BIOL 440 Comparative Anatomy & Vertebrate Physiology | 8 cr ¹ |
| | BIOL 320 Genetics | 4 cr |
| | SCI 477 Science, Medicine and Ethics | 3 cr |
| | HLTH 110 Introduction to the Health Professions | 1 cr |
| | BIOL 496 Biomedical Sciences Internship | 3 cr |
| | CHEM 131-132 General Chemistry I-II | 8 cr |
| | CHEM 211-212 and 215-216 Organic Chemistry I-II with Lab I-II | 8 cr |
| | PHYS 211-212-213-214 General Physics I-II and Labs I-II OR | |
| | PHYS 201-202-213-214 College Physics I-II and Labs I-II | 8 cr |
| | Biomedical Sciences Electives ² | <u>15 cr</u> |
| | Credit Requirement in Biomedical Sciences | 66 cr |
| ¹ | Students who take BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, for Biomedical Sciences or Related Fields Elective credits, and students who take BIOL 340 and/or BIOL 440 may not take BIOL 201 and/or BIOL 202 for Biomedical Sciences credits or Related Fields Elective credits. | |
| ² | These elective credits must include two 4-credit BIOL courses drawn from the 300-400 level, both of which must have a laboratory component, not including internships or research. The remaining 7 credits must be chosen from ACCT, ATHT, BUS, ENSC, BIOL 211, BIOL and MEDT courses at the 300-400 level, CHEM courses for which CHEM 131-132 are prerequisites, HLTH 202, HLTH courses for which BIOL 130-131 are prerequisites, and MATH courses numbered above 130. Only 4 of these 7 credits may be biology research credits. The specific combination of courses may contribute to a minor (such as in Business, which is strongly recommended by Marist's Pre-Med /Pre-Health Professions Advisory Board), include categorical certification in one of the Medical Technology specialty areas, or serve to meet other educational needs of the student. | |
| 2.0 | Course Requirements in Related Fields | |
| | Mathematics and Computer Science | |
| | CSIS 103 Information & Computer Literacy | 3 cr |
| | MATH 130 Introduction to Statistics | 3 cr |
| | MATH 241 Calculus I | <u>4 cr</u> |
| | Credit Requirements in Related Fields | <u>10 cr</u> |
| | Total Credit Requirement for a Major in Biomedical Sciences | 76 cr |
| 3.0 | Core/Liberal Studies Requirements | |
| 3.1 | FOUNDATION | |
| | Philosophy/Ethics | 6 cr |
| | College Writing | 3-6 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 | <u>6 cr</u> | |

Total Core/Liberal Studies Requirement

33-36 cr

* Students must take one course that will fulfill the cultural diversity requirement. 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.

4.0 Electives

8-11 cr

While these are meant to be completely “free” electives, they could be combined with other courses above to constitute a minor or other individualized plan of study.

Total Credit Requirement for Graduation

120 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY – BIOMEDICAL SCIENCES

FRESHMAN YEAR

FALL

| | |
|-----------------------------------|-------------|
| BIOL 130 Gen Biology I | 4 cr |
| CHEM 131 Gen Chemistry I | 4 cr |
| ENG 116 College Writing I | 3 cr |
| Core/LS History | 3 cr |
| CSIS 103 Info & Computer Literacy | <u>3 cr</u> |
| | 17 cr |

SPRING

| | |
|--------------------------------------|-------------|
| BIOL 131 Gen Biology II | 4 cr |
| CHEM 132 Gen Chemistry II | 4 cr |
| ENG 117 College Writing II | 3 cr |
| MATH 241 Calculus I | 4 cr |
| HLTH 110 Intro to Health Professions | <u>1 cr</u> |
| | 16 cr |

SOPHOMORE YEAR

FALL

| | |
|--------------------------------------|--------------|
| CHEM 211 Organic Chem I | 3 cr |
| CHEM 215 Organic Chem I Lab | 1 cr |
| PHYS 211-213 General Physics I & Lab | 4 cr |
| MATH 130 Statistics I | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| | <u>14 cr</u> |

SPRING

| | |
|-------------------------------------|-------------|
| CHEM 212 Organic Chem II | 3 cr |
| CHEM 216 Organic Chem II Lab | 1 cr |
| PHYS 212-214 General Physics II Lab | 4 cr |
| Core/LS Social Sci (ECON OR PSYC) | 3 cr |
| Biomedical Science Elective | 3 cr |
| Internship | <u>1 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|--|-------------|
| BIOL 201 Human Anatomy & Physiology I OR BIOL 440 Vertebrate Physiology | 4 cr |
| PHIL 300 Ethics | 3 cr |
| Core/LS Literature | 3 cr |
| BIOL Elective | 3 cr |
| Internship | <u>1 cr</u> |
| | 14 cr |

SPRING

| | |
|---|-------------|
| BIOL 202 Human Anatomy & Physiology II OR BIOL 340 Comparative Anatomy | 4 cr |
| BIOL 320 Genetics | 4 cr |
| Core/LS Literature | 3 cr |
| Core/LS Fine Arts | 3 cr |
| Internship | <u>1 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|------------------------------------|--------------|
| SCI 477 Science, Medicine & Ethics | 3 cr |
| Biomedical Sciences Electives | 8 cr |
| Core/LS History | 3 cr |
| | <u>14 cr</u> |

SPRING

| | |
|-------------------------------|-------------|
| Core/LS Philosophy/Religion | 3 cr |
| Biomedical Sciences Electives | 3 cr |
| Electives | 6 cr |
| Core/LS Social Science | <u>3 cr</u> |
| | 15 cr |

CONCENTRATION IN CYTOTECHNOLOGY

B.S. in Biology or Medical Technology

Marist College offers a concentration option in Cytotechnology within the Medical Technology and Biology majors. Cytotechnologists are medical laboratory professionals who screen for cellular changes that occur in inflammatory, precancerous, and cancerous conditions. The cells studied may exfoliate from tissue or be removed for examination by brushing, lavage, or fine needle aspiration. Any abnormal microscopic changes detected by the cytotechnologist are reviewed with a pathologist for diagnostic purposes.

Marist College is formally affiliated with the School of Cytotechnology at **Memorial Sloan-Kettering Cancer Center (MSKCC)** in Manhattan, one of the most prestigious cancer treatment centers in the world. Students electing a concentration in Cytotechnology complete three years of undergraduate study at Marist College and then apply for a full year of education in cytology at MSKCC, which constitutes the fourth year of their college curriculum.

The cytotechnology program at MSKCC is accredited by the American Medical Association's Commission on Accreditation of Allied Health Education Programs on recommendation of the Cytotechnology Programs Review Committee of the American Society of Cytopathology. Students who complete training at MSKCC receive a B.S. degree in Medical Technology or Biology from Marist College and a certificate in Cytotechnology from MSKCC.

The School of Cytotechnology at MSKCC has an excellent reputation in cytology education. Graduates from the school are rapidly employed in hospitals and clinics, private laboratories, public health facilities, and industry. They are eligible to take a national exam in cytotechnology through the American Society for Clinical Pathology in order to be board certified.

Additional information on the Cytotechnology option can be obtained through the chairperson of the Department of Medical Laboratory Sciences and the Marist College Cytotechnology web page: <http://www.marist.edu/science/medicaltech/cyto.html>.

BUSINESS ADMINISTRATION

JOANNE H. GAVIN, Ph.D., *Chairperson, Department of Management*

ELIZABETH F. PURINTON-JOHNSON, Ph.D., *Chairperson, Department of Organization and Environment*

MISSION:

The mission of the Marist College Business Administration program is to provide a high-quality, professional education in a supportive, interactive, and personalized environment. The Program is designed to provide our business graduates with the knowledge, skills, and values necessary to become effective, socially responsible leaders in today's competitive and rapidly changing global business environment.

The goals of the School of Management's undergraduate degree program in Business Administration are:

1. To provide a dynamic undergraduate business curriculum, based on a broad liberal arts education that includes an analytical business foundation, exposure to the breadth of the business discipline, and the depth of a primary area of emphasis.
2. To enhance excellence in business education by requiring students to use information and communications technology.
3. To provide coverage of ethical and global issues; exposure to the political, social, technological, legal, natural, and cultural environments of business; and coverage of diversity issues in business.
4. To provide a learning environment which incorporates basic written and oral communications skills in diverse areas of business.
5. To support quality teaching through appropriate faculty intellectual activities.
6. To instill in students an understanding of modern business theory and practice so that they are prepared for an entry-level job or for graduate school.
7. To instill in students the ability to think critically, work in a team, and communicate effectively both orally and in writing.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The Technical and Analytical Foundation (21-22 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 104 | Principles of Macroeconomics | 3 cr |
| ECON 103 | Principles of Microeconomics | 3 cr |
| ITS 300 | Management Information Systems | 3 cr |
| MATH 115 | Calculus with Management Applications OR | |
| MATH 241 | Calculus I | 3-4 cr |
| MATH 130 | Introductory Statistics I | 3 cr |

The Business Core (24 credits)

The field of business administration is a broad one. 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 100 | Introduction to Business and Management | 3 cr |
| BUS 202 | Global Business and Society | 3 cr |
| BUS 301 | Human Resource Management | 3 cr |
| BUS 302 | Organizational Behavior | 3 cr |
| BUS 320 | Financial Management | 3 cr |
| BUS 340 | Marketing Principles | 3 cr |
| BUS 382 | Legal Foundations of Business | 3 cr |
| BUS 388 | Operations Management | 3 cr |

The Area of Emphasis (9-12 credits)

The broad exposure to business provided by the Business Core is necessary, but not sufficient, for the Bachelor's degree in Business Administration. 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 administration 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 (ECON 420, BUS 420, BUS 421)
- International Business (BUS 430, BUS 442, ECON 442)
- Marketing (BUS 440, BUS 441, BUS 450)
- Human Resources (BUS 401, BUS 402, BUS 410)
- Customized (by special arrangement with the student's advisor and department chair)

The area of emphasis is a key component of each student's Study Plan. This plan is developed in consultation with the student's faculty advisor. Any proposed changes in the courses comprising a student's approved area of emphasis must be authorized by the appropriate department chair.

Interdisciplinary Areas of Emphasis

To provide business majors with additional options, the School of Management makes available two interdisciplinary offerings, one in Computer Information Systems and one in Public Administration, which may be used as **secondary** areas of emphasis.

In cooperation with the Department of Computer Science and Information Systems (CSIS), a secondary area of emphasis in 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 |
| ITS 130 | Information Technology and Systems Concepts | 3 cr |
| IS 404 | Systems Analysis Methods | 3 cr |

In cooperation with the Political Science Department (POSC), a secondary area of emphasis in Public Administration can be constructed with the following required courses (15 credits):

| | | |
|----------|----------------------------------|------|
| ACCT 451 | Government and Fiscal Control | 3 cr |
| ECON 421 | Public Finance | 3 cr |
| POSC 110 | American National Government | 3 cr |
| POSC 240 | Introduction to Public Policy OR | |
| POSC 301 | Program Planning and Evaluation | 3 cr |
| POSC 283 | Public Administration | 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 develops this capability and completes the process of qualifying the business major for the Bachelor's degree in Business Administration:

| | | |
|---------|--------------------------------|------|
| BUS 477 | Management Strategy and Policy | 3 cr |
|---------|--------------------------------|------|

**SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE
IN BUSINESS ADMINISTRATION**

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

| | | | |
|-----|--|-------------|--------------|
| 1.0 | Course Requirements in Business Foundations | | |
| | ACCT 203 Financial Accounting | 3 cr | |
| | ACCT 204 Managerial Accounting | 3 cr | |
| | ECON 103 Principles of Microeconomics | 3 cr | |
| | ECON 104 Principles of Macroeconomics | 3 cr | |
| | ITS 300 Management Information Systems | 3 cr | |
| | MATH 115 Calculus with Management Applications OR | | |
| | MATH 241 Calculus I | 3-4 cr | |
| | MATH 130 Introductory Statistics I | <u>3 cr</u> | |
| | Credit Requirements in Business Foundations | | 21-22 cr |
| 2.0 | Course Requirements in Business | | |
| | Business Core | 24 cr | |
| | Area of Emphasis | 9 cr | |
| | Integrative Capping Course | <u>3 cr</u> | |
| | Credit Requirement in Business | | <u>36 cr</u> |
| | Total Credit Requirement for a Major in Business Administration | | 57-58 cr |
| 3.0 | Core/Liberal Studies Requirements | | |

| | | | |
|--|------------------------------|-------------|---------------------------------|
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | 3-6 cr | |
| Total Foundation Credits | | | 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 | <u>0 cr</u> | (fulfilled by major field req.) |
| Total Distribution Credits | | | <u>24 cr</u> |
| Total Core/Liberal Studies Requirement | | | 33-36 cr |
| 4.0 | Electives** | | <u>26-30 cr</u> |
| Total Credit Requirement for Graduation | | | 120 cr |

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

** Business students are encouraged to use 3-9 credits of electives to pursue one or more internship experiences during their junior and/or senior year. These internship experiences can be arranged with corporations in the local area, New York City, near the student's hometown, or as part of an international experience through the Marist Abroad programs.

REQUIREMENTS FOR A MINOR IN BUSINESS

| | |
|--|-------------|
| Required Courses: | 9 cr |
| BUS 100 Introduction to Business and Management* | |
| ACCT 203 Financial Accounting | |
| ECON 150 Economics of Social Issues (ECON 104 or 102 can be used as a substitute) | |
| Select two of the following: | 6 cr |
| BUS 301 Human Resource Management | |
| BUS 302 Organizational Behavior | |
| BUS 320 Financial Management | |
| BUS 340 Marketing Principles | |
| Electives: | <u>6 cr</u> |
| Select any additional two courses of interest at the 300-400 level from Business, Accounting, or Economics (subject to prerequisites). | |

Total Credit Requirement for a Minor in Business 21 cr

* Accounting majors have the option of taking any upper-level Business or Economics course (not otherwise required for the Accounting Major) instead of BUS 100.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Note: Students who may want to study abroad, including but not limited to doing a business internship abroad, should **not** take their Core/LS distribution courses freshman and sophomore years. Instead, after Intro to Philosophy, College Writing I and II and Themes of Modern History, these students should take their major courses right away, saving Core/LS and/or elective courses for flexibility when they are abroad.

FRESHMAN YEAR

FALL

| | |
|----------------------------------|-------------|
| BUS 100 Intro to Bus and Mgmt OR | |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing | 3 cr |
| MATH 115 Calc w/Mgmt Apps OR | |
| MATH 130 Statistics | 3 cr |
| ECON 103 Prin of Microecon* | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------------|-------------|
| BUS 100 Intro to Bus and Mgmt OR | |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing or Elective | 3 cr |
| ECON 104 Prin of Macroecon** | 3 cr |
| Core/LS | 3 cr |
| MATH 115 Calc w/Mgmt Apps OR | |
| MATH 130 Statistics | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR**FALL**

| | |
|---|-------------|
| ACCT 203 Financial Accounting* | 3 cr |
| BUS 202 Global Business and Society OR Core Emphasis Introductory Course | 3 cr |
| Core/LS | 6 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR**FALL**

| | |
|---|--------------|
| ITS 300 Management Information Systems OR Core/LS PHIL 300 | 3 cr |
| Core Emphasis Introductory Course | 3 cr |
| Core Emphasis Introductory Course | 3 cr |
| Elective or Business Core Course | 3 cr |
| Core/LS or Elective or Internship | 3 cr |
| | <u>15 cr</u> |

SENIOR YEAR**FALL**

| | |
|---|-------------|
| Business emphasis elective | 3 cr |
| Business emphasis elective | 3 cr |
| Core/LS or Elective or Internship | 3 cr |
| Elective OR BUS 477 Management Strategy and Policy | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

Business Foundation Courses:

BUS 100 Introduction to Business
BUS 202 Global Environment of Business

Business Core Courses:

BUS 302 Organizational Behavior
BUS 382 Legal Foundations of Business
BUS 388 Operations Management

Business Core/LS Requirements (8 courses):

| | |
|---------------------|-----------------------|
| History | (2 Courses/6 Credits) |
| Science | (2 Courses/6 Credits) |
| Literature | (2 Courses/6 Credits) |
| Philosophy/Religion | (1 Course/3 Credits) |
| Fine Art | (1 Course/3 Credits) |

SPRING

| | |
|--|-------------|
| ACCT 204 Managerial Accounting* | 3 cr |
| BUS 202 Business and Society OR Core Emphasis Introductory Course | 3 cr |
| Core/LS | 6 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|--------------|
| ITS 300 Management Information Systems OR Core/LS PHIL 300 | 3 cr |
| Business Core Course or Elective | 3 cr |
| Business Core Course | 3 cr |
| Business Core Course | 3 cr |
| Core/LS or Elective or Internship | 3 cr |
| | <u>15 cr</u> |

SPRING

| | |
|---|-------------|
| Business emphasis elective | 3 cr |
| Business emphasis elective | 3 cr |
| Core/LS or Elective or Internship | 3 cr |
| BUS 477 Mgmt Strategy and Policy OR Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

Business Core Emphasis Introductory Courses:

BUS 301 Human Resource Management
BUS 320 Financial Management
BUS 340 Marketing Management

Business Capping Course:

BUS 477 Management Strategy/Policy

* Econ 103 was formerly Econ 102

** Econ 104 was formerly Econ 101

CATHOLIC STUDIES MINOR

ROBERT P. LEWIS, Ph.D., *Coordinator and member of Steering Committee*

JANET STIVERS, Ph.D., *Member of Steering Committee*

Catholic Studies is a multidisciplinary program which offers students an opportunity to study how the tradition of Catholic Christianity has shaped the world we know today, to examine their beliefs and values in a mature and critical way, and to further integrate their Core/Liberal Studies program.

The three required courses for the Minor are designed to provide students with an historical and theological foundation in the traditions of Catholic Christianity. The elective courses in the several groupings identified below encourage students to explore the implications of Catholic thought, imagination, spirituality, and social/political vision within the many other disciplines they are studying. All the required or elective courses for the Minor can also satisfy one or another Core/LS area requirements.

If you have further questions, contact Dr. Robert Lewis, Coordinator.

The Minor requires a total of 18 credits distributed as follows:

| | |
|--|-------------|
| A. Required Courses | |
| HIST 248 (Dual listed as CAST 200) Catholic Studies I: Medieval Europe | 3 cr |
| HIST 250 (Dual listed as CAST 250) Catholic Studies II: The Catholic Church in Modern Times | 3 cr |
| REST 243 (Dual listed as CAST 243) Catholic Thought and Spirituality | 3 cr |
| | <u>9 cr</u> |
| B. Elective Courses | |
| Students must elect at least one course from each of the first two groupings, | <u>9 cr</u> |

and a third from any of the three groupings:

Group One (Art, Music, Literature)

ART 380 Renaissance Art
ENG 214 Religion in Film and Literature
ENG 266 The Italian-American Experience
ENG 330 Medieval Literature
ENG 324 Chaucer

Appropriate Special-Topics and regular courses in Art, Literature or Music

Group Two (Philosophy and Religious Studies)

PHIL 223 Medieval Philosophy
PHIL 231 Philosophy of Religion
REST 208 The Bible
REST 203 Principles of Christianity
REST 204 Principles of Judaism
REST 431 Spirituality and Religious Development
Appropriate Special-Topics and regular courses in Philosophy or Religious Studies

Group Three (Historical and Cultural Studies)

HIST 217 (Dual listed as POSC 217) Catholics in the United States
HIST 266 (Dual listed as POSC 266) The Italian-American Experience
HIST 286 The Irish Experience in America
Appropriate Special-Topics courses in History or Cultural Studies

Total Credit Requirement for a Minor in Catholic Studies

18 cr

CHEMISTRY

JOHN M. GALBRAITH, Ph.D., *Chairperson*

MISSION:

The mission of the Department of Chemistry, Biochemistry, and Physics is for students and faculty to acquire a better and more systematic understanding of the physical world and to disseminate new discoveries to the greater scientific community. Faculty expand the knowledge, skills, and values of all students, and help transition their learning styles from passive to active.

In support of this mission, a research-rich, challenging curriculum engages undergraduate chemistry and biochemistry majors amidst a supportive environment featuring exceptional access to faculty and facilities. Two American Chemical Society-approved curricula emphasize extensive hands-on experience with state-of-the-art instrumentation and development of effective communication skills. Computational modeling is integrated throughout the curriculum as one mechanism to blend contemporary practice with traditional methods. A strong sense of community grows from personal attention and individualized mentoring from faculty and support from fellow students.

Students are therefore the central focus and an integral part of the Department, working side-by-side with faculty who are enthusiastically committed to the teacher-scholar model. Faculty strive to be nationally recognized in their areas of specialization by working in research partnerships with students as colleagues. Most departmental majors complete original research projects, many of which culminate in presentation or publication at the national level. Marist Chemistry graduates are superbly prepared to be critically thinking, ethical scientist-citizens, with a balanced understanding of theory and method. Such graduates will be successful regardless of the paths they follow after leaving Marist College.

In pursuit of the philosophy of "Science without Boundaries," the Department actively seeks to collaborate with students and faculty from other disciplines. The Department cherishes its role in training students majoring in the other sciences, because the physical sciences underlie processes integral to the life sciences and health professions. The Department recognizes its responsibility to contribute to the understanding and thinking of non-science majors via its involvement in the Core/Liberal Studies program. Faculty and students also use their expertise to provide service to the College and the mid-Hudson Valley.

Departmental Goals

- To be nationally recognized by high schools as a place to send their best students and by graduate schools as a place to recruit high-quality students.
- To place graduating students in competitive positions of their choice in graduate schools, professional schools, secondary schools, and industry.
- To provide an environment which fosters continued professional growth of the faculty, including the ability to stay active and vital in their respective fields of research.
- To engage students in publication-quality research.
- To contribute to increased scientific knowledge through presentations and publications.

Goals for Students

Students Will:

- **Achieve Understanding:** Chemistry education at Marist College will emphasize depth of understanding over memorization. Faculty and curricula will foster the ability to solve problems through the understanding and application of fundamental scientific principles. Students will demonstrate factual knowledge by application of key concepts to solve theoretical, laboratory, and research problems.
- **Develop Skills:** Students will develop skills in: laboratory procedure; data keeping and processing; teamwork and leadership; mathematical reasoning; computational methods; retrieval and use of informational resources; and oral and written communication. Students also will learn and practice safe and responsible methods for chemical work.
- **Develop Values:** Students will be held to the highest ethical standards in everything they do, including the recording and reporting of data. Students will also be exposed to other ethical issues in science, including responsible treatment of data, reporting scientific information, ethical misconduct, issues in human and animal experimentation, and the relationship of chemistry to society.

- **Learn Research Methods:** Most of our students will learn research methods by participating in original research, working closely with a faculty member. Those who don't undertake extensive research projects nevertheless will be exposed to the techniques and methods of chemical research through laboratory work.
- **Increase Awareness of Self:** Students will become aware of their personal learning styles so that they can develop intellectually and continue to grow intellectually.

Degree Options in Chemistry

In order to provide a versatile set of programs for students while maintaining the high quality of the Marist Chemistry experience, we offer four degree options. The B.S. Chemistry and B.S. Chemistry-Biochemistry curricula accommodate those students seeking certification from the American Chemical Society as they prepare for careers as professional scientists in the chemical, pharmaceutical, or molecular industries, or as health-care practitioners. These curricula are recommended for those anticipating graduate-level (M.S. or Ph.D.) study in chemistry, biochemistry, or biomedical sciences. The more flexible B.A. Chemistry and B.A. Biochemistry curricula are designed to have significant quantities of free electives, allowing students to pursue personal and professional interests in other areas such as, but not limited to, business, education, and computer science. The B.A. Chemistry degree is especially well suited for those seeking provisional certification to teach chemistry in secondary schools in New York State or for marketing and sales positions in the chemical and pharmaceutical industries. The B.A. Biochemistry degree, with proper choice of electives, may be used as preparation for students seeking a career in the health professions.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CHEMISTRY

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

Core Courses: 38 cr

CHEM 131 General Chemistry I: Introduction to Inorganic Chemistry
 CHEM 132 General Chemistry II: Introduction to Physical Chemistry
 CHEM 211 Organic Chemistry I
 CHEM 212 Organic Chemistry II
 CHEM 215 Organic Chemistry I Lab
 CHEM 216 Organic Chemistry II Lab
 CHEM 355 Analytical Chemistry
 CHEM 361 Physical Chemistry: Thermodynamics and Kinetics
 CHEM 362 Physical Chemistry: Quantum and Statistical Mechanics
 CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics
 CHEM 366 Experimental Physical Chemistry: Quantum & Statistical Mechanics
 CHEM 376 Research Methods in Chemistry I
 CHEM 475 Research Methods in Chemistry II
 CHEM 476 Research Methods in Chemistry III
 SCI 477 Science, Medicine and Ethics

Two additional courses selected from the following: 6 cr

CHEM 420 Biochemistry I
 CHEM 421 Biochemistry II
 CHEM 423 Biochemistry I Lab
 CHEM 424 Biochemistry II Lab
 CHEM 430 Advanced Inorganic Chemistry
 CHEM 431 Advanced Inorganic Chemistry Lab
 CHEM 440 Advanced Organic Chemistry
 CHEM 460 Polymer Chemistry

Students seeking ACS certification must take CHEM 420, 430, AND 431

Credit Requirement in Chemistry 44 cr

2.0 Course Requirements in Related Fields

MATH 210 Linear Algebra 3 cr
 MATH 241 Calculus I 4 cr
 MATH 242 Calculus II 4 cr
 PHYS 211 General Physics I 3 cr
 PHYS 212 General Physics II 3 cr
 PHYS 213 General Physics Lab I 1 cr
 PHYS 214 General Physics Lab II 1 cr
 CMSC 120* Computer Science I OR EDUC 150 OR 3-4 cr
 CSIS 103 Information & Computer Literacy

*Choice consistent with background in Computer Science

Credit Requirement in Related Fields 22-23 cr

Total Credit Requirement for a Major in Chemistry 66-67 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 | 0 cr | (fulfilled by major field req.) |
| | Philosophy/Religious Studies | 3 cr | |
| | Social Science | <u>6 cr</u> | |
| | | | <u>24 cr</u> |

Total Core/Liberal Studies Requirement 33-36 cr

4.0 Electives 17-21 cr

Recommended Course
MATH 321 Differential Equations

Total Credit Requirement for Graduation 120 cr

* Students must take one course that will fulfill the cultural diversity requirement. 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

Notes: A minimum of 60 credits in Liberal Arts is required. Pre-medical Chemistry majors should add BIOL 113 (1 cr) to the list of course requirements in related fields.

| | | |
|-----|---|-------------|
| 1.0 | Course Requirements in Chemistry | |
| | Core Courses: | 37 cr |
| | CHEM 131 General Chemistry I: Introduction to Inorganic Chemistry | |
| | CHEM 132 General Chemistry II: Introduction to Physical Chemistry | |
| | CHEM 211 Organic Chemistry I | |
| | CHEM 212 Organic Chemistry II | |
| | CHEM 215 Organic Chemistry I Lab | |
| | CHEM 216 Organic Chemistry II Lab | |
| | CHEM 355 Analytical Chemistry | |
| | CHEM 361 Physical Chemistry: Thermodynamics and Kinetics | |
| | CHEM 362 Physical Chemistry: Quantum and Statistical Mechanics | |
| | CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics | |
| | CHEM 376 Research Methods in Chemistry I | |
| | CHEM 475 Research Methods in Chemistry II | |
| | CHEM 476 Research Methods in Chemistry III | |
| | SCI 477 Science, Medicine and Ethics | |
| | Additional courses: | <u>8 cr</u> |
| | CHEM 420 Biochemistry I | |
| | CHEM 421 Biochemistry II | |
| | CHEM 423 Biochemistry Lab I | |
| | CHEM 424 Biochemistry Lab II | |

Students seeking ACS certification must also take:
CHEM 430 & 431 Advanced Inorganic Chemistry and Lab

Credit Requirement in Chemistry 45 cr

| | | |
|-----|---|---------------|
| 2.0 | Course Requirements in Related Fields | |
| | BIOL 130 General Biology I | 4 cr |
| | BIOL 131 General Biology II | 4 cr |
| | BIOL 450 Biotechnology OR | |
| | BIOL 493 Molecular Biology (requires BIOL 320 Genetics) | 4 cr |
| | MATH 241 Calculus I | 4 cr |
| | MATH 242 Calculus II | 4 cr |
| | PHYS 211 General Physics I | 3 cr |
| | PHYS 212 General Physics II | 3 cr |
| | PHYS 213 General Physics Lab I | 1 cr |
| | PHYS 214 General Physics Lab II | 1 cr |
| | CMSC 120* Computer Science I OR EDUC 150 OR | <u>3-4 cr</u> |

CSIS 103 Information & Computer Literacy
 *Choice consistent with background in Computer Science

| | | |
|--|---------------|-----------------------------------|
| Credit Requirement in Related Fields | | <u>31-32 cr</u> |
| Total Credit Requirement for a Major in Chemistry | | 76-77 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION | | |
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | 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 | <u>6 cr</u> | |
| Total Core/Liberal Studies Requirement | | <u>24 cr</u> 33-36 cr |
| 4.0 Electives | | <u>7-11 cr</u> |
| Recommended Courses | | |
| BIOL 315 Immunology | | |
| BIOL 320 Genetics | | |
| 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 in catalog.

REQUIREMENTS FOR A BACHELOR OF ARTS IN CHEMISTRY

Students interested in obtaining provisional New York State certification to teach Chemistry at the secondary level should follow this curriculum and contact Prof. Robert Balogh-Robinson, (845) 575-3000, ext. 2242 or Robert.Robinson@Marist.edu.

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

| | | |
|---|---------------|-------|
| 1.0 Course Requirements in Chemistry | | |
| Core Courses: | 35 cr | |
| CHEM 131 General Chemistry I | | |
| CHEM 132 General Chemistry II | | |
| CHEM 211 Organic Chemistry I | | |
| CHEM 212 Organic Chemistry II | | |
| CHEM 215 Organic Chemistry Lab I | | |
| CHEM 216 Organic Chemistry Lab II | | |
| CHEM 355 Analytical Chemistry | | |
| CHEM 361 Physical Chemistry: Thermodynamics and Kinetics OR | | |
| CHEM 362 Physical Chemistry: Quantum and Statistical Mechanics | | |
| CHEM 365 Experimental Physical Chemistry: Thermodynamics and Kinetics OR | | |
| CHEM 366 Experimental Physical Chemistry: Quantum and Statistical Mechanics | | |
| CHEM 376 Research Methods in Chemistry I | | |
| SCI 477 Science, Medicine and Ethics | | |
| CHEM 420 Biochemistry I | | |
| CHEM 423 Biochemistry Lab I | | |
| Credit Requirement in Chemistry | | 35 cr |
| 2.0 Course Requirements in Related Fields | | |
| MATH 241 Calculus I | 4 cr | |
| MATH 242 Calculus II | 4 cr | |
| PHYS 211 General Physics I | 3 cr | |
| PHYS 212 General Physics II | 3 cr | |
| PHYS 213 General Physics Lab I | 1 cr | |
| PHYS 214 General Physics Lab II | 1 cr | |
| CMSC 120* Computer Science I OR EDUC 150 OR | <u>3-4 cr</u> | |

| | | |
|---|---------------|---------------------------------|
| Credit Requirement in Related Fields | | 19-20 cr |
| Total Credit Requirement for a B.A. Major in Chemistry | | 54-55 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION | | |
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | 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 | 0 cr | (fulfilled by major field req.) |
| Philosophy/Religious Studies | 3 cr | |
| Social Science | <u>6 cr</u> | |
| | | <u>24 cr</u> |
| Total Core/Liberal Studies Requirement | | 33-36 cr |
| 4.0 Electives | | <u>29-33 cr</u> |
| Total Credit Requirement for Graduation | | 120 cr |

* Students must take one course that will fulfill the cultural diversity requirement. 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 ARTS IN BIOCHEMISTRY

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

| | | |
|---|--------|-------|
| 1.0 Course Requirements in Chemistry | | |
| Core Courses: | | 35 cr |
| CHEM 131 General Chemistry I | | |
| CHEM 132 General Chemistry II | | |
| CHEM 211 Organic Chemistry I | | |
| CHEM 212 Organic Chemistry II | | |
| CHEM 215 Organic Chemistry Lab I | | |
| CHEM 216 Organic Chemistry Lab II | | |
| CHEM 355 Analytical Chemistry | | |
| CHEM 361 Physical Chemistry: Thermodynamics and Kinetics | | |
| CHEM 365 Experimental Physical Chemistry: Thermodynamics and Kinetics | | |
| CHEM 376 Research Methods in Chemistry I* | | |
| CHEM 420 Biochemistry I | | |
| CHEM 423 Biochemistry Lab I | | |
| SCI 477 Science, Medicine and Ethics | | |
| *A suitable internship may be substituted with Departmental approval. | | |
| Credit Requirement in Chemistry | | 35 cr |
| 2.0 Course Requirements in Related Fields | | |
| BIOL 130 General Biology I | 4 cr | |
| BIOL 131 General Biology II | 4 cr | |
| BIOL 450 Biotechnology | 3-4 cr | |
| OR BIOL 201 Human Anatomy and Physiology I | | |
| OR BIOL 312 Microbiology | | |
| OR BIOL 320 Genetics | | |
| OR BIOL 315 Immunology | | |
| OR BIOL 325 Histology | | |
| OR BIOL 340 Comparative Anatomy | | |
| OR BIOL 440 Vertebrate Physiology | | |
| OR BIOL 435 Plant Physiology | | |
| OR BIOL 450 Biotechnology | | |
| OR BIOL 493 Molecular Biology | | |
| OR CHEM 421 Biochemistry II | | |
| OR ENSC 404 Toxicology | | |

| | |
|---|--------|
| OR MEDT 301 Clinical Micro. I | |
| OR MEDT 305 Clinical Chem I | |
| OR MEDT 315 Hemo. I | |
| OR MEDT 340 Clinical Immuno. / Immuno. I | |
| OR MEDT 345 Clinical Microscopy I | |
| MATH 241 Calculus I | 4 cr |
| MATH 242 Calculus II | 4 cr |
| PHYS 211 General Physics I | 3 cr |
| PHYS 212 General Physics II | 3 cr |
| PHYS 213 General Physics Lab I | 1 cr |
| PHYS 214 General Physics Lab II | 1 cr |
| CMSC 120* Computer Science I OR EDUC 150 OR CSIS 103 Information & Computer Literacy | 3-4 cr |
| * Choice consistent with background in Computer Science | |

| | |
|--|-----------------|
| Credit Requirement in Related Fields | <u>30-32 cr</u> |
| Total Credit Requirement for a B.A. Major in Biochemistry | 65-67 cr |

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

| | | |
|-------------------|---------------|---------|
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | 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 | <u>6 cr</u> | <u>24 cr</u> |

| | |
|---|-----------------|
| Total Core/Liberal Studies Requirement | 33-36 cr |
|---|-----------------|

4.0 Electives

| | |
|---------------------|-----------------|
| Recommended Courses | <u>18-22 cr</u> |
| BIOL 315 Immunology | |
| BIOL 320 Genetics | |

| | |
|--|---------------|
| 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 in catalog.

REQUIREMENTS FOR A MINOR IN CHEMISTRY

| | |
|---------------------------------------|------|
| CHEM 131 General Chemistry I and Lab | 4 cr |
| CHEM 132 General Chemistry II and Lab | 4 cr |
| CHEM 211 Organic Chemistry I | 3 cr |
| CHEM 212 Organic Chemistry II | 3 cr |
| CHEM 215 Organic Chemistry I Lab | 1 cr |
| CHEM 216 Organic Chemistry II Lab | 1 cr |

Two courses chosen from two different groups. One of these courses must be accompanied by its corresponding lab course.

- Group 1: CHEM 355 Analytical Chem* OR CHEM 376 Res Methods in Chem I* OR CHEM 310 Env Chem
- Group 2: CHEM 361 Thermodynamics & Kinetics** OR CHEM 362 Quantum and Statistical Mechanics**
- Group 3: CHEM 430 Adv. Inorg Chem OR CHEM 440 Adv. Org Chem OR other advanced special topics courses as offered
- Group 4: CHEM 420 Biochemistry I

* Both have lab courses built in, no further lab would be required.
 ** CHEM 361-362-363 require PHYS 211-212 and MATH 210.

| | |
|--|-----------------|
| Total Credit Requirement for a Minor in Chemistry | 23-25 cr |
|--|-----------------|

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CHEMISTRY

FRESHMAN YEAR

FALL

| | |
|--------------------------|-------------|
| CHEM 131 Gen Chemistry I | 4 cr |
| MATH 210 Linear Algebra | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS History | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|-----------------------------------|--------------|
| CHEM 132 Gen Chemistry II | 4 cr |
| MATH 241 Calculus I | 4 cr |
| CSIS 103 Info & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| | <u>14 cr</u> |

SOPHOMORE YEAR

FALL

| | |
|----------------------------------|-------------|
| CHEM 211 Organic Chemistry I | 3 cr |
| CHEM 215 Organic Chemistry I Lab | 1 cr |
| MATH 242 Calculus II | 4 cr |
| PHYS 211 Physics I | 3 cr |
| PHYS 213 Physics Lab I | 1 cr |
| Core/LS Literature | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------------|-------------|
| CHEM 212 Organic Chemistry II | 3 cr |
| CHEM 216 Organic Chemistry II Lab | 1 cr |
| PHYS 212 Physics II | 3 cr |
| PHYS 214 Physics II Lab | 1 cr |
| Core/LS Fine Arts | 3 cr |
| Elective | <u>4 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|-----------------------------------|--------------|
| CHEM 362 Quantum & Stat Mechanics | 3 cr |
| CHEM 355 Analytical Chemistry | 4 cr |
| Core/LS PHIL 300 | 3 cr |
| Core/LS Literature | 3 cr |
| Elective | 3 cr |
| | <u>16 cr</u> |

SPRING

| | |
|---|-------------|
| CHEM 361 Thermodynamics & Kinetics | 3 cr |
| CHEM 376 Research Methods in Chem I | 4 cr |
| CHEM 365 Exp. P. Chem: Thermo & Kinetics | 1 cr |
| CHEM 366 Exp. P. Chem: Quant & Stat Mechanics | 1 cr |
| Elective | 2 cr |
| Core/LS Philosophy/Religious Studies | <u>3 cr</u> |
| | 14 cr |

SENIOR YEAR

FALL

| | |
|--------------------------------------|-------------|
| CHEM Elective | 3 cr |
| SCI 477 Science, Medicine & Ethics | 3 cr |
| CHEM 475 Research Methods in Chem II | 2 cr |
| Core/LS Social Science | 3 cr |
| Elective | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|---------------------------------------|-------------|
| CHEM 476 Research Methods in Chem III | 1 cr |
| CHEM Elective | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Social Science | 3 cr |
| Electives | <u>6 cr</u> |
| | 16 cr |

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CHEMISTRY – BIOCHEMISTRY OPTION

FRESHMAN YEAR

FALL

| | |
|------------------------------|--------------|
| CHEM 131 General Chemistry I | 4 cr |
| BIOL 130 General Biology I | 4 cr |
| MATH 241L Calculus I | 4 cr |
| Core/LS Writing | 3 cr |
| | <u>15 cr</u> |

SPRING

| | |
|-----------------------------|--------------|
| CHEM 132 Gen Chemistry II | 4 cr |
| BIOL 131 General Biology II | 4 cr |
| MATH 242 Calculus II | 4 cr |
| Core/LS Writing | 3 cr |
| | <u>15 cr</u> |

SOPHOMORE YEAR

FALL

| | |
|----------------------------------|--------------|
| CHEM 211 Organic Chemistry I | 3 cr |
| CHEM 215 Organic Chemistry I Lab | 1 cr |
| PHYS 211 General Physics I | 3 cr |
| PHYS 213 General Physics I Lab | 1 cr |
| Core/LS History | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| | <u>14 cr</u> |

SPRING

| | |
|-----------------------------------|-------------|
| CHEM 212 Organic Chem II | 3 cr |
| CHEM 216 Organic Chemistry II Lab | 1 cr |
| PHYS 212 General Physics II | 3 cr |
| PHYS 214 General Physics II Lab | 1 cr |
| CSIS 103 Info & Computer Literacy | 3 cr |
| Elective | 2 cr |
| Core/LS Literature | <u>3 cr</u> |
| | 16 cr |

JUNIOR YEAR

FALL

| | |
|-------------------------------|-------------|
| CHEM 420 Biochemistry I | 3 cr |
| CHEM 423 Biochemistry I Lab | 1 cr |
| CHEM 355 Analytical Chemistry | 4 cr |
| Core/LS Literature | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Elective | <u>2 cr</u> |
| | 16 cr |

SPRING

| | |
|--------------------------------------|--------------|
| CHEM 421 Biochemistry II | 3 cr |
| CHEM 424 Biochemistry II Lab | 1 cr |
| CHEM 376 Research Methods in Chem II | 4 cr |
| Core/LS Philosophy/Religious Studies | 3 cr |
| Core/LS Fine Arts | 3 cr |
| | <u>14 cr</u> |

SENIOR YEAR**FALL**

| | |
|--------------------------------------|-------|
| CHEM 362 Quant & Stat Mech | 3 cr |
| SCI 477 Science, Medicine & Ethics | 3 cr |
| CHEM 475 Research Methods in Chem II | 2 cr |
| BIOL 450 Biotechnology | 4 cr |
| Core/LS Social Science | 3 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|--|-------------|
| CHEM 361 Thermo & Kinetics | 3 cr |
| CHEM 365 Exp. P. Chem: Thermo & Kinetics | 1 cr |
| CHEM 476 Research Methods in Chem III | 1 cr |
| Core/LS History | 3 cr |
| Core/LS Social Science | 3 cr |
| Elective | <u>4 cr</u> |
| | 15 cr |

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

| | |
|--|-------------|
| CHEM 131 General Chemistry I | 4 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| MATH 241 Calculus I | 4 cr |
| ENG 116 College Writing I | 3 cr |
| Elective | <u>1 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------|-------------|
| CHEM 132 General Chemistry II | 4 cr |
| MATH 242 Calculus II | 4 cr |
| ENG 117 College Writing II | 3 cr |
| PHYS 212 General Physics II | 3 cr |
| PHYS 214 General Physics Lab II | <u>1 cr</u> |
| | 15 cr |

SOPHOMORE YEAR**FALL**

| | |
|-----------------------------------|-------------|
| CHEM 211 Organic Chemistry I | 3 cr |
| CHEM 215 Organic Chemistry Lab I | 1 cr |
| PHYS 211 General Physics I | 3 cr |
| PHYS 213 General Physics Lab I | 1 cr |
| Elective | 3 cr |
| HIST 101 Themes in Modern History | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|-----------------------------------|-------|
| CHEM 212 Organic Chemistry II | 3 cr |
| CHEM 216 Organic Chemistry Lab II | 1 cr |
| Core/LS Literature | 3 cr |
| Core/LS Literature | 3 cr |
| Electives* | 6 cr |
| | <hr/> |
| | 16 cr |

JUNIOR YEAR**FALL**

| | |
|---|-------|
| Elective OR CHEM 362 Quant & Stat Mechanics | 3 cr |
| CHEM 355 Analytical Chemistry | 4 cr |
| Core/LS Social Science | 3 cr |
| Core/LS Literature | 3 cr |
| PHIL 300 Ethics | 3 cr |
| | <hr/> |
| | 16 cr |

SPRING

| | |
|---|-------------|
| CHEM 361 Thermo and Kinetics OR Elective | 3 cr |
| CHEM 376 Research Meth in Chem I | 4 cr |
| CHEM 365 Exp. P. Chem Thermo. & Kinetics OR CHEM 366 Exp. P. Chem: Quant & Stat Mech | 1 cr |
| Core/LS History | 3 cr |
| Core/LS Social Science | <u>3 cr</u> |
| | 14 cr |

SENIOR YEAR**FALL**

| | |
|------------------------------------|-------------|
| CHEM 420 Biochemistry I | 3 cr |
| CHEM 423 Biochemistry I Lab | 1 cr |
| SCI 477 Science, Medicine & Ethics | 3 cr |
| Core/LS Fine Arts | 3 cr |
| Electives | <u>6 cr</u> |
| | 16 cr |

SPRING

| | |
|--------------------------------------|-------|
| Core/LS Fine Arts | 3 cr |
| Core/LS Philosophy/Religious Studies | 3 cr |
| Electives | 8 cr |
| | <hr/> |
| | 14 cr |

* MATH 210 Linear Algebra is recommended as an elective for students wishing to take CHEM 362 Quantum and Statistical Mechanics.

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

| | |
|------------------------------|-------------|
| CHEM 131 General Chemistry I | 4 cr |
| BIOL 130 General Biology I | 4 cr |
| MATH 241 Calculus I | 4 cr |
| ENG 116 College Writing I | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------|-------------|
| CHEM 132 General Chemistry II | 4 cr |
| BIOL 131 General Biology II | 4 cr |
| MATH 242 Calculus II | 4 cr |
| ENG 117 College Writing II | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR**FALL**

| | |
|-----------------------------------|-------------|
| CHEM 211 Organic Chemistry I | 3 cr |
| CHEM 215 Organic Chemistry I Lab | 1 cr |
| PHYS 211 General Physics I | 3 cr |
| PHYS 213 General Physics I Lab | 1 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| CSIS 103 Info & Computer Literacy | 3 cr |
| Elective | <u>2 cr</u> |
| | 16 cr |

SPRING

| | |
|-----------------------------------|-------|
| CHEM 212 Organic Chemistry II | 3 cr |
| CHEM 216 Organic Chemistry II Lab | 1 cr |
| PHYS 212 General Physics II | 3 cr |
| PHYS 214 General Physics II Lab | 1 cr |
| HIST 101 Themes in Modern History | 3 cr |
| Elective | 3 cr |
| | <hr/> |
| | 14 cr |

JUNIOR YEAR**FALL**

| | |
|-----------------------------|-------------|
| CHEM 420 Biochemistry I | 3 cr |
| CHEM 423 Biochemistry I Lab | 1 cr |
| PHIL 300 Ethics | 3 cr |
| Core/LS Literature | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| CHEM 361 Thermo and Kinetics | 3 cr |
| CHEM 365 Exp. P. Chem: Thermo & Kinetics | 1 cr |
| Core/LS Philosophy/Religious Studies | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Social Science | 3 cr |
| Elective | <u>1 cr</u> |
| | 14 cr |

SENIOR YEAR**FALL**

| | |
|------------------------------------|-------------|
| CHEM 355 Analytical Chemistry | 4 cr |
| SCI 477 Science, Medicine & Ethics | 3 cr |
| Core/LS Literature | 3 cr |
| Core/LS Fine Arts | 3 cr |
| Elective | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|-------------------------------------|--------------|
| CHEM 376 Research Methods in Chem I | 4 cr |
| Biology Elective | 4 cr |
| Core/LS Social Science | 3 cr |
| Elective | 3 cr |
| | <u>14 cr</u> |

COMMUNICATION AND MEDIA ARTS

KEITH STRUDLER, Ph.D., *Chairperson*, Communication Department
PAULA WILLOQUET-MARICONDI, Ph.D., *Chairperson*, Media Arts Department

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 ensures 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 the ability 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 competence in critical thinking and problem solving;
- (6) have an awareness of the moral and ethical issues involved in human communication.

The Communication program offers concentrations in Advertising, Communication Studies, Interactive Media/Game Studies, Journalism, Public Relations/Organizational Communication, Radio/Television/Film, and Sports Communication. 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 Programs:

The program also includes a Minor in Communication and in Cinema Studies 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 Department of Communication and the Department of Art and Art History for those students who want to gain a foundation in art and concentrate on developing skills in design and advertising.

Communication Foundation Courses (12 credits)

The communication major is required to take four 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 |

Communication Concentrations (18 credits)

Communication majors are required to select one of seven concentrations which will focus their study of communication on: advertising, communication studies, journalism, gaming and interactive media, public relations/organizational communication, radio/television/film, or sports communication. 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 155 Media Literacy
 COM 210 Writing for Advertising

Select one of two specialties:**Advertising Creative Specialty**

COM 310 Broadcast Commercial
 COM 410 Advanced Copywriting

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 312 Direct Response Advertising
 COM 411 Business to Business Advertising

Communication Studies Concentration (18 cr)

COM 203 Interpersonal Communication
 COM 301 Small Group Communication
 COM 302 Persuasion
 COM 325 Intercultural Communication
 COM 420 Advanced Public Presentations
 COM 425 Communication Theory

Interactive Media/Game Studies Concentration (18 cr)

COM 155 Media Literacy
 COM 230 Digital Video for Interactive Applications
 COM 255 Communicating on the Internet
 COM 355 Interactive Media I

Select one of two specializations:**Game Studies Specialization**

COM 265 Concepts in Game Studies
 COM 357 Video Game Production

Interactive Media Specialization

COM 356 Interactive Media II
 COM 389 Communication Revolution

Journalism Concentration (18 cr)

COM 241 Journalism I
 COM 340 Journalism II
 COM 300 Mass Com Law
 COM 441 Newspaper Editing

Select One:

COM 341 Press in America
 COM 342 Readings in Journalism

Plus one course from the recommended journalism electives.

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 (18 cr)

COM 285 Broadcasting
 COM 286 Art of Film
 COM 287 Television Production
 COM 289 Writing for the Media

Select one:

COM 486 Film Theory and Criticism
 COM 487 Television Theory and Criticism

Select one:

COM 387 Audio for Media
 COM 393 Advanced Television Production
 COM 398 Advanced Editing Techniques

Sports Communication (18 cr)

COM 241 Journalism I
 COM 260 Sport, Culture, and Communication
 COM 308 Communication Internship (3 credits)
 COM 365 Issues in Sports Media

Select two:

COM 445 Sports Reporting
 COM 448 Sports Broadcasting
 COM 460 Sports Public Relations

Recommended Journalism Elective Courses

COM 286 Art of Film
 COM 287 TV Production
 COM 344 Feature Writing
 COM 346 Radio News I
 COM 391 Documentary Film
 COM 392 Television News I
 COM 440 Advocacy Journalism
 COM 442 Multimedia Reporting
 COM 443 Narrative Journalism
 COM 444 Specialized Journalism
 COM 445 Sports Reporting
 COM 488 Comparative Communication Systems
 (Any of the Game Studies and Interactive Media concentration courses)

Communication Electives (12 credits)

Each student is required to take four additional communication elective courses at the 300-400 level. A student, in consultation with a communication faculty advisor, will select four 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.

Communication Capping Course (3 credits)

COM 401 Capping Course 3 cr

Courses in Related Fields (9–21 credits)

CSIS 103 Information & Computer Literacy 3 cr
 Cognate (COM Cog) 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 Chairperson during registration once they have completed 30 credit hours. 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. Any non-communication minor or any certificate will also satisfy this requirement.

Foreign Language and/or Culture requirement
(COM LC)

6 cr

Consistent with our mission to prepare communication students to live in a global economy, we require students to take two courses that help them to communicate with diverse audiences. A student may meet this requirement by selecting courses from Modern Language offerings in language (any level) or culture or by selecting courses from the following list or by selecting other suitable courses with the approval of their advisors.

Students may apply either COM 325, COM 400, or COM 435 toward meeting the requirements for Communication Electives.

Core/Liberal Studies or other requirements

- ANTH 101 Intro to Anthro I
- ANTH 102 Intro to Anthro II
- ANTH 231 American Culture II
- ANTH 232 Religion and Culture
- ANTH 233 The American Indian
- COM 325 Intercultural Communication
- COM 400 Gender, Culture, and Communication
- COM 435 Race and Ethnicity in Film
- COM 488 Comparative Communication Systems
- CRJU 314 U.S. Urban Cultures
- CRJU 440 Senior Seminar I: Cross Cultural Criminal Justice Systems
- ENG 370 The Jewish Literary Genius in the Modern Period
- ENG 373 The Language of the Holocaust
- HIST 229 Emergence of Women in Western Civilization
- HIST 234 The Black American Experience
- HIST 240 Race and Nationality in American Life
- HIST 251 Women in Asia
- HIST 263 Eastern Europe and Russia from 1928 to the Present
- HIST 269 Asia II
- HIST 274 History of Latin America Since 1830
- HIST 285 The History and Political Culture of Ireland
- HIST 349 Modern Germany
- HIST 355 Comparative Political Systems: Middle East
- HIST 375 History of Race Relations in Latin America
- INTD 209 Perspectives on the Humanities (adult students only)
- POSC 213 Politics of Human Rights
- POSC 243 Contemporary Ideologies
- POSC 251 Comparative Political Systems I: Great Britain and Western Europe
- POSC 252 Comparative Political Systems: CIS and Eastern Europe
- POSC 255 Political Economy: East Asia
- POSC 271 Nationalism and Communism in China and Taiwan
- POSC 273 International Politics
- POSC 280 International Communication and Negotiation
- POSC 285 The History and Political Culture of Ireland
- POSC 350 Comparative Politics in Latin America
- POSC 353 Comparative Politics of Developing Areas
- POSC 355 Comparative Political Systems: Middle East
- POSC 372 International Law and Organizations
- REST 209 World Religions
- REST 225 Global Liberation Theology
- SOC 220 Sociology of Religion
- SOCW 395 Social Work with Diverse Populations

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 | 12 cr | |
| | Communication Concentration Courses | 18 cr | |
| | Communication Electives | 12 cr | |
| | Communication Capping Course | <u>3 cr</u> | |
| | Credit Requirement in Communication | | 45 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | Cognate (COM Cog) | 12 cr | |
| | Foreign Language and/or Culture courses | <u>6 cr</u> | |
| | Credit Requirement in Related Fields | | <u>21 cr</u> |
| | Total Credit Requirement for a Major in Communication | | 66 cr |
| 3.0 | Core/Liberal Studies Requirement | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 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 | <u>3 cr</u> | |
| | | | <u>36 cr</u> |
| | Total Core/Liberal Studies Requirement | | 45-48 cr |
| 4.0 | General Electives | | <u>6-9 cr</u> |
| | 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 the Core/Liberal Studies Curriculum description of the foreign-language option.

Internships

0-14 credits

Students may take up to 14 non-communication, general elective non-liberal arts credits in internships during fall, spring, summer semesters only. Students may enroll in more than one internship. International internships are available through application to the Marist Study Abroad Program. Student must have Junior standing and permission of the Internship Director.

Prerequisite: CRDV 100N Employment Practicum (1 credit) must be completed prior to the semester in which the student plans to do an internship.

Academic Requirements:

- Completion of 60 credits
- 2.5 G.P.A.
- Meet in person with Internship Director prior to start of the semester of the internship

REQUIREMENTS FOR A MINOR IN COMMUNICATION

| | |
|--|-------|
| COM 100 Communication Principles | 3 cr |
| Choose one of the eight (8) communication concentration areas: | 15 cr |

Advertising (15 cr)

- COM 110 Principles of Advertising
- COM 155 Media Literacy
- COM 210 Writing for Advertising
- 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 101 Public Presentations
 COM 203 Interpersonal Communication
 COM 301 Small Group Communication
 COM 302 Persuasion

Select one:

COM 325 Intercultural Communication
 COM 420 Advanced Public Presentations
 COM 425 Comparative Communication Theory

General Communication Minor (15 cr)

COM 101 Public Presentations
 COM 200 Research Strategies and Methods
 COM 201 Communication and Society
 Plus two upper-level Communication electives

Interactive Media (15 cr)

COM 155 Media Literacy
 COM 230 Digital Video for Interactive Applications
 COM 255 Communicating on the Internet
 COM 355 Interactive Media I
 COM 389 Communication Revolution

Journalism (15 cr)

COM 241 Journalism I
Select two:
 COM 300 Mass Communication Law
 COM 341 Press in America
 COM 342 Readings in Journalism
 Plus two courses listed within the recommended Journalism elective courses.

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 Art of Film
 COM 287 TV Production
 COM 289 Writing for the Media

Select one:

COM 486 Film Theory and Criticism
 COM 487 Television Theory and Criticism

Sports Communication (15 cr)

COM 241 Journalism I
 COM 260 Sport, Culture, and Communication
 COM 365 Issues in Sports Media

Select two:

COM 445 Sports Reporting
 COM 448 Sports Broadcasting
 COM 460 Sports Public Relations

Total Credit Requirement for a Minor in Communication

18 cr

REQUIREMENTS FOR A MINOR IN CINEMA STUDIES

Eighteen credits of approved courses for majors in all disciplines except Communication majors with Radio/TV/Film concentration OR 21 credits of approved courses for majors in Communication with Radio/TV/Film concentration **AND** Communication majors in all concentrations are required to fulfill the 12-credit Cognate when completing the Minor in Cinema Studies. The Cognate can be fulfilled with courses from the Cinema Studies Minor as long as these courses are not in Communication. Cinema Studies courses that also fulfill the cognate include: WMST 385, HIST 316, ENG 339, FREN 305, SPAN 330, SPAN 335, PHIL 333, and approved Special Topics courses. These courses will not count toward the Communication upper-division requirements.

Two required courses

6 cr

COM 286 – Art of Film
 COM 486 – Film Theory and Criticism

Select four/five from the list below:12-15 cr

(12 credits for all disciplines except communication majors with R/TV/F concentration –
 15 credits for communication majors with R/TV/F concentration):

COM 385/WMST 385 – Women & Film
 COM 381/HIST 381 – Film and History
 COM 390/ENG 339 – Film and Literature
 COM 391 – Documentary Film
 COM 395 – Experimental Film & Video
 COM 435 – Race and Ethnicity in Film
 COM 489 – Seminar in Cinema Studies

May be taken up to three times. Offered as necessary.

Topics include: Auteur/Film Genres/Film Movements/Themes/National Cinemas

FREN 305 – Studies in French Film and Literature
 SPAN 330 – Themes in Spanish Cinema
 SPAN 335 – Themes in Latin American Cinema
 PHIL 333 – Philosophy and Film

Total Credit Requirement for a Minor in Cinema Studies

18-21 cr

See requirements for the Certificate under Art and Art History.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN COMMUNICATION

FRESHMAN YEAR

FALL

| | |
|--|-------|
| COM 100 Comm Prin OR | |
| COM 101 Public Presentations | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Coll Writing I | 3 cr |
| Core/LS History | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| | <hr/> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--------------------------|-------|
| COM 200 Comm Research OR | |
| COM 201 Comm in Society | 3 cr |
| COM Concentration | 3 cr |
| COM Concentration | 3 cr |
| Core/LS Mathematics | 3 cr |
| Core/LS Literature | 3 cr |
| | <hr/> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|--------------------------|-------|
| Possible Semester Abroad | |
| COM Concentration OR | |
| COM 300 Elective | 3 cr |
| COM Concentration | 3 cr |
| Core/LS PHIL 300 | 3 cr |
| Core/LS Science OR Lang | 3 cr |
| Core/LS Soc Sci | 3 cr |
| | <hr/> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|------------------------------------|-------|
| Possible Internship | |
| General Elect OR COM 401 Capping | 3 cr |
| General Elect OR COM Internship | 3 cr |
| General Elect OR COM LC OR COM Cog | 3 cr |
| General Elect OR COM LC OR COM Cog | 3 cr |
| General Elect OR COM LC OR COM Cog | 3 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|---------------------------------|-------|
| COM 101 Public Presentations OR | |
| COM 100 Comm Principles | 3 cr |
| Core/LS Science | 3 cr |
| Core/LS Coll Writing II OR | |
| General Elective | 3 cr |
| Core/LS Social Science | 3 cr |
| Core/LS Hist OR Lang OR Cult | 3 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|-----------------------------|-------|
| COM 201 Comm in Society OR | |
| COM 200 Comm Research | 3 cr |
| COM Concentration | 3 cr |
| COM Math OR Lang | 3 cr |
| Core/LS Lit OR Lang OR Cult | 3 cr |
| General Elective | 3 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|--------------------------|-------|
| Possible Semester Abroad | |
| COM 300 Elect OR | |
| COM Concentration | 3 cr |
| COM 300 Elective | 3 cr |
| COM Cog | 3 cr |
| Core/LS PHIL/REST | 3 cr |
| General Elective | 3 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|-------------------------------------|-------|
| Possible Internship | |
| COM 401 Capping OR General Elective | 3 cr |
| COM 300 Elective | 3 cr |
| General Elect OR COM Internship | 3 cr |
| COM Cog | 3 cr |
| Core/LS Fine Arts | 3 cr |
| | <hr/> |
| | 15 cr |

COMPUTER SCIENCE

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

MISSION:

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

- Have received instruction in the theoretical foundations of Computer Science, 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 the field.
- Be an independent learner who can remain up to date in a rapidly changing field.
- Be able to make socially and ethically responsible decisions about the uses of technology.

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

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 to 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 in Computer Science | | |
| | CMSC 110 Computing Studies Seminar | 1 cr | |
| | CMSC 120 Computer Science I | 4 cr | |
| | CMSC 121 Computer Science II | 3 cr | |
| | CMSC 230 Assembly Language Programming | 3 cr | |
| | CMSC 233 Language Study | 3 cr | |
| | CMSC 310 Object-Oriented Design & Programming Using C++ | 3 cr | |
| | CMSC 330 Logic Design | 3 cr | |
| | CMSC 331 Theory of Programming Languages | 3 cr | |
| | CMSC 335 Advanced Data Structures | 3 cr | |
| | CMSC 415 Computer Organization and Architecture | 3 cr | |
| | CMSC 422 Operating Systems | 3 cr | |
| | CMSC 435 Algorithm Analysis and Design | 3 cr | |
| | CMSC 478 Capping Course | 3 cr | |
| | Any three upper-level courses to be selected from the following: | <u>9 cr</u> | |
| | 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 | 14 cr | |
| | Mathematics | | |
| | MATH 130 Introductory Statistics | | |
| | MATH 241 Calculus I | | |
| | MATH 242 Calculus II | | |
| | MATH 250 Discrete Mathematics I | | |
| | Laboratory Science | | |
| | An 8-credit laboratory science sequence must be chosen from the following: | 8 cr | |
| | PHYS 211 General Physics I (Recommended) | | |
| | PHYS 212 General Physics II (Recommended) | | |
| | PHYS 213 General Physics Lab I (Recommended) | | |
| | PHYS 214 General Physics Lab II (Recommended) | | |
| | BIOL 130 General Biology I & Lab | | |
| | BIOL 131 General Biology II & Lab | | |
| | CHEM 131 General Chemistry I & Lab | | |
| | CHEM 132 General Chemistry II & Lab | | |
| | Information Technology and Systems | | |
| | ITS 130 Information Technology and Systems Concepts | <u>3 cr</u> | |
| | | | <u>25 cr</u> |
| | Total Credit Requirement for a Major in Computer Science | | 72 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 9-12 cr |
| 3.2 | DISTRIBUTION* | | |
| | 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 | <u>3 cr</u> | |
| | | | <u>24 cr</u> |

* 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 the catalog.

Total Core/Liberal Studies Requirement 33-36 cr

4.0 Electives (and/or Internship) 12-15 cr
 Internship is limited to a maximum of 12 credits.

Total Credit Requirement for Graduation 120 cr

REQUIREMENTS FOR THE CONCENTRATION IN GAME DESIGN AND PROGRAMMING

The Game Design and Programming Concentration is a collection of courses designed to introduce students to critical areas of study related to game development from a Computer Science perspective. Students pursuing the Concentration take all the courses that normally fulfill requirements for a Bachelor of Science in Computer Science. The Concentration constitutes courses, described below, which meet Computer Science electives and other electives.

The Concentration courses are CMSC 111 (Game Studies Seminar), PHYS 211 (General Physics I), CMSC 426 (Computer Graphics), CMSC 414 (Game Design and Programming I), CMSC 424 (Game Design and Programming II), and CMSC 404 (Artificial Intelligence). Students design and develop their own interactive video games and after completing the Concentration, can apply the skills they have learned to:

- General computing.
- Entertainment applications development.
- Digital Media applications development.
- Engineering applications development.
- Further studies of games and game development.

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

| | | | |
|-----|---|-------------|--------------|
| 1.0 | Course Requirements in Computer Science | | |
| | CMSC 110 Computing Studies Seminar | 1 cr | |
| | CMSC 111 Game Studies Seminar | 1 cr | |
| | CMSC 120 Computer Science I | 4 cr | |
| | CMSC 121 Computer Science II | 3 cr | |
| | CMSC 230 Assembly Language Programming | 3 cr | |
| | CMSC 233 Language Study | 3 cr | |
| | CMSC 310 Object-Oriented Design & Programming Using C++ | 3 cr | |
| | CMSC 330 Logic Design | 3 cr | |
| | CMSC 331 Theory of Programming Languages | 3 cr | |
| | CMSC 335 Advanced Data Structures | 3 cr | |
| | CMSC 404 Artificial Intelligence | 3 cr | |
| | CMSC 414 Game Design and Programming I | 3 cr | |
| | CMSC 415 Computer Organization and Architecture | 3 cr | |
| | CMSC 422 Operating Systems | 3 cr | |
| | CMSC 424 Game Design and Programming II | 3 cr | |
| | CMSC 435 Algorithm Analysis and Design | 3 cr | |
| | CMSC 446 Computer Graphics | 3 cr | |
| | CMSC 478 Capping Course | <u>3 cr</u> | |
| | | | 51 cr |
| 2.0 | Course Requirements in Related Fields | 14 cr | |
| | Mathematics | | |
| | MATH 130 Introductory Statistics | | |
| | MATH 241 Calculus I | | |
| | MATH 242 Calculus II | | |
| | MATH 250 Discrete Mathematics I | | |
| | Laboratory Science | 8 cr | |
| | PHYS 211 General Physics I (Required) | | |
| | PHYS 212 General Physics II (Recommended) | | |
| | PHYS 213 General Physics Lab I (Recommended) | | |
| | PHYS 214 General Physics Lab II (Recommended) | | |
| | BIOL 130 General Biology I & Lab | | |
| | BIOL 131 General Biology II & Lab | | |
| | CHEM 131 General Chemistry I & Lab | | |
| | CHEM 132 General Chemistry II & Lab | | |
| | Information Systems | | |
| | ITS 130 Information Technology and Systems Concepts | <u>3 cr</u> | |
| | | | <u>25 cr</u> |
| | Total Credit Requirement for a Major in Computer Science | | 76 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 | <u>3 cr</u> | |
| | | | <u>24 cr</u> |

* 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 the catalog.

Total Core/Liberal Studies Requirement 33-36 cr

4.0 Electives (and/or Internship)
 Internship is limited to a maximum of 12 credits. 8-11 cr

Total Credit Requirement for Graduation 120 cr

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

The minor in Computer Science requires nine 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 Computing Studies Seminar | 1 cr |
| CMSC 120 Computer Science I | 4 cr |
| CMSC 121 Computer Science II | 3 cr |
| CMSC 310 Object-Oriented Design & Programming Using C++ | 3 cr |
| MATH 250 Discrete Mathematics I | 3 cr |
| Two CMSC courses at level 200 or above (except internship) | 6 cr |

Total Credit Requirement for a Minor in Computer Science 20 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE

FRESHMAN YEAR

FALL

| | |
|----------------------------|-------------|
| CMSC 110 Comp Stud Seminar | 1 cr |
| CMSC 120 Comp Sci I | 3 cr |
| MATH 130 Intro Stat I | 3 cr |
| PHIL 101 Intro Philosophy | 3 cr |
| Core/LS Writing | 3 cr |
| Elective | <u>1 cr</u> |
| | 15 cr |

SPRING

| | |
|--|--------------|
| CMSC 121 Comp Sci II | 3 cr |
| MATH 250 Discrete Math I | 3 cr |
| ITS 130 Info. Tech. and Systems Concepts | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Writing | 3 cr |
| | <u>15 cr</u> |

SOPHOMORE YEAR

FALL

| | |
|-----------------------------------|--------------|
| CMSC 310 Object-Oriented Prog C++ | 3 cr |
| MATH 241 Calculus I | 4 cr |
| Lab Science Sequence | 4 cr |
| Core/LS | 3 cr |
| | <u>14 cr</u> |

SPRING

| | |
|--------------------------|-------------|
| CMSC 230 Assem Lang Prog | 3 cr |
| MATH 242 Calculus II | 4 cr |
| Lab Science Sequence | 4 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 17 cr |

JUNIOR YEAR

FALL

| | |
|------------------------------|-------------|
| CMSC 330 Logic Design | 3 cr |
| CMSC 335 Adv Data Structures | 3 cr |
| CMSC 233 Lang Study | 3 cr |
| Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------------|-------------|
| CMSC 415 Comp Org and Arch | 3 cr |
| CMSC 478 Software Dev | 3 cr |
| CMSC 331 Theory Prog Languages | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|--------------------------------|-------------|
| CMSC 422 Operating Systems | 3 cr |
| CMSC 435 Algor Anal and Design | 3 cr |
| Upper-level Elective | 3 cr |
| Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------|--------------|
| Upper-level Elective | 3 cr |
| Upper-level Elective | 3 cr |
| Electives | 5 cr |
| Core/LS | 3 cr |
| | <u>14 cr</u> |

COMPUTER SCIENCE PREREQUISITE STRUCTURE

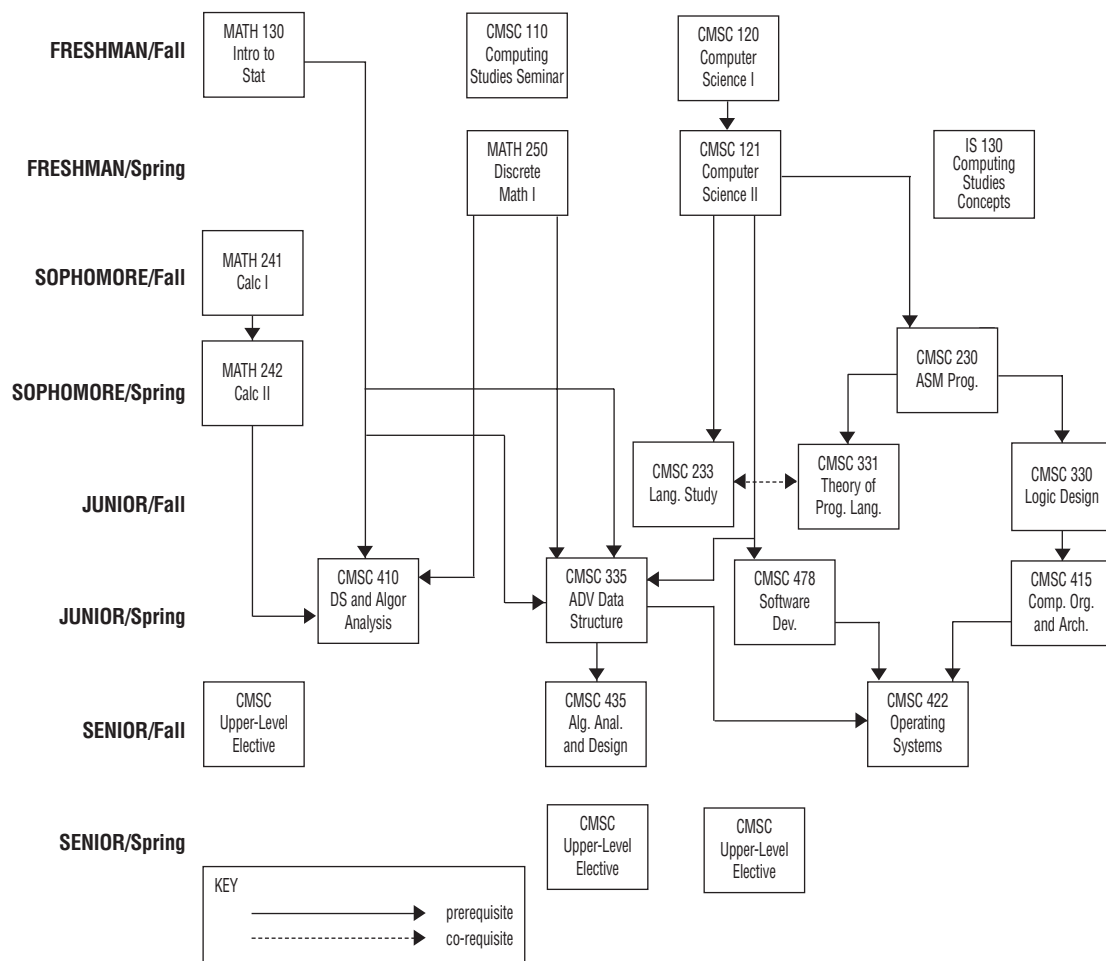
CERTIFICATE IN COMPUTER PROGRAMMING

The objectives of a Computer Programming Certificate are 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 and algorithm development, as well as program design, coding, testing, and documentation.

The minimum admission requirement is a High School Diploma with three 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 School of Computer Science and Mathematics. Eight of these courses are to be completed. Six of the thirteen are required.

COMPUTER SCIENCE PREREQUISITE STRUCTURE



COURSE REQUIREMENTS AND SEQUENCING

| | | |
|------------|-----------------------------|--|
| Session 1: | CMSC 120 MATH 250 | Computer Science I Discrete Math I |
| Session 2: | CMSC 121 CMSC 230 | Computer Science II Assembly Language Programming |
| Session 3: | CMSC 233 Elective Course | Language Study |
| Session 4: | CMSC 478 Elective Course | Software Development |

ELECTIVE COURSES: Choose from the following:

| | |
|----------|--|
| MATH 130 | Introduction to Statistics I |
| MATH 115 | Calculus with Management Applications OR |
| MATH 241 | Calculus I |
| ITS 210 | Web Programming I |
| ITS 321 | Architecture of Hardware and Software |
| CMSC 330 | Logic Design |
| CMSC 335 | Advanced Data Structures |

The certificate will be awarded after the successful completion of the eight courses if a student has maintained an overall average of C or better, including a C or better in both CMSC 121 and CMSC 478. Up to two courses may be transferred from an accredited higher education institution.

B.S./M.S. PROGRAM IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

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

In addition to its undergraduate major in Computer Science, the Department of Computer Science, Information Systems and Information Technology 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 thus recognizes that these 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 as full-time students to gain the MS at 151 credits (120 + 31), 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, as well as a GPA of 3.0 in the major, 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.

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

| | |
|---|-------------|
| 1.0 Undergraduate Course Requirements in Computer Science | |
| CMSC 110 Computing Studies Seminar | 1 cr |
| CMSC 120 Computer Science I | 4 cr |
| CMSC 121 Computer Science II | 3 cr |
| CMSC 230 Assembly Language Programming | 3 cr |
| CMSC 233 Language Study | 3 cr |
| CMSC 310 Object-Oriented Design & Programming Using C++ | 3 cr |
| CMSC 330 Logic Design | 3 cr |
| CMSC 331 Theory of Programming Language | 3 cr |
| CMSC 335 Advanced Data Structures | 3 cr |
| CMSC 415 Computer Organization and Architecture | 3 cr |
| CMSC 435 Algorithm Analysis and Design | 3 cr |
| CMSC 478 Capping Course | 3 cr |
| One upper-level CS Course | <u>3 cr</u> |
| (Any 300- or 400-level course except internship, those listed above, as well as CMSC 406, 422, and 440) | |

Undergraduate Credit Requirement in CMSC 38 cr

| | |
|---|-------|
| 2.0 Course Requirements in Related Fields | 14 cr |
| Mathematics | |
| MATH 130 Intro Statistics I | |
| MATH 241 Calculus I | |
| MATH 242 Calculus II | |
| MATH 250 Discrete Mathematics I | |
| Laboratory Science | |

| | | |
|--|---------------|-----------------------------------|
| An 8-credit laboratory-science sequence must be chosen from the following: | 8 cr | |
| PHYS 211 General Physics I (Recommended) | | |
| PHYS 212 General Physics II (Recommended) | | |
| PHYS 213 General Physics I Lab (Recommended) | | |
| PHYS 214 General Physics II Lab (Recommended) | | |
| BIOL 130 General Biology I & Lab | | |
| BIOL 131 General Biology II & Lab | | |
| CHEM 131 General Chemistry I & Lab | | |
| CHEM 132 General Chemistry II & Lab | | |
| Information Systems | | |
| ITS 130 Information Technology and Systems Concepts | <u>3 cr</u> | |
| Undergraduate Credit Requirement in Related Fields | | <u>25 cr</u> |
| Total Credit Requirement for a Major in Computer Science | | 63 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION COURSES | | |
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | 9-12 cr |
| 3.2 DISTRIBUTION | | |
| 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 | <u>3 cr</u> | |
| | | <u>24 cr</u> |
| Total Core/Liberal Studies Requirement | | 33-36 cr |
| 4.0 General Undergraduate Electives | | 10-13 cr |
| 5.0 Graduate Courses taken at Undergraduate Level | | |
| MSCS 515 Operating Systems | 3 cr | |
| MSCS 531 Automata, Computability, and Formal Languages | 3 cr | |
| Any 500-level MSCS course except: | <u>3 cr</u> | |
| MSCS 510 Software Design and Development | | |
| MSCS 521 Computer Architecture | | |
| | | <u>9 cr</u> |
| Total Four-Year Credit Requirement | | 118 cr |
| 6.0 Fifth-Year Graduate Courses | | |
| Core courses: | 16 cr | |
| MSCS 530 Algorithms | | |
| MSCS 560 Computer Network I | | |
| MSCS 561 Computer Network Lab | | |
| MSCS 620 Distributed Systems | | |
| MSCS 610 Advanced Theory of Programming Languages | | |
| MSCS 710 Project | | |
| Any three graduate courses except: | <u>9 cr</u> | |
| MSCS 510 Software Design and Development | | |
| MSCS 521 Computer Architecture | | |
| Total Graduate Credits, Fifth Year | | <u>25 cr</u> |
| Total Credit Requirement for Completing Five-Year B.S./M.S. Program | | 143 cr |

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

FRESHMAN YEAR

FALL

| | |
|------------------------------|-------------|
| CMSC 120 Computer Science I | 4 cr |
| CSIS 110 Comput Stud Sem | 1 cr |
| MATH 130 Intro Statistics I | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| Core/LS Writing | 3 cr |
| Elective | <u>1 cr</u> |
| | 15 cr |

SPRING

| | |
|--|-------------------|
| CMSC 121 Computer Science II | 3 cr |
| ITS 130 Info. Tech. and Systems Concepts | 3 cr |
| MATH 250 Discrete Math I | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Writing or Elective | 3 cr |
| | <u> </u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|-----------------------------------|-------------------|
| CMSC 310 Object-Oriented Prog C++ | 3 cr |
| MATH 241 Calculus I | 4 cr |
| Core/LS Lab Science Sequence | 4 cr |
| Core/LS | 3 cr |
| | <u> </u> |
| | 14 cr |

SPRING

| | |
|------------------------------|-------------|
| CMSC 230 Assem Lang Prog | 3 cr |
| MATH 242 Calculus II | 4 cr |
| Core/LS Lab Science Sequence | 4 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 17 cr |

JUNIOR YEAR

FALL

| | |
|-----------------------------|-------------|
| CMSC 330 Logic Design | 3 cr |
| CMSC 335 Adv Data Structure | 3 cr |
| CMSC 233 Lang Study | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------------|-------------|
| CMSC 478 SD and D (capping) | 3 cr |
| CMSC 415 Comp Org and Arch | 3 cr |
| Core/LS | 3 cr |
| CMSC 331 Theory Prog Languages | 3 cr |
| PHIL 300 Ethics | <u>3 cr</u> |
| | 15 cr |

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

SENIOR YEAR

FALL

| | |
|------------------------------|-------------|
| MSCS 515 Op Systems | 3 cr |
| CMSC 435 Alg Anal and Des | 3 cr |
| MSCS 531 Auto/Comp/Form Lang | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--|-------------------|
| Upper Level Comp Sci Elect (400 level) | 3 cr |
| MSCS Grad Elective | 3 cr |
| Elective | 3 cr |
| Core/LS or Elective | 3 cr |
| | <u> </u> |
| | 12 cr |

FIFTH YEAR

FALL

| | |
|--------------------------------|-------------|
| MSCS 560 Computer Networks I | 3 cr |
| MSCS 561 Computer Networks Lab | 1 cr |
| MSCS 620 Distributed Systems | 3 cr |
| MSCS 710 Project | 3 cr |
| MSCS Grad Elective | <u>3 cr</u> |
| | 13 cr |

SPRING

| | |
|---|-------------------|
| MSCS 530 Algorithms | 3 cr |
| MSCS 610 Adv Theory Programming Languages | 3 cr |
| MSCS Grad Elective | 3 cr |
| MSCS Grad Elective | 3 cr |
| | <u> </u> |
| | 12 cr |

CRIMINAL JUSTICE

JOHN F. DOHERTY, 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.

Experiencing criminal justice in both the classroom and professional world enables students to make 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.

It is possible for students who plan carefully early in their college careers to double major in Criminal Justice and Psychology. To pursue this option, students should contact the Chair of Criminal Justice or Psychology.

Criminal Justice majors may begin a Master's in Public Administration with a concentration in Criminal Justice as an undergraduate and complete graduate studies within one year after completing their undergraduate degree.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

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

| | | | |
|-----|--|---------------|--|
| 1.0 | Course Requirements in Criminal Justice | | |
| | CRJU 101 Introduction to Criminal Justice | | |
| | CRJU 105 Criminal Justice Information Literacy | | |
| | CRJU 202 Criminology | | |
| | CRJU 221/POSC 221 Law and Society* | | |
| | CRJU 230 Policing in America | | |
| | CRJU 235 Corrections | | |
| | CRJU 250 Introduction to U.S. Courts | | |
| | CRJU 301 Criminal Justice Organization and Administration | | |
| | CRJU 303 Criminal Procedure I: New York State Penal Law | | |
| | CRJU 304 Criminal Procedure II: Constitutional Law | | |
| | CRJU 305 Juvenile Justice System | | |
| | CRJU 370 Theories of Punishment | | |
| | CRJU 374 Criminal Justice Research Methods | | |
| | CRJU 440 Senior Seminar I: Cross Cultural Criminal Justice Systems | | |
| | CRJU 477 Senior Seminar II: Capping Course | | |
| | CRJU 496 Criminal Justice Internship I | | |
| | CRJU 497 Criminal Justice Internship II | | |
| | | 49 cr | |
| 1.1 | Two additional Criminal Justice courses from: | | |
| | CRJU 206 Criminal and Scientific Investigation | | |
| | CRJU 223 Juvenile Delinquency | | |
| | CRJU 242 Drug and Alcohol Use and Abuse | | |
| | CRJU 314 U.S. Urban Cultures | | |
| | CRJU 340 The Federal Criminal Justice System | | |
| | CRJU 348/PSYC 348 Psychological Perspectives on Criminal Behavior | | |
| | CRJU 350 Organized Crime | | |
| | CRJU 375 Program Planning and Evaluation | | |
| | CRJU 377 Politics of Crime and Terrorism | | |
| | | <u>6 cr</u> | |
| | Credit Requirement in Criminal Justice | | 55 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | MATH 130 Introductory Statistics I** | 3 cr | |
| | POSC 110 American National Government* | <u>3 cr</u> | |
| | Credit Requirement in Related Fields | | <u>6 cr</u> |
| | * Fulfills Social Science Core/LS requirement | | |
| | ** Fulfills one Core/LS Math requirement | | |
| | Total Credit Requirement for a Major in Criminal Justice | | 61 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 9-12 cr |
| 3.2 | DISTRIBUTION* | | |
| | Fine Arts | 3 cr | |
| | History | 6 cr | |
| | Literature | 6 cr | |
| | Mathematics | 3 cr | |
| | Natural Science | 6 cr | |
| | Philosophy/Religious Studies | 3 cr | |
| | Social Science | 0 cr | (fulfilled by related field requirement) |
| | | | <u>27 cr</u> |
| | Total Core/Liberal Studies Requirement | | 36-39 cr |
| 4.0 | Electives | | <u>23-26 cr</u> |
| | 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 the catalog.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

FRESHMAN YEAR

FALL

| | |
|-----------------------------|-------------|
| CRJU 101 Intro to Crim Just | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS History | 3 cr |
| CRJU 105 CJ Info Literacy | 1 cr |
| Core/LS Fine Arts | <u>3 cr</u> |
| | 16 cr |

SOPHOMORE YEAR

FALL

| | |
|----------------------------------|-------------|
| CRJU 305 Juvenile Justice System | 3 cr |
| CRJU 221 Law and Society | 3 cr |
| Core/LS Math | 3 cr |
| Core/LS Literature | 3 cr |
| CRJU Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|-------------------------------|-------------|
| CRJU 303 Criminal Procedure I | 3 cr |
| CRJU 374 Research Methods | 3 cr |
| CRJU 235 Corrections | 3 cr |
| CRJU Elective | 3 cr |
| Core/LS Science | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|------------------------------------|-------------|
| CRJU 440 Senior Seminar I | 3 cr |
| CRJU 496 Internship | 3 cr |
| Core/LS Philosophy/Religious Study | 3 cr |
| General Elective | 3 cr |
| General Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------------|--------------|
| CRJU 202 Criminology | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS Literature | 3 cr |
| Core/LS Science | 3 cr |
| POSC 110 American National Government | 3 cr |
| | <u>15 cr</u> |

SPRING

| | |
|--------------------------------------|-------------|
| CRJU 250 Introduction to U.S. Courts | 3 cr |
| CRJU 301 Crim Just Org and Admin | 3 cr |
| MATH 130 Intro to Statistics | 3 cr |
| Core/LS History | 3 cr |
| General Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------|-------------|
| CRJU 304 Criminal Procedure II | 3 cr |
| CRJU 370 Theories of Punishment | 3 cr |
| Core/LS PHIL 300 | 3 cr |
| CRJU 230 Policing in America | 3 cr |
| General Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------|-------------|
| CRJU 477 Senior Seminar II | 3 cr |
| CRJU 497 Internship | 3 cr |
| General Elective | 3 cr |
| General Elective | 3 cr |
| General Elective | <u>3 cr</u> |
| | 15 cr |

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE

- 1.0 CRJU 101 Introduction to Criminal Justice
 CRJU 202 Criminology
 CRJU 304 Criminal Procedure II: Constitutional Law
 CRJU 370 Theories of Punishment

And one of the following:

- CRJU 305 Juvenile Justice System
 CRJU 230 Policing in America
 CRJU 235 Corrections
 CRJU 250 Introduction to U.S. Courts

Total Credit Requirement for a Minor in Criminal Justice

15 cr

ECONOMICS

DELLA LEE SUE, Ph.D., *Chairperson*

ECONOMICS PROGRAM MISSION AND OBJECTIVES:

The mission of the economics program is to complement students' liberal arts education with a thorough understanding of economics and its use in applied fields such as monetary, international, and environmental economics within a supportive, interactive, and personalized learning environment. This program prepares students for entry-level positions in business, nonprofit organizations, and government and for graduate study in economics, business, and law.

The objectives of the program of study in economics for the student are:

- (1) to understand the market economy and its behavior, growth, and stability in a broad conceptual framework for the identification of economic issues and the analysis of economic conditions as related to business and society to guide policy;
- (2) to develop analytical skills and comprehend quantitative techniques in order to apply them to the analysis of economic activities and their fluctuations to infer and foresee economic relationships and trends;
- (3) to develop a critical understanding of diverse perspectives in the rapidly changing global economy;

- (4) to develop an understanding of the ethical issues that arise in the formation of economic policy;
- (5) to develop communication skills through 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 103 Principles of Microeconomics | 3 cr |
| ECON 104 Principles of Macroeconomics | 3 cr |
| ECON 303 Intermediate Microeconomic Theory | 3 cr |
| ECON 304 Intermediate Macroeconomic 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, Financial Markets and Institutions, Economic Development, Quantitative Methods in Economics and Business, Public Finance, and International Economics.

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 students' study of economics with their study of the broader liberal arts.

| | |
|---------------------------------------|------|
| ECON 477 Contemporary Economic Issues | 3 cr |
|---------------------------------------|------|

The Technical and Analytical Foundation (12-13 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 Management Applications OR | |
| MATH 241 Calculus I | <u>3-4 cr</u> |
| CSIS 103 Information & Computer Literacy | 3 cr |

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF ARTS IN ECONOMICS

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

| | | | |
|-----|--|---------------|---------------------------------|
| 1.0 | Course Requirements in Economics | | |
| | Theoretical Foundation | 12 cr | |
| | Application of Theory | 15 cr | |
| | Integrative Capping Course | <u>3 cr</u> | |
| | Credit Requirement in Economics | | 30 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | MATH 130 Introductory Statistics I | 3 cr | |
| | MATH 115 Calculus with Management Applications OR | | |
| | MATH 241 Calculus I | <u>3-4 cr</u> | |
| | Credit Requirements in Related Fields | | <u>9-10 cr</u> |
| | Total Credit Requirement for a Major in Economics | | 39-40 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 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 | <u>0 cr</u> | (fulfilled by major field req.) |
| | | | <u>24 cr</u> |
| | Total Core/Liberal Studies Requirement | | 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 MINOR IN ECONOMICS

Introductory-Level Courses

| | | |
|--|---------------|----------|
| ECON 103 Principles of Microeconomics | 3 cr | |
| ECON 104 Principles of Macroeconomics | 3 cr | |
| MATH 130 Introductory Statistics I | 3 cr | |
| MATH 115 Calculus with Management Applications OR MATH 241 Calculus I | <u>3-4 cr</u> | 12-13 cr |

Upper-Level Courses

| | |
|--|-------------|
| ECON 304 Intermediate Macroeconomic Theory | 3 cr |
| ECON 303 Intermediate Microeconomic Theory | 3 cr |
| Two courses from the following: | <u>6 cr</u> |

| |
|---|
| ECON 305 Environmental Economics |
| ECON 310 Labor Economics |
| ECON 320 Quantitative Methods in Economics and Business |
| ECON 420 Financial Markets and Institutions |
| ECON 321 Public Finance |
| ECON 340 Economic Development: Towards Global Equality |
| ECON 442 International Economics |
| ECON 443 History of Economic Thought |

12 cr**Total Credit Requirement for a Minor in Economics**

24-25 cr

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

| | |
|--|--------------|
| Core/LS PHIL 101 | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| MATH 120 Precalculus OR Elective | 3 cr |
| ECON 103 Principles of Microeconomics | 3 cr |
| | <u>15 cr</u> |

SPRING

| | |
|---|-------------|
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Core/LS Writing or Elective | 3 cr |
| MATH 241 Calculus I OR MATH 115 Calculus/Mgmt Applications | 3 cr |
| ECON 104 Principles of Macroeconomics | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR**FALL**

| | |
|--------------------------------------|-------------|
| MATH 130 Introductory Statistics | 3 cr |
| ECON 304 Intermediate Macroeconomics | 3 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------------------|-------------|
| ECON 303 Intermediate Microeconomics | 3 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR**FALL**

| | |
|--------------------|-------------|
| Economics Elective | 3 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------|-------------|
| Economics Elective | 3 cr |
| Economics Elective | 3 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|--------------------|-------------|
| Economics Elective | 3 cr |
| Economics Elective | 3 cr |
| Core/LS PHIL 300 | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------------|-------------|
| ECON 477 Contemporary Issues | 3 cr |
| Core/LS | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

EDUCATION

JERRY WILLIS, Ph.D., *Associate Dean, Teacher Education*

JAMES F. DODD, M.A., *Coordinator of Childhood/Students with Disabilities Education*

EDWARD J. SAGARESE, M.A., *Coordinator of Adolescence Education*

MISSION:

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

GENERAL DESCRIPTION AND REQUIREMENTS

Marist College offers New York State approved and registered undergraduate programs leading to initial certification in the following fields and continues to update programs to maintain compliance with New York State teacher education requirements. The Marist College teacher education programs are accredited by the New York State Regents Accreditation of Teacher Education (RATE).

Childhood Education/Students with Disabilities 1-6 (dual certification only). The program of study leading to dual certification in *Childhood Education/Students with Disabilities* (1-6) prepares graduates to teach in the general childhood education classrooms and in a variety of settings serving students with special educational needs. All dual certification students major in psychology. The psychology major provides a comprehensive understanding of human behavior and specifically emphasizes the physical, cognitive, social, and emotional development of children for successful learning in grades one through six.

The program of study in *Adolescence Education (7-12)* integrates teacher preparation with an academic major in the secondary school subject area. Contact the Associate Dean of Teacher Education or the Coordinator of Adolescence Education for information.

Certain students may also choose to seek acceptance into the Accelerated Program, resulting in dual certification and the MA in Educational Psychology. Contact the Associate Dean of Teacher Education for information.

To meet the remaining requirements for initial certification in New York State, all teaching candidates must pass New York State qualifying examinations and also meet a foreign-language requirement.

DUAL CERTIFICATION: CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (1-6)

ADMISSION TO THE PROGRAM

Students interested in this program register with the Department of Education in the first semester of freshman year to ensure timely completion of requirements necessary for admission to upper-level courses. Formal application for admission into the program is made during spring of sophomore year. Minimum requirements for admission are:

- 1) A grade-point average of 2.7 or higher
- 2) Grades of C+ or higher in all required courses in the certification sequence
- 3) Two letters of recommendation

PROGRAM REQUIREMENTS

The following sections list the courses needed to satisfy: 1) the psychology major; 2) the course requirements in the certification sequence for the psychology major in childhood education/students with disabilities (1-6); and 3) Core/Liberal Studies requirements. Upon completion of these courses and the certification requirements described previously, the candidate earns a BA degree in Psychology and dual certification.

Candidates who fail to maintain a 2.7 or higher GPA, or do not demonstrate the disposition necessary to assume the responsibilities of a classroom teacher, are subject to dismissal from the program after review by the Department of Education.

Candidates who satisfactorily complete the bachelor's degree in the major and all education program requirements, including the achievement of qualifying scores on the LAST, ATS-W, and the CST tests, will be recommended for New York State Initial Certification in Childhood Education/Students with Disabilities (1-6).

REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY AND DUAL CERTIFICATION

| | | |
|-----|--|-------------|
| 1.0 | Course Requirements in Psychology* | |
| | PSYC 101 Introduction to Psychology* | 3 cr |
| | PSYC 207 The Exceptional Child* | 3 cr |
| | PSYC 208 Educational Psychology* | 3 cr |
| | PSYC 301 Biopsychology and Lab | 4 cr |
| | PSYC 317 Child Development* | 3 cr |
| | PSYC 362 Measurement and Evaluation* | 3 cr |
| | PSYC 372 Psychoeducational Assessment of Educational Disabilities* | 3 cr |
| | PSYC 402 Psychological Research Methodology and Lab I | 4 cr |
| | PSYC 478 Capping Course/Psychological Systems | 3 cr |
| | PSYC 479 Educational Psychology Senior Seminar | <u>1 cr</u> |
| | * These courses require a grade of C+ or better. | |
| | Credit Requirement in Psychology | 30 cr |
| 2.0 | Required Courses in Certification Sequence:* | |
| | EDUC 091 Fieldwork in Education (taken with EDUC 101) | 0 cr |
| | EDUC 101 Foundations of Education | 3 cr |

| | |
|---|-------------|
| EDUC 150 Learning Through Technology | 3 cr |
| EDUC 241 Math for Elementary Teaching: Content and Methodology for General and Special Education | 3 cr |
| EDUC 242 Science for Elementary Teaching: Content and Methodology for General and Special Education | 3 cr |
| EDUC 350 The Teaching of Language Arts: Processes and Strategies for General and Special Education | 3 cr |
| EDUC 351 Literacy Learning and the Arts in the Social Studies Curriculum | 3 cr |
| EDUC 352 Assessment and Remediation of Reading and Writing | 3 cr |
| EDUC 373 Principles of Teaching Students with Special Needs | 3 cr |
| EDUC 374 Curriculum Strategies for Students with Special Needs | 3 cr |
| EDUC 376 Behavior Management Theories and Strategies for Students with Special Needs | 3 cr |
| EDUC 462 Student Teaching | 12 cr |
| SOC 336 Social Inequality | 3 cr |
| Foreign Language | 3 cr |
| Foreign Language** | 3 cr |
| Other Field Requirements | |
| MATH 130 Introductory Statistics I | 3 cr |
| HIST 218 History and Culture of the Mid-Hudson Valley (Certification Requirement) | <u>3 cr</u> |

* With the exception of EDUC 091 and EDUC 462 (P/F grades) a grade of C+ or better is required in all courses.

** Six credits at the elementary level or three credits at the intermediate level satisfy the foreign-language requirement for teacher certification and can be fulfilled by AP courses.

Credit Requirement in Certification Sequence 57 cr

Total Credit Requirement for a Major in Psychology with Dual Education Certification 87 cr

3.0 Core/Liberal Studies requirements

(NOTE: to meet state certification requirements, foreign-language courses cannot substitute for science and mathematics core courses. Students with AP courses are encouraged to take additional electives toward a minor or to deepen their knowledge of the content areas they will teach.)

3.1 FOUNDATION

| | | |
|-------------------|---------------|---------|
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | 9-12 cr |

3.2 DISTRIBUTION

| | | |
|------------------------------|--------------|---------------------------------|
| Fine Arts | 3 cr | |
| Literature | 6 cr | |
| Natural Science | 6 cr | |
| Mathematics | 3 cr | |
| History | 3 cr | |
| Social Science | 0 cr | (fulfilled by major field req.) |
| Philosophy/Religious Studies | <u>3 cr</u> | |
| | <u>24 cr</u> | |

Total Core/Liberal Studies Requirement 33-36 cr

Total Credit Requirement for Graduation 120-123 cr

RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING DUAL CERTIFICATION

FRESHMAN YEAR (Same for Fall or Spring Student Teaching)

FALL

| | |
|---|-------------|
| PSYC 101 Intro to Psychology AND Core/LS OR | |
| EDUC 101 Foundations of Ed AND | 3 cr |
| EDUC 091 Fieldwork in Ed AND | |
| EDUC 150 Learning through Tech | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Foreign Language | 3 cr |
| Core/LS Writing | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| PSYC 101 Intro to Psychology AND Core/LS OR | 3 cr |
| EDUC 101 Foundations of Ed AND | 3 cr |
| EDUC 091 Fieldwork in Ed AND | |
| EDUC 150 Learning through Tech | |
| Foreign Language | 3 cr |
| Core/LS Writing OR Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

OPTION I – FALL STUDENT TEACHING

SOPHOMORE YEAR

FALL

| | |
|------------------------------------|-------------|
| MATH 130 Introductory Statistics I | 3 cr |
| PSYC 207 The Exceptional Child | 3 cr |
| PSYC 317 Child Development | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|---|-------------|
| PSYC 362 Measurement and Evaluation | 3 cr |
| PSYC 402 Psychological Research Methodology and Lab I | 4 cr |
| EDUC 351 Literacy Learning and the Arts in the Social Studies Curriculum | 3 cr |
| EDUC 373 Principles of Teaching Students with Special Needs | 3 cr |
| EDUC 374 Curriculum Strategies for Students with Special Needs | <u>3 cr</u> |
| | 16 cr |

SENIOR YEAR

FALL

| | |
|---|-------------|
| EDUC 462 Student Teaching | 12 cr |
| PSYC 478 Educational Psychology Seminar | 1 cr |
| | <u> </u> |
| | 13 cr |

SPRING

| | |
|--|-------------|
| PSYC 301 Biopsychology and Lab | 4 cr |
| PSYC 208 Educational Psychology | 3 cr |
| SOC 336 Social Inequality | 3 cr |
| EDUC 350 The Teaching of Language Arts | 3 cr |
| HIST 218 Hist and Cult – Mid-Hudson Valley | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| PSYC 372 Psychoeducational Assessment of Educational Disabilities | 3 cr |
| EDUC 241 Math for Elementary Teach: Content/ Methodology for General/Special Ed | 3 cr |
| EDUC 242 Science for Elem Teach: Content/ Methodology for General/Special Ed | 3 cr |
| EDUC 352 Assessment and Remediation of Reading and Writing | 3 cr |
| EDUC 376 Behavior Management Strategies | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--|-------------|
| PSYC 477 Capping Course/Psychological Syst | 3 cr |
| Core/LS PHIL 300 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

OPTION II – SPRING STUDENT TEACHING

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| MATH 130 Introductory Statistics I | 3 cr |
| PSYC 208 Educational Psychology | 3 cr |
| PSYC 301 Biopsychology and Lab | 4 cr |
| HIST 218 History and Culture of the Mid-Hudson Valley | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

JUNIOR YEAR

FALL

| | |
|---|-------------|
| PSYC 372 Psychoeducational Assessment of Educational Disabilities | 3 cr |
| EDUC 241 Math for Elem Teach: Content/ Methodology for General/Special Ed | 3 cr |
| EDUC 242 Science for Elem Teach: Content/ Methodology for General/Special Ed | 3 cr |
| EDUC 350 The Teaching of Language Arts | 3 cr |
| Core/LS PHIL 300 | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|---|-------------|
| PSYC 478 Capping Course/Psychological Systems | 3 cr |
| EDUC 352 Assessment and Remediation of Reading and Writing | 3 cr |
| EDUC 376 Behavior Management | 3 cr |
| SOC 336 Social Inequality | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--|-------------|
| PSYC 207 The Exceptional Child | 3 cr |
| PSYC 317 Child Development | 3 cr |
| PSYC 402 Psychological Research Methodology and Lab I | 4 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|---|-------------|
| PSYC 362 Measurement and Evaluation | 3 cr |
| EDUC 351 Literacy Learning and the Arts in the Social Studies Curriculum | 3 cr |
| EDUC 373 Principles of Teaching Students with Special Needs | 3 cr |
| EDUC 374 Curriculum Strategies for Students with Special Needs | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| EDUC 462 Student Teaching | 12 cr |
| PSYC 479 Educational Psychology Seminar | 1 cr |
| | <u> </u> |
| | 13 cr |

ADOLESCENCE EDUCATION – INITIAL CERTIFICATION 7-12

Marist College offers teaching certification at the Secondary level for the following majors:

- English
- French
- Social Studies
- Spanish
- Mathematics
- Biology
- Chemistry

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 with both advisors to design their program of study and to ensure that they will meet the requirements for admission to the secondary program in their junior year. Admission is based on the following minimum guidelines:

- A major-field grade-point average of 3.0 with no grade lower than a C
- A minimum grade-point average of 2.7
- Grades of C+ or higher in all required courses in the certification sequence
- Two letters of recommendation from college faculty*
- Interview by members of the Adolescence Education Council as deemed necessary

* One letter must be from a major-field faculty member. Transfer students must submit one recommendation from a faculty member at the college previously attended.

PROGRAM REQUIREMENTS

Candidates who fail to maintain a 2.7 or higher GPA, or do not demonstrate the disposition necessary to assume the responsibilities of a classroom teacher, are subject to dismissal from the program after review by the Department of Education.

NEW YORK STATE CERTIFICATION

Candidates who satisfactorily complete the bachelor's degree in the major and all education program requirements, including the achievement of qualifying scores on the LAST, ATS-W, and the CST tests, will be recommended for New York State Initial Certification in their subject area, grades 7 - 12.

Required Courses in the Certification Sequence*

| | |
|--|-------|
| PSYC 101 Introduction to Psychology (prerequisite for upper-level psychology courses) | 3 cr |
| PSYC 207 Exceptional Child | 3 cr |
| PSYC 318 Psychology of the Adolescent | 3 cr |
| EDUC 101 Foundations of Education | 3 cr |
| EDUC 150 Learning Through Technology | 3 cr |
| EDUC 354 Teaching of the Language Arts | 3 cr |
| EDUC 355 Teaching Language Arts in the Content Areas | 3 cr |
| EDUC 410 Participation/Observation in Secondary Schools (taken concurrently with Content Methods) | 1 cr |
| EDUC 420 – 428 Methods of Teaching (content) in Secondary Schools** | 3 cr |
| EDUC 464 Student Teaching in the Secondary Schools | 12 cr |
| Foreign Language*** | 3 cr |
| Foreign Language | 3 cr |

* With the exception of Student Teaching (P/F), a grade of C+ or better is required in all courses in this certification sequence.

** Course prefix is same as content major.

*** Six credits at the elementary level or three credits at the intermediate level satisfy the state foreign-language requirement for teacher certification and may be fulfilled by AP courses.

Credit Requirement in Certification Sequence

39-43 cr

RECOMMENDED PROGRAM SEQUENCE FOR CERTIFICATION REQUIREMENTS IN ADOLESCENCE EDUCATION (GRADES 7 – 12)

FRESHMAN YEAR

FALL

| | |
|---|------|
| PSYC 101 Introduction to Psychology (Obtain an appointment with the Coordinator of Adolescence Education) | 3 cr |
|---|------|

SPRING

| | |
|---------------------------------------|------|
| PSYC 101 Introduction to Psychology | 3 cr |
| EDUC 101 Foundations of Education* | 3 cr |
| EDUC 150 Learning Through Technology* | 3 cr |

SOPHOMORE YEAR

FALL

| | |
|---------------------------------------|------|
| EDUC 101 Foundations of Education* | 3 cr |
| EDUC 150 Learning Through Technology* | 3 cr |

SPRING

| | |
|--|------|
| PSYC 207 Exceptional Child | 3 cr |
| PSYC 318 Adolescent Development | 3 cr |
| Take NYS L.A.S.T. test (Begin formal application by obtaining packet from Office of Teacher Education in February) | |

JUNIOR YEAR

FALL

| | |
|---------------------------------|------|
| EDUC 349 Teaching Language Arts | 3 cr |
|---------------------------------|------|

SPRING

| | |
|--|------|
| EDUC 353 Teaching Language Arts in the Content Area | 3 cr |
|--|------|

SENIOR YEAR

FALL

| | |
|------------------------------------|------|
| EDUC 410 Participation/Observation | 1 cr |
| EDUC 420-428 Content Methods | 3 cr |

SPRING

| | |
|----------------------------------|-------|
| EDUC 464 Student Teaching | 12 cr |
| Take NYS ATS-W test and CST test | |

* EDUC 101 and EDUC 150 may be taken spring of freshman year or fall of sophomore year.

5 YEAR B.A. PSYCHOLOGY/M.A. EDUCATIONAL PSYCHOLOGY PROGRAM

The Teacher Education Department and Psychology Department sponsor a 5-year, 36-credit graduate program in M.A. Educational Psychology. Outstanding undergraduate Psychology/Childhood Education/Students with Disabilities (1-6) students may be eligible for an accelerated program that leads to a B.A. in Psychology, initial NYS teaching certification in Childhood Education/Students with Disabilities (1-6), and an M.A. in Educational Psychology.

Admission to the five year program is granted to qualified applicants in the spring semester of the junior year. Applicants must have a minimum 3.2 G.P.A. and recommendations from faculty. Inquiry about admission should be made to the Associate Dean of Teacher Education.

BILINGUAL EDUCATION

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 Associate Dean 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 153, both taught in English. The student may also elect to take EDUC 441 with the permission of the Associate Dean of Teacher Education.

ENGLISH

MARK MORREALE, ABD., *Chairperson*

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 nonliterary 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.

THEATRE PROGRAM

The Theatre Program is the production laboratory to the English Department's Concentration in Theatre and Theatre Minor. Open to students of all majors, the Theatre Program produces two mainstage productions per year, professional workshops and student projects. A host of theatre courses are offered each year as well. The Marist Theatre Program also includes the student-theatre organization, MCCTA. MCCTA produces several productions a year, including a musical, a comedy or drama, an original play festival and an improv troupe.

WRITING PROGRAM

The Writing Program includes not only the variety of courses offered by the English Department's Concentration in Writing and Creative Writing Minor, but also the diverse array of student events and activities of interest to writers outside the classroom. This includes regular visits to campus by established writers in all genres, student readings, excursions to places of literary interest, and popular campus-wide events like the Red Fox Poetry slam. All Marist students are welcome to participate in Writing Program events, regardless of major. Student organizations like the Literary Arts Society and Sigma Tau Delta (English Honors Society) are active in planning many of these annual events, and always welcome new members.

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 in 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

The writing concentration develops the student's skills in a number of different forms: literary writing, technical and professional communication, print, and writing on-line. 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 and 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.

HONORS IN ENGLISH

Up to 10% of graduating seniors in English will be awarded honors in the major on the basis of demonstrated excellence and achievement. Departmental faculty will select recipients each spring from among seniors meeting the following criteria:

- (a) a minimum of 60 credits earned at Marist College; a minimum of 27 credits earned in English at Marist College;
- (b) a minimum cumulative G.P.A. of 3.25 overall;
- (c) a minimum G.P.A. of 3.5 in English courses;
- (d) distinguished achievement in a senior Capping Course project, which may take as its focus (1) research, (2) analysis, or (3) creative expression.

REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

Concentration in Literature

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

| | | | |
|-----|--|-------------|--|
| 1.0 | Major Foundation Courses: ENG 270 Classics of Western Literature ENG 150 Introduction to Theatre ENG 180 Literary Study ENG 185 Writing as a Discipline | 12 cr | |
| 1.2 | Upper-Level Distribution (all courses at 300 level or higher) (Must be chosen in consultation with academic advisor) 2 chronologically contiguous period courses 1 genre course 1 single-author course 1 theory course 1 comparative, or ethnic, or national (non-Anglo-American) course | 18 cr | |
| 1.3 | Elective Concentration (all courses at 300 level or higher) (Must be chosen in consultation with academic advisor) 3 courses with an identifiable connection ENG 440 Senior Research Methods | 12 cr | |
| 1.4 | Capping Course ENG 477 | <u>3 cr</u> | |
| | Credit Requirement for the Concentration in Literature | 45 cr | |

Notes: (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 toward an English major.

| | | | | |
|--|--|---|--|----------|
| 2.0 | Course Requirements in Related Fields: Foreign Language: Two courses at the elementary level or one course at the intermediate level or above | <u>3-6 cr</u> | 3-6 cr | 48-51 cr |
| Total Credit Requirement for a Major in English | | | | |
| 3.0 | Core/Liberal Studies Requirements | | | |
| 3.1 | FOUNDATION Philosophy/Ethics Writing | 6 cr <u>3-6 cr</u> | 9-12 cr | |
| 3.2 | DISTRIBUTION Fine Arts History Literature Mathematics Natural Science Philosophy/Religious Studies Social Science | 0 cr 6 cr 0 cr 6 cr 6 cr 3 cr <u>6 cr</u> | (fulfilled by major field req.) (fulfilled by major field req.) <u>27 cr</u> | |
| Total Core/Liberal Studies Requirement | | | 36-39 cr | |
| 4.0 | Electives | | <u>30-36 cr</u> | |
| 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.

REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

Concentration in Writing

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

| | | | |
|---|---|---|--|
| 1.0 | Major Foundation Courses: ENG 270 Classics of Western Literature ENG 150 Introduction to Theatre ENG 180 Literary Study ENG 185 Writing as a Discipline | 12 cr | |
| 1.1 | Writing Concentration Foundation Courses: ENG 218 Grammar, Style, and Editing ENG 230 Workshop in Editing and Revision | 6 cr | |
| 1.2 | Upper-Level Writing Requirement Theory: One course from the following: ENG 301, ENG 302, ENG 308, ENG 351 Three 300-level writing courses ENG 490 or 3-credit Internship in Writing | 15 cr | |
| 1.3 | Upper-Level Literature Requirement Three 300-level literature courses | 9 cr | |
| 1.4 | Capping Course ENG 477 | <u>3 cr</u> | |
| | Credit Requirement for the Concentration in Writing | 45 cr | |
| <i>Notes: (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 toward an English major.</i> | | | |
| 2.0 | Course Requirements in Related Fields: Foreign Language: Two courses at the elementary level or one course at the intermediate level or above | <u>3-6 cr</u> | 3-6 cr |
| Total Credit Requirement for a Major in English | | | 48-51 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION Philosophy/Ethics Writing | 6 cr <u>3-6 cr</u> | 9-12 cr |
| 3.2 | DISTRIBUTION Fine Arts History Literature Mathematics Natural Science Philosophy/Religious Studies Social Science | 0 cr 6 cr 0 cr 6 cr 6 cr 3 cr <u>6 cr</u> | (fulfilled by major field req.) (fulfilled by major field req.) <u>27 cr</u> |
| Total Core/Liberal Studies Requirement | | | 36-39 cr |
| 4.0 | Electives | | <u>30-36 cr</u> |
| 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. | | |

REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

Concentration in Theatre

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

| | | | |
|-----|--|---|--|
| 1.0 | Major Foundation Courses: ENG 270 Classics of Western Literature ENG 150 Introduction to Theatre ENG 180 Literary Study ENG 185 Writing as a Discipline | 12 cr | |
| 1.2 | Course Requirements in sophomore, junior, and senior year are: Ten courses selected as follows: Five Theatre Arts Courses: ENG 227 Acting I ENG 229 Theatre Practicum (one credit, may be taken up to three times for a total of three credits) ENG 241 Acting II ENG 310 Playwriting Workshop ENG 349 Acting III ENG 350 Directing ENG 451 Theatre Workshop Appropriate Special-Topics Course Five Dramatic Literature Courses: ENG 325 Shakespeare AND Four of the following: ENG 320 English Drama I ENG 321 English Drama II ENG 340 American Drama I ENG 341 American Drama II ENG 355 History of the Modern Theatre ENG 363 Modern Drama Appropriate Special-Topics Course | 15 cr | |
| 1.3 | Capping Course ENG 477 | <u>3 cr</u> | |
| | Credit Requirement for the Concentration in Theatre | | 45 cr |
| | <i>Notes: (a) A student may substitute ENG 497 Internship in English Theatre for one upper-level Theatre Arts or Dramatic Literature course. (b) A student may substitute a maximum of one 3-credit course in Independent Research for a required upper-level course. (c) A student may apply a maximum of one appropriate literature-in-translation course toward an upper-level Dramatic Literature requirement.</i> | | |
| 2.0 | Courses Required in Related Fields: Foreign Language: Two courses at the elementary level or one course at the intermediate level or above | <u>3-6 cr</u> | 3-6 cr |
| | Total Credit Requirement for a Major in English | | 48-51 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION Philosophy/Ethics Writing | 6 cr <u>3-6 cr</u> | 9-12 cr |
| 3.2 | DISTRIBUTION Fine Arts History Literature Mathematics Natural Science Philosophy/Religious Studies Social Science | 0 cr 6 cr 0 cr 6 cr 6 cr 3 cr <u>6 cr</u> | (fulfilled by major field req.) (fulfilled by major field req.) <u>27 cr</u> |
| | Total Core/Liberal Studies Requirement | | 36-39 cr |
| 4.0 | Electives | | <u>30-36 cr</u> |
| | Total Credit Requirement for Graduation | | 120 cr |

REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: ENGLISH (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: English (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 101 of this catalog.

REQUIREMENTS FOR A MINOR IN ENGLISH

| | | |
|---|---|--------------|
| 1.0 | Foundation Courses | 6 cr |
| | ENG 180 Introduction to Literary Study | |
| | ENG 270 Classics of Western Literature | |
| 2.0 | Any four 300-400 level literature courses (not to include writing workshops or theatre arts courses) | <u>12 cr</u> |
| Total credit requirement for a Minor In English Literature | | 18 cr |

REQUIREMENTS FOR A MINOR IN THEATRE

| | | |
|--|---|--------------|
| 1.0 | Foundation Course | 3 cr |
| | ENG 150 Introduction to Theatre | |
| 2.0 | Required Course | 3 cr |
| | ENG 325 Shakespeare | |
| Any two of the following sequences: | | <u>12 cr</u> |
| 3.0 | Performance Sequence | |
| | Two of the following: | |
| | ENG 227 Acting I | |
| | ENG 241 Acting II | |
| | ENG 349 Acting III | |
| | Appropriate Special-Topics course | |
| 4.0 | Production Sequence | |
| | Two of the following: | |
| | ENG 229 Theatre Practicum (one credit, may be taken up to three times for a total of three credits) | |
| | ENG 310 Workshop in Playwriting | |
| | ENG 350 Directing | |
| | ENG 451 Theatre Workshop | |
| | Appropriate Special-Topics course | |
| 5.0 | Dramatic Literature Sequence | |
| | Two of the following: | |
| | ENG 320 English Drama I | |
| | ENG 321 English Drama II | |
| | ENG 340 American Drama I | |
| | ENG 341 American Drama II | |
| | ENG 355 History of Modern Theatre | |
| | ENG 363 Modern Drama | |
| | Appropriate Special-Topics course | |
| Total Credit Requirement for a Minor in Theatre | | 18 cr |

REQUIREMENTS FOR A MINOR IN WRITING

| | | |
|--|--|-------------|
| 1.0 | Foundation Courses | 9 cr |
| | ENG 185 Writing as a Discipline | |
| | ENG 218 Grammar, Style, and Editing | |
| | ENG 230 Workshop in Editing and Revision | |
| 2.0 | Upper-Level Writing Requirements | <u>9 cr</u> |
| | Three 300-level writing courses (May include Independent Writing Project or Internship) | |
| Total Credit Requirement for a Minor in Writing | | 18 cr |

REQUIREMENTS FOR A MINOR IN CREATIVE WRITING

| | | |
|-----|--|-------------|
| 1.0 | Foundation Course ENG 280 Introduction to Creative Writing | 3 cr |
| 2.0 | Required Course ENG 218 Grammar, Style and Editing | 3 cr |
| 3.0 | Four (4) of the following courses: ENG 310 Playwriting Workshop ENG 311 Poetry Workshop ENG 380 Nonfiction Workshop ENG 382 Fiction Workshop ENG 392 Special Topics (in Writing) ENG 490 Independent Writing Project | 12 cr |
| 4.0 | Any one (1) Forms (ENG 318) class in Playwriting, Poetry, Fiction or Nonfiction | <u>1 cr</u> |

Total Credit Requirement for a Minor in Creative Writing 19 cr

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 180 Literary Study | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------------|-------------|
| ENG 270 Classics of Western Lit | 3 cr |
| ENG 117 Coll Writing II OR Elective | 3 cr |
| ENG 185 Writing as a Discipline | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|---------------------------------|-------------|
| ENG 150 Introduction to Theatre | 3 cr |
| Foreign Language | 3 cr |
| Upper-Level English Course | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------|-------------|
| Foreign Language | 3 cr |
| Upper-Level English Course | 3 cr |
| Upper-Level English Course | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|----------------------------|-------------|
| Upper-Level English Course | 3 cr |
| Upper-Level English Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------|-------------|
| Upper-Level English Course | 3 cr |
| Upper-Level English Course | 3 cr |
| Core/LS PHIL 300 Ethics | 3 cr |
| Internship or Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|----------------------------|-------------|
| Upper-Level English Course | 3 cr |
| Upper-Level English Course | 3 cr |
| Internship or Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------|-------------|
| Upper-Level English Course | 3 cr |
| ENG 477 Capping | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

ENVIRONMENTAL SCIENCE & POLICY

THOMAS LYNCH, Ph.D., *Chair*

MISSION:

The mission of the Department of Environmental Science & Policy is to educate students to become professionals who understand and solve environmental problems and, more broadly, to create a Marist College student body with a high level of environmental consciousness. The demands upon Earth's natural resources and life-support systems increase each year as human population and consumption levels increase. Our ability to cope with such demands requires that we educate more of the population about environmental resources, problems, and solutions. Consequently, the Department educates majors to become knowledgeable, skilled professionals and educates non-majors to become highly responsible environmental citizens. Majors also are prepared for advanced courses and research in graduate programs.

The Department is an interactive community of faculty and students, committed to better understanding the environment and the problems confronting it, and to finding solutions to correct them. Students are actively engaged by faculty having diverse expertise in natural and social sciences related to study of the environment.

We offer a stimulating and relevant curriculum that incorporates classroom, laboratory, field, research, internship, and seminar experiences. Through this curriculum, we educate for fundamental understanding of the structure and function of natural, economic, and political systems as they relate to the environment. Students come to appreciate the details, complexity, and interrelatedness of systems and problems. We also examine the effects of society's activities upon environmental resources and their relevance to human well-being.

Given the College's location, the Department seeks to integrate the ecological features and environmental affairs of the Hudson River Valley, as well as its rich history and culture, into its instructional, scholarly, service, and outreach activities. Moreover, the Department is committed to promoting and contributing to environmentally sustainable practices on campus and beyond. The Department is also committed to the continued professional growth of its faculty, through teaching refinement, scholarly activities, and service to various communities.

PROGRAM DESCRIPTION:

The program provides a strong foundation while also having much flexibility. Two concentrations – Science and Policy – allow for different emphasis. Within each concentration students may choose from a wide range of courses to meet their interests, goals, and requirements. Three environmental minors are also available.

Environmental Science & Policy overlaps with several of the natural and social sciences. Environmental considerations are essential in understanding the biology, behavior, and health of humans and other animals. Our curriculum is beneficial for students interested in zoology, botany, social sciences, liberal arts, business, and international affairs. Students with interests in these and other fields can apply their concern and interest for the environment in either the Science or Policy concentrations. Indeed, this program is well suited to dual majors and minors, allowing students to strengthen their undergraduate education and career preparation. Such preparation is also enhanced by our internships and research requirements.

NOTE: Please refer to <http://www.marist.edu/science/environmental/> for current information about the program.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE & POLICY, SCIENCE CONCENTRATION

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

| | | | |
|-----|---|---------------|--------------|
| 1.0 | Course Requirements in Environmental Science | | |
| | ENSC 101 Intro to Environmental Issues | 3 cr | |
| | ENSC 202 Political Process & the Environment | 3 cr | |
| | ENSC 230 Intro to GIS | 3 cr | |
| | ENSC 210 Intro to Geology | 3 cr | |
| | ENSC 212 Intro to Geology Lab | 1 cr | |
| | ENSC 415 Env Sci & Policy Seminar | 1 cr | |
| | ENSC 360 Ecology: Principles & Practice | 4 cr | |
| | ENSC 380 Principles of Environmental Assessment | 3 cr | |
| | ENSC 440 Research I AND | 3 cr | |
| | ENSC 441 Research II OR | 3 cr | |
| | ENSC 398 Internship AND | 3 cr | |
| | ENSC 399 Internship | 3 cr | |
| | ENSC 477 Environmental Science and Human Values | <u>3 cr</u> | |
| | Credit requirement in Environmental Science | | 30 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | BIOL 130 General Biology I | 4 cr | |
| | BIOL 131 General Biology II | 4 cr | |
| | BIOL 211 Plant Biology | 4 cr | |
| | CHEM 131 General Chemistry I | 4 cr | |
| | CHEM 132 General Chemistry II | 4 cr | |
| | CHEM 201 Intro to Organic Chemistry† | 3 cr | |
| | CHEM 202 Intro to Organic Chemistry Lab† | 1 cr | |
| | MATH 130 Intro to Statistics I | 3 cr | |
| | MATH 131 Intro to Statistics II OR | | |
| | MATH 115 Calculus with Management Applications†† | 3 cr | |
| | POSC 110 American National Government | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | Twelve additional credits from ENSC, BIOL*, PHYS, or CHEM at 200 level or above; 8 credits must be from ENSC | <u>12 cr</u> | |
| | Credit Requirement in Related Fields | | <u>48 cr</u> |
| | Total Credit Requirement for a Major in Environmental Science & Policy, Science Concentration | | 78 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 9-12 cr |

| | | | |
|--|------------------------------|-------------|-----------------|
| 3.2 | DISTRIBUTION** | | |
| | Fine Arts | 3 cr | |
| | History | 6 cr | |
| | Literature | 6 cr | |
| | Philosophy/Religious Studies | <u>3 cr</u> | 18 cr |
| Total Core/Liberal Studies Requirement | | | 27-30 cr |
| 4.0 | Electives | | <u>12-15 cr</u> |
| Total Credit Requirement for Graduation | | | 120 cr |

† May replace with CHEM 211-212 Organic Chemistry I-II and CHEM 215-216 Laboratory I-II

†† May replace with MATH 241 Calculus I

* Not all 200-level BIOL courses qualify; consult with advisor.

** Students must take one course that will fulfill the cultural diversity requirement. Students are encouraged to take intermediate foreign-language or culture courses which may be used as substitutes for second courses in history and literature. See Core/Liberal Studies Curriculum description of foreign-language option in catalog. The Distribution requirement in Social Science is fulfilled by POSC 110 and ENSC 202, required for the major.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE & POLICY, POLICY CONCENTRATION

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

| | | | |
|---|---|---------------|--------------|
| 1.0 | Course Requirements in Environmental Science | | |
| | ENSC 101 Intro to Environmental Issues | 3 cr | |
| | ENSC 202 Political Process and Environment | 3 cr | |
| | ENSC 230 Intro to GIS | 3 cr | |
| | ENSC 415 Env Sci & Policy Seminar | 1 cr | |
| | ENSC 360 Ecology: Principles & Practice | 4 cr | |
| | ENSC 305 Environmental Economics | 3 cr | |
| | ENSC 380 Principles of Environmental Assessment | 3 cr | |
| | ENSC 420 Environmental Planning | 3 cr | |
| | ENSC 425 Environmental Law | 3 cr | |
| | ENSC 440 Research I AND | 3 cr | |
| | ENSC 441 Research II OR | 3 cr | |
| | ENSC 398 Internship AND | 3 cr | |
| | ENSC 399 Internship | 3 cr | |
| | ENSC 477 Environmental Science and Human Values | <u>3 cr</u> | |
| Credit requirement in Environmental Science | | | 35 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | BIOL 130 General Biology I | 4 cr | |
| | BIOL 131 General Biology II | 4 cr | |
| | CHEM 101 Intro to Chemistry | 3 cr | |
| | CHEM 102 Intro to Chemistry Lab | 1 cr | |
| | MATH 130 Intro to Statistics I | 3 cr | |
| | MATH 131 Intro to Statistics II OR | | |
| | MATH 115 Calculus with Management Applications† | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | ECON 103 Principles of Microeconomics | 3 cr | |
| | POSC 110 American National Government | 3 cr | |
| | POSC 240 Intro to Public Policy | 3 cr | |
| Thirteen additional credits from ENSC, BIOL**, POSC, or ECON at 200 level or above*; 3 credits must be from ENSC | | | <u>13 cr</u> |
| Credit Requirement in Related Fields | | | <u>43 cr</u> |
| Total Credit Requirement for a Major in Environmental Science & Policy, Policy Concentration | | | 78 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 9-12 cr |

| | | | |
|--|------------------------------|-------------|-----------------|
| 3.2 | DISTRIBUTION*** | | |
| | Fine Arts | 3 cr | |
| | History | 6 cr | |
| | Literature | 6 cr | |
| | Philosophy/Religious Studies | <u>3 cr</u> | |
| | | | <u>18 cr</u> |
| Total Core/Liberal Studies Requirement | | | 27-30 cr |
| 4.0 | Electives | | <u>12-15 cr</u> |
| Total Credit Requirement for Graduation | | | 120 cr |

† May replace with MATH 241 Calculus I

* POSC 101 may be taken, and is required for a minor in Political Science.

** Not all 200-level BIOL courses qualify; consult with advisor.

*** Students must take one course that will fulfill the cultural diversity requirement. 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. The Distribution requirement in Social Science is fulfilled by POSC 110 and ENSC 202, required for the major.

THREE MINORS:

1) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL SCIENCE

Required Courses:

| | |
|---|------|
| BIOL 130 General Biology I | 4 cr |
| BIOL 131 General Biology II | 4 cr |
| CHEM 101 Intro to Chemistry AND | 3 cr |
| CHEM 130 Intro to Chemistry Lab | 1 cr |
| OR | |
| CHEM 131 General Chemistry I AND | 4 cr |
| CHEM 132 General Chemistry II | 4 cr |
| ENSC 101 Intro to Environmental Issues | 3 cr |
| ENSC/BIOL 360 Ecology: Principles & Practices | 4 cr |

19-23 cr

Elective Courses (at least six credits from the courses listed below):

| | |
|---|------|
| ENSC 210 Intro to Geology | 3 cr |
| ENSC 212 Intro to Geology Lab | 1 cr |
| ENSC 230 Intro to Geographic Info Systems | 3 cr |
| ENSC 309 Environmental Chemistry Lab ¹ | 1 cr |
| ENSC 310 Environmental Chemistry ¹ | 3 cr |
| ENSC 313 Environmental Microbiology ¹ | 3 cr |
| ENSC 321 Natural History of the Hudson Valley | 3 cr |
| ENSC/BIOL 392 Freshwater Ecology | 3 cr |
| ENSC 380 Principles of Environmental Assessment | 3 cr |
| ENSC 404 Environmental Toxicology | 4 cr |
| BIOL 211 Plant Biology | 4 cr |
| BIOL 420 Invertebrate Zoology | 4 cr |

6 cr

Total Credit Requirement for a Minor in Environmental Science

25-29 cr

¹ Prerequisite courses required beyond those listed under Required Courses

2) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL POLICY

Required Courses

| | |
|--|-------------|
| ENSC 101 Intro to Environmental Issues ² | 3 cr |
| ENSC/POSC 202 Political Process and Environment ^{1,3} | 3 cr |
| ENSC 230 Intro to Geographic Info Systems | 3 cr |
| ENSC/ECON 305 Environmental Economics ^{1,3} | 3 cr |
| ENSC/POSC 420 Environmental Planning ^{1,3} | 3 cr |
| ENSC 425 Environmental Law | <u>3 cr</u> |

18 cr

Electives 3 cr

Options:

- a. Choose three elective credits related to the minor with approval of Chair of Environmental Science & Policy
- b. Complete a three-credit internship with approval of Internship Coordinator of Environmental Science & Policy

Total Credit Requirement for a Minor in Environmental Policy 21 cr

¹ Prerequisite courses required beyond those listed under Required Courses

² Counts for Core/LS Natural Science

³ Counts for Core/LS Social Science

3) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

Course distribution:

| | |
|---|-------------|
| ENSC 101 Intro to Environmental Issues | 3 cr |
| Environmental sciences (courses listed below) | 6 cr |
| Social sciences and humanities (courses listed below) | <u>9 cr</u> |

Total Credit Requirement for a Minor in Environmental Studies 18 cr

Environmental Sciences

| | |
|--|------|
| ENSC 210 Intro to Geology | 3 cr |
| ENSC 212 Intro to Geology Lab | 1 cr |
| ENSC 313 Environmental Microbiology ¹ | 3 cr |
| ENSC 321 Natural History of Hudson Valley | 3 cr |
| ENSC/BIOLOG 392 Freshwater Ecology ¹ | 3 cr |
| ENSC/CHEM 310 Env Chemistry ¹ | 3 cr |
| ENSC/BIOLOG 360 Ecology: Principles and Practices ¹ | 4 cr |
| ENSC 404 Environmental Toxicology ¹ | 4 cr |
| BIOLOG 211 Plant Biology ¹ | 4 cr |

Social Sciences and Humanities

| | |
|--|------|
| ENSC/POSC 202 Political Process in the Environment ¹ | 3 cr |
| ENSC/ECON 305 Environmental Economics ¹ | 3 cr |
| ENSC/POSC 420 Environmental Planning ¹ | 3 cr |
| ENSC 425 Environmental Law | 3 cr |
| ENSC 230 Intro to Geographic Info Systems (GIS) | 3 cr |
| ECON 150 Economics of Social Issues | 3 cr |
| ECON 340 Economic Development: Toward Global Equality ¹ | 3 cr |
| POSC/GBST 103 Intro to Global Studies | 3 cr |
| COM/GBST 489 Social & Env Justice in Fiction & Non-fiction Film | 3 cr |

¹ Prerequisite courses required beyond ENSC 101

Some Special Topics courses may be substituted with prior approval of the Chair of Environmental Science & Policy. Recent examples of such relevant courses include PHIL 394 Environmental Ethics and ENG 293 Literature and Nature.

RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY, SCIENCE CONCENTRATION

FRESHMAN YEAR

FALL

| | |
|---------------------------------------|-------------|
| BIOL 130 General Biology I | 4 cr |
| ENSC 101 Environmental Issues | 3 cr |
| POSC 110 American National Government | 3 cr |
| ENG 116 College Writing I | 3 cr |
| PHIL 101 Intro to Philosophy | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| BIOL 131 General Biology II | 4 cr |
| ENSC 202 Political Process & Environment | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| ENG 117 College Writing II | 3 cr |
| Core/LS (Foreign Lang) | <u>3 cr</u> |
| | 16 cr |

SOPHOMORE YEAR

FALL

| | |
|--------------------------------|--------------|
| CHEM 131 General Chemistry I | 4 cr |
| ENSC 230 Introduction to GIS | 3 cr |
| BIOLOG 211 Plant Biology | 4 cr |
| MATH 130 Intro to Statistics I | 3 cr |
| | <u>14 cr</u> |

SPRING

| | |
|-------------------------------|-------------|
| CHEM 132 General Chemistry II | 4 cr |
| ENSC 210 Intro to Geology | 3 cr |
| ENSC 212 Intro to Geology Lab | 1 cr |
| MATH (Stats II or Calc) | 3 cr |
| Core/LS (Foreign Lang) | <u>3 cr</u> |
| | 14 cr |

JUNIOR YEAR**FALL**

| | |
|---|-------------|
| CHEM 201 Intro to Organic Chemistry | 3 cr |
| CHEM 202 Intro to Organic Chemistry Lab | 1 cr |
| ENSC 360 Ecology: Principles & Practice | 4 cr |
| PHIL 300 Ethics | 3 cr |
| ENSC 415 Env Sci & Policy Seminar | 1 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------------|--------------|
| ENSC 380 Principles of Env Assessment | 3 cr |
| ENSC 440 Internship/Research | 3 cr |
| Major Elective | 4 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| | <u>16 cr</u> |

SENIOR YEAR**FALL**

| | |
|------------------------------|-------------|
| ENSC 441 Internship/Research | 3 cr |
| Elective | 3 cr |
| Major Elective | 4 cr |
| Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|-------------------------------------|--------------|
| ENSC 477 Env Science & Human Values | 3 cr |
| Major Elective | 4 cr |
| Elective | 3 cr |
| Core/LS | 3 cr |
| | <u>13 cr</u> |

RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY, POLICY CONCENTRATION**FRESHMAN YEAR****FALL**

| | |
|---------------------------------------|-------------|
| BIOL 130 General Biology I | 4 cr |
| ENSC 101 Environmental Issues | 3 cr |
| POSC 110 American National Government | 3 cr |
| ENG 116 College Writing I | 3 cr |
| PHIL 101 Intro to Philosophy | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| BIOL 131 General Biology II | 4 cr |
| ENSC 202 Political Process & Environment | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| ENG 117 College Writing II | 3 cr |
| Core/LS (Foreign Lang) | <u>3 cr</u> |
| | 16 cr |

SOPHOMORE YEAR**FALL**

| | |
|---------------------------------|-------------|
| CHEM 101 Intro to Chemistry | 3 cr |
| CHEM 102 Intro to Chemistry Lab | 1 cr |
| ENSC 230 Introduction to GIS | 3 cr |
| MATH 130 Intro to Statistics I | 3 cr |
| Elective | <u>3 cr</u> |
| | 13 cr |

SPRING

| | |
|---------------------------------|-------------|
| POSC 240 Intro to Public Policy | 3 cr |
| ECON 103 Microeconomics | 3 cr |
| MATH (Stats II or Calc) | 3 cr |
| Major Elective | 3 cr |
| Core/LS (Foreign Lang) | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR**FALL**

| | |
|---|-------------|
| ENSC 420 Environmental Planning | 3 cr |
| ENSC 360 Ecology: Principles & Practice | 4 cr |
| PHIL 300 Ethics | 3 cr |
| ENSC 415 Env Sci & Policy Seminar | 1 cr |
| ECON 305 Environmental Economics | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|---------------------------------------|-------------|
| ENSC 380 Principles of Env Assessment | 3 cr |
| ENSC 425 Environmental Law | 3 cr |
| ENSC 440 Internship/Research | 3 cr |
| Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|------------------------------|-------------|
| ENSC 441 Internship/research | 3 cr |
| Major Elective | 3 cr |
| Major Elective | 4 cr |
| Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|-------------------------------------|-------------|
| ENSC 477 Env Science & Human Values | 3 cr |
| Major Elective | 3-4 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15-16 cr |

FASHION DESIGN AND FASHION MERCHANDISING

RADLEY CRAMER, B.S., *Program Director*

MISSION:

The Fashion Program builds on the College's strong liberal arts tradition with a curriculum designed to keep pace with the changing needs of the fashion industry. Students develop creative, technical, and business skills that position them for successful employment in design, manufacturing, retailing, product development, or sales management. Internships are an integral part of the learning experience in the Fashion Program, as is the increasing use of technology, including computer-aided design.

The Fashion Program features a comprehensive curriculum leading to the Bachelor Degree of Professional Studies (BPS). Students may choose from two majors within the Program—Fashion Design or Fashion Merchandising.

The Fashion Design major trains students to create apparel for various markets considering creative, technical, and costing factors. Students develop skills in design, textiles, draping and flat pattern making, garment construction, and computer-aided design. In their senior year, they design and execute an apparel collection under the guidance of a professional designer to be shown at the school's annual Silver Needle Fashion Show. Fashion Design Majors may pursue a minor in Fashion Merchandising or Product Development.

The Fashion Merchandising major concentrates on the planning, procurement, and marketing aspects of the fashion business. Students learn to research target markets, analyze business results, and develop strategies that effectively meet the needs of consumers. In their senior year, Merchandising students create an in-depth business plan and comprehensive investors' presentation. The Fashion Merchandising major is structured with a Business minor which may be declared by the Merchandising major. Fashion Merchandising majors may also pursue a Product Development minor.

REQUIREMENTS FOR A BACHELOR OF PROFESSIONAL STUDIES IN FASHION DESIGN

Portfolio Requirement: Students wishing to enter the Fashion Design major must submit a portfolio of original work.

Note: A minimum of 30 credits in Liberal Arts is required.

| | | | |
|-----|--|---------------|-----------------------------------|
| 1.0 | Course Requirements in Fashion Design | | |
| | FASH 100 Intro to Fashion Industry | 3 cr | |
| | FASH 130 Fashion Figure Drawing | 1 cr | |
| | FASH 140 Fashion Design I: Drawing & Color | 3 cr | |
| | FASH 200 Textiles: Studies & Applications | 3 cr | |
| | FASH 210 Design Studio Techniques | 3 cr | |
| | FASH 220 Apparel Development II | 3 cr | |
| | FASH 230 Apparel Development I | 3 cr | |
| | FASH 240 Fashion Design II: Presentation | 3 cr | |
| | FASH 245 Fashion CAD I | 3 cr | |
| | FASH 300 Product Development | 3 cr | |
| | FASH 310 Apparel Development III | 3 cr | |
| | FASH 381 History of 20th Century Fashion | 3 cr | |
| | FASH 335 Fashion CAD II | 3 cr | |
| | FASH 345 Fashion Design III: Working Studio | 3 cr | |
| | FASH 400 Fashion Employment Seminar | 1 cr | |
| | FASH 412 Portfolio | 3 cr | |
| | FASH 420 Runway Collection I | 3 cr | |
| | FASH 430 Runway Collection II | <u>3 cr</u> | |
| | Credit Requirement in Fashion Design | | 50 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | ART 160 History of Western Art I OR | | |
| | ART 180 History of Western Art II* | 3 cr | |
| | ART 281 History of Costume | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | Credit Requirement in Related Fields | | <u>9 cr</u> |
| | * Fashion Design students are strongly encouraged to take additional courses in Art History, particularly ART 366 History of 20th Century Art. | | |
| | Total Credit Requirement for a Major in Fashion Design | | 59 cr |
| 3.0 | Core/Liberal Arts Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 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 related field req.) |
| | Philosophy/Religious Studies | <u>3 cr</u> | |
| | Total Core/Liberal Studies Requirement | | <u>33 cr</u> |
| | Total Core/Liberal Studies Requirement | | 42-45 cr |
| 4.0 | Electives | | <u>16-19 cr</u> |
| | 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 PROFESSIONAL STUDIES IN FASHION MERCHANDISING

| | | | |
|-----|--|---------------|-----------------------------------|
| 1.0 | Course Requirements in Fashion Merchandising | | |
| | FASH 100 Intro to the Fashion Industry | 3 cr | |
| | FASH 120 Principles of Apparel Design | 3 cr | |
| | FASH 200 Textiles: Studies & Applications | 3 cr | |
| | FASH 255 Fundamentals of Buying | 3 cr | |
| | FASH 265 Principles of Retailing | 3 cr | |
| | FASH 300 Product Development | 3 cr | |
| | FASH 365 Merchandise Planning and Control | 3 cr | |
| | FASH 400 Fashion Employment Seminar | 1 cr | |
| | FASH 455 International Retailing | 3 cr | |
| | FASH 477 Merchandising Capping | <u>3 cr</u> | |
| | Credit Requirement in Fashion Merchandising | | 28 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | BUS 100 Intro to Business and Management | 3 cr | |
| | BUS 302 Organizational Behavior | 3 cr | |
| | BUS 340 Marketing Management | 3 cr | |
| | BUS 382 Legal Foundations of Business | 3 cr | |
| | BUS 300/400 Business Choice | 3 cr | |
| | ACCT 203 Financial Accounting | 3 cr | |
| | ECON 150 Economics of Social Issues | 3 cr | |
| | COM 101 Public Presentations | 3 cr | |
| | COM 110 Principles of Advertising | 3 cr | |
| | ART 281 History of Costume | 3 cr | |
| | CSIS 103 Information & Computer Literacy | <u>3 cr</u> | |
| | Credit Requirement in Related Fields | | <u>33 cr</u> |
| | Total Credit Requirement for a Major in Fashion Merchandising | | 61 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 9-12 cr |
| 3.2 | DISTRIBUTION* | | |
| | Natural Science | 6 cr | |
| | Social Science | 3 cr | |
| | History | 6 cr | |
| | Literature | 6 cr | |
| | Mathematics | 6 cr | |
| | Fine Arts | 0 cr | (fulfilled by related field req.) |
| | Philosophy/Religious Studies | <u>3 cr</u> | |
| | | | <u>33 cr</u> |
| | Total Core/Liberal Studies Requirement | | 39-42 cr |
| 4.0 | Electives | | <u>17-20 cr</u> |
| | 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 A BACHELOR OF PROFESSIONAL STUDIES IN FASHION DESIGN

FRESHMAN YEAR

FALL

| | |
|---|-------------|
| FASH 100 Intro to Fashion Industry | 3 cr |
| FASH 245 Fashion CAD I | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| FASH 130/131/132/133 Fashion Figure Drawing | <u>1 cr</u> |
| | 16 cr |

SPRING

| | |
|---|--------------|
| FASH 200 Textiles: Studies & Applications | 3 cr |
| FASH 210 Design Studio Techniques | 3 cr |
| FASH 335 Fashion CAD II | 3 cr |
| Core/LS Writing | 3 cr |
| ART 160 or ART 180 | 3 cr |
| | <u>15 cr</u> |

SOPHOMORE YEAR**FALL**

| | |
|--|-------|
| ART 281 History of Costume | 3 cr |
| FASH 230 Apparel Development I | 3 cr |
| FASH 140 Fashion Design I: Drawing & Color | 3 cr |
| Core/LS | 6 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|--|-------------|
| FASH 220 Apparel Development II | 3 cr |
| FASH 240 Fashion Design II: Presentation | 3 cr |
| FASH 381 History of 20th Century Fashion | 3 cr |
| Core/LS | 3 cr |
| Electives | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR**FALL**

| | |
|------------------------------|-------|
| Semester Abroad OR | |
| FASH 300 Product Development | 3 cr |
| Core/LS | 12 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| FASH 300 Product Development | 3 cr |
| FASH 310 Apparel Development III | 3 cr |
| FASH 345 Fashion Design III: Working Studio | 3 cr |
| Core/LS | 3 cr |
| Electives | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|------------------------------|-------------|
| FASH 400 Employment Seminar | 1 cr |
| FASH 412 Portfolio | 3 cr |
| FASH 420 Runway Collection I | 3 cr |
| Core/LS | 3 cr |
| Electives (Internship) | <u>4 cr</u> |
| | 14 cr |

SPRING

| | |
|-------------------------------|-------|
| FASH 430 Runway Collection II | 3 cr |
| Core/LS | 9 cr |
| Electives | 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. Internships following the freshman or sophomore year with permission of the Program Director and Internship Coordinator

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF PROFESSIONAL STUDIES IN FASHION MERCHANDISING

FRESHMAN YEAR**FALL**

| | |
|--|-------------|
| FASH 100 Intro To Fashion Industry | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS College Writing | 3 cr |
| Core/PHIL 101 | 3 cr |
| Electives | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------------|-------|
| FASH 120 Principles of Apparel Design | 3 cr |
| BUS 100 Intro to Business & Mgmt | 3 cr |
| Core/LS | 6 cr |
| Electives | 3 cr |
| | <hr/> |
| | 15 cr |

SOPHOMORE YEAR**FALL**

| | |
|----------------------------------|-------|
| FASH 265 Principles of Retailing | 3 cr |
| COM 101 Public Presentations | 3 cr |
| ECON 150 Econ of Social Issues | 3 cr |
| Core/LS | 6 cr |
| | <hr/> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| FASH 200 Textiles: Studies & Applications | 3 cr |
| FASH 255 Fundamentals of Buying | 3 cr |
| COM 110 Prin of Advertising | 3 cr |
| ACCT 203 Financial Accounting | 3 cr |
| Elective (Fashion Show Production) | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR**FALL**

| | |
|---------------------------------|-------------|
| FASH 300 Product Development | 3 cr |
| BUS 302 Organizational Behavior | 3 cr |
| BUS 340 Marketing Management | 3 cr |
| Core/LS | <u>6 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------------|-------------|
| FASH 365 Merch Planning & Control | 3 cr |
| BUS 382 Legal Found of Business | 3 cr |
| ART 281 History of Costume | 3 cr |
| Core/LS | <u>6 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|----------------------------------|-------------|
| FASH 455 International Retailing | 3 cr |
| BUS 300/400 Business Choice | 3 cr |
| Core/LS | 6 cr |
| Elective (Internship) | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------|-------------|
| FASH 400 Employment Seminar | 1 cr |
| FASH 477 Merch Capping | 3 cr |
| Core/LS | 6 cr |
| Electives | <u>5 cr</u> |
| | 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. Internships following the freshman or sophomore year with permission of the Program Director and the Internship Coordinator.

REQUIREMENTS FOR A MINOR IN FASHION MERCHANDISING

Prerequisite: Permission of the Fashion Program Director

The Merchandising Minor provides a foundation in retailing, buying, or marketing.

| | |
|--|------|
| Required Courses (3 credits each): | 9 cr |
| FASH 100 Introduction to the Fashion Industry | |
| FASH 265 Principles of Retailing | |
| FASH 365 Merchandise Planning & Control | |
| Select three courses (3 credits each) from the following list: | 9 cr |
| COM 110 Principles of Advertising | |
| BUS 340 Marketing Management | |
| FASH 120 Principles of Apparel Design | |
| FASH 200 Textiles: Studies & Applications | |
| FASH 255 Fundamentals of Buying | |
| FASH 295 Fashion Show Production | |
| FASH 300 Product Development | |
| FASH 455 International Retailing | |

Total Credit Requirement for a Minor in Fashion Merchandising 18 cr

REQUIREMENTS FOR A MINOR IN PRODUCT DEVELOPMENT

Prerequisite: Permission of the Fashion Program Director

The Product Development Minor is available to Fashion Design or Merchandising Majors and provides a foundation in contemporary concepts of apparel industry product development, production, sourcing, branding, licensing, and product data management.

| | |
|--|------|
| Required courses: (3 credits each) | 9 cr |
| FASH 200 Textiles: Studies & Applications | |
| FASH 289 Production & Sourcing in the Apparel Industry | |
| FASH 300 Product Development | |
| Select three courses (3 credits each) from the following list: | 9 cr |
| FASH 288 Fashion Branding & Licensing | |
| FASH 325 Private Label Development | |
| FASH 415 Advanced Fashion PDM Software | |
| FASH 435 Advanced Product Development | |
| FASH 455 International Retailing | |

Total Credit Requirement for a Minor in Product Development 18 cr

FRENCH

KEVIN M. GAUGLER, Ph.D., *Chairperson*

MISSION:

In a global and interdependent world, no education can be considered adequate without the skill of a second language and the ability to consider the perspective of other cultures. Used by over 200 million people in more than 50 countries around the world, French is a key language for international communication. It is an official working language at the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross, and numerous NGOs. A double fluency in French and English is a competitive asset in the national and international job market for work in international business, the humanitarian and nonprofit sectors, the diplomatic world, the teaching professions, the fields of art history and fashion design, and to meet the requirements of various programs of graduate study. In addition, the study of French offers a tradition of inquiry into the meaning, structure, and practice of Language; a history of critical thought, literature, and fine arts that has shaped the Western tradition; and a window to the rich diversity of African, North American, and Asian cultures that still choose French as a primary or secondary mode of expression.

The French Program affords the committed student the following special academic options:

- (1) An interdisciplinary track for double majors designed to customize the language knowledge to the student's second field of study, for maximum professional marketability.
- (2) The Marist Abroad Program in Paris or in Aix en Provence, featuring a stay with a French family and opportunity for community service involvement. Programs in Africa are also available.
- (3) Secondary school teacher certification.
- (4) The option to substitute several French courses to fulfill distributive Core/LS requirements in Mathematics, Science, History, or Literature, an arrangement which facilitates a double major or minor in French.

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 Workshop in Writing* | 3 cr | |
| | FREN 202 Workshop in Oral Expression* | 3 cr | |
| | FREN 250 French Culture and Thought | 3 cr | |
| | FREN 251 Contemporary France | 3 cr | |
| | FREN 325 Language and Technology Practicum | <u>3 cr</u> | 15 cr |
| 2.0 | Approved courses in tracks | | |
| | <u>Single Major track</u> | | |
| | FREN 311 French Grammar and Composition | 3 cr | |
| | FREN 305 Studies in French Film and Literature | 3 cr | |
| | FREN 315 French Literature of Africa and the Caribbean | 3 cr | |
| | FREN 345 Interdisciplinary Unit | 3 cr | |
| | FREN 440 French for Current Affairs OR | | |
| | FREN 394 Internship in French** | 3 cr | |
| | One upper-level course in French Literature | 3 cr | |
| | FREN 477 Capping | <u>3 cr</u> | 21 cr |
| | <u>Double Major Track</u> | | |
| | FREN 305 Studies in French Film and Literature | 3 cr | |
| | FREN 315 French Literature of Africa and the Caribbean | 3 cr | |
| | FREN 345 Interdisciplinary Unit | 3 cr | |
| | FREN 440 French for Current Affairs OR | | |
| | FREN 394 Internship in French** | 3 cr | |
| | FREN 477 Capping | <u>3 cr</u> | 15 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 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 | <u>3 cr</u> | |
| | | | <u>21-30 cr</u> |
| | Total Core/Liberal Studies Requirement | | 30-42 cr |
| 4.0 | Electives | | <u>39-42 cr</u> |
| | Total Credit Requirement for Graduation | | 120 cr |

* Exceptionally, freshmen entering with a high language proficiency and the intention to pursue a double or single major in French will be allowed, after passing the department's placement test, to replace FREN 201 and FREN 202 with upper-level internships and approved courses abroad. This option requires a program of study abroad.

** Replacing FREN 440 with FREN 394 requires prior departmental approval for qualifying students.

REQUIREMENTS FOR A MINOR IN FRENCH LANGUAGE STUDIES

| | | | |
|--|--|-------------|-------|
| | FREN 201 Workshop in Writing | 3 cr | |
| | FREN 202 Workshop in Oral Expression | 3 cr | |
| | FREN 250 French Culture and Thought | 3 cr | |
| | FREN 251 Contemporary France | 3 cr | |
| | FREN 305 Studies in French Film and Literature OR | | |
| | FREN 315 French Literature of Africa and the Caribbean | 3 cr | |
| | FREN 325 Language and Technology Practicum OR | | |
| | FREN 311 French Grammar & Composition | <u>3 cr</u> | |
| | Total Credit Requirement for a Minor in French | | 18 cr |

GLOBAL STUDIES MINOR

CLAIRE KEITH, *Coordinator*

Global Studies is an interdisciplinary program intended to prepare students to live and work in, and make sense of, an increasingly interdependent and multicultural world. Students with an interest in international studies, as well as in careers in business, communications, education, environmental science, history, and politics, are encouraged to consider the minor as a supplement to their major. Courses in the minor focus on the critical study of cultures and systems outside of the United States, as well as on the political, economic, social, and cultural interrelationships within the contemporary global system.

In addition to the required academic coursework and experience in world languages and cultures, the program actively encourages students to expand their global interests with a regional specialization in their Core and Major courses, and with participation in the Marist International Club, the Marist Foreign Film program, and in community or international organizations. Advanced students have the opportunity to give formal lectures on campus about their global projects or commitments and to link non-classroom international experiences with their chosen field of study. The Global Studies program also works closely with the Department of Modern Languages to offer customized support for language study; with the Study Abroad Program to integrate new destinations; and with the Graduate School and Fellowship Advisor to prepare post-graduation work in international fields.

REQUIREMENTS FOR A MINOR IN GLOBAL STUDIES

Students will be held to the requirements of the catalog of the year in which they declare their major. Following are the requirements for the 2010-2011 catalog.

Coursework:

| | |
|---|-------------|
| GBST/POSC/CSCU 103L Introduction to Global Issues | 3 cr |
| Five qualifying electives chosen from at least three different disciplines (e.g., Business, Foreign Language, Political Science) | 15 cr |
| GBST 301L | <u>1 cr</u> |

Total Credits

19 cr

Other Requirements:

Foreign Language requirement. Students must demonstrate the equivalent of one year of successful college-level study in a foreign language. They can do this by either (i) taking two college-level foreign-language courses at the elementary level, or one intermediate-level course, which would count as electives for the minor, or (ii) getting approval by the Department of Modern Languages to waive the requirement by demonstrating the equivalent of one-year of college-level study in a foreign language.

An approved "international experience." In this component of the minor, students must take part in an experiential project which is international in scope and will normally include foreign travel. The Marist Abroad program experience is strongly recommended, but not required. Other options for the international experience requirement must be approved by the Program Coordinator in consultation with the Global Studies Committee members. These may include independent work abroad with a humanitarian organization; study abroad during a leave of absence; or fluency in a culture other than North-American from extended living abroad. Participation in the experience must be certified by appropriate documentation.

Regular Offerings Acceptable for the Global Studies Minor

Anthropology

ANTH 102 Introduction to Cultural Anthropology
ANTH 232 Religion and Culture

Art

ART 255 Pre-Columbian Art
ART 256 Chinese Art

Business

BUS 202 Global Business and Society
BUS 430 International Trade Management (prerequisite: BUS 100 or 202)
BUS 442 International Marketing (prerequisite: BUS 340)

Communication

COM 325 Intercultural Communication
COM 400 Gender, Culture and Communication
COM 488 Comparative Communication Systems
COM 489 Seminar in Cinema Studies (topic must be pre-approved by GBST coordinator)

Criminal Justice

CRJU 440 Senior Seminar I: Cross Cultural Criminal Justice (prerequisites: CRJU 202 and 370)
CRJU 377 Politics of Crime and Terrorism (prerequisite: CRJU 101 or POSC 101)

Economics

ECON 340 Economic Development: Towards Global Equality (prerequisite: ECON 104, 102 or 150)
ECON 442 International Economics (prerequisites: ECON 104 and 102)

Environmental Science

ENSC 101 Introduction to Environmental Issues

Foreign Language and Culture

All foreign language, culture, and civilization courses, including foreign literature in translation courses.

English

ENG 201 Introduction to Linguistics

ENG 302 Structure of English/World Englishes

Fashion Merchandising

FASH 455 International Retailing (prerequisite: FASH 265)

History

HIST 252 Modern Europe (prerequisite: HIST 101)

HIST 262 History of Russia: The Russian Revolution (prerequisite: HIST 101)

HIST 263 Eastern Europe and Russia from 1928 to the Present (prerequisite: HIST 101)

HIST 267 Women in Asia (prerequisite: HIST 101)

HIST 269 Modern Asia (prerequisite: HIST 101)

HIST 271 Modern China (prerequisite: HIST 101)

HIST 274 History of Latin America: Since 1830 (prerequisite: HIST 101)

HIST 280 Africa Since 1800 (prerequisite: HIST 101)

HIST 285 The History and Political Culture of Ireland

HIST 320 American Diplomatic History (prerequisite: six credits in History)

HIST 355 Comparative Political Systems: Middle East

HIST 375 History of Race Relations in Latin America

Honors

HONR 305 Honors Seminar in Global Engagement

Music

Music 226 Music Cultures of the World

Philosophy and Religion

REST 209 World Religions

REST 225 Global Liberation Theology

Political Science

POSC 213 Politics of Human Rights

POSC 243 Contemporary Ideologies

POSC 251 Comparative Politics of Western Europe

POSC 252 Comparative Politics of Russia/Eastern Europe

POSC 255 Political Economy: The Rise of the Asia-Pacific

POSC 260 Comparative Politics of Africa

POSC 271 Nationalism and Communism in China and Taiwan

POSC 273 International Politics

POSC 280 International Communications and Negotiations

POSC 285 The History and Political Culture of Ireland

POSC 350 Comparative Politics of Latin America

POSC 353 Comparative Politics of Developing Areas

POSC 355 Comparative Politics of the Middle East

POSC 372 International Law and Organizations

Psychology

PSYC 389 Culture and Psychology (prerequisite: PSYC 101)

Other courses to be approved in advance by the Global Studies Steering Committee.

HISTORY

SARA DWYER-McNULTY, Ph.D., *Chairperson*

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.

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 illuminate the present and enable 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 values-related issues.

The discipline also offers a concentration in public history, a growing profession. This concentration introduces students to the various applications of historical research and interpretation that happen outside the classroom. Museums, libraries, archives, corporations, and cultural institutions employ public historians to manage resources. Students interested in such a concentration should contact Dr. Steven Garabedian.

REQUIREMENTS FOR A BACHELOR OF ARTS IN HISTORY

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

| | | | |
|-----|---|---------------|-----------------|
| 1.0 | Course Requirements in History | | |
| | HIST 101 Themes in Modern History | 3 cr | |
| | HIST 226 American History to 1877 | 3 cr | |
| | HIST 227 American History since 1877 | 3 cr | |
| | HIST 477 Capping Course | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | Two courses from: | 6 cr | |
| | HIST 248 Medieval Europe | | |
| | HIST 249 Early Modern Europe | | |
| | HIST 252 Modern Europe | | |
| | Three courses from: | 9 cr | |
| | HIST 242 Introduction to African Diaspora Studies | | |
| | HIST 267 Women In Asia | | |
| | HIST 268 Traditional Asia | | |
| | HIST 269 Modern Asia | | |
| | HIST 270 Traditional China | | |
| | HIST 271 Modern China | | |
| | HIST 273 History of Latin America: To 1830 | | |
| | HIST 274 History of Latin America: Since 1830 | | |
| | HIST 280 Africa since 1800 | | |
| | HIST 318 Drug Trade in Asia | | |
| | HIST 355 Comparative of Politics of the Middle East | | |
| | HIST 375 Race and Ethnicity in Latin America | | |
| | (Or another non-U.S., non-European history class to be approved by Chairperson) | | |
| | HIST 305 Research Methods | 3 cr | |
| | History Electives | <u>12 cr</u> | |
| | (Nine credits must be taken at the 300 level-seminar courses) | | |
| | Credit Requirement in History | | 45 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 9-12 cr |
| 3.2 | DISTRIBUTION* | | |
| | Fine Arts | 3 cr | |
| | Literature | 6 cr | |
| | Mathematics | 6 cr | |
| | Natural Science | 6 cr | |
| | Philosophy/Religious Studies | 3 cr | |
| | Social Science | <u>6 cr</u> | |
| | | | <u>30 cr</u> |
| | Total Core/Liberal Studies Requirement | | 27-30 cr |
| 4.0 | Electives | | <u>33-36 cr</u> |
| | 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 NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: HISTORY (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: Social Studies (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 101 of this catalog.

REQUIREMENTS FOR A BACHELOR OF ARTS IN HISTORY/SECONDARY EDUCATION

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

| | | |
|-----|---|-------------|
| 1.0 | Course Requirements in History | |
| | HIST 101 Themes in Modern History | 3 cr |
| | HIST 226 American History to 1877 | 3 cr |
| | HIST 227 American History since 1877 | 3 cr |
| | HIST 477 Capping Course | 3 cr |
| | Two courses from: | 6 cr |
| | HIST 248 Medieval Europe | |
| | HIST 249 Early Modern Europe | |
| | HIST 252 Modern Europe | |
| | Three courses from: | 9 cr |
| | HIST 242 Introduction to African Diaspora Studies | |
| | HIST 267 Women In Asia | |
| | HIST 268 Traditional Asia | |
| | HIST 269 Modern Asia | |
| | HIST 270 Traditional China | |
| | HIST 271 Modern China | |
| | HIST 273 History of Latin America: To 1830 | |
| | HIST 274 History of Latin America: Since 1830 | |
| | HIST 280 Africa since 1800 | |
| | HIST 318 Drug Trade in Asia | |
| | HIST 355 Comparative Politics of the Middle East | |
| | HIST 375 Race and Ethnicity In Latin America | |
| | History Electives | <u>9 cr</u> |
| | (Six credits must be taken at the 300 level-seminar course) | |
| | Credit Requirement in History | 36 cr |
| | Credit Requirement in Related Fields | 6 cr |
| | ECON 104 Prin Macroeconomics | |
| | POSC 110 American National Government | |

(See previous page for Core/Liberal Studies requirements.)

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN HISTORY

FRESHMAN YEAR

FALL

| | |
|-----------------------------------|-------------|
| Core/LS PHIL 101 OR CSIS courses | 3 cr |
| Core/LS Writing | 3 cr |
| HIST 101 Themes in Modern History | 3 cr |
| Core/LS Soc/Behav Science | 3 cr |
| Core/LS Math or Language | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------------|-------------|
| CSIS courses OR Core/LS PHIL 101 | 3 cr |
| HIST 248 or HIST 249 | 3 cr |
| Core/LS Writing OR Elective | 3 cr |
| Core/LS Soc/Behav Science | 3 cr |
| Core/LS Math or Language | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|-----------------------------------|-------------|
| HIST 252 | 3 cr |
| HIST 226 American History to 1877 | 3 cr |
| Core/LS Science | 3 cr |
| Literature | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------------------|-------------|
| HIST Latin America/Asia/Africa | 3 cr |
| HIST 227 American History since 1877 | 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/Africa | 3 cr |
| HIST Elective (300 level) | 3 cr |
| Core/LS Fine Arts | 3 cr |
| Elective | 3 cr |
| HIST 305 Research Methods | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------------------|-------------|
| Core/LS Ethics | 3 cr |
| Core/LS Philosophy/Religious Studies | 3 cr |
| Elective | 3 cr |
| HIST Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|---------------------------|-------------|
| Elective | 3 cr |
| HIST Latin America/Asia | 3 cr |
| HIST Elective (300 level) | 3 cr |
| HIST 477 Capping | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------|-------------|
| HIST Elective (300 level) | 3 cr |
| HIST | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

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.

HISTORICAL PRESERVATION

| | |
|--------------------------------------|------|
| Art History, Fine Arts | 6 cr |
| Archaeology, Sociology, Anthropology | 9 cr |
| Political Science, Economics | 9 cr |
| Business, Writing | 6 cr |

COMMUNICATION

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

MANAGEMENT

| | |
|------------------------------------|-------|
| Business | 12 cr |
| Writing | 6 cr |
| Math—Computer Science | 6 cr |
| Social Science, Behavioral Science | 6 cr |
| Language | 6 cr |

FOREIGN SERVICE

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

GRADUATE SCHOOL

| | |
|----------------------------|---------|
| Language, Computer Science | 6-12 cr |
| Social Science | 6-12 cr |
| Philosophy | 6 cr |
| Writing | 6 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 |

REQUIREMENTS FOR A MINOR IN HISTORY

| | |
|--|-------------|
| HIST 101 Themes in Modern History | 3 cr |
| HIST 248, HIST 249, or HIST 252 | 3 cr |
| HIST 226 American History to 1877 | 3 cr |
| HIST 227 American History since 1877 | 3 cr |
| Two of the following: HIST 242, HIST 267, HIST 268, HIST 269, HIST 270, HIST 271, HIST 273, HIST 274, HIST 280, HIST 318, HIST 355, HIST 375 | 6 cr |
| Any other HIST course | <u>3 cr</u> |

Total Credit Requirement for a Minor in History

21 cr

HUDSON RIVER VALLEY REGIONAL STUDIES MINOR

JAMES JOHNSON, Ph.D., *Coordinator*

The Hudson River Valley Regional Studies minor develops and fosters an understanding of the history, culture, and environment of this region and the place of regionalism more generally. This interdisciplinary minor assists students in understanding their community, the region, and connections of each to the larger world. It employs the ideas and methods of the liberal arts, natural and social sciences, and the fine arts. While the minor focuses on the Hudson River Valley, the knowledge, skills, and approaches to understanding developed can be applied to all regions. The minor is recommended for any student who plans to have a career that depends on ties to surrounding communities such as education, business, politics, or research in the natural or social sciences. Upon completion of the minor, students will understand how the regions where they have chosen to live and to work connect to the larger global community.

REQUIREMENTS FOR A MINOR IN HUDSON RIVER VALLEY REGIONAL STUDIES:

All students must take History and Culture of the Hudson River Valley or Hudson River Valley Studies: History (Honors) and Introduction to Environmental Issues or Science, Technology, and Society: Environmental Science and Politics (Honors). A minimum of 12 credits in the minor must be taken at Marist College. In addition, all students are encouraged to complete an internship with an organization in the Hudson River Valley.

- A. Required Courses
- | | | |
|---|----|------|
| HIST 218 History and Culture of the Hudson River Valley | OR | |
| HONR 330 Hudson River Valley Studies: History | | 3 cr |
| ENSC 101 Introduction to Environmental Issues | OR | |
| HONR 351 Science Technology, and Society: Environmental Science and Policy | | 3 cr |
- B. Elective Courses 12 cr
- Students must take four electives from the following course offerings, and students will be strongly encouraged to distribute their electives across three or more disciplines:
- ANTH 233 Native Americans
 - ART 290 Museum Studies
 - ENG 231 Literature of the Hudson River Valley
 - HONR 331 Hudson River Valley Studies:
Contemporary Poetry in the Hudson Valley
 - HIST 220 The Empire State: A History of New York
 - ECON 210 Innovation in the Hudson River Valley
 - POSC 202/ENSC 202 Political Process and the Environment
 - POSC 211 American State and Urban Politics

Total Credit Requirement for a Minor in Hudson River Valley Regional Studies

18 cr

INFORMATION SYSTEMS

SEE INFORMATION TECHNOLOGY AND SYSTEMS

INFORMATION TECHNOLOGY AND SYSTEMS

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

Information Technology and Systems (ITS) provides a common foundation in computing and networking technologies, databases, information systems and business before branching into two concentrations: Information Technology (IT) and Information Systems (IS). An ITS major with a concentration in IS provides 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.

An ITS major with a concentration in IT prepares students in the areas of networking technologies, web technologies, and multimedia. In the area of networking technologies, the hardware and software components of networks and issues related to the design, implementation, administration, and security of networks will be studied. Web technology courses will deal with the latest technologies in web development including client-side and server-side technologies and e-commerce systems. Students will also study multimedia and the design of graphical interfaces.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION TECHNOLOGY

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

- 1.0 Course Requirements in Major Field
- | | |
|---|------|
| ITS 110 Computing Studies Seminar | 1 cr |
| CMSC 120 Computer Science I | 4 cr |
| CMSC 121 Computer Science II | 3 cr |
| BUS 100 Intro to Business & Management | 3 cr |
| ITS 130 Information Technology and Systems Concepts | 3 cr |
| ITS 210 Web Programming I | 3 cr |
| ITS 220 Web Programming II | 3 cr |
| ITS 312 UNIX | 3 cr |
| ITS 321 Architecture of Hardware and Software | 3 cr |
| ITS 406 Data Communications | 3 cr |
| ITS 415 Internetworking I | 3 cr |

| | | |
|---|---------------|-----------------------------------|
| ITS 408 Data Management | 3 cr | |
| ITS 410 Systems Administration | 3 cr | |
| ITS 420 Internet Security | 3 cr | |
| ITS 430 Systems Analysis & Design | 3 cr | |
| ITS 440 Technology Entrepreneurship | 3 cr | |
| ITS 477 Capping: ITS & Society | 3 cr | |
| Upper level ITS Electives | <u>9 cr</u> | |
| Credit Requirement in Information Technology & Systems | | 59 cr |
| 2.0 Course Requirements in Related Fields | | |
| MATH 130 Intro Statistics I | 3 cr | |
| MATH 241 Calculus I | 4 cr | |
| MATH 250 Discrete Mathematics I | 3 cr | |
| Credit Requirement in Related Fields | | <u>10 cr</u> |
| Total Credit Requirement for a Major in Information Technology and Systems | | 69 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION COURSES | | |
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | |
| | | <u>9-12 cr</u> |
| 3.2 DISTRIBUTION* | | |
| Fine Arts | 3 cr | |
| History | 6 cr | |
| Literature | 6 cr | |
| Mathematics | 0 cr | (fulfilled by related field req.) |
| Natural Science | 6 cr | |
| Philosophy/Religious Studies | 3 cr | |
| Social Science | <u>6 cr</u> | |
| | | <u>30 cr</u> |
| Total Core/Liberal Studies Requirement | | 39-42 cr |
| 4.0 Electives | | <u>9-12 cr</u> |
| 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 A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION TECHNOLOGY

FRESHMAN YEAR

FALL

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

SPRING

| | |
|--|-------------|
| CMSC 121 Computer Science II | 3 cr |
| MATH 250 Discrete Math I | 3 cr |
| ITS 130 Info. Tech. and Systems Concepts | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Writing | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|-------------------------------------|-------------|
| ITS 210 Web Programming I | 3 cr |
| ITS 406 Data Communications | 3 cr |
| MATH 241 Calculus I | 4 cr |
| BUS 100 Intro Business & Management | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--------------------------------|-------------|
| ITS 220 Web Programming II | 3 cr |
| ITS 321 Arch Hard and Software | 3 cr |
| ITS 408 Data Management | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR**FALL**

| | |
|-------------------------------------|-------------|
| ITS 312 Unix | 3 cr |
| ITS 415 Internetworking I | 3 cr |
| ITS 430 Systems Analysis and Design | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------|-------------|
| ITS 420 Internet Security | 3 cr |
| ITS Upper-level Elective | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|-------------------------------------|-------------|
| ITS 410 Systems Administration | 3 cr |
| ITS 440 Technology Entrepreneurship | 3 cr |
| ITS Upper-level Elective | 3 cr |
| Core/LS | 3 cr |
| General Elective/Internship | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------------|--------------|
| ITS Upper-level Elective | 3 cr |
| ITS 477 Info Tech. & Society | 3 cr |
| Core/LS | 3 cr |
| General Elective/Internship | 6 cr |
| | <u>15 cr</u> |

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION SYSTEMS

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

1.0 Course Requirements in Major Field

| | |
|---|-------------|
| CMSC 110 Computing Studies Seminar | 1 cr |
| CMSC 120 Computer Science I | 4 cr |
| CMSC 121 Computer Science II | 3 cr |
| ITS 130 Information Technology and Systems Concepts | 3 cr |
| ITS 210 Web Programming I | 3 cr |
| ITS 220 Web Programming II | 3 cr |
| ITS 321 Architecture of Hardware and Software | 3 cr |
| ITS 406 Data Communications | 3 cr |
| ITS 408 Data Management | 3 cr |
| ITS 428 Data Quality in Information Systems | 3 cr |
| ITS 430 Systems Analysis & Design | 3 cr |
| ITS 452 Decision Support Systems | 3 cr |
| ITS 492 Information Systems Project | 3 cr |
| ITS 478 Capping: Information Systems Policy | 3 cr |
| BUS 100 Intro to Business & Management | 3 cr |
| BUS 340 Marketing Management | 3 cr |
| ECON 103 Principles of Microeconomics | 3 cr |
| ECON 104 Principles of Macroeconomics | 3 cr |
| ACCT 203 Financial Accounting | 3 cr |
| ACCT 204 Managerial Accounting | <u>3 cr</u> |

Credit Requirement in Information Technology & Systems 59 cr

2.0 Course Requirements in Related Fields

| | |
|---------------------------------|------|
| MATH 130 Intro Statistics I | 3 cr |
| MATH 241 Calculus I | 4 cr |
| MATH 250 Discrete Mathematics I | 3 cr |

Credit Requirement in Related Fields 10 cr

Total Credit Requirement for a Major in Information Systems 69 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION COURSES

| | |
|-------------------|----------------|
| Philosophy/Ethics | 6 cr |
| Writing | <u>3-6 cr</u> |
| | <u>9-12 cr</u> |

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

24 cr

Total Credit Requirement Core/Liberal Studies 33-39 cr

4.0 Electives 12-18 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 A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION SYSTEMS

FRESHMAN YEAR

FALL

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

SPRING

| | |
|--|-------------|
| CMSC 121 Computer Science II | 3 cr |
| ITS 130 Info. Tech. and Systems Concepts | 3 cr |
| MATH 250 Discrete Math I | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Writing | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| ITS 210 Web Programming I | 3 cr |
| ITS 406 Data Communications | 3 cr |
| BUS 100 Intro to Business & Management | 3 cr |
| MATH 241 Calculus I | 4 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--------------------------------|-------------|
| ITS 220 Web Programming II | 3 cr |
| ITS 321 Arch Hard and Software | 3 cr |
| ITS 408 Data Management | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|---------------------------------------|-------------|
| ITS 430 Systems Analysis & Design | 3 cr |
| ECON 104 Principles of Macroeconomics | 3 cr |
| ACCT 203 Financial Accounting | 3 cr |
| Core/LS | 3 cr |
| General Elective/Internship | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------------|-------------|
| PHIL 300 Ethics | 3 cr |
| ECON 103 Principles of Microeconomics | 3 cr |
| ACCT 204 Managerial Accounting | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|----------------------------------|-------------|
| ITS 452 Decision Support Systems | 3 cr |
| ITS 492 IS Project | 3 cr |
| BUS 340 Marketing Management | 3 cr |
| General Elective/Internship | 3 cr |
| General Elective/Internship | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| ITS 428 Data Quality in Information Systems | 3 cr |
| ITS 478 Capping: IS Policy | 3 cr |
| Core/LS | 3 cr |
| General Elective/Internship | 3 cr |
| General Elective/Internship | <u>3 cr</u> |
| | 15 cr |

REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY

The minor in Information Technology requires 25 credits beyond the student's major and other requirements.

| | |
|---|------|
| CMSC 120 Computer Science I | 4 cr |
| CMSC 121 Computer Science II | 3 cr |
| ITS 130 Information Technology and Systems Concepts | 3 cr |
| ITS 415 Internetworking I | 3 cr |
| ITS 210 Web Programming I | 3 cr |
| ITS 220 Web Programming II | 3 cr |
| Math 250 Discrete Math I OR | |
| Math 210 Linear Algebra | 3 cr |

Total Credit Requirement for a Minor in Information Technology

25 credits

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 Computer Science I | 4 cr |
| MATH 250 Discrete Mathematics I | 3 cr |
| ITS 110 Computing Science Seminar I | 1 cr |
| ITS 130 Information Technology and Systems Concepts | 3 cr |
| ITS 210 Web Programming I | 3 cr |
| ITS 430 Systems Analysis and Design | 3 cr |
| ITS 408 Data Management | 3 cr |
| BUS 100 Introduction to Business and Management | <u>3 cr</u> |

Total Credit Requirement for a Minor in Information Systems

23 cr

Students earning a minor are encouraged to take ITS 415 Internetworking I, if possible.

DATA CENTER TECHNOLOGIES

The Data Center Technologies Certificate provides a fast-track certificate to (re)train for entry-level IS professional positions and to provide computer competency in critical systems analysis and design skills, and problem-solving acumen. The certificate program also allows a student to earn 27 undergraduate credits that can be applied toward 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 systems design. It culminates with a real-world system-development project experience.

Admission requirements: Minimum 50 college credits with a GPA of 2.0 or equivalent life experience; proficiency in word processing and spreadsheet use (non-credit workshops are available to meet this requirement); three years of high school mathematics or college equivalent. Up to two courses may be transferred from an accredited higher education institution.

This certificate includes the following nine courses.*

* CMSC 121 is waived for the certificate program.

COURSE REQUIREMENTS

| | |
|---|------|
| CMSC 119 Introduction to Programming | 3 cr |
| ITS 130 Information Technology and Systems Concepts | 3 cr |
| ITS 321 Architecture of Hardware and Software | 3 cr |
| ITS 406 Data Communication | 3 cr |
| ITS 410 System Administration and Management | 3 cr |
| ITS 415 Internetworking I | 3 cr |
| ITS 420 Internet Security | 3 cr |
| ITS 430 Systems Analysis and Design | 3 cr |
| ITS 482 Introduction to Facilities | 3 cr |

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

B.S./M.S. PROGRAM IN INFORMATION SYSTEMS

EITEL LAURIA, Ph.D., *Graduate Director, Information Systems*

In addition to its undergraduate major in Information Technology and Systems, the Department of Computer Science, Information Systems and Information Technology also offers a Master of Science in Information Systems (MSIS) 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 15 for more information).

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

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

| | | | |
|-----|---|---------------|-----------------------------------|
| 1.0 | Course Requirements in ITS and CMSC | 19 cr | |
| | ITS 110 Computing Studies Seminar | | |
| | ITS 130 Information Technology and Systems Concepts | | |
| | ITS 210 Web Programming I | | |
| | ITS 321 The Architecture of Hardware and Software | | |
| | ITS 406 Data Communications | | |
| | ITS 408 Data Management | | |
| | ITS 415 Internetworking I | | |
| | | 7 cr | |
| | CMSC 120 Computer Science I | | |
| | CMSC 121 Computer Science II | | |
| | | <u>9 cr</u> | |
| | ITS 499 Advanced Internship | | |
| | Undergraduate Credit Requirement in IS and CMSC | | 35 cr |
| 2.0 | Course Requirements in Related Fields | 12 cr | |
| | MATH 115 Calculus with Mgt Applications | | |
| | MATH 130 Intro Statistics I | | |
| | MATH 230 Operational Models (or equivalent) | | |
| | MATH 250 Discrete Mathematics I | | |
| | | 6 cr | |
| | ECON 103 Principles of Microeconomics | | |
| | ECON 104 Principles of Macroeconomics | | |
| | | 6 cr | |
| | ACCT 203 Financial Accounting | | |
| | ACCT 204 Managerial Accounting | | |
| | | 15 cr | |
| | BUS 100 Intro to Business and Management | | |
| | BUS 301 Human Resource Management | | |
| | BUS 320 Financial Management | | |
| | BUS 340 Marketing Management | | |
| | BUS 388 Operations Management | | |
| | Undergraduate Credit Requirement in Related Fields | | <u>39 cr</u> |
| | Total Undergraduate Credit Requirement in IS, CMSC, and Related Fields | | 74 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION COURSES | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 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 | <u>3 cr</u> | |
| | | | <u>24 cr</u> |
| | Total Credit Requirement Core/Liberal Studies | | 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 | | |
| | MSIS 527 Systems and Information Concepts in Organizations | 3 cr | |
| | MSIS 647 Information Analysis | 3 cr | |
| | MSIS 657 Systems Design | <u>3 cr</u> | |
| | | | <u>9-12 cr</u> |
| Total Four-Year Credit Requirement* | | | 119 cr |

| | | | |
|---|---|------|--------------|
| 4.0 | Fifth-Year Graduate Courses | | |
| | MSIS 547 Data Management II | 3 cr | |
| | MSIS 637 Decision Support Systems | 3 cr | |
| | MSIS 720 (Capping) Information Systems Project | 3 cr | |
| | MSIS 730 (Capping) Information Systems Policy | 3 cr | |
| | MBA 610 Global Environment of Business | 3 cr | |
| | MBA 654 Managing Organizational Change | 3 cr | |
| | MBA 661 Operational Excellence | 3 cr | |
| | MSIS 557 Data Quality in Information Systems OR | 3 cr | |
| | PSYG 545 Psychology of Communication OR | | |
| | approved MSIS or MBA course | | |
| Total Graduate Credits, Fifth Year | | | <u>24 cr</u> |

Total Credit Requirement for Completing Five-Year B.S./M.S. Program* 143 cr

* Students normally would receive both the B.S. and the M.S. degrees 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 |
| ITS 110 Comput Studies Sem | 1 cr |
| MATH 130 Intro Statistics I | 3 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| Core/LS Writing | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|--|-------------|
| CMSC 121 Computer Science II | 3 cr |
| ITS 130 Info. Tech. and Systems Concepts | 3 cr |
| MATH 250 Discrete Math I | 3 cr |
| Core/LS | 3 cr |
| Core/LS Writing OR Elective | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|--|-------------|
| ITS 210 Web Programming I | 3 cr |
| BUS 100 Intro to Business and Management | 3 cr |
| ECON 104 Prin Macroeconomics | 3 cr |
| ACCT 203 Financial Accounting | 3 cr |
| MATH 115 Calc w/Mgt Appl | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------------------|-------------|
| ITS 321 Arch Hardware and Software | 3 cr |
| MATH 230 Operational Models | 3 cr |
| ECON 103 Princ Microeconomics | 3 cr |
| ACCT 204 Managerial Accounting | 3 cr |
| Core/LS Elective | <u>3 cr</u> |
| | 15 cr |

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

JUNIOR YEAR

FALL

| | |
|------------------------------|-------------|
| MSIS 527 Info Sys Con | 3 cr |
| ITS 408 Data Management I | 3 cr |
| Bus 320 Financial Management | 3 cr |
| Core/LS OR Elective | 3 cr |
| Core/LS Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------|-------------|
| MSIS 647 Information Analysis | 3 cr |
| ITS 406 Data Communication | 3 cr |
| ITS 415 Internetworking I | 1 cr |
| BUS 301 Personnel Admin | 3 cr |
| Core/LS Ethics | <u>3 cr</u> |
| | 13 cr |

SENIOR YEAR

FALL

| | |
|-------------------------|-------------|
| MSIS 657 Systems Design | 3 cr |
| BUS 340 Marketing Mgmt | 3 cr |
| BUS 388 Production Mgmt | 3 cr |
| Core/LS Elective | 3 cr |
| Core/LS Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--------------------------------|-------|
| ITS 499 IS Advanced Internship | 9 cr |
| Core/LS OR Elective | 3 cr |
| Core/LS Elective | 3 cr |
| | 15 cr |

FIFTH YEAR (Graduate)

FALL

| | |
|--|--------------|
| MSIS 547 Data Management II | 3 cr |
| MSIS 637 Decision Supp Syst | 3 cr |
| MSIS 720 IS Project (Capping) | 3 cr |
| MBA 654 Managing Organizational Change | 3 cr |
| | <u>12 cr</u> |

SPRING

| | |
|-----------------------------------|-------------|
| MSIS 730 IS Policy (Capping) | 3 cr |
| MBA 610 Global Environ Business | 3 cr |
| MBA 661 Operational Excellence | 3 cr |
| PSYG 545 Psychology of Commun OR | |
| approved MSIS, MSCS or MBA course | <u>3 cr</u> |
| | 12 cr |

LIBERAL STUDIES

JOSEPH D. ROSS, Ph.D., *Director*

Recognizing that curricula designed for traditional college students do not always meet the educational needs of adults, Marist offers a Bachelor's degree program especially for adult learners. The Liberal Studies program provides the flexibility to tailor an education that meets personal and professional objectives.

The BA/BS in Liberal Studies is available to adult students admitted to Marist through the School of Global and Professional Programs. Up to 15 of the 45 required major credits may be transferred from another college. Transfer credits for electives follow general college guidelines.

Students in the Liberal Studies program are free to design, with faculty advisement, their own individual Bachelor of Arts or Bachelor of Science Degree program. The majority of the students in the program select their major program from two or more of the following areas:

- Criminal Justice
- Economics
- Psychology
- Organizational Administration
- Paralegal Studies
- Communication

Students can, however, choose courses from the many additional academic disciplines offered by Marist, and thus design a unique program of study based on their own previous experience and personal and professional goals. There is also an optional business minor available.

Required as part of the Liberal Studies program is a six-course sequence that takes an interdisciplinary approach toward learning and draws from various fields of study. These courses also fulfill the general education/core curriculum distribution required in traditional majors. The sequence begins with an initial course that helps students design their programs, assess prior learning experiences, and formulate educational goals. Additional courses focus on the integration of learning across various disciplines. Concluding the sequence is a final Capping seminar in which students consider a significant contemporary issue from a liberal arts perspective.

The School of Global and Professional Programs also offers cohort-based accelerated degrees as part of the Liberal Studies program. These accelerated programs are open to students who have completed approximately two years of college-level work and meet transfer admission requirements. Students accepted into the accelerated degree completion programs will have the opportunity to complete their undergraduate degrees in as little as two years (while working full time) by using an intensive, year-round, six-week format. Students will attend one face-to-face class each week and will complete additional learning activities outside of the traditional classroom.

LIBERAL STUDIES MAJOR

REQUIREMENTS FOR A BACHELOR'S DEGREE IN THE LIBERAL STUDIES MAJOR

1.0 Liberal Studies Major 45 cr

A minimum of forty-five (45) credits must be selected from a minimum of two different academic Concentrations. A student's program must include at least 12 credits in each Concentration or a minimum of 21 credits in one Concentration and 24 in the other if only two Concentrations are chosen. Preferably, a student will select courses from two or three 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 applicable to Concentrations
Up to 15 of the 45 major credits may be transferred from another institution.
Additional transfer credits for the elective area follow general institutional guidelines.

2.0 Liberal Studies Core
Eighteen (18) credits of core requirements are as follows:

| | |
|---|-------------|
| PHIL 103 World Views and Values | 3 cr |
| INTD 105 Perspectives on Education (prerequisite for seminars) | 3 cr |
| INTD 209 Perspectives on the Humanities | 3 cr |
| INTD 212 Perspectives on Social Institutions | 3 cr |
| INTD 213 Perspectives on Science and History | 3 cr |
| INTD 477 Capping Experience | <u>3 cr</u> |

18 cr

3.0 Writing Skills Requirements 3-6 cr

The College requires that the student demonstrate proficiency in writing in order to graduate. The proficiency requirement may be satisfied in one of three ways:

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;
2. By transferring into the College a course equivalent to ENG 117 with a grade of C or better.
3. Satisfactory results of College Level Examination Program (CLEP) exam, minimum score determined by the College

4.0 Electives 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).

Total Credit Requirement for Graduation

120 cr

BA/BS Options

The Liberal Studies 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 BA/BS in Liberal Studies must enroll in INTD 105L: Perspectives on Education. This course provides the context within which students will develop their Degree Plans and write the Study Plan Rationale. At the end of this course students will submit the Degree Plans and Study Plan Rationale to the Director of Degree Programs for approval and Liberal Studies Committee for review. An 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 Director of Degree Programs or the Assistant Dean for the School of Global and Professional Programs.

JEWISH STUDIES MINOR

JOSHUA BOAZ KOTZIN, 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 relationship 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 nine credits of the minor through summer study at the Hebrew University in Jerusalem. Arrangements should be made with the coordinator of the program.

REQUIREMENTS FOR A MINOR IN JEWISH STUDIES

- | | | |
|-----|--|--------------|
| 1.0 | Two courses selected from the following: | 6 cr |
| | REST 201 Religion in America | |
| | REST 204 Judaism | |
| | REST 208 Judeo-Christian Scriptures | |
| | Four courses selected from the following: | <u>12 cr</u> |
| | HIST 272 The Ancient East | |
| | HIST 349 Modern Germany: Bismarck to Hitler | |
| | ENG 370 Modern Jewish Literature | |
| | ENG 371 The Hebrew Bible as Literary Classic | |
| | ENG 373 Literature of the Holocaust | |
| | POSC 245 Politics of Prejudice | |

Students may fulfill requirements in other ways upon consultation with the Program Coordinator.

Total Credit Requirement for a Minor in Jewish Studies 18 cr

LATIN AMERICAN/CARIBBEAN STUDIES MINOR

IVETTE ROMERO, Ph.D., *Coordinator*

Description:

The Latin American/Caribbean Studies Minor offers a broad foundation in the social sciences and helps prepare students interested in working with Latin American/Caribbean communities in the United States and abroad. With the growing Latino/Hispanic/Caribbean populations in New York and the United States, students of Latin American/Caribbean descent have the opportunity to expand their knowledge and language skills by integrating work in the fields of business, communications, economics, education, environmental science, history, and politics with interdisciplinary coursework that explores various theoretical and methodological approaches.

REQUIREMENTS IN LATIN AMERICAN/CARIBBEAN STUDIES

- | | | |
|-----|--|------|
| 1.0 | Course Requirements in Latin American/Caribbean Studies | |
| | One SPAN language course at the 200 level or higher | 3 cr |
| | Three of the following courses: | 9 cr |
| | HIST 273 History of Latin America to 1830 | |
| | HIST 274 History of Latin America since 1830 | |
| | SPAN 260 Civilization of Latin America | |
| | SPAN 154 Civilization of Hispanics in the United States OR | |
| | SPAN 354 Civilización de Hispanos en los EEUU | |

| | |
|---|-----------------|
| Credit Requirement in Latin American/Caribbean Studies | 12 cr |
| 2.0 Course Requirements in Related Fields | |
| Three courses approved by the Coordinator of Latin American/Caribbean Studies | 9 cr |
| One immersion experience which could include study abroad in Latin America or the Caribbean, community service, or an internship approved by the Coordinator. | <u>0-6</u> |
| Credit Requirement in Related Fields | 9-15 cr |
| Total Credit Requirement in Latin American/Caribbean Studies | 21-27 cr |

Current course offerings acceptable for the Latin American/Caribbean Studies Minor:

Anthropology:

ANTH 233 The American Indian

Art:

ART 255 Pre-Columbian Art

Business:

BUS 202 Global Business and Society

BUS 430 International Trade Management (prerequisite BUS 100 or 102)

BUS 442 International Marketing (prerequisite BUS 340)

Communications:

COM 325 Intercultural Communications

COM 488 Comparative Communications Systems

(Also see SPAN 335 Themes in Latin American Cinema)

Economics:

ECON 442 International Economics (prerequisite ECON 104 and 102)

Honors Program:

HONR 302 Art of Culture: Women, Literature, and Culture in Latin America

Modern Languages and Cultures:

SPAN 152 The Civilization of Latin America

SPAN 153 The Civilization of Puerto Rico

SPAN 154 Civilization: Hispanics in the United States

SPAN 220 Latin American Literature in Translation

SPAN 260 Civilization of Latin America (in Spanish)

SPAN 315 The Experience of Hispanic Literature (in Spanish)

SPAN 335 Themes in Latin American Cinema (also fulfills requirements for Cinema Studies Minor)

SPAN 354 Los hispanos en los EEUU (in Spanish)

SPAN 370 Latin American Women Writers (in Spanish)

SPAN 392, 393 Special Topics (focus on Latin America or the Caribbean)

SPAN 394, 395, 396 Internship in Spanish (focus on Latin American/Caribbean Diaspora)

SPAN 415 ICONS: Spanish Translation Techniques

SPAN 430-431 Spanish American Literature I-II (in Spanish)

SPAN 433 Literature of the Hispanic Caribbean (in Spanish)

SPAN 477 Capping (only when the focus is Latin American Literature)

SPAN 480 Seminar: Latin American Texts and the Disclosure of Continental History

FREN 315 French Africa and the Caribbean

History:

HIST 273 Latin America to 1830

HIST 274 Latin America since 1830

HIST 375 Race and Ethnicity in Latin America

Political Science:

POSC 213 Politics of Human Rights

POSC 273 International Politics

POSC 353 Comparative Politics of Developing Areas

POSC 350 Comparative Politics of Latin America

Philosophy and Religion:

REST 219/225 Global Liberation Theology

Other courses may fulfill the 3 elective requirements if approved by the Latin American/Caribbean Studies Coordinator.

MATHEMATICS

K. PETER KROG, Ph.D., *Chairperson*

The mathematics major at Marist offers a solid grounding in the ideas and techniques of mathematics. During the junior and senior year, the student can use the upper-level elective mathematics courses to tailor the major to career goals.

Applied Statistics, Operations Research, and Numerical Analysis emphasize the ideas and methods used in business and industry. Abstract Algebra II, Differential Equations, and Complex Variables emphasize the conceptual understanding of mathematics and the techniques useful in the sciences. Fundamental Concepts of Geometry and two additional upper-level mathematics elective courses are required for teaching certification in secondary mathematics.

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 | 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 | <u>9 cr</u> | |
| | MATH 321 Differential Equations | | |
| | MATH 331 Applied Statistics | | |
| | MATH 411 Abstract Algebra II | | |
| | MATH 412 Computational Linear Algebra | | |
| | MATH 421 Mathematical Analysis II | | |
| | MATH 422 Applied Mathematics | | |
| | MATH 424 Complex Analysis | | |
| | MATH 430 Operations Research | | |
| | MATH 440 Numerical Analysis | | |
| | MATH 441 Combinatorics | | |
| | MATH 450 Fundamental Concepts of Geometry | | |
| | Credit Requirement in Mathematics | | 39 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | CMSC 120 Computer Science I | | 4 cr |
| | Total Credit Requirement for a Major in Mathematics | | <u>43 cr</u> |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | |
| | | | 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 | <u>3 cr</u> | |
| | | | <u>30 cr</u> |
| | Total Core/Liberal Studies Credit Requirement | | 39-42 cr |
| 4.0 | Electives | | <u>35-38 cr</u> |

Students are encouraged to take courses in business, computer and information sciences, foreign languages, the natural sciences, and social sciences.

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 second courses in certain areas. See Core/Liberal Studies Curriculum description of foreign-language option in catalog.

HONORS IN MATHEMATICS

Up to approximately 10% of the graduating seniors in Mathematics or Applied Mathematics will be awarded honors in the major on the basis of 1) demonstrated achievement in the mathematics or applied mathematics major and 2) demonstrated ability to work independently on a project of greater depth than that normally required of majors. Departmental faculty will select recipients each spring from among graduating seniors meeting the following minimum criteria:

Successful completion in the junior year of three of the following six courses:

| | |
|-------------------------------------|-----------------------------------|
| MATH 330 Probability and Statistics | MATH 331 Applied Statistics |
| MATH 410 Abstract Algebra I | MATH 411 Abstract Algebra II |
| MATH 420 Mathematical Analysis I | MATH 421 Mathematical Analysis II |

Successful completion of a two-semester research thesis project during the senior year culminating in the public dissemination of the student's work to all members of the mathematics department.

Minimum GPA of 3.25 in the major.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MATHEMATICS

FRESHMAN YEAR

FALL

| | |
|------------------------------|-------------|
| MATH 241 Calculus I | 4 cr |
| PHIL 101 Intro to Philosophy | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS | <u>6 cr</u> |
| | 16 cr |

SPRING

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

SOPHOMORE YEAR

FALL

| | |
|-----------------------------|-------------|
| MATH 343 Calculus III | 4 cr |
| MATH 210 Linear Algebra | 3 cr |
| CMSC 120 Computer Science I | 4 cr |
| Core/LS | <u>6 cr</u> |
| | 17 cr |

SPRING

| | |
|-------------------------------|--------------|
| MATH 310 Intro Math Reasoning | 3 cr |
| Core/LS | 3 cr |
| Electives | 8 cr |
| | <u>14 cr</u> |

JUNIOR YEAR

FALL

| | |
|------------------|-------------|
| MATH Requirement | 3 cr |
| MATH Elective | 3 cr |
| Core/LS | 3 cr |
| Electives | <u>6 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------|-------------|
| MATH Requirement | 3 cr |
| MATH Elective | 3 cr |
| Core/LS | 3 cr |
| Electives | <u>6 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|------------------|-------------|
| MATH Requirement | 3 cr |
| MATH Elective | 3 cr |
| Core/LS | 3 cr |
| Electives | <u>6 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------|--------------|
| MATH Requirement(s) OR | |
| Electives | 6 cr |
| Electives | 6 cr |
| | <u>12 cr</u> |

BIENNIAL CYCLE OF UPPER-LEVEL COURSE OFFERINGS

FALL ODD YEARS

Algebra I
Probability and Statistics
Analysis I
Operations Research
Geometry

SPRING EVEN YEARS

Algebra II*
Differential Equations
Computational Linear Algebra*
Complex Analysis
Analysis II *
Capping

FALL EVEN YEARS

Algebra I
Probability and Statistics
Analysis I
Applied Mathematics
Geometry

SPRING ODD YEARS

Numerical Analysis
Applied Statistics
Differential Equations
Combinatorics
Capping

* Generally two of these three courses will be offered.

REQUIREMENTS FOR MATHEMATICS MAJORS PURSUING SECONDARY EDUCATION CERTIFICATION

Students interested in Secondary Education (Adolescence Education) should contact the department chair for current requirements.

REQUIREMENTS FOR A MINOR IN MATHEMATICS

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

Total Credit Requirement for a Minor in Mathematics

18 cr

MEDICAL TECHNOLOGY

CATHERINE E. NEWKIRK, M.S., M.T. (ASCP), *Chairperson*

MISSION:

The mission of the Department of Medical Laboratory Sciences is to provide students with a thorough understanding of the body of knowledge in the field of medical technology and its application in the medical 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 for continuing education and the need for lifelong 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. On completion of the degree requirements at Marist College and national certification, graduates are qualified to apply for a New York State Department of Education license to practice in clinical laboratories in the State of New York.

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 medical laboratory personnel and can establish challenging careers in laboratory administration, specialized research, technical services, marketing, or in medical technology education. Graduates are qualified to enter graduate programs leading to masters and doctoral degrees. Medical Technology, with carefully chosen elective coursework, is an excellent major for students wishing to pursue professional degrees in human medicine, dentistry, veterinary medicine, physician/pathologist assistant programs, podiatry, physical therapy, and other health areas.

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 to provide 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 in clinical courses on campus gain experience in a simulated medical laboratory. Clinical courses include Hematology, Clinical Microscopy, Clinical Immunology/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 laboratory 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, utilizing state-of-the-art analytical instrumentation, and are under the direction and supervision of Marist College faculty. The Marist program is formally affiliated with five medical centers: St. Francis Hospital, Poughkeepsie/Beacon, NY; Vassar Brothers Medical Center, Poughkeepsie, NY; the Veterans Affairs Hudson Valley Health Care System, Castle Point, NY; Kingston Benedictine Hospitals Laboratory, Kingston, NY; and St. Luke's Cornwall Hospital, Newburgh/Cornwall, NY. All of these facilities are located within commuting distance of the College so students can continue to reside on campus. Students must achieve 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 each clinical course (I and II). All clinical I courses must be completed with a minimum grade of C prior to starting the internship phase of the program.

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.

* National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Rd., Suite 720, Rosemont, Illinois 60018-5119, Phone: (847) 939-3597 or (773) 714-8880, web page: <http://www.naacls.org>

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 Medical Technology | | |
| | MEDT 260 Methods in Medical Technology | 4 cr | |
| | MEDT 301 Clinical Microbiology I | 4 cr | |
| | MEDT 305 Clinical Chemistry I | 4 cr | |
| | MEDT 315 Hematology I | 4 cr | |
| | MEDT 340 Clinical Immunology/Immunochemistry I | 4 cr | |
| | MEDT 345 Clinical Microscopy I | 1 cr | |
| | MEDT 401 Clinical Microbiology II | 4 cr | |
| | MEDT 405 Clinical Chemistry II | 4 cr | |
| | MEDT 410 Hematology II | 4 cr | |
| | MEDT 440 Clinical Immunology/Immunochemistry II | 4 cr | |
| | MEDT 445 Clinical Microscopy II | 1 cr | |
| | MEDT 477 Topics in Medical Technology (Capping Course) | <u>3 cr</u> | |
| | Credit Requirement in Medical Technology | | 41 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | BIOL 130 General Biology I | 4 cr | |
| | BIOL 131 General Biology II | 4 cr | |
| | BIOL 312 Microbiology | 4 cr | |
| | BIOL 315 Immunology | 3 cr | |
| | BIOL 421 Parasitology | 4 cr | |
| | CHEM 131 General Chemistry I | 4 cr | |
| | CHEM 132 General Chemistry II | 4 cr | |
| | CHEM 201 Intro to Organic Chemistry OR | | |
| | CHEM 211 Organic Chemistry I AND | | |
| | CHEM 212 Organic Chemistry II | 3-6 cr | |
| | MATH 130 Intro Statistics I | 3 cr | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | Credit Requirement in Related Fields | | <u>36-39 cr</u> |
| | Total Credit Requirement for a Major in Medical Technology | | 77-80 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 6 cr | |
| | Writing | <u>3-6 cr</u> | 9-12 cr |
| 3.2 | DISTRIBUTION* | | |
| | Fine Arts | 3 cr | |
| | History | 6 cr | |
| | Literature | 6 cr | |
| | Mathematics | 3 cr | (3 cr fulfilled by MATH 130) |
| | Natural Science | 0 cr | (fulfilled by major field req.) |
| | Philosophy/Religious Studies | 3 cr | |
| | Social Science | <u>6 cr</u> | |
| | | | <u>27 cr</u> |
| | Total Core/Liberal Studies Requirement | | 36-39 cr |
| 4.0 | Electives | | <u>1-7 cr</u> |
| | Recommended Elective Courses: | | |
| | BIOL 325 Histology | 4 cr | |
| | BIOL 450 Biotechnology | 4 cr | |
| | BIOL 320 Genetics | 4 cr | |
| | BIOL 430 Developmental Biology | 4 cr | |
| | BIOL 440 Vertebrate Physiology | 4 cr | |
| | CHEM 355 Analytical Chemistry | 4 cr | |
| | CHEM 420 Biochemistry I | 3 cr | |
| | CHEM 421 Biochemistry II | 3 cr | |
| | MATH 241 Calculus I | 4 cr | |
| | MATH 242 Calculus II | 4 cr | |

| | |
|---------------------------------|------|
| MATH 343 Calculus III | 4 cr |
| PHYS 211 General Physics I | 3 cr |
| PHYS 212 General Physics II | 3 cr |
| PHYS 213 General Physics I Lab | 1 cr |
| PHYS 214 General Physics II Lab | 1 cr |

Total Credit Requirement for Graduation

120 cr

* Students must take one course that will fulfill the cultural diversity requirement. 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.

RECOMMENDED PROGRAM SEQUENCE FOR A MEDICAL TECHNOLOGY MAJOR

FRESHMAN YEAR

FALL

| | |
|----------------------------|-------|
| BIOL 130 General Biology I | 4 cr |
| Core/LS PHIL 101 | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS History | 3 cr |
| | <hr/> |
| | 13 cr |

SPRING

| | |
|--|-------------|
| BIOL 131 General Biology II | 4 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS Literature | 3 cr |
| Core/LS Fine Arts | 3 cr |
| Core/LS Writing | <u>3 cr</u> |
| | 16 cr |

SOPHOMORE YEAR

FALL

| | |
|------------------------------|-------------|
| CHEM 131 General Chemistry I | 4 cr |
| MEDT 260 Methods in Med Tech | 4 cr |
| Core/LS History | 3 cr |
| Core/LS Mathematics | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|-------------------------------|-------------|
| CHEM 132 General Chemistry II | 4 cr |
| BIOL 315 Immunology | 3 cr |
| MATH 130 Intro to Statistics | 3 cr |
| Core/LS Social Science | <u>3 cr</u> |
| | 13 cr |

JUNIOR YEAR

FALL

| | |
|-------------------------------------|-------|
| CHEM 201 Intro to Organic Chemistry | 3 cr |
| BIOL 312 Microbiology | 4 cr |
| Core/LS Social Science | 3 cr |
| Core/LS PHIL 300 | 3 cr |
| Elective(s) | 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 | <u>1 cr</u> |
| | 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 | <u>1 cr</u> |
| | 17 cr |

SPRING

| | |
|---|-------|
| BIOL 421 Parasitology | 4 cr |
| MEDT 477 Topics in Medical Technology (Capping) | 3 cr |
| Core/LS Phil/Religious Studies | 3 cr |
| Core/LS Literature | 3 cr |
| Elective | 1 cr |
| | <hr/> |
| | 14 cr |

**Affiliate Medical Laboratory-Based Course Includes Outpatient and Inpatient Phlebotomy (1 week/3 weeks)

STRUCTURED PROGRAMS IN MEDICAL LABORATORY SCIENCE

The Medical Technology Program offers structured programs in four specialty areas of medical laboratory science: Immunohematology, Clinical Microbiology, Hematology and Clinical Chemistry. Students opting for one of these structured programs must have the same educational experiences as a medical technology major and are therefore eligible for ASCP Board examination and certification in that discipline. Students who achieve certification hold the title of Blood Bank Technologist, Microbiology Technologist, Hematology Technologist or Chemistry Technologist, depending on the chosen area of study.

Medical Technology Discipline Course Requirements for the Structured Programs

Immunohematology

- BIOL 315 Immunology
- MEDT 340 Clinical Immunology/Immunohematology I
- MEDT 440 Clinical Immunology/Immunohematology II

Clinical Microbiology

- BIOL 312 Microbiology
- BIOL 421 Parasitology
- MEDT 301 Clinical Microbiology I
- MEDT 401 Clinical Microbiology II

Hematology

- MEDT 315 Hematology I
- MEDT 410 Hematology II
- MEDT 345 Clinical Microscopy I
- MEDT 445 Clinical Microscopy II

Clinical Chemistry

- MEDT 305 Clinical Chemistry I
- MEDT 405 Clinical Chemistry II
- MEDT 345 Clinical Microscopy I
- MEDT 445 Clinical Microscopy II

Methods in Medical Technology (MEDT 260) is highly recommended but not required. Students in structured programs must maintain a minimum grade-point average of 2.5 in all required science and math courses in order to be eligible for an internship. They also will be required to fulfill the same phlebotomy requirements as the medical technology majors during clinical training. Internships, which begin in June and end in December, are complemented by an advanced lecture series on campus. Medical technology majors will be given first priority for internship placement if there are an insufficient number of internship slots due to increased class sizes.

CONCENTRATION IN CYTOTECHNOLOGY

B.S. IN MEDICAL TECHNOLOGY OR BIOLOGY

Marist College offers a concentration option in Cytotechnology within the Medical Technology and Biology majors. Cytotechnologists are medical laboratory professionals who screen for cellular changes that occur in inflammatory, precancerous, and cancerous conditions. The cells studied may exfoliate from tissue or be removed for examination by brushing, lavage, or fine needle aspiration. Any abnormal microscopic changes detected by the cytotechnologist are reviewed with a pathologist for diagnostic purposes.

Marist College is formally affiliated with the School of Cytotechnology at **Memorial Sloan-Kettering Cancer Center (MSKCC)** in Manhattan, one of the most prestigious cancer treatment centers in the world. Students electing a concentration in Cytotechnology complete three years of undergraduate study at Marist College and then apply for a full year of education in cytology at MSKCC, which constitutes the fourth year of their college curriculum.

The cytotechnology program at MSKCC is accredited by the American Medical Association's Commission on Accreditation of Allied Health Education Programs on recommendation of the Cytotechnology Programs Review Committee of the American Society of Cytopathology. Students who complete training at MSKCC receive a B.S. degree in Medical Technology or Biology from Marist College and a certificate in Cytotechnology from MSKCC.

The School of Cytotechnology at MSKCC has an excellent reputation in cytology education. Graduates from the school are rapidly employed in hospitals and clinics, private laboratories, public-health facilities, and industry. They are eligible to take a national exam in cytotechnology through the American Society for Clinical Pathology in order to be board certified.

Additional information on the Cytotechnology option can be obtained through the chairperson of the Department of Medical Laboratory Sciences and the Marist College Cytotechnology web page (www.marist.edu/science/medicallab/cyto.html).

MUSIC

ARTHUR B. HIMMELBERGER, B.M., M. Ed., Ed. Admin. Cert., *Director*

MISSION:

The Marist College Music Department offers a minor in Music with both vocal and instrumental tracks. Primarily a performance-based program, the Music Minor offers students the opportunity to pursue their musical endeavors on the college level. The Department is home to over 600 students who participate in any of 21 performing ensembles and take a variety of courses offered in music theory, music industry, music history, and applied music. From applied study in voice, piano, brass, woodwinds, percussion, or strings to researching the lives and works of various composers, the Marist student finds an atmosphere of individual care and attention to personal musical growth. These skills can be used and enjoyed for a lifetime.

OBJECTIVES:

- (1) To educate students in the applied, theoretical, historical, performance, and business 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 provide performance opportunities to students locally, nationally, and around the globe.

PERFORMING ENSEMBLES:

Marist College Band (*Symphonic and Athletic Bands*)
Marist College Brass Ensemble
Marist College Flute Ensemble
Marist College Guitar Ensemble
Marist College Handbell Choir
Marist College Jazz Ensemble (*"The Jazz Foxes"*)
Marist College Jazz Quartet
Marist College Percussion Ensemble
Marist College String Orchestra
Marist College Wind Symphony (*Select Wind Ensemble*)
Marist College Woodwind Ensemble

Marist College Chamber Singers (*auditioned concert choir*)
Marist College Chapel Choir
Marist College Freshmen Women's Choir
Marist College Gospel Choir
Marist College Singers (*mixed concert choir*)
Marist College Singers Men (*male concert choir*)
Marist College Singers Women (*female concert choir*)
Marist College Sirens (*female a cappella ensemble*)
Marist College Time-Check (*male a cappella ensemble*)
Marist College Women's Select Choir (*auditioned women's concert choir*)

REQUIREMENTS FOR A MINOR IN MUSIC

Students may select either the vocal track or the instrumental track.

Vocal Track:

One 3-credit Vocal course selected from the following: 3 cr

- MUS 112 Beginning Vocal Skills I
- MUS 113 Beginning Vocal Skills II
- MUS 212 Intermediate Vocal Skills I
- MUS 213 Intermediate Vocal Skills II
- MUS 351 Independent Vocal Study

Three 1-credit Choral Ensemble Courses 3 cr

- MUS 251 Marist College Singers Women
- MUS 250 Marist College Singers Men
- MUS 252 Marist College Freshmen Women's Choir
- MUS 253 Marist College Chapel Choir
- MUS 254 Marist College Gospel Choir
- MUS 255 Marist College Women's Select Choir
- MUS 256 Marist College Chamber Singers

One 3-credit Theory course selected from the following: 3 cr

- MUS 103 Sight Reading
- MUS 120 Theory of Music I
- MUS 220 Theory of Music II

Two 3-credit History courses selected from the following: 6 cr

- MUS 105 Intro to Music
- MUS 106 Jazz and Sound
- MUS 226 Music Cultures of the World
- MUS 242 Popular Music in America
- MUS 247 History of the Music Industry
- MUS 248 History of Motion Picture Music
- MUS 330 Beethoven and Schubert
- MUS 335 Opera
- MUS 340 Baroque Masters
- MUS 344 Medieval and Renaissance Music
- MUS 341 Romantic Music of the 19th Century
- MUS 342 Music of the 20th Century
- MUS 343 Music in America
- MUS 346 Amadeus Mozart and 18th-Century Vienna
- MUS 378 Special Topic in Music

The remaining six credits are selected from any other music courses. 6 cr

Total Credit Requirement for a Minor in Music (Vocal Track)

21 cr

Instrumental Track:

One 3-credit Instrumental Skills course selected from the following: 3 cr

- MUS 140 Beginning Instrumental Skills I
- MUS 141 Beginning Instrumental Skills II
- MUS 240 Intermediate Instrumental Skills I
- MUS 241 Intermediate Instrumental Skills II

Three 1-credit Instrumental Ensemble Courses selected from the following: 3 cr

- MUS 107 Beginning Piano I
- MUS 108 Beginning Piano II
- MUS 230 Jazz Foxes
- MUS 231 Brass Ensemble
- MUS 232 Flute Choir
- MUS 233 Woodwind Ensemble
- MUS 234 Orchestra
- MUS 235 Handbell Choir
- MUS 236 Symphonic Band
- MUS 237 Wind Symphony
- MUS 245 Percussion Ensemble
- MUS 410 Advanced Piano

One 3-credit Theory course selected from the following: 3 cr

- MUS 103 Sight Reading
- MUS 120 Theory of Music I
- MUS 220 Theory of Music II

Two 3-credit History courses selected from the following: 6 cr

- MUS 105 Intro to Music
- MUS 106 Jazz and Sound

MUS 226 Music Cultures of the World
 MUS 242 Popular Music in America
 MUS 247 History of the Music Industry
 MUS 248 History of Motion Picture Music
 MUS 330 Beethoven and Schubert
 MUS 335 Opera
 MUS 340 Baroque Music
 MUS 341 Romantic Music of the 19th Century
 MUS 342 Music of the 20th Century
 MUS 344 Medieval and Renaissance Music
 MUS 343 Music in America
 MUS 346 Amadeus Mozart and 18th-Century Vienna
 MUS 378 Special Topic in Music

The remaining six credits are selected from any other music courses.

6 cr

Total Credit Requirement for a Minor in Music (Instrumental Track)

21 cr

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, 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 | 24 cr |
| | <ul style="list-style-type: none"> PRLG 101 Intro to Law PRLG 210 Intro to Legal Research and Writing PRLG 311 Family Law PRLG 312 Criminal Law PRLG 313 Real Property and Title Search PRLG 380 Business Law I PRLG 420 Wills, Trusts, Estates PRLG 422 Civil Litigation and Practice | |
| | Total Paralegal Course Credits | 24 cr |
| | Additional course credits (Non-degree holders admitted to the program) | 36 cr |
| | Total Credit Requirement for Paralegal Certificate for Non-Degree Holders | 60 cr |

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 toward a Marist degree.

PHILOSOPHY

ROSS ENOCHS, Ph.D., *Chairperson*

MISSION:

The mission of the Philosophy Major is to cultivate in students a habit of critical reflection on the nature of reality, the methods of acquiring knowledge and understanding the world, the nature of moral values, and other issues of fundamental human concern. This will be accomplished through the study of Core courses (Introduction to Philosophy, Ethics, World Views and Values) and electives in philosophy or in philosophy and religious studies.

REQUIREMENTS FOR A BACHELOR OF ARTS IN PHILOSOPHY

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

1.0 REQUIRED COURSES IN PHILOSOPHY

1.1 Foundation Courses 3-6 cr

PHIL 101 Introduction to Philosophy

PHIL 300 Ethics

PHIL 103 World Views and Values (transfers only)*

*Students transferring with 24 or more credits must take this course instead of PHIL 101 and PHIL 300. However, they will take 15 credit hours, instead of 12, from 1.4 Topics in Philosophy.

1.2 Logic 3 cr

One course from:

PHIL 203 Introduction to Logic

PHIL 204 Inductive Logic

PHIL 310 Symbolic Logic

1.3 History of Philosophy 9 cr

Three courses from:

PHIL 240 Pragmatism

PHIL 319 Ancient Philosophy

PHIL 321 Medieval Philosophy

PHIL 322 17th and 18th Century Philosophy

PHIL 323 19th and Early 20th Century Philosophy

PHIL 324 Contemporary Analytic Philosophy

PHIL 325 Contemporary Continental Philosophy

PHIL 340 Marx and Marxism

PHIL 342 Foundations of American Social Thought

PHIL 392, 393, 394 Special Topics in History of Philosophy

1.4 Topics in Philosophy 12-15 cr

Four courses* from:

PHIL 212 Philosophy of Society

PHIL 233 Philosophy of Education

PHIL 235 Philosophy and Technology

PHIL 242 Existentialism: A Philosophy of Human Existence

PHIL 330 Aesthetics

PHIL 301 Environmental Ethics

PHIL 331 Philosophy of Religion

PHIL 332 Philosophy of History

PHIL 333 Philosophy and Film

PHIL 335 Metaphysics: The Nature of Reality

PHIL 336 Epistemology: The Theory of Knowledge

PHIL 337 Political Philosophy

PHIL 342 American Social Thought

PHIL 345 Philosophy of Mind

PHIL 392, 393, 394 Special Topics in Philosophical Genres

* Except for students who have taken PHIL 103, who must take five of these courses.

1.5 Capping Course 3 cr

PHIL 477 Capping

Total Credit Requirement in Philosophy

33 cr

| | | |
|---|---------------|---------------------------------|
| 2.0 REQUIRED COURSE IN RELATED FIELD | | |
| CSIS 103 Information & Computer Literacy | <u>3 cr</u> | |
| Total Credit Requirement in Related Fields | | <u>3 cr</u> |
| Total Credit Requirement for a Major in Philosophy | | 36 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION | | |
| Philosophy/Ethics | 0 cr | (fulfilled by major field req.) |
| Writing | <u>3-6 cr</u> | |
| | | 3-6 cr |
| 3.2 DISTRIBUTION* | | |
| Fine Arts | 3 cr | |
| History | 6 cr | |
| Literature | 6 cr | |
| Mathematics | 6 cr | |
| Social Science | 6 cr | |
| Natural Science | 6 cr | |
| Philosophy/Religious Studies | <u>0 cr</u> | (fulfilled by major field req.) |
| | | <u>33 cr</u> |
| Total Core/Liberal Studies Requirement | | 36-39 cr |
| 4.0 Electives | | <u>45-48 cr</u> |
| Total Credit Requirement for Graduation | | 120 |

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

REQUIREMENTS FOR A BACHELOR OF ARTS IN PHILOSOPHY WITH A CONCENTRATION IN RELIGIOUS STUDIES

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

| | |
|--|----------|
| 1.0 REQUIRED COURSES IN PHILOSOPHY | |
| 1.1 Foundation Courses | 3-6 cr |
| PHIL 101 Introduction to Philosophy | |
| PHIL 300 Ethics | |
| PHIL 103 World Views and Values (transfers only)* | |
| *Students transferring with 24 or more credits must take this course instead of PHIL 101 and PHIL 300. However, they will take 15 credit hours, instead of 12, from 1.4 Religious Studies. | |
| 1.2 Logic | |
| One course from: | 3 cr |
| PHIL 203 Introduction to Logic | |
| PHIL 204 Inductive Logic | |
| PHIL 310 Symbolic Logic | |
| 1.3 History of Philosophy | 9 cr |
| Three courses from: | |
| PHIL 240 American Pragmatism | |
| PHIL 319 Ancient Philosophy | |
| PHIL 321 Medieval Philosophy | |
| PHIL 322 17th and 18th Century Philosophy | |
| PHIL 323 19th and Early 20th Century Philosophy | |
| PHIL 324 Contemporary Analytic Philosophy | |
| PHIL 325 Contemporary Continental Philosophy | |
| PHIL 340 Marx and Marxism | |
| PHIL 342 Foundations of American Social Thought | |
| PHIL 392, 393, 394 Special Topics in History of Philosophy | |
| 1.4 Religious Studies | 12-15 cr |
| <i>Required courses:</i> | |
| REST 209 World Religions | |
| REST 207 Introduction to Religion | |

Two courses* from:

- PHIL 331 Philosophy of Religion
- Any other courses drawn from Religious Studies offerings or approved by REST faculty
- PHIL 392, 393, 394 Special Topics in Philosophical Genres

* Except for students who have taken PHIL 103, who must take three of these courses.

| | | | |
|---|--|---------------|---------------------------------|
| 1.5 | Capping Course | | |
| | PHIL 477 Capping | <u>3 cr</u> | |
| Total Credit Requirement in Philosophy and Religious Studies | | | 33 cr |
| 2.0 | REQUIRED COURSE IN RELATED FIELD | | |
| | CSIS 103 Information & Computer Literacy | <u>3 cr</u> | |
| Total Credit Requirement in Related Fields | | | <u>3 cr</u> |
| Total Credit Requirement for a Major in Philosophy with a concentration in Religious Studies | | | 36 cr |
| 3.0 | Core/Liberal Studies Requirements | | |
| 3.1 | FOUNDATION | | |
| | Philosophy/Ethics | 0 cr | (fulfilled by major field req.) |
| | Writing | <u>3-6 cr</u> | |
| | | | 3-6 cr |
| 3.2 | DISTRIBUTION* | | |
| | Fine Arts | 3 cr | |
| | History | 6 cr | |
| | Literature | 6 cr | |
| | Mathematics | 6 cr | |
| | Social Science | 6 cr | |
| | Natural Science | 6 cr | |
| | Philosophy/Religious Studies | <u>0 cr</u> | (fulfilled by major field req.) |
| | | | 36 cr |
| Total Core/Liberal Studies Requirement | | | <u>36-39 cr</u> |
| 4.0 | Electives | | <u>45-48 cr</u> |
| Total Credit Requirement for Graduation | | | 120 |

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

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN PHILOSOPHY

FRESHMAN YEAR

FALL

| | |
|--|--------------|
| PHIL 101 Intro to Philosophy | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Mathematics | 3 cr |
| | <u>15 cr</u> |

SPRING

| | |
|--------------------------------|-------------|
| Logic course | 3 cr |
| Core/LS Writing OR Elective | 3 cr |
| Core/LS Mathematics | 3 cr |
| Core/LS Literature | 3 cr |
| Core/LS Fine Arts | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|------------------------------|-------------|
| History of Philosophy Course | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Social Science | 3 cr |
| Core/LS Natural Science | 3 cr |
| Core/LS Literature | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------------|-------------|
| History of Philosophy Course | 3 cr |
| History of Philosophy Course | 3 cr |
| Core/LS Social Science | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|-----------------------------|-------------|
| Topics In Philosophy Course | 3 cr |
| Core/LS Natural Science | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------|-------------|
| PHIL 300 Ethics | 3 cr |
| Topics In Philosophy Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|-----------------------------|-------------|
| Topics In Philosophy Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-----------------------------|-------------|
| PHIL 477 Capping | 3 cr |
| Topics In Philosophy Course | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

REQUIREMENTS FOR A MINOR IN PHILOSOPHY

| | |
|--|-------------|
| Introductory-Level Course or PHIL 101 Introduction to Philosophy | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Two History of Philosophy Courses: | 6 cr |
| PHIL 240 Pragmatism | |
| PHIL 319 Ancient Philosophy | |
| PHIL 321 Medieval Philosophy | |
| PHIL 322 17th and 18th Century Philosophy | |
| PHIL 323 19th and Early 20th Century Philosophy | |
| PHIL 324 Contemporary Analytic Philosophy | |
| PHIL 325 Contemporary Continental Philosophy | |
| PHIL 342 Foundations of American Social Thought | |
| Two Additional Philosophy Courses | <u>6 cr</u> |

Total Credit Requirement for a Minor in Philosophy

18 cr

Students who wish to minor in Philosophy must contact the Chair for advisement in choosing Philosophy courses pertinent to the student's major field of study.

PHYSICAL EDUCATION

TIMOTHY MURRAY, M.A., *Director of Physical Education*

GLENN MARINELLI, M.Ed., *Assistant 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 organizations; students must take PHED 410, Principles and Problems of Coaching.
2. Health Sciences applied to coaching:
 - a. Students must take either PHED 401 (Movement in Sports) or HLTH 300 (Kinesiology)
 - b. Students must take either PHED 305 (First Aid & Care of Injuries) or HLTH 202 (First Aid/CPR)
3. Theory and techniques courses in coaching: students must take one two-credit course chosen from the following, not all of which are offered every year:

| | |
|----------|---------------------|
| PHED 310 | Soccer Coaching |
| PHED 311 | Basketball Coaching |
| PHED 313 | Baseball Coaching |
| PHED 314 | Football Coaching |

Upon completion of all of these courses, it is the student's responsibility to contact the New York State Education Department to apply for a certificate, which is not issued by Marist College. It is also the student's responsibility to take appropriate steps to renew the certificate every three years.

Please refer to the following websites for information about contacting the New York State Education Department:

<http://www.emsc.nysed.gov/ciai/pe/pub/app.html>

<http://www.highered.nysed.gov/tcert/certificate/coachinglic.htm>

POLITICAL SCIENCE

LYNN ECKERT, Ph.D., *Chairperson*

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 instructors 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 in developing lifelong learning skills which will serve them in both the workplace and the public world in which we all live.

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 values 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. Marist also offers a Five-Year BA/MPA Program.

REQUIREMENTS FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE

Note: A minimum of 90 credits in Liberal Arts is required. No more than eight credits in POSC Internship may be used to fulfill major field requirements.

1.0 Course Requirements

| | | |
|---|-------------|-------|
| POSC 101 Political Issues & Ideas | 3 cr | |
| POSC 110 American National Government | 3 cr | |
| POSC 235 Scope and Methods of Political Analysis | 4 cr | |
| POSC 232 Classical Political Thought OR | | |
| POSC 233 Modern Political Thought OR | | |
| POSC 243 Contemporary Ideologies | 3 cr | |
| POSC 273 International Politics | 3 cr | |
| POSC 251 Comparative Politics of Western Europe OR | | |
| POSC 252 Comparative Politics of Russia/Eastern Europe OR | | |
| POSC 255 Political Economy: The Rise of the Asia-Pacific OR | | |
| POSC 260 Comparative Politics of Africa OR | | |
| POSC 271 Nationalism and Communism in China and Taiwan OR | | |
| POSC 350 Comparative Politics of Latin America OR | | |
| POSC 353 Comparative Politics of Developing Areas OR | | |
| POSC 355 Comparative Politics of the Middle East | 3 cr | |
| ECON 104 Principles of Macroeconomics OR | | |
| ECON 150 Economics of Social Issues | 3 cr | |
| CSIS 103 Information & Computer Literacy | 3 cr | |
| POSC 477 Capping Course | <u>3 cr</u> | |
| | | 28 cr |

2.0 Approved Tracks

PUBLIC-AFFAIRS TRACK

| | |
|---|-------------|
| Five additional POSC courses (no more than eight credits in POSC internship may be applied here) | 15 cr |
| Two courses beyond Core/LS requirements From: Cultural Anthropology, ECON, SOC, BUS, ENSC, HIST, or POSC | <u>6 cr</u> |

Total Public-Affairs Track

21 cr

INTERNATIONAL-STUDIES TRACK

| | |
|---|-------------|
| POSC 372 International Law and Organization | 3 cr |
| POSC 213 Politics of Human Rights OR | |
| POSC 280 ICONS: International Communication and Negotiation | 3 cr |
| Two additional comparative courses | 6 cr |
| POSC 243 Contemporary Ideologies | 3 cr |
| Two courses beyond Core/LS requirements chosen from: | |
| ANTH 102 Intro to Anthropology II | |
| ECON 442 International Economics | |
| REST 209 World Religions | |
| Culture/Civilization courses from FREN, ITAL, RUSS, SPAN, JPN, GERM | 6 cr |
| One non-Western history course beyond Core/LS Foreign-language proficiency, Marist Abroad, or international experience highly recommended | <u>3 cr</u> |

Total International-Studies Track

24 cr

Total Credit Requirement for a Major in Political Science 49-52 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 | 6 cr | |
| | Natural Science | 6 cr | |
| | Philosophy/Religious Studies | 3 cr | |
| | Social Science | <u>0 cr</u> | (fulfilled by major field req.) |
| | | | <u>30 cr</u> |
| | Total Core/Liberal Studies Requirement | | 39-42 cr |
| 4.0 | Electives | | <u>26-32 cr</u> |
| | 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 POLITICAL SCIENCE

| | | | |
|-------------------------------------|--|-------------|-------|
| Introductory-Level Course: | | | |
| | POSC 101 Political Issues & Ideas | 3 cr | |
| Upper-Level Courses: | | | |
| One POSC course from the following: | | | |
| | POSC 110 American National Government | | |
| | POSC 210 Issues in American Constitutional Law | | |
| | POSC 211 American State and Urban Politics | | |
| | POSC 212 Political Parties and Pressure Groups | | |
| | POSC 312 History of the American Presidency | 3 cr | |
| One POSC course from the following: | | | |
| | POSC 251 Comparative Politics of Western Europe | | |
| | POSC 252 Comparative Politics of Russia/Eastern Europe | | |
| | POSC 255 Political Economy: The Rise of the Asia/Pacific | | |
| | POSC 260 Comparative Politics of Africa | | |
| | POSC 271 Nationalism and Communism in China and Taiwan | | |
| | POSC 273 International Politics | | |
| | POSC 280 ICONS: International Communication and Negotiation | | |
| | POSC 350 Comparative Politics of Latin America | | |
| | POSC 353 Comparative Politics of Developing Areas | | |
| | POSC 355 Comparative Politics of the Middle East | | |
| | POSC 372 International Law and Organization | 3 cr | |
| One POSC course from the following: | | | |
| | POSC 232 Classical Political Thought | | |
| | POSC 233 Modern Political Thought | | |
| | POSC 243 Contemporary Ideologies | 3 cr | |
| | Three Elective Courses in Political Science | <u>9 cr</u> | |
| | Total Credit Requirement for a Minor in Political Science | | 21 cr |

OPTIONS FOR POLITICAL SCIENCE MAJORS

- Marist Abroad Program – contact Director
- Legislative Internship – see Political Science Internship Coordinator
- Paralegal Certificate Program – see page 140
- Participation in Marist Poll – see page 145
- Public Administration Concentration – see page 152
- Teacher Education Program – see page 98
- Participation in Washington or Albany Semester Program – see Political Science Internship Coordinator
- Public Opinion Concentration – see page 153

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 103 Information & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| POSC 101 | 3 cr |
| Core/LS | 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 American or International (Maj) | 3 cr |
| ECON 104 or 150 | <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 Politics Course | 3 cr |
| POSC Political Thought | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|-------------------------------------|-------------|
| POSC 477 Capping Course or Elective | 3 cr |
| POSC Elective or Internship | 3 cr |
| POSC Elective or Internship | 3 cr |
| POSC Major | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| CSIS 103 Information & Computer Literacy 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 | 3 cr |
| Core/LS Math or Language | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------------|-------------|
| Core/LS Science | 3 cr |
| Core/LS Literature | 3 cr |
| Core/LS History or Elective | 3 cr |
| POSC Scope and Meth Pol Analysis | 4 cr |
| Elective | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|-------------------------------|-------------|
| Core/LS PHIL/REST or Elective | 3 cr |
| Core/LS Fine Arts or Elective | 3 cr |
| Core/LS Ethics | 3 cr |
| POSC Political Thought | 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 or Elective | <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 103 Information & Computer Literacy | 3 cr |
| Core/LS Writing | 3 cr |
| POSC 101 | 3 cr |
| Core/LS OR Elective | 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 |
| POSC International | 3 cr |
| Core/LS History or Elective | 3 cr |
| ECON 104 Principles of Macroeconomics | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR

FALL

| | |
|--|-------------|
| Core/LS PHIL/REST or Elective (Logic recommended) | 3 cr |
| POSC Comparative | 3 cr |
| POSC Pol Thought | 3 cr |
| Elective (Bus or Acct) | 3 cr |
| Core/LS Fine Arts or Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| CSIS 103 Information & Computer Literacy OR Core/LS PHIL 101 | 3 cr |
| Core/LS Writing or Elective | 3 cr |
| Core/LS or Elective | 3 cr |
| Core/LS Math or Language | 3 cr |
| POSC American or International Politics | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------------|-------------|
| Core/LS Science | 3 cr |
| Core/LS Literature | 3 cr |
| POSC Scope and Method Pol Anal | 4 cr |
| Core/LS History or Elective | 3 cr |
| ECON 103 Principles of Microeconomics | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| Core/LS PHIL/REST or Elective (Logic recommended) | 3 cr |
| POSC Pol Thought | 3 cr |
| Core/LS Ethics | 3 cr |
| Elective (Bus or Acct) | 3 cr |
| Core/LS Fine Arts or Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|-------------------------------------|-------------|
| POSC 477 Capping Course or Elective | 3 cr |
| POSC Major | 3 cr |
| Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------------------|-------------|
| POSC Major | 3 cr |
| Elective POSC Internship | 3 cr |
| Elective POSC Internship | 3 cr |
| Elective | 2 cr |
| POSC 477 Capping Course or Elective | <u>3 cr</u> |
| | 14 cr |

PSYCHOLOGY

LINDA DUNLAP, Ph.D., *Chairperson*

MISSION:

The psychology major at Marist provides a rich and rewarding educational experience within 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, natural 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 lifespan development courses, where students can see the relevance of applying principles of development in their own lives.

As students become familiar with 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 field/service learning experience that takes place in the junior/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 or the pursuit of advanced degrees in other areas such as law or medicine.

Five-Year Combined B.A.-M.A. Program in Psychology

In addition to its undergraduate major in psychology, the Psychology Department also offers graduate degree programs in psychology, including the Five-Year B.A.-M.A. in Psychology. The Department recognizes that for some outstanding undergraduate students, certain of their undergraduate coursework 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 general 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 15 credits and one year of 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 to the director of the M.A. Psychology Program.

Teaching Certification in Childhood Education/Students with Disabilities 1–6

Psychology majors have the opportunity to participate in a teacher certification program, which integrates a strong professional studies sequence in Childhood Education/Students with Disabilities (1–6) with their academic major and the Core/Liberal Studies program.

Graduates of this program earn a B.A. Degree in Psychology and complete requirements for dual initial teaching certification. Freshman psychology majors interested in pursuing this option should contact the Department of Education, Dyson 388. Information about the major requirements, Core/Liberal Studies requirements, and required courses in the certification sequence can be found in the Education Department section of the catalog.

Double Major in Psychology and Criminal Justice

It is possible for students who plan carefully early in their college careers to double major in Psychology and Criminal Justice. To pursue this option students should contact the Chair of Psychology or Criminal Justice.

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 Intro to Psychology | 3 cr |
| | PSYC 200 Psychology Seminar | 1 cr |
| | PSYC 301 Biopsychology AND Lab OR PSYC 302, 303, 304, or 305 | 4 cr |
| | PSYC 402 Psyc Research Methodology AND Lab I | 4 cr |
| | PSYC 403 Psyc Research Methodology AND Lab II | 4 cr |
| | PSYC 409 Ethics & Professional Issues | 1 cr |
| | PSYC 411 Principles of Psychological Testing | 3 cr |
| | PSYC 478 Capping Course | <u>3 cr</u> |
| | | 23 cr |
| 1.1 | Three additional PSYC Courses selected from among all other psychology courses offered.* (can be used to complete a concentration) | 9 cr |

| | | | |
|---|--|----------------|---------------------------------|
| 1.2 | PSYC 487-491 Fieldwork/Service Learning | <u>6-15 cr</u> | 15-24 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | CSIS 103 Information & Computer Literacy | 3 cr | |
| | MATH 130 Intro to Statistics | <u>3 cr</u> | 6 cr |
| Total Credit Requirement for a Major in Psychology | | | 44-53 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 | <u>3-6 cr</u> | 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 | <u>3 cr</u> | |
| | | | <u>27 cr</u> |
| Total Core/Liberal Studies Requirement | | | 36-39 cr |
| 4.0 | Electives | | <u>28-40 cr</u> |
| 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 PSYCHOLOGY MAJORS

FRESHMAN YEAR

FALL

| | |
|--|-------------|
| PSYC 101 Introduction to Psychology | 3 cr |
| PHIL 101 Introduction to Philosophy | 3 cr |
| CSIS 103 Information & Computer Literacy | 3 cr |
| ENG 116 College Writing I | 3 cr |
| General Elective* | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------|-------------|
| Psychology Elective** | 3 cr |
| ENG 117 College Writing II | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Science | 3 cr |
| Core/LS Fine Arts | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|-----------------------------------|-----------------|
| PSYC 301(or 302, 303, 304 or 305) | |
| Biopsychology & Lab | 4 cr |
| Core/LS Math | 3 cr |
| Core/LS Literature | 3 cr |
| General Electives | 6 cr |
| | <u> </u> |
| | 16 cr |

SPRING

| | |
|-------------------------------------|-------------|
| PSYC 200 Psychology Seminar | 1 cr |
| Psychology Elective | 3 cr |
| Math 130 Introduction to Statistics | 3 cr |
| Core/LS Science | 3 cr |
| Core/LS History | 3 cr |
| Core/LS Phil/Rest | <u>3 cr</u> |
| | 16 cr |

JUNIOR YEAR

FALL

| | |
|--|-------------|
| PSYC 402 Psychology Research | |
| Methodology & Lab I | 4 cr |
| PSYC 411 Principles of Psychological Testing | 3 cr |
| PSYC 409 Ethics and Professional Issues | 1 cr |
| Core/LS Literature | 3 cr |
| General Elective | <u>3 cr</u> |
| | 14 cr |

SPRING

| | |
|------------------------------|-----------------|
| PSYC 403 Psychology Research | |
| Methodology & Lab II | 4 cr |
| Psychology Elective | 3 cr |
| PHIL 300 Ethics | 3 cr |
| General Electives | 6 cr |
| | <u> </u> |
| | 16 cr |

SENIOR YEAR

| FALL | | SPRING | |
|--------------------------------|--------------|--|---------------|
| PSYC 478 Psychological Systems | 3 cr | PSYC 487-491 Field/Service Learning*** | 6-15 cr |
| General Electives | <u>13 cr</u> | General Electives | <u>0-9 cr</u> |
| | 16 cr | | 12-15 cr |

* General electives may be used to complete minors or concentrations in other programs. Many options are available and many complement the psychology major. General electives may also be used to deepen an area of concentration in the study of psychology.

** Students are required to take nine credits in psychology courses beyond those courses required to complete the major. Students must also take a psychology course every semester that can be either a required psychology course or an elective psychology course.

*** Students must take between the minimum six credits and the maximum 15 credits of Fieldwork/Service Learning. This can be spread across as many as three semesters. No more than three credits can be taken prior to the senior year.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

| | |
|-----------------------------------|-------------|
| PSYC 101 Intro to Psychology | 3 cr |
| Any three additional PSYC courses | <u>9 cr</u> |

Total Credit Requirement for a Minor in Psychology 12 cr

REQUIREMENTS FOR THE FIVE-YEAR B.A.-M.A. PROGRAM IN PSYCHOLOGY

| | | |
|---|---------------|---------------------------------|
| 1.0 Undergraduate Course Requirements in Psychology | | |
| PSYC 101 Intro to Psychology | 3 cr | |
| PSYC 200 Psychology Seminar | 1 cr | |
| PSYC 301 Biopsychology AND Lab OR PSYC 302, 303, 304, or 305 | 4 cr | |
| PSYC 402 Psyc Research Methodology AND Lab I | 4 cr | |
| PSYC 403 Psyc Research Methodology AND Lab II | 4 cr | |
| PSYC 409 Ethics and Professional Issues | 1 cr | |
| PSYC 411 Principles of Psychological Testing | 3 cr | |
| PSYC 478 Capping Course | <u>3 cr</u> | |
| | | 23 cr |
| 1.1 Three PSYC electives drawn from any of the PSYC listings in the catalog. Students should NOT take PSYC 203 Theories of Personality at the undergraduate level. Note that a psychology course must be taken in every full-time semester. | 9 cr | |
| 1.2 PSYC 487-491 Field/Service Learning | 6-15 cr | |
| | | <u>15-24 cr</u> |
| 2.0 Course Requirements in Related Fields | | |
| CSIS 103 Information & Computer Literacy | 3 cr | |
| MATH 130 Intro to Statistics | 3 cr | |
| | | <u>6 cr</u> |
| Total Undergraduate Psychology Credits | | 44-53 cr |
| 3.0 Core/Liberal Studies Requirements | | |
| 3.1 FOUNDATION | | |
| Philosophy/Ethics | 6 cr | |
| Writing | <u>3-6 cr</u> | |
| | | 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 | <u>3 cr</u> | |
| | | <u>27 cr</u> |
| Total Core/Liberal Studies Requirement | | 36-39 cr |
| 4.0 General Electives | | 13-25 cr |
| 5.0 Five PSYG Graduate courses with advisement from M.A. Program Director | | <u>15 cr</u> |

Total Four-Year Credit Requirement

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.

6.0 Fifth Year GRADUATE COURSES: Consult the M.A. Psychology Program Director for details

Total Graduate Credits, Fifth Year

24 cr

Total Credit Requirement for Completing Five-Year B.A.-M.A. Program

144 cr

RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING DUAL CERTIFICATION IN CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES 1-6

FRESHMAN YEAR (Same for Fall or Spring Student Teaching)

FALL

| | |
|---|-------------|
| PSYC 101 Intro to Psychology AND Core/LS OR | |
| EDUC 101 Foundations of Ed AND | 3 cr |
| EDUC 091 Fieldwork in Ed AND | |
| EDUC 150 Learning through Tech | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Foreign Language | 3 cr |
| Core/LS Writing | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|----------------------------------|-------------|
| PSYC 101 Intro to Psychology AND | 3 cr |
| Core/LS OR | 3 cr |
| EDUC 101 Foundations of Ed AND | |
| EDUC 091 Fieldwork in Ed AND | |
| EDUC 150 Learning through Tech | |
| Foreign Language | 3 cr |
| Core/LS Writing OR Elective | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

OPTION I – FALL STUDENT TEACHING

SOPHOMORE YEAR

FALL

| | |
|------------------------------------|-------------|
| MATH 130 Introductory Statistics I | 3 cr |
| PSYC 207 The Exceptional Child | 3 cr |
| PSYC 317 Child Development | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|-------------|
| PSYC 301(or 302,303,304 or 305) Biopsychology & Lab | 4 cr |
| PSYC 208 Educational Psychology | 3 cr |
| SOC 336 Social Inequality | 3 cr |
| EDUC 350 The Teaching of Language Arts | 3 cr |
| HIST 218 Hist and Cult – Mid-Hudson Valley | <u>3 cr</u> |
| | 16 cr |

JUNIOR YEAR

FALL

| | |
|--|-------------|
| PSYC 362 Measurement and Evaluation | 3 cr |
| PSYC 402 Psychological Research Methodology and Lab I | 4 cr |
| EDUC 351 Literacy Learning and the Arts in the Social Studies Curriculum | 3 cr |
| EDUC 373 Principles of Teaching Students with Special Needs | 3 cr |
| EDUC 374 Curriculum Strategies for Students with Special Needs | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|--|-------------|
| PSYC 372 Psychoeducational Assessment of Educational Disabilities | 3 cr |
| EDUC 241 Math for Elementary Teach: Content/Methodology for General/Special Ed | 3 cr |
| EDUC 242 Science for Elem Teach: Content/Methodology for General/Special Ed | 3 cr |
| EDUC 352 Assessment and Remediation of Reading and Writing | 3 cr |
| EDUC 376 Behavior Management Strategies | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

FALL

| | |
|---|-------------|
| EDUC 462 Student Teaching | 12 cr |
| PSYC 479 Educational Psychology Seminar | 1 cr |
| | <u> </u> |
| | 13 cr |

SPRING

| | |
|--|-------------|
| PSYC 478 Capping Course/Psychological Syst | 3 cr |
| Core/LS PHIL 300 | 3 cr |
| Core/LS | 3 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

OPTION II – SPRING STUDENT TEACHING

SOPHOMORE YEAR

FALL

| | |
|---|-------------|
| MATH 130 Introductory Statistics I | 3 cr |
| PSYC 208 Educational Psychology | 3 cr |
| PSYC 301(or 302,303,304 or 305) Biopsychology & Lab | 4 cr |
| HIST 218 History and Culture of the Mid-Hudson Valley | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

SPRING

| | |
|---|-------------|
| PSYC 207 The Exceptional Child | 3 cr |
| PSYC 317 Child Development | 3 cr |
| PSYC 402 Psychological Research Methodology and Lab I | 4 cr |
| Core/LS | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 16 cr |

JUNIOR YEAR**FALL**

| | |
|---|-------------|
| PSYC 372 Psychoeducational Assessment of Educational Disabilities | 3 cr |
| EDUC 241 Math for Elem Teach: Content/Methodology for General/Special Ed | 3 cr |
| EDUC 242 Science for Elem Teach: Content/Methodology for General/Special Ed | 3 cr |
| EDUC 350 The Teaching of Language Arts | 3 cr |
| Core/LS PHIL 300 | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|--|-------------|
| PSYC 362 Measurement and Evaluation | 3 cr |
| EDUC 351 Literacy Learning and the Arts in the Social Studies Curriculum | 3 cr |
| EDUC 373 Principles of Teaching Students with Special Needs | 3 cr |
| EDUC 374 Curriculum Strategies for Students with Special Needs | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR**FALL**

| | |
|--|-------------|
| PSYC 478 Capping Course/Psychological Systems | 3 cr |
| EDUC 352 Assessment and Remediation of Reading and Writing | 3 cr |
| EDUC 376 Behavior Management | 3 cr |
| SOC 336 Social Inequality | 3 cr |
| Core/LS | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---|--------------|
| EDUC 462 Student Teaching | 12 cr |
| PSYC 479 Educational Psychology Seminar | 1 cr |
| | <u>13 cr</u> |

PUBLIC ADMINISTRATION CONCENTRATION

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 Five-Year B.A.-M.P.A. program is available for qualified students. See Director for more information.

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.

CONCENTRATION REQUIREMENTS

All students must take:

| | | |
|---|-------------|-------|
| POSC 283 Public Administration | 3 cr | |
| ECON 104 Principles of Macroecon OR ECON 103 Principles of Microecon | 3 cr | |
| CSIS 103 Information & Computer Literacy | 3 cr | |
| MATH 130 Intro to Statistics I | 3 cr | |
| ECON 421 Public Finance | 3 cr | |
| ACCT 451 Govt and Fiscal Control | 3 cr | |
| BUS 100 Intro to Bus and Management | <u>3 cr</u> | 21 cr |

Additional Requirements:

POLITICAL SCIENCE MAJORS

As part of major field electives:

| | | |
|--|-------------|-------------|
| POSC 240 Intro to Public Policy | 3 cr | |
| POSC 301 Program Planning and Evaluation | <u>3 cr</u> | <u>6 cr</u> |

OTHER MAJORS

| | | |
|--|-------------|-------------|
| POSC 110 American Natl Govt OR POSC 211 Amer State and Urban Politics | 3 cr | |
| POSC 240 Intro to Public Policy OR POSC 301 Program Planning and Evaluation | <u>3 cr</u> | <u>6 cr</u> |

Total Credit Requirements

27 cr

All other majors MUST check with the Program Director for additional course requirements.

PUBLIC HISTORY CONCENTRATION

SARA DWYER-McNULTY, Ph.D., *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

| | | |
|--|---|----------------|
| 1.0 | HIST 305 Research Methods of History | 3 cr |
| | Any two, three-credit courses in American History | 6 cr |
| | HIST 413 F.D.R. Seminar OR | 3 cr |
| | HIST 477 Capping Course | |
| | Public History Internship | <u>6-12 cr</u> |
| Total Requirement for a Concentration in Public History | | 18-21 cr |
| 2.0 | Recommended Course: | |
| | POSC 283 Public Administration | 3 cr |

PUBLIC OPINION CONCENTRATION

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 communication, 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 values issues in the field.

REQUIREMENTS FOR A CONCENTRATION IN PUBLIC OPINION

| | | |
|---|--|-------|
| | MATH 130 Intro to Statistics I | 3 cr |
| | POSC 110 American Nat'l Govt | 3 cr |
| | POSC 211 Amer State and Urban Politics OR | |
| | POSC 212 Political Parties and Pressure Groups | 3 cr |
| | POSC 338 Political Communication and Politics | 3 cr |
| | POSC 339 Public Opinion and Politics | 3 cr |
| | POSC 342 Survey Res and Political Data Anal | 3 cr |
| | POSC 235 Scope and Methods of Political Anal | 4 cr |
| Total Credit Requirement for a Concentration in Public Opinion | | 22 cr |

PUBLIC PRACTIS MINOR

MAR PETER-RAOUL, Ph.D., *Coordinator*

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 together with the Department of Sociology 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 on-site experience, scholarship, critical reflection, and rigorous analysis (social, ethical, political, economic, religious).

Courses listed below must be chosen from among praxis-oriented sections. Additional praxis-oriented courses are offered each semester (see Projectkeepers for current listings).

Public Praxis

| | | |
|--|---------------------------|------|
| | REST 320 Public Praxis I | 3 cr |
| | REST 325 Public Praxis II | 3 cr |

Human Rights

- One from the following: 3 cr
- POSC 213 Politics of Human Rights
 - PHIL 300 Ethics
 - REST 225 Global Liberation Theology

Affluence and Poverty

- Two from the following: 6 cr
- CRJU 221 Law and Society
 - CRJU 314 U.S. Urban Cultures
 - ECON 310 Labor Economics
 - ECON 442 International Economics
 - ENSC 202 Political Process and Environment
 - ENSC 305 Environmental Economics
 - FCSP 154 Civilization: Hispanics in the United States
 - HIST 216 Black Political and Social Thought
 - HIST 234 The Black American Experience
 - POSC 211 American State and Urban Politics
 - POSC 240 Intro to Public Policy
 - POSC 273 International Politics
 - POSC 338 Political Communication and Politics
 - POSC 353 Comparative Politics of Developing Areas
 - REST 230 Religion and Politics
 - REST 231 Social Ethics and Economics
 - SOC 101 Intro to Sociology
 - SOC 220 Sociology of Religion
 - SOC 336 Social Inequality
 - SOC 341 Social Change

Human Values and Choice

- Two from the following: 6 cr
- COM 203 Interpersonal Communication
 - ENG 373 Literature of the Holocaust
 - INTD 212 Self, Society, and Institution
 - PHIL 103 World Views and Values
 - PHIL 242 Philosophy and Human Experience
 - PSYC 220 Social Psychology
 - PSYC 222 Community Psychology
 - REST 208 Judeo-Christian Scriptures
 - REST 330 Religion in Contemporary Life
 - REST 335 Marriage and Family

Total Credit Requirement for a Minor in Public Praxis 21 cr

RELIGIOUS STUDIES MINOR

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

- Two introductory courses selected from the following: 6 cr
- REST 201 Religion in America
 - REST 207 Intro to Religion
 - REST 208 Judeo-Christian Scriptures
- Four other REST courses 12 cr

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.

SOCIOLOGY AND SOCIAL WORK

DARIA V. HANSEN, Ph.D., LCSW, *Chairperson*

MISSION:

The Social Work Program prepares graduates for competent, ethical, professional generalist practice grounded in the history and values of the profession. A dynamic and comprehensive program enables students to integrate and apply social work knowledge, values, and skills as professional generalist practitioners to enhance human well-being in the social context. 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 students may form an appropriate values 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 education is distributed throughout the program and culminates in an in-depth practicum during the senior year. All field education 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 and Sociology are not accredited by the Commission on Accreditation of the Council on Social Work Education. For further information please refer to the Social Work Program website: www.marist.edu/sbs.social/.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN SOCIAL WORK

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 Intro to Sociology | 3 cr | |
| | SOC 336 Social Inequality | 3 cr | |
| | SOC 341 Social Change | 3 cr | |
| | SOC 440 Social Theory | 3 cr | |
| | SOC 480 Social Research Methods | 3 cr | |
| | ALL of the following courses in Social Work: | | |
| | SOCW 230 Intro to Social Work | 3 cr | |
| | SOCW 330 Social Service: Theory and Practice | 3 cr | |
| | SOCW 344 Social Welfare: Policies and Analysis | 3 cr | |
| | SOCW 345 Human Behavior in the Social Environment | 3 cr | |
| | SOCW 383 Social Work Methods I | 3 cr | |
| | SOCW 382 Junior Field Education | 1 cr | |
| | SOCW 395 Social Work with Diverse Populations | 3 cr | |
| | SOCW 475 Social Work Methods II | 3 cr | |
| | SOCW 477 Capping Course/Senior Integrative Seminar I | 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 | <u>4 cr</u> | |
| | Credit Requirement in Sociology and Social Work | | 51 cr |
| 2.0 | Course Requirements in Related Fields | | |
| | PSYC 101 Introduction to Psychology | 3 cr | |
| | ECON 150 Economics of Social Issues OR | | |
| | ECON 104 Principles of Macroeconomics | 3 cr | |
| | POSC 101 Political Issues and Ideas OR | | |
| | POSC 110 American National Government | 3 cr | |
| | BIOL 101 Topics in Biology OR | | |
| | BIOL 237 Human Biology | <u>3 cr</u> | |
| | Credit Requirement in Related Fields | | <u>12 cr</u> |
| | 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 | <u>3-6 cr</u> | |
| | | | <u>9-12 cr</u> |
| 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 | <u>3 cr</u> | |
| | | | <u>27 cr</u> |

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 A SOCIAL WORK MAJOR

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 103 Information & Computer Literacy (rec.) 3 cr
Core/LS Writing 3 cr
Core/LS Fine Arts 3 cr
General Elective 3 cr
15 cr

SOPHOMORE YEAR

FALL

SOCW 230 Intro to Social Work 3 cr
ECON 104 Principles of Econ OR
ECON 150 Economics of Social Issues 3 cr
POSC 101 Political Issues & Ideas OR
POSC 110 American Nat'l Gov't 3 cr
Core/LS Math 3 cr
Core/LS 3 cr
15 cr

SPRING (Recommended semester for Study Abroad)

Core/LS Natural Science 3 cr
Core/LS Math 3 cr
Core/LS Literature 3 cr
Core/LS Philosophy and Religion 3 cr
General Elective 3 cr
(SOC/SOCW Elective recommended)
15 cr

JUNIOR YEAR

FALL

SOCW 330 Soc Serv Theory/Pract 3 cr
SOCW 345 Hum Beh Soc Environ 3 cr
SOC 336 Social Inequality 3 cr
Core/LS 3 cr
Core/LS PHIL 300 3 cr
15 cr

SPRING

SOC 341 Social Change 3 cr
SOCW 344 Soc Wel Policy and Analysis 3 cr
SOCW 383 Social Work Methods I 3 cr
SOCW 382 Junior Field Education 1 cr
SOCW 395 Social Work w/Diverse Populations 3 cr
Core/LS Literature 3 cr
16 cr

SENIOR YEAR

FALL

SOC 440 Social Theory 3 cr
SOCW 475 Social Work Methods II 3 cr
SOCW 482 Practicum in Social Work I 4 cr
SOCW 477 Capping Course/
Senior Integrative Seminar I 3 cr
13 cr

SPRING

SOC 480 Social Research Methods 3 cr
SOCW 478 Senior Integrative Seminar II 3 cr
SOCW 483 Practicum in Social Work II 4 cr
General Elective 3 cr
General Elective 3 cr
16 cr

REQUIREMENTS FOR A MINOR IN SOCIOLOGY

SOC 101 Introduction to Sociology 3 cr
SOC 336 Social Inequality 3 cr
SOC 341 Social Change 3 cr
SOC 440 Social Theory 3 cr
SOC 450 Qualitative Social Research Methods OR
SOC 480 Social Research Methods 3 cr
One additional elective course in sociology 3 cr

Total Credit Requirement for a Minor in Sociology 18 cr

REQUIREMENTS FOR A MINOR IN SOCIAL WORK

| | |
|--|-------------|
| SOC 101 Introduction to Sociology | 3 cr |
| SOCW 230 Introduction to Social Work | 3 cr |
| SOCW 330 Social Service: Theory and Practice | 3 cr |
| Two other courses in Social Work | <u>6 cr</u> |

Total Credit Requirement for a Minor in Social Work

15 cr

SPANISH

KEVIN M. GAUGLER, Ph.D., *Chairperson*

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.

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, Quito, or Monterrey.
- (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.

Students may apply two language courses at the intermediate level or above as well as a civilization/culture course and two Foreign Language literature courses toward fulfilling the distributive Core/LS requirements. This arrangement facilitates, with proper planning and early implementation, a double major (or minor) with other disciplines such as Political Science, Communications, Criminal Justice, and other majors.

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

REQUIREMENTS FOR A BACHELOR OF ARTS IN SPANISH

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

A. Regular Track

| | |
|--|--------------|
| 1.0 Course Requirements in Spanish | |
| SPAN 250 Hispanic Civilization: Spain | 3 cr |
| SPAN 260 Hispanic Civilization: Latin America | 3 cr |
| SPAN 354 Civilization: Los hispanos en los Estados Unidos | 3 cr |
| SPAN 315 The Experience of Hispanic Literature | 3 cr |
| SPAN 477 Capping Course | 3 cr |
| Additional upper-level Spanish language or literature courses. | <u>21 cr</u> |
| In this group only two language courses at the 200 level. | |

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* Spanish for Hispanics I | 3 cr |
| SPAN 211* Spanish for Hispanics II | 3 cr |
| SPAN 312 Spanish for Hispanics III | 3 cr |
| SPAN 250 Hispanic Civilization: Spain | 3 cr |
| SPAN 260 Hispanic Civilization: Latin America | 3 cr |
| SPAN 354 Civilization: Los hispanos en los Estados Unidos | 3 cr |
| SPAN 315 The Experience of Hispanic Literature | 3 cr |
| SPAN 477 Capping Course | 3 cr |
| Additional upper-level Spanish language or literature courses | <u>12-18 cr</u> |

Courses closed to Native Speakers are the following, 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 Spanish Composition and Conversation I-II
 SPAN 281-282 Conversation and Culture I-II
 SPAN 360-361 Composition and Conversation I-II

Credit Requirement in Spanish, Native Speakers' Track 36 cr

*A prepared student may be excused from the course and replace it with an upper-level literature course.

C. Regular Track–Double Major

1.0 Course Requirements in Spanish
 SPAN 250 Hispanic Civilization: Spain 3 cr
 SPAN 260 Hispanic Civilization: Latin America 3 cr
 SPAN 354 Civilization: Los hispanos en los Estados Unidos 3 cr
 SPAN 315 The Experience of Hispanic Literature 3 cr
 SPAN 477 Capping Course 3 cr

Additional upper-level Spanish language or literature courses 15 cr

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 9-12 cr

3.2 DISTRIBUTION
 Natural Science 3 cr
 Social Science 6 cr
 History 3 cr
 Literature 0 cr (fulfilled by major field req.)
 Mathematics 3 cr
 Fine Arts 3 cr
 Philosophy/Religious Studies 3 cr
21-27 cr

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

REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: SPANISH (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: Spanish (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 100 of this catalog.

REQUIREMENTS FOR A MINOR IN SPANISH LANGUAGE STUDIES

| | |
|--|-------------|
| Spanish Language: nine credits above the intermediate level* | 9 cr |
| Civilization: Spain and Latin America | 6 cr |
| Literature: One course selected with advisement | <u>3 cr</u> |

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

REQUIREMENTS FOR BILINGUAL EDUCATION CONCENTRATION

| | |
|--|-------------|
| 1.0 EDUC 140 Intro to Bilingual Studies/TESL | 3 cr |
| 1.0 SPAN 153 The Civilization of Puerto Rico OR SPAN 154 Civilization: Hispanics in the United States | 3 cr |
| 2.0 Optional: EDUC 441 Fieldwork in Bilingual Education/ English as a Second Language | <u>3 cr</u> |

Total Credit Requirement for Bilingual Education Concentration 6-9 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN SPANISH

* Regular Track (Track A)

FRESHMAN YEAR

FALL

| | |
|--------------------------|-------------|
| SPAN 201 or 281 | 3 cr |
| Core/LS Writing | 3 cr |
| Core/LS Soc Science | 3 cr |
| Core/LS PHIL 101 | 3 cr |
| Elective or CSIS courses | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|---------------------------------|-------------|
| SPAN 202 or 282 | 3 cr |
| Core/LS Writing or Elective | 3 cr |
| Core/LS Soc Science or Elective | 3 cr |
| Core/LS HIST | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SOPHOMORE YEAR

FALL

| | |
|------------------------|-------------|
| SPAN 250 | 3 cr |
| SPAN 360 or Literature | 3 cr |
| Core/LS Math | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|-------------------------|-------------|
| SPAN 260 | 3 cr |
| SPAN 315 | 3 cr |
| Core/LS Natural Science | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR (Marist Abroad Madrid)

FALL

| | |
|-----------------------------|-------------|
| SPAN 290 | 3 cr |
| Gramática avanzada | 3 cr |
| Core/LS Pintura en el Prado | 3 cr |
| Literatura | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SPRING

| | |
|------------------------------------|-------------|
| Composición española | 3 cr |
| Literatura | 3 cr |
| Core/LS Social Science OR Elective | 3 cr |
| Core/LS Phil/Rel Study OR Elective | 3 cr |
| Literatura or Elective | <u>3 cr</u> |
| | 15 cr |

JUNIOR YEAR (On Campus)

| | |
|-----------------------------------|-------------|
| FALL | |
| SPAN 360 OR 354 | 3 cr |
| SPAN Literature | 3 cr |
| SPAN Elective or General Elective | 3 cr |
| Elective | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

| | |
|-----------------------------------|-------------|
| SPRING | |
| SPAN 361 or 415 | 3 cr |
| SPAN Literature | 3 cr |
| SPAN Elective OR General Elective | 3 cr |
| Core/LS Phil/Rel Study | 3 cr |
| Elective | <u>3 cr</u> |
| | 15 cr |

SENIOR YEAR

| | |
|-----------------------------|--------------|
| FALL | |
| SPAN 354 OR Span Literature | 3 cr |
| Electives | 12 cr |
| | <u>15 cr</u> |

| | |
|-------------------------|-------------|
| SPRING | |
| SPAN 477 Capping Course | 3 cr |
| PHIL 300 Ethics | 3 cr |
| Electives | <u>9 cr</u> |
| | 15 cr |

WOMEN'S STUDIES MINOR

JOANNE MYERS, Ph.D., *Co-Director*

ROBYN ROSEN, Ph.D., *Co-Director*

Women's Studies is a multidisciplinary 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 course and five other courses 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 one of the Co-Directors.

REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

| | | |
|--|--------------|-------|
| Hist 130 Introduction to Women's Studies | 3 cr | |
| Five additional designated courses from at least two different disciplines | <u>15 cr</u> | |
| | | 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.

COURSE DESCRIPTIONS

ACCOUNTING

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. Offered every semester.

ACCT 204

Managerial Accounting

Three Credits

Emphasis is on generating, analyzing, and using accounting information in the planning and control processes. Topics include budgets, standards, cost systems, incremental analysis, and financial statement analysis. Offered every semester.

Prerequisite: ACCT 203

ACCT 301

Intermediate Accounting I

Three Credits

This 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 204 or permission of instructor

ACCT 302

Intermediate Accounting II

Three Credits

This is the second 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 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 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.

Prerequisite: ACCT 302

ACCT 310

Cost Accounting

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 204

ACCT 311

Information for Decision Making and Control

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.

Prerequisite: ACCT 310 or permission of instructor

ACCT 330

Financial Statement Analysis

Three Credits

This course enables the student to use the information provided in financial statements to make reasoned decisions in a variety of important business contexts. The accounting standards relevant to the intelligent interpretation of the statements by product, labor, and capital market participants are studied along with traditional analytical techniques such as ratio analysis, trend analysis, and vertical and horizontal analysis.

Prerequisite: ACCT 204

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 database management and systems analysis, creation, and control. Offered every spring.

Prerequisite: ACCT 204

ACCT 401

Advanced Accounting

Three Credits

A study in detail of business combinations and consolidations. Specialized topics of consolidated financial statements including asset and inventory transfers are covered. An overview of governmental, international, and not-for-profit accounting is presented. Offered every fall.

Prerequisite: ACCT 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.

Prerequisite: ACCT 302

ACCT 403

Tax I

Three Credits

This course is designed to provide students with a basic understanding of the fundamentals of federal income tax law. The course emphasizes individual taxation but also provides an introduction to corporate and partnership taxation. The course is intended for students who need some technical knowledge of tax law, as well as for those students who wish to pursue further tax law education. Offered every fall.

Prerequisite: ACCT 204

ACCT 404

Tax II

Three Credits

Advanced topics in individual as well as corporation and partnership tax are covered. Emphasis is on tax planning aspects of operation, distribution, and liquidation of corporations and partnerships. The United States tax administration system and techniques of tax research are explored as they relate to the three phases of a CPA's tax practice: tax return preparation, tax advice and planning, and tax advocacy. Offered every spring in even years.

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 to both monetary and non-monetary government programs is covered via case studies. Program planning budgeting systems are also covered. Restricted to students in the Public Administration Concentration. Not open to Accounting majors. Offered every other year.

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: Senior status; ACCT 302, 403

ANTHROPOLOGY

ANTH 101

Introduction to Physical Anthropology

Three Credits LA

Physical anthropology. An investigation of human ancestors and continual human physical evolution to modern times. Emphasis is placed on human's early chronology during the Paleolithic, Neolithic, and Near Eastern periods.

(Fulfills Core/LS Natural Science requirement.)

ANTH 102

Introduction to Cultural Anthropology

Three Credits LA

Ethnology. An introduction to the nature, uniformity, and diversity of cultures through an exploration of people in different times and regions. Topics include: the family, economics, political systems, religion, social stratification, and art and crafts.

(Fulfills Core/LS Social Science requirement. Does not fulfill Core/LS Natural Science requirement.)

ANTH 120

An Introduction to Archaeology

Three Credits LA

A study of how archaeological work is performed (dating techniques; mapping; cross-identification; etc.). Application of these techniques will be viewed in the study of major archaeological sites of historic significance.

(Fulfills Core/LS Social Science requirement. Does not fulfill Core/LS Natural Science requirement.)

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 provided frequently in order to substantiate lectures and to encourage discussion. Offered when there is sufficient student interest.

(Fulfills Core/LS Social Science requirement.)

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 will also be given to a study of factors producing the megalopolis, the city, and smaller communities. Offered when there is sufficient student interest.

(Fulfills Core/LS Social Science requirement.)

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 when there is sufficient student interest.

(Fulfills Core/LS Social Science requirement OR Core/LS Philosophy/Religious Studies requirement.)

ANTH 233

Native Americans

Three Credits LA

A study of pre-Columbian Native American civilizations. Post-Columbian Native American 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 contributions by Native Americans to American modern society.

(Fulfills Core/LS Social Science requirement.)

ARABIC

ARAB 101-102

Elementary Arabic I & II

Three Credits each LA

An introduction to Modern Standard Arabic, the form used in public discourse throughout the Arab world. Writing in the Arabic script, intensive pronunciation practice, conversational vocabulary, reading unaccented texts. Homework includes mandatory audio and video practice. Through the language study, the student is introduced to the Arabic culture. Offered annually.

ARAB 105-106

Intermediate Arabic I & II

Three Credits each LA

A continuation of the Elementary course. The elements of basic Arabic are consolidated with further practice in listening comprehension, speaking, reading, and writing. Homework includes mandatory audio and video practice through the Language Center. All language study will be grounded in the context of the Arab culture and with an awareness of the various local dialects in the Arab world. Offered annually if there is sufficient student interest.

ARAB 150

Arabic Cultures and Perspectives

Three Credits each LA

Dual listed as CSAR 150

The course is designed as a comprehensive cultural introduction to the Arab World. It presents the diversity of backgrounds, dialects, religions, aspirations, and everyday challenges in the Middle East and Northern Africa, and clarifies the distinctions that must be made with the perspectives of neighboring non-Arab Islamic countries such as Iran or Turkey, and with the larger Islamic world. The course will also examine the cultural richness of Arab communities in America, Europe, and other expatriate settings, especially in relation to the increased scrutiny to which they have been subjected since the tragedy of 9/11. Taught in English.

ARAB 292-293

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 title is indicated when the course is listed in the schedule of classes. Additional information is available by contacting the Department of Modern Languages.

ART

NOTE: For courses that satisfy the Fine Arts Core/LS requirement, choose Arts and Values or courses whose descriptions state “Fulfills the Core/LS requirement in Fine Arts” under Art History courses.

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.

(This is a course for non-majors and satisfies the Core/Liberal Studies requirement for freshmen.)

STUDIO ART AND DIGITAL MEDIA 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

Three Credits

A foundation course which investigates the elements and principles of design that underlie 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

An introduction to the techniques and concepts of creating sculpture. The formal skills of constructing, modeling, and carving will be used to create both figurative and abstract forms. The qualities, properties, and structural possibilities of various traditional materials will be explored, as well as those that are more contemporary and unconventional. 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 annually.

ART 110

Basic Drawing

Three Credits

This course is designed to introduce the student to the materials and techniques of drawing, focusing on the representation and interpretation of objects and natural forms. This course assumes no previous experience. Offered every semester. (Fulfills the Core/LS requirement for Fine Arts.)

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

Three Dimensional Design

Three Credits

A foundation course which investigates the elements and principles of designing with sculptural forms. Through a series of hands-on projects and regular group critiques, students will develop the skills necessary for creating in three dimensions. Offered every semester.

NOTE: This course explores traditional, not digital, techniques.

Prerequisite: ART 101

ART 202

Intermediate Painting

Three Credits

The fundamental skills acquired in Basic 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 semester.

Prerequisite: ART 111

ART 203

Drawing II: Media and Techniques

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 spring.

Prerequisite: ART 110

ART 205

Intermediate Sculpture

Three Credits

A further exploration of spatial concepts as they relate to sculptural form. More sophisticated issues concerning the expressive characteristics and structural possibilities of materials will be investigated. Projects will be directed toward the pursuit of personal interpretation. Appropriate techniques and materials will be examined on an individual basis.

Prerequisite: ART 105

ART 207

Basic Printmaking

Three Credits

This course introduces the student to basic principles, materials, and techniques used in printmaking. Individual instruction will be directed toward each student's development of a strong personal statement. Through lectures, demonstrations, and hands-on experiences, students will become familiar with both traditional and contemporary approaches. Offered every year.

Prerequisites: ART 101, ART 110 or permission of instructor

ART 212

Figure Drawing

Three Credits

This course is designed to introduce students to the study of the human figure, applying the skills and techniques acquired in Basic Drawing. Although this course covers fundamental human skeletal and muscular structure, its focus is on learning to represent the expressive nature of the human figure through various drawing techniques and the development of individual style. Offered every year.

Prerequisite: ART 110

ART 215

Graphic Design I

Three Credits

This course provides an overview of the Graphic Design field, emphasizing basic lettering and typography, production, and design skills. Assigned projects furnish an understanding of the designer's creative process—the progressive steps from research, thumbnails, and roughs through the finished mechanicals. A strong digital component builds a relationship between analog and computer-related skills. Students are encouraged to approach problem solving in an imaginative yet professional manner. Offered every semester.

Prerequisites: ART 101, ART 231

ART 231

Introduction to Digital Media

Three Credits LA

This course is designed to introduce students to the field of computer art. 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 photography, animation, and multimedia applications, including the creation of CD-ROMs, through a combination of lectures, demonstrations, and hands-on experiences. Offered every semester.

Prerequisite: ART 101 or permission of instructor

ART 235

Digital Animation I

Three Credits LA

This course explores the new methods of painting and animating with a computer. Students will become familiar with the history of animation and 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 lectures, demonstrations, viewing animations, and hands-on experiences. Offered every semester.

Prerequisite: ART 231

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. Offered every semester.

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 year.

Prerequisite: ART 202

ART 310

Drawing III: Advanced Projects

Three Credits

Advanced study in drawing, stressing a more personal expression. Includes substantial experimentation and consideration of contemporary aesthetic issues in art. Offered every spring.

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 toward the evolution of sophisticated criteria to aid in understanding images within the context of historical and contemporary photography. Offered every spring.

Prerequisite: ART 240

ART 315

Graphic Design II

Three Credits

This course will focus on communication design problems, with a special emphasis on advertising and publication design. Concept development will be stressed as students explore fundamental perceptual, symbolic, and expressive approaches to design. Students will further develop their digital skills as they learn today's computer-based equivalents to traditional analog skills. Production skills will be refined, along with a closer examination of the expressive nature of typography. 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 toward 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, as well as the use of layers, channels, paths, and specialized filters to modify images. Printing technologies of digital imagery will also be explored. Offered every semester.

Prerequisite: ART 231

ART 321

Digital Painting

Three Credits LA

This experimental course is an introduction to the new field of digital painting with an exploration of industry-standard software. Students will be introduced to the traditional principles of the medium and learn how they are applied digitally. They will also gain an understanding of emerging techniques for creating paintings and learn how the digital paintings are used in other media. This class will utilize lectures, demonstrations, discussions, and hands-on experiences. Assignments will include projects that explore digital printing and a journal of techniques and creative issues. Offered every year.

Prerequisite: ART 231

ART 322

Multimedia Authoring

Three Credits LA

Multimedia is a new and challenging medium for artists and designers, and the multimedia artist needs to be aware of new terminology, tools, techniques, and the art concepts behind them. Students will learn how to create an interactive work that integrates digital images, design, typography, animation, and sound. Students will also learn the stages in the development process, survey current design and artistic approaches, and have a hands-on experience as a member of a team developing a multimedia design project for distribution on disk or via the Web. Offered every fall.

Prerequisites: ART 235, ART 320, or permission of instructor

ART 323

Designing for the Web

Three Credits LA

This course introduces students to the World Wide Web as a design and fine-arts medium. Through a combination of lectures, demonstrations, research, and hands-on experiences, students will learn the concepts and vocabulary of web design, its history, and how to apply their traditional design knowledge in a new, nontraditional medium. Students will also learn how to prepare effective graphic and multimedia elements for the Web and develop a greater understanding of the importance of the interrelation of these elements in the aesthetics of web designs. Students will also gain a sense of web design as a profession and artist's medium and the range of successful design and artistic approaches in use today. Offered every semester.

Prerequisites: ART 231, ART 215 (recommended)

ART 324

Digital Layout and Design

Three Credits LA

This course introduces advanced desktop-publishing techniques using page layout software such as QuarkXPress and InDesign. Students will produce a variety of projects that incorporate the use of master pages, style sheets, spot and process color separations, custom layout formats, design libraries, and the conversion of EPS files into Portable Document Format files. This course stresses production techniques that are required knowledge for contemporary designers. Offered every semester.

Prerequisites: ART 231, ART 320, or permission of instructor

ART 325

Visual Book

Three Credits LA

This course will teach students the basic vocabulary and techniques of bookmaking. Students will learn to assemble their photographs, drawings, prints, and/or writing into creative book structures. A semester project will be the completion of a journal using an 'altered book' format. Offered every year.

Prerequisites: ART 101, ART 110

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 department chair

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 department chair

ART 412

Advanced Sculpture I

Three Credits LA

ART 413

Advanced Sculpture II

Three Credits LA

ART 420

Multimedia Projects

Three Credits LA

This course builds on the knowledge and skills developed in Multimedia Authoring. Students will learn in more depth about effective interface design and how programming makes possible more complex and effective multimedia productions. Projects may include both stand-alone interactive design and interactive website design.

Prerequisites: ART 235, ART 320, ART 322 or permission of instructor

ART 425

Digital Photography II: Special Projects and Techniques

Three Credits LA

This course will build on the skills and conceptual growth established in Digital Photography I. Students will continue to explore creative areas while building on more specific technical skills required for professional production of printed work. Projects will extend students' perceptions of digital imaging in both creative and applied areas. It is expected that students will work on projects outside of class using the computers in the Digital Media lab. Students should expect to spend approximately four to six hours per week working on assignments. Offered every year.

Prerequisite: ART 320

ART 430

3D Modeling and Animation

Three Credits LA

Dual Listed as COM 430

This class is an introduction to the field of 3-dimensional modeling and animation used for the Web, video and multimedia programs, and the entertainment industry. Students will learn the process of using the computer to generate objects and their placement relative to space, cameras, and light sources. Centering on the architecture of movement and the conception and the creation of animated forms, this course will introduce students to the principles of object-oriented modeling, complex 3D modeling (freeform surfaces), animation, and physical simulation techniques, as well as some basic object-oriented programming. Offered every semester.

Prerequisite: ART 235

ART 435

Digital Animation II: Special Projects and Techniques

Three Credits LA

This experimental course is designed for upper-level students in digital media to expand their understanding and skills in digital animation. It is a project-oriented course with hands-on experiences as an individual and as a member of a team. We will continue the exploration of animation software begun in Digital Animation I, while creating long animations.

This class will utilize lectures, demonstrations, discussions, and hands-on experiences. Multimedia, visits to dynamic websites, and videotapes of classic animated films will also be included. Assignments will include creative projects that explore digital animation, character design, and the creation of interactive elements. Offered every year.

Prerequisite: ART 235

ART 478

Senior Thesis: Portfolio

Three Credits

Students will work independently in an area of studio art or digital media of their choice. Those students enrolled in Senior Thesis will meet for a normally scheduled class session once each week for general critique and review, and with their faculty advisors separately for additional review. Their goals will be to sharpen the skill required by the area they have chosen and to produce a final thesis project worthy of professional portfolio or performance standards. Senior Thesis will bring each student's work to a new level of technical and aesthetic proficiency in preparation for the assembly of a final graduation portfolio. Offered every fall.

Prerequisite: Senior standing

ART HISTORY COURSES

ART 160

History of Western Art I

Three Credits LA

This course studies the history of painting, sculpture, and architecture from prehistory and Ancient Egypt to the cathedrals of medieval Europe with an emphasis on the relationship between the arts, societal values, and religious beliefs. Offered every semester.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 180

History of Western Art II

Three Credits LA

This course studies the history of painting, sculpture, and architecture from the revival of Greco-Roman humanism in the Renaissance to the development of abstract art in the early 20th century. The arts will be considered in relation to the religious upheaval of the Reformation of the 16th century and the social revolutions of the 18th, 19th, and 20th centuries. Offered every semester.

(Fulfills the Core/LS requirement for Fine Arts.)

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. Offered every semester.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 230

Greek and Roman Art

Three Credits LA

This course will examine the art of ancient Greece from the Bronze Age through the Hellenistic era and the art of ancient Rome from the early Republic through the reign of Constantine. The pre-Greek civilizations of the Cyclades, Crete, and mainland Greece will be introduced as well as the pre-Roman culture of Etruria. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 245

Medieval Art

Three Credits LA

This course examines the art and architecture of the Middle Ages in Western Europe, from Early Christian and Byzantine art to the Gothic period, with an emphasis on the relationship between the arts, societal values, and religious beliefs. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

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. (Fulfills the Core/LS requirement for Fine Arts.)

ART 256

Chinese Art

Three Credits LA

This course is an historical survey of the 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.

(Fulfills the Core/LS requirement for Fine Arts.)

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.

(Fulfills the Core/LS requirement for Fine Arts.)

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. Offered annually.

(Fulfills the Core/LS requirement for Fine Arts.)

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.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 350

Contemporary Art

Three Credits LA

This course will study the art of the late 20th century through the present time in the United States and Europe. The course will explore the technical innovations, formal characteristics, and intellectual sources and their relationship to world events and cultural history. Offered annually.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 362

Art & 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; color theory; psychoanalysis of art; and the impact of modern art on applied design and architecture.

(Fulfills the Core/LS requirement for Fine Arts.)

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 Post-Impressionism of Cézanne, Seurat, Gauguin, and Van Gogh. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

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 annually.

(Fulfills the Core/LS requirement for Fine Arts.)

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 VanderGoes 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.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 391-392-393

Special Topics in Studio Art, Digital Media, 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 Advanced Art courses. Permission of the instructor and the Dean is required.

ART 397

Advanced Internship

Three Credits

Internships are arranged with local or New York City companies, galleries and museums, or with art professionals. They are designed to give juniors and seniors in Art History, Studio Art or Digital Media an opportunity to work with professionals. Students must have a 2.5 cumulative grade-point average and be recommended by the Art and Art History faculty. An internship is not a requirement for a major in Fine Arts, Studio Art or Digital Media.

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 values 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. Offered every spring.

ATHLETIC TRAINING

ATHT 102

Introduction to Clinical Athletic Training

One Credit

This course is offered to first-year students in the Athletic Training Major. It introduces them to the basic clinical techniques in dealing with prevention and management of athletic injuries. Discussions on preventative wrapping and strapping, padding and bracing, and splinting and transportation.

Prerequisite: Introduction to Athletic Training or permission of Program Director

ATHT 103

Introduction to Athletic Training

Two Credits

This introductory course in athletic training is designed for those interested in the Athletic Training major. The student will gain insight into the profession, the preparation of the athletic trainer, and the role of the athletic health-care professional in various settings. Discussions about other allied health-care professionals with whom the athletic trainer will work closely (PTs, EMTs, etc.) will be emphasized.

ATHT 205

Basic Concepts in Athletic Training

Two Credits – lecture

One Credit – laboratory

Prevention, recognition and evaluation, rehabilitation (management), and administration of sports-related injury and illness. The course will cover the entire body within these four domains as well as other issues pertinent to the health care of athletes. The laboratory session is designed to provide the student with practical application of the material discussed in the lecture.

Prerequisites: ATHT 102, ATHT 103 and acceptance into the professional phase of the Athletic Training Education Program, or permission of Program Director.

ATHT 304

Therapeutic Modalities in Athletic Training

Two Credits – lecture

One Credit – laboratory

Discussion of the latest therapeutic techniques used in athletic training. History of the foundation of all modalities as well as current concepts. Use and misuse, as well as contraindication, for all modalities. Each student will practice and learn each modality through the laboratory session so they have a clear understanding of why and how to use each modality.

Prerequisite: ATHT 205

ATHT 306

Therapeutic Exercise in Athletic Training

Two Credits – lecture

One Credit – laboratory

The use of rehabilitation equipment and exercises associated with rehabilitation in athletic injuries. The student will also use evaluation devices such as a goniometer, girth testing, gait analysis, muscle testing, joint mobilization, and proprioceptive neuromuscular facilitation.

Prerequisites: ATHT 205, HLTH 300

ATHT 308

Upper Body/Extremity Assessment of Musculoskeletal Injuries

Two Credits

This course will provide the student with information on assessment techniques specific to the upper body. The assessment techniques will include material specific to history, observation, palpation, range of motion, and special tests. Also included in the course will be material on neurological and circulatory evaluations for the upper body.

Prerequisites: ATHT 205, BIOL 201 & 202

ATHT 309

Lower Body/Extremity Assessment of Musculoskeletal Injuries

Two Credits

This course will provide the student with information on assessment techniques specific to the lower body. The assessment techniques will include material specific to history, observation, palpation, range of motion, and special tests. Also included in the course will be material on neurological and circulatory evaluations for the lower body.

Prerequisites: ATHT 205, BIOL 201 & 202

ATHT 330

Advanced Concepts in Athletic Training

Three Credits – lecture

Detailed coverage of advanced athletic injury evaluation techniques (head and neck injuries; spine board extraction; head and face injury; unconscious athlete; etc). Emphasis will also be placed on special athletic-related topics, common skin disorders, illnesses, pharmacology, casting and splinting, and youth sports. The laboratory section will coincide with the lecture topics each week. It will allow the student the practical application experience he or she will need to develop competencies in these areas.

Prerequisite: ATHT 205

ATHT 381-382-383-384-385-386-387-388

Athletic Training Internship

One-Two-Three-Four-Five-Six-Seven-Eight Credits

The internship is a professionally oriented experience related to the field of Athletic Training and/or Sports Medicine. Permission of the Program Director of Athletic Training is required.

ATHT 395-396-397-398-497-498

Practicum in Athletic Training I–VI

One Credit each

These Practicum courses are designed to assess student competency and proficiency in the psychomotor skills determined by the NATA Educational Council. The proficiencies will address the areas of risk management and injury prevention, assessment and evaluation, acute care, pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, psychosocial intervention/referral, health-care administration, professional development/responsibilities, and nutritional aspects. In addition, clinical experience in affiliated athletic training settings is required.

Prerequisites: Acceptance into the professional phase of the Athletic Training Education Program; consent of Program Director

ATHT 400

Athletic Training Administration and Strategies

Three Credits

This senior-level course is designed to present the responsibilities of the athletic trainer as an educator and administrator. Ideas of learning theory, learning styles, and instructional strategies will be presented. The evolving role of athletic training in the United States health-care system will be discussed.

Prerequisite: ATHT 205

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 130

General Biology I

Four Credits LA

This course is designed to introduce science majors to the major generalizations in biology. Topics include the scientific method, the chemical and cellular basis of life, energy transformation, DNA structure and replication, protein synthesis, and cell division. The laboratory will emphasize hands-on exercises including such topics as data analysis, dissection, taxonomy and classification, and cell division. *Three-hour lecture, three-hour laboratory per week.*

BIOL 131

General Biology II

Four Credits LA

Designed to introduce science majors to fundamental concepts in biology. Topics include: transmission genetics, evolutionary theory, and selected ecological principles along with an examination of science as a process and the distinction between science and religion. The laboratory will emphasize experimental design, genetics, evolution and animal diversity. *Three-hour lecture, three-hour laboratory per week.*

Prerequisite: BIOL 130

BIOL 201

Human Anatomy and Physiology I

Four Credits

This course will acquaint students with the structure and function of the human body with emphasis on coordination and adjustment mechanisms and correlation with necessary chemical processes. Laboratory periods provide practical understanding of human systems and evaluation of fundamental concepts. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: BIOL 130 - 131 or equivalent

BIOL 202

Human Anatomy and Physiology II

Four Credits

This course will acquaint students with the structure and function of the human body with emphasis on coordination and adjustment mechanisms and correlation with necessary chemical processes. Laboratory periods provide practical understanding of human systems and evaluation of fundamental concepts. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.*

Prerequisite: BIOL 201

BIOL 203

Human Nutrition

Three credits

Dual listed as HLTH 201

Functions and sources of nutrients, dietary adequacy, factors (including health, disease, aging, pregnancy, and exercise) that govern nutrient requirements, energy balance, and weight control. This course is intended for students majoring in biology, biochemistry, athletic training, and other health-related areas.

Prerequisites: BIOL 130 - 131 and CHEM 131-132, or their equivalents

BIOL 211

Plant Biology

Four Credits LA

An introduction to basic interrelationships of plant structure, function, growth, and reproduction. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: BIOL 130-131 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. Science as a process and how science differs from religion will be examined. Topics include: Darwin, natural selection and other mechanisms that cause change, evolutionary medicine, how life began, and selected examples of animal evolution and adaptation. *Three-hour lecture per week.*

BIOL 225

Topics in Nutrition

Three Credits LA

Dual listed as HLTH 225

This course is designed for non-science majors to learn scientifically supported as well as traditional approaches to nourishing and healing the body which can be incorporated into personal, daily, good health practices. An emphasis is placed on multicultural, political, and ecological dimensions of dietary choices. The concept of food as medicine and the concept of diet as a critical component in healing are fundamental to this course. Included are the exploration of herbal medicine, environmental health, and healing choices. Students also will develop the skills and understanding to analyze, compare, and contrast dietary choices for personal health. *Three-hour lecture per week.*

(Fulfills Core/LS Natural Science requirement.)

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. *Three-hour lecture per week.*

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. *Three-hour lecture per week.*

BIOL 305

Animal Behavior

Three credits LA

A study of animal behavior from the ethological perspective. Topics 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. *Three-hour lecture per week.*

Prerequisite: Grade of C or higher in BIOL 130 and 131 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. *Three-hour lecture, three-hour lab per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

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. *Three-hour lecture per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 320

Genetics

Four Credits LA

A study of transmission, population, molecular, and cytogenetics. Both in the classroom and the laboratory, the emphasis is on reinforcing basic concepts through a study of the classic experiments in genetics as well as current research. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 321

Evolution

Three Credits LA

Topics 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. *Three-hour lecture per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 325

Histology

Four Credits LA

A study of animal tissue organization and types. Tissue microanatomy and recognition are covered in lectures and through student microscopic study. The techniques of histological procedures are taught in the preparation of permanent slides. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 327

Freshwater Ecology

Three Credits LA

Dual Listed as ENSC 327

See ENSC 327 for course description.

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. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 360

Ecology: Principles & Practice

Four Credits LA

Dual Listed as ENSC 360

Study of interrelationships among organisms and with their environments. Topics include organism responses to physical and chemical conditions, population growth and regulation, intra- and interspecific competition, herbivory, predation, parasitism, mutualism, community structure, ecosystem productivity, nutrient cycling, and decomposition. *Three-hour lecture, three-hour fieldwork/lab per week.*

Prerequisites: Grade of C or higher in BIOL 130 and 131; one semester of college CHEM with Lab; MATH 130. Junior or senior standing recommended.

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 school 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: Grade of C or higher in BIOL 130 and 131 and permission of instructor

BIOL 420

Invertebrate Zoology

Four Credits LA

Invertebrate Zoology is a demanding course that focuses on animals lacking backbones, methodologies for their study, and the relationships that invertebrates have with their environments. Groups studied include sponges, mollusks, crustaceans, worms, arachnids, insects (the most diverse of all), starfish & kin. Lectures emphasize morphology, evolution, and ecology. Laboratories include dissections, observations of preserved and living specimens, and collecting field trips. A large field component is obligatory and challenges students to explore their personal field skills. Students will need to pay their travel expenses. *A single three-hour lecture/laboratory per week and an approximately ten-day field trip.*

Prerequisites: Grade of C or higher in BIOL 130 and 131

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. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 430

Developmental Biology

Four Credits LA

A study of the principles of growth and development in vertebrates. Emphasis in laboratory is placed on amphibian and chick development. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 435

Plant Physiology

Four Credits LA

An advanced study of the dynamic processes of growth, metabolism, and reproduction in living plants. Topics will include enzyme kinetics; gene expression and protein turnover; water relations; nutrition; physiological and ecological considerations of photosynthesis; stress physiology; secondary defense metabolites; response of herbivores to toxic secondary compounds; physiology and biochemistry of hormones; development and biochemistry and physiology of phytochrome. Lecture topics are supplemented with weekly laboratory experiments, giving students an in-depth understanding of concepts and hands-on experience in modern laboratory techniques. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: BIOL 211 and CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131, or permission of instructor

BIOL 440

Vertebrate Physiology

Four Credits LA

Basic principles of general animal physiology emphasizing integration of organ system functions to maintain the individual under varying conditions. Control by the nervous and hormonal systems connect all topics which will emphasize the human organism. Topics with special emphasis will include: physiology of excitable cells, muscle physiology, circulation, respiration, fluid and ion balance, and nutrient processing. The laboratory will emphasize experimentation, data analysis, and professional writing. Offered every fall. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 450

Biotechnology

Four Credits LA

An intensive laboratory course covering both basic and advanced techniques in biotechnology. Subcloning, gel electrophoresis, and polymerase chain reaction (PCR) will be emphasized. Other techniques will be covered, such as sequencing, DNA and protein blotting, protein isolation, and bioinformatics. Students will apply their skill to a group project. Students will also learn how to find employment or graduate programs in molecular biology. The hands-on advanced nature of this course demands a substantial time commitment outside of normal lecture/lab hours. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 211-212 and CHEM 215-216 or CHEM 201-202, and grade of C or higher in BIOL 130 and 131, or permission of instructor

SCI 477

Science, Medicine and Ethics

Three Credits LA

This 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.

Prerequisites: PHIL 300 and senior status, or permission of instructor

BIOL 480-481

Research I–II

One-Three Credits LA

These courses offer the student the opportunity to conduct research in biology under the direction of a faculty member. One week prior to the last scheduled class day of the semester the student presents a written report to their faculty mentor and the Biology Chairperson. Each individual student will also present a public seminar on campus at the end-of-semester Biology Student Research Symposium.

Prerequisites: Permission of the Biology Chairperson

BIOL 493

Molecular Biology

Four Credits LA

This course is designed to introduce students to the behavior of molecules in cellular systems as well as diversity in gene expression via the processes of DNA, RNA, and protein synthesis. Students will participate in an intense weekly analysis of research papers from the current molecular literature. Three-hour lecture, three-hour laboratory per week.

Prerequisites: BIOL 320, and either CHEM 201-202 OR CHEM 212 and 216

BUSINESS ADMINISTRATION

BUS 100

Introduction to Business and Management

Three Credits

This course introduces students to the world of business and the practice of management. It is designed to be an interactive and lively experience that provides the student a basic understanding of organizations, managers, business, and themselves. Students will learn to see and analyze an organization as a complete and integrated system. We will cover the dynamic world of business, the nature of managerial work, the history of managerial thought, planning and decision making, organization structure and design, individual responsibility, and the nature of careers in today's business environment. Students will be challenged to think critically and discuss the implications of organizational action. Offered every semester.

BUS 202

Global Business & Society

Three Credits

This course introduces the student to the global business environment, with particular attention given to the advantages and disadvantages of the corporate form of organization. A major emphasis will be on social, political, and cultural forces influencing global business decisions and operations; ethical challenges in the global marketplace; and other current issues such as diversity, technology, and concern for the physical environment. Offered every semester.

BUS 301

Human Resource Management

Three Credits

This course encompasses the recruitment, selection, development, and utilization of any organization's most costly resource: its employees. In addition, organization rewards systems, health and safety, and labor relations will be covered as they affect 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 100 or ACCT 204

BUS 302

Organizational Behavior

Three Credits

This course provides a foundation for understanding organizational behavior at the individual, group, and organizational level. The course will familiarize students with research, theories, models, concepts, and contemporary issues in the field. This course will emphasize active learning and skill development structured around the conceptual content of the course. Offered every semester.

Prerequisites: BUS 100 or ACCT 204

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, financial analysis and forecasting, stock valuation, bond valuation, and the financial markets. Offered every semester.

Prerequisites: ACCT 203, MATH 130, ECON 104 and ECON 103

BUS 340

Marketing Principles

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 strategies) 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.

Prerequisites: ECON 103 or 150; and BUS 100 or ACCT 204

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 382

Legal Foundation of Business

Three Credits

This course provides a foundation for understanding our legal system and how this system supports U.S. and global business practices. In addition, students learn basic concepts of contract law, property law, tort law, and administrative law, and are introduced to issues being raised by globalization and e-commerce. Offered every semester.

BUS 388

Operations 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 or MATH 241; and MATH 130, ACCT 204, BUS 100

Recommended: ECON 104, 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 an examination of labor law, the role of the National Labor Relations Board, public-sector bargaining, and selected contract issues. Offered every fall.

Prerequisites: BUS 301, ECON 104, 102

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. Offered every spring.

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.

Prerequisites: BUS 320, MATH 115 or 241. The faculty recommend that students take ECON 422 and BUS 421 before BUS 420.

BUS 421

Corporate Finance

Three Credits

A further study of the major topics in corporate finance with emphasis on risk, capital structure, capital budgeting, dividend policy, derivatives, and international finance. Students employ computer spreadsheets to integrate corporate financial theory. Offered every semester.

Prerequisites: BUS 320, MATH 115 or MATH 241

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, multinational 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 online) 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 100 or ACCT 204

Recommended: BUS 382, 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 semester.

Prerequisites: BUS 100 or ACCT 204, BUS 340

BUS 441

Marketing Research

Three Credits

This course focuses on the importance of establishing formal information links between an 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 organizational 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 semester.

Prerequisites: BUS 100 or ACCT 204, BUS 340, MATH 130

BUS 442

International Marketing

Three Credits

The objectives of this course are to develop an understanding of marketing management across 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 analytical skills in actual situations via case studies. A term project will require library research and decision making. Offered every spring.

Prerequisites: BUS 100 or ACCT 204, BUS 340, BUS 382

BUS 450

Marketing Policies & Problems

Three Credits

Restricted to seniors. 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 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 semester.

Prerequisites: BUS 440 or BUS 441; and senior standing

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, but more sections offered in the spring.

Prerequisites: BUS 301, BUS 302, BUS 320, BUS 340; and senior standing

CAREER DEVELOPMENT

CRDV 100

Employment Practicum

One Credit

At the end of this course the student will have completed a profile of tools and information with which to conduct a search for internships or full-time jobs. The course seeks to develop an understanding of HR/employment practices as students develop practical skills to facilitate their individual success including: writing effective resumes, preparing job search correspondence, improving interview skills, networking and job prospecting and using Internet resources to land internships and jobs. This course is primarily taught via iLearn. Most sections incorporate 3 in-class sessions; however, they can be adapted for study abroad or distance learning.

CRDV 105

Career Planning and Decision Making

One Credit

Students explore majors and careers as this course seeks to develop and strengthen a student's ability to utilize self-assessment, critical thinking, and research techniques to define personal characteristics, identify and research career options, and develop an understanding of labor market trends and forecasting. The emphasis is on making an informed decision about choice of major and career. This course combines in-class sessions with some assignments on the Internet and resources on iLearn.

CATHOLIC STUDIES

CAST 200

Catholic Studies I: Medieval Europe

Three Credits LA

Dual listed as HIST 248

See HIST 248 for course description.

CAST 201

Catholic Studies II: The Catholic Church in Modern Times

Three Credits LA

Dual listed as HIST 255

See HIST 255 for course description.

CAST 202

Catholic Thought and Spirituality

Three Credits LA

Dual listed as REST 243

See REST 243 for course description.

CHEMISTRY

CHEM 101

Introduction to Chemistry

Three Credits LA

CHEM 101 is a one-semester course that provides an introduction to the fundamental theories of science with a specific focus on chemistry. This course fulfills one science unit of the core curriculum. The course objective is to provide a foundation of knowledge that can be used to interpret and understand science and chemistry related information as well as decision making in the scientific community. The course will consider the historical, philosophical, ethical, and moral considerations in scientific decision-making and theory.

CHEM 102

Introduction to Chemistry Lab

One Credit LA

One-credit course designed to inculcate accepted laboratory procedures with regard to safety, techniques, measurement, and reporting of results. *One three-hour laboratory per week.*

CHEM 131

General Chemistry I: Introduction to Inorganic Chemistry

Four Credits LA

An introduction to the fundamental theories of inorganic chemistry including the structure of atoms, electronic structure, bonding, reactions in aqueous media, gas behavior, intermolecular forces, and properties of solutions. The laboratory course demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing. *Two lectures, one recitation, and one three-hour laboratory per week.*

CHEM 132

General Chemistry II: Introduction to Physical Chemistry

Four Credits LA

An introduction to the principles of physical chemistry beginning with chemical thermodynamics and working through reaction rates, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The lecture and laboratory components of this course are designed to complement each other. Lecture presents background theory while laboratory emphasizes application of theoretical concepts to hands-on discovery. *Two lectures, one recitation, and one three-hour laboratory per week.*

Prerequisite: CHEM 131

CHEM 201

Introduction to Organic Chemistry

Three Credits LA

This one-semester course is designed to give biology, environmental science, and medical technology students who are not oriented toward graduate school or medical school a basic understanding of the principles of organic chemistry. *Two lectures per week.*

Prerequisites: CHEM 131-132

CHEM 202

Introductory Organic Chemistry Laboratory

One Credit

Designed to accompany CHEM 201. Topics include separation techniques, physical and chemical properties of organic compounds, and an introduction to infrared and nuclear magnetic resonance spectroscopy. *One three-hour laboratory per week.*

Pre- or Corequisite: CHEM 201

CHEM 211-212

Organic Chemistry I-II

Three Credits each LA

This is a two-semester introductory course in organic chemistry. CHEM 211-212 is designed to provide the student with a thorough understanding of the structures, properties, and reactions of organic molecules. The topics of stereochemistry, stability, spectroscopic analysis, reaction mechanisms, and multistep synthesis are emphasized throughout the course. *Two lectures plus one recitation per week.*

Prerequisites: CHEM 131-132; successful completion of CHEM 211 is a prerequisite for CHEM 212

CHEM 215-216

Organic Chemistry Laboratory I-II

One Credit each LA

This is a two-semester laboratory course designed to accompany the yearlong organic chemistry lecture course (CHEM 211-212) that provides students with hands-on experience. Students will learn a variety of important organic chemistry laboratory techniques in the context of purification and purity assessment, and these techniques are integrated into future labs of increasing complexity. Students will carry out selected reactions studied in lecture, with an emphasis on the purification and characterization of products. Scientific writing is emphasized throughout. *Three-hour laboratory per week.*

Corequisite: CHEM 211 (for CHEM 215); CHEM 212 (for CHEM 216)

CHEM 309

Environmental Chemistry Laboratory

One Credit LA

Dual listed as ENSC 309

See ENSC 309 for course description.

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. Two lectures per week. Offered when sufficient student demand exists.

Prerequisite: CHEM 201 or 211

CHEM 355

Analytical Chemistry

Four Credits LA

An introduction to the theory and application of analytical chemistry. The course will introduce concepts of sampling, sample preparation, classical and instrumental methods of analysis (including calibration, validation, and quality control), statistical analysis of data, and communication skills. The theory of analytical methods will apply and extend general chemistry knowledge while instrumental methods and concepts will be introduced. The laboratory component will focus on good laboratory techniques, achievement of good accuracy and precision, correct procedure for maintaining a notebook, data analysis, and communication of results through report writing. *Two lectures plus one three-hour laboratory per week.*

Prerequisites: CHEM 131-132

CHEM 361

Thermodynamics & Kinetics

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. *Two lectures per week.*

Prerequisites: CHEM 131-132, PHYS 211-212, or permission of instructor

Pre- or Corequisite: MATH 210

CHEM 362

Quantum and Statistical Mechanics

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. *Three-hour lecture per week.*

Prerequisites: CHEM 131-132 and PHYS 211-212, or permission of instructor

Pre- or Corequisite: MATH 210

CHEM 365

Experimental Physical Chemistry: Thermodynamics & Kinetics

One Credit LA

Application of the theoretical ideas presented in CHEM 361 in the laboratory. This half-semester course focuses on experimental determination of physical properties such as heat capacity and reaction rates. Emphasis on written and oral presentation of ideas. *One four-hour laboratory per week.*

Pre- or Corequisite: CHEM 361

CHEM 366

Experimental Physical Chemistry: Quantum and Statistical Mechanics

One Credit LA

Application of the theoretical ideas presented in CHEM 362 in the laboratory. This half-semester course focuses on spectroscopic and computational determination of quantum mechanical properties of small molecules. Emphasis on written and oral presentation of ideas. *One four-hour laboratory per week.*

Pre- or Corequisite: CHEM 362

CHEM 376

Research Methods in Chemistry I

Four Credits LA

This course serves as a formal introduction to the tools of chemical research and is aimed at students in the spring semester of their junior year. The material will

cover the correct procedure for maintaining a laboratory notebook, experimental design, statistical treatment of results, methods for performing literature searches, critical review of literature, as well as various scientific writing and communication skills. The course also includes a project component which will serve as the basis for many of the assignments. The project must include a significant analytical chemistry component or the agreement of a faculty member to act as an advisor. *Two lectures plus one three-hour laboratory per week.*

Prerequisite: CHEM 355

CHEM 420

Biochemistry I

Three Credits LA

A study of the structure and function of molecules of biological significance, intermediary metabolism, the role of enzymes, and of the biochemistry storage, replication, and transmission of genetic information. *Two lectures per week.*

Prerequisites: CHEM 211-212

Recommended: BIOL 130-131

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. *Two lectures per week.*

Prerequisite: CHEM 420

CHEM 423

Biochemistry Laboratory I

One Credit LA

A laboratory course designed to expose students to basic biochemical techniques. Topics include the analysis of amino acids, carbohydrates, and lipids, as well as enzyme assay, protein purification, and electrophoresis. *One three-hour laboratory per week.*

Prerequisites: CHEM 211-212-215-216

Corequisite: CHEM 421

CHEM 424

Biochemistry Laboratory II

One Credit LA

A laboratory course, continued from CHEM 423, designed to expose students to basic biochemical techniques. Topics include cellular metabolism, proton transport, nucleic acid composition and manipulation, advanced aspects of protein purification, and characterization and application of on-line biochemistry resources. *One three-hour laboratory per week.*

Prerequisites: CHEM 420 and CHEM 423

Corequisite: CHEM 421

CHEM 430

Advanced Inorganic Chemistry

Three Credits LA

An advanced treatment of special topics in inorganic and transition metal chemistry. *Two lectures per week.*

Prerequisites: CHEM 361-362 or permission of instructor

CHEM 431

Advanced Inorganic Chemistry Lab

Two credits LA

This laboratory course will provide experience with the synthesis and characterization of inorganic compounds, as well as the study of how organometallic compounds can be used in organic synthesis. In the process, a variety of advanced laboratory techniques will be explored and hands-on experience with modern instrumentation will be obtained. *One four-hour laboratory per week.*

Prerequisites: CHEM 365-366

CHEM 440

Advanced Organic Chemistry

Three Credits LA

This course is designed to give students in-depth experience with a variety of selected topics in organic chemistry, building off a solid foundation gained in CHEM 211-212. The focus will be on organic synthesis (modern methodology,

multistep synthesis, and retrosynthetic analysis), reaction mechanisms, and structure determination by spectroscopic methods. *Two lectures per week.*

Prerequisites: CHEM 211-212

CHEM 460

Polymer Chemistry

Three Credits LA

This course demonstrates to the student 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 student the role that statistics and conformations of polymers plays in the correlation of molecular architecture and physical properties. *Two lectures per week.*

Prerequisites: CHEM 211-212

Pre- or Corequisite: CHEM 361

CHEM 475

Research Methods in Chemistry II

Two Credits LA

During this course the student will perform independent research under the direction of faculty mentor(s). The preliminary proposal will be prepared and approved in CHEM 376. Part of the preparation will be an agreement with a faculty member to serve as mentor, a plan to obtain equipment and supplies, and a reasonable timetable for completion of work.

Prerequisite: CHEM 376

CHEM 476

Research Methods in Chemistry III

One Credit LA

During this course the student will write a paper and orally present the results from the independent research performed in CHEM 475. Each student will present the paper at Marist with the other course participants, and subject to available funds, will also be expected to present either a talk or a poster at an external undergraduate research forum.

Prerequisite: CHEM 475

CHEM 477

Advanced Integrated Laboratory

Four Credits LA

This 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 to the solving of a practical problem. Work begins in the fall semester for this course but registration and the awarding of credit take place in the spring semester. *Ten-hour laboratory per week.*

Prerequisites: CHEM 211-212-215-216, 351-352, 361-362-363, and a C average in all the ACS core courses

SCI 477

Science, Medicine & Ethics

Three Credits LA

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.

Prerequisites: PHIL 300 and senior status, or permission of instructor

CHEM 482-483

Research I-II

Three Credits each LA

This course offers the student the opportunity to conduct 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 and permission of department chairperson

CHINESE

CHIN 101-102

Elementary Chinese I & II

Three Credits each LA

The elements of basic Chinese (Mandarin) pronunciation, reading, and writing with an emphasis on communication. Through the language study, the student is introduced to the Chinese culture. Mastery of the tonal aspect of the language requires regular practice with audio and video materials through the Language Center. This practice is a mandatory part of the homework.

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. Offered in fall and spring.

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 presentation technology is stressed. This course employs peer and, ultimately, instructor evaluations that are based on organization of ideas, development and support of a thesis, verbal and visual aesthetics, and platform performance. Offered in fall and spring.

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. Offered as and when necessary.

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. Offered in fall and spring.

Prerequisites: ENG 117, sophomore standing

COM 155

Media Literacy

Three Credits LA

Media Literacy is an introduction to the ways media influences its own future as well as our own. This course will help students become more critical of our media environment and more effective communicators of ideas, perspectives, and knowledge. Media Literacy comprises film, television, radio, the Web, and digital games. As both consumers and producers of media, we will analyze and make sense of the myriad ways that media informs, obscures, propagates, sells, and makes whole our sense of individuality and community. Topics include visual signification, digital media, the social functions of the image, and the role of media in the cultural process. Offered in fall and spring.

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. Offered in fall and spring.

Prerequisites: COM 100, CSIS 103

COM 201

Communication in Society

Three Credits LA

This course surveys mediated communication—its technologies, history and development, functions, structures, operations, political economy, norms, ethics, 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. Offered in fall and spring.

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 to help the student improve his or her own skills and to provide a foundation in basic communication theory. Offered in fall and spring.

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. Offered in fall.

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. Offered in fall and spring.

Prerequisite: COM 110

COM 227

Acting I

Three Credits LA

Dual listed as ENG 227

See ENG 227 for course description

COM 230

Digital Video for Interactive Applications

Three Credits LA

An introduction to the convergence of video and computers designed for the Interactive Media/Game Studies concentration. Technical and creative aspects of camera operation, lighting, and audio are followed by techniques in editing, effects, and graphics. Also covered are compression schemes and authoring of interactive DVDs. Offered in spring.

Prerequisite: COM 155

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. Offered in fall and spring.

Prerequisite: ENG 117

COM 255

Communicating on the Internet

Three Credits LA

A production course that also focuses on social aspects of Internet communication and implications of digital media on the WWW. Students will explore the history, structure, function, and social impact of the Internet and WWW. Students will critique sites on the WWW, learn Hypertext Markup Language, construct their own web pages, integrate multimedia and streaming media into websites, and produce web-based content. Offered in spring.

COM 260

Sport, Culture, and Communication

Three Credits LA

Examines the vital role of sport in communicating cultural norms and values in society. First, the history of the cultural importance of sport will be examined. Subsequent course work will allow students to take a critical look at the role of sport in society. Topics covered range from sport and race to the nationalistic function of sport. Speakers from various disciplines will help underscore the vast societal impact of sport. Offered in fall.

Prerequisites: Sophomore standing, COM 100

COM 265

Concepts in Game Studies

Three Credits LA

This course examines the emergence and development of the digital game as a major force in 21st-century media. The course will focus on diverse areas including the historical, cultural, and sociological impact of digital games, technical aspects of game design, the video game and production, and business aspects of the digital game industry. While students will play digital games, the course emphasizes the analysis, interpretation, and production of digital games. Different tools will be used to create an environment that will help students to see what goes into game development, why some games are published, what the survival rate is of a title and of a career. Offered in fall.

Prerequisite: COM 155 or ART 231 (for non-Communication majors)

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. Offered in fall and spring.

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. Offered in fall and spring.

Prerequisite: Sophomore standing

COM 286

Art of Film

Three Credits LA

The purpose of this course is to bring about a greater understanding and appreciation of cinema as a co-creative communication art. Students will be introduced to the techniques, aesthetics, forms, functions, effects, and values at work in cinema. Students will learn to identify and analyze the techniques and methods used in a wide range of films with the goal of demonstrating how meaning is created. This course fulfills the Core Distribution Requirement in Fine Arts. Required for Cinema Studies Minor. Offered in fall and spring.

Prerequisites: Sophomore standing, ENG 117

COM 287

Television Production

Three Credits LA

An introduction to the major areas of TV production—studio operations, electronic field production, and post production editing. Students learn camera

operation, lighting and audio techniques, and fundamentals of Avid non-linear video editing. This course also provides concepts and vocabulary designed to prepare students for a professional production environment. Offered in fall and spring.

Prerequisite: Sophomore standing

COM 289

Writing for the Media

Three Credits LA

Dual listed as ENG 327

An introduction to the basic principles and techniques of writing professional copy for the eye and ear. Formats include informational, persuasive, and entertainment content for broadcast and web media. Offered in fall and spring.

Prerequisite: 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. 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. Offered in fall and spring.

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. Offered in fall.

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. Offered in spring.

Prerequisite: ENG 117

COM 304, COM 402

Seminar in Communication

Three Credits each LA

Advanced study in communication. Offered as and when necessary.

COM 305, COM 403

Independent Research in Communication

Three Credits each LA

Directed independent study and research under the supervision of a faculty member. Offered as and when necessary.

Prerequisites: Permission of instructor and Dean

COM 306, COM 308, COM 309

Internship in Communication

One, Three, or Six Credits each

Designed to be a professional work-related experience. Provides the student with 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. Offered in fall, spring, and summer.

NOTE: Internships carry general elective credit and may not be used to fulfill communication elective requirements.

Prerequisites: Junior standing and permission of Internship Director; CRDV 100N.

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. Offered in fall and spring.

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. Offered in fall and spring.

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 database information for targeting. Offered in fall and spring.

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. Offered in fall.

Prerequisite: COM 110 or permission of instructor

COM 321

Screenwriting

Three Credits LA

This course is designed to teach students basic skills needed to write effective television and motion-picture fiction scripts. Fundamental techniques covered include, but are not limited to: character development; creation of dramatic conflict; dramatic paradigm structure; compelling filmic scene and sequence construction; and industry-accepted script formats. Offered in fall and spring.

Prerequisites: ENG 117, junior standing

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 intracultural 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. Offered in fall and spring.

Prerequisite: Junior standing

COM 330

Communication Ethics

Three Credits LA

This course addresses the moral uses of communication. It covers the methods of systematic critical evaluation of communications 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; public-relations programs; political campaigns; and the popular entertainment arts of books, music, films, and television. Offered as and when necessary.

Prerequisites: Junior standing, PHIL 300

COM 334

Directing

Three Credits LA

Dual listed as ENG 350

See ENG 350 for course description.

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 and investigative and probing techniques demonstrated in the actual writing of news and feature stories. Offered in fall and spring.

Prerequisite: COM 241

COM 341

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. Offered in fall.

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 re-creating the world around them. Works from several periods are studied both as literature and as journalism. Offered in spring.

Prerequisite: Sophomore standing

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. Offered as and when necessary.

Prerequisite: COM 340

COM 345

Photojournalism

Three Credits LA

Dual listed as ART 345

The art of reportage or documentary photography as it relates to newspaper and journal reporting. Offered as and when necessary.

Prerequisites: COM 241, ART 145

COM 346

Radio News I

Three Credits LA

Radio News I is a hands-on course in using sound to convey story. Students will research, record, write, report, edit and mix a variety of short-form radio pieces in the styles of public radio. Selected work will air on the Marist College radio station. The class will culminate in the production of a half-hour radio news magazine. Offered as and when necessary.

Prerequisite: COM 241, COM 289, COM 287, or COM 387

COM 350

Sex and the Media

Three Credits LA

This course explores the prevalence and roles of sexual content in modern media. Students will gain an understanding of the roles, functions, and effects of sex in the media as well as the historical context and societal debates surrounding sexual content. The media will be analyzed both empirically and critically. Offered as and when necessary.

Prerequisite: Junior standing

COM 355

Interactive Media I

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). Offered in fall.

Prerequisites: COM 155, COM 230, COM 255

COM 356

Interactive Media II

Three Credits LA

This course will build on the training and knowledge from earlier courses in the sequence. Instructional material will cover technical details of the multimedia production process including sound, image and file formats, multimedia composition, and building interactivity with code. The experience will allow students to apply and test all the skills developed earlier in this sequence. Basic skills in multimedia production will be honed to produce interactive content for the Web or fixed media. Additionally, students will experience and manage the media production process including planning, pre-production, testing, and reporting. Part of this process will be the experience of working in a production group. Offered in spring.

Prerequisite: COM 355

COM 357

Video Game Production

Three Credits LA

This course exposes students to techniques in video game production. Students will produce text-based adventures and two-dimensional games, including dynamic and turn-based games. They will advance to development of 3D games using Macromedia Director and other available game engines. The course will cover level editing as an extension of 3D modeling and animation. Students will integrate 3D content from various 3D production tools into game design software. Offered as and when necessary.

Prerequisites: COM 355 or ART/COM 430

COM 365

Issues in Sports Media

Three Credits LA

Will address critical issues in sports media and examine various types of sports media. Students will discuss the differences between sport and mediated sport and the symbiotic relationship between sport and media. Reviews different areas of the sports communication industry, the functions of the different media personnel, and the societal effects and impact of sports media and ethics on the industry. Offered in spring.

Prerequisite: Sophomore standing

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. Offered in fall and spring.

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 it, and analyze the data collected. Offered in fall and spring.

Prerequisites: COM 200, COM 270 or permission of instructor

COM 381

Film and History

Three Credits LA

Dual listed as HIST 381

An interdisciplinary examination of the relationship between history and its representation on film—how filmmakers use, modify, and even interpret historical periods, figures, and events for their purposes. The course will, at the same time, examine how filmic modifications are dictated by the demands of the medium and by the historical and cultural contexts under which the films are made. The course may focus on a particular historical period, event, culture, or theme. Fulfills Cinema Studies Minor requirement. Offered as and when necessary.

Prerequisites: HIST 101, junior standing, and one history or one communication course

COM 385

Women and Film

Three Credits LA

Dual listed as WMST 385

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. Fulfills Cinema Studies Minor requirement. Offered as and when necessary.

Prerequisite: Junior standing

COM 387

Audio for the Media

Three Credits

Fundamentals of audio recording, editing, mixing, and processing are addressed in a broad range of applications, including radio, film/TV, music production, and audio for the Internet. Also includes theoretical concepts about the nature of sound and psychoacoustics. Offered as and when necessary.

Prerequisite: Junior standing

COM 389

Communication Revolution

Three Credits LA

This course is an upper-level seminar in emerging communication technologies. Students will engage in self-driven investigations of emergent technologies and their attendant social consequences. The resulting presentations, debates, and discussions will center on the increasing significance of communication technologies in modern life and concerns about dependence on and access to these technologies. Offered in fall.

Prerequisite: Junior standing

COM 390

Film and Literature

Three Credits LA

Dual Listed as ENG 339

This interdisciplinary course examines the working relationship between literary texts and cinema. The course may explore the ways filmmakers interpret and modify the literary text, how those modifications are dictated by the demands of the medium, and how they help illuminate the original piece of literature and its contexts. Alternatively, the course may also explore the expression and representation of particular themes in literary and cinematic works. This exploration 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 the differences that emerge. This course is designed to be taught by a faculty member in each discipline. Fulfills Cinema Studies Minor requirement. ENG 339 fulfills the Core Distribution Requirement in Literature. Offered as and when necessary.

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 Lumière Brothers and ending with new trends in documentary. Filmmakers examined include: Robert Flaherty, Pare Lorentz, Frederick Wiseman, Leni Reifenstahl, John Grierson, John Huston, Michael Moore, and Errol Morris. 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. Fulfills Cinema Studies Minor requirement and cultural diversity requirement. Offered as and when necessary.

Prerequisite: Junior standing

COM 393

Advanced Television Production

Three Credits

This course builds upon fundamental skills from COM 287, extending the students' range to include complex studio programs with pre-produced segments, advanced field production with emphasis on lighting design, and post production editing, graphics, and effects. Offered fall and spring.

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. Offered as and when necessary.

Prerequisite: COM 287 or COM 370

COM 395

Experimental Film and Video

Three Credits LA

Examines the theory and practice of a major 20th-century art movement from its origins in Dada and surrealism to more recent abstract expressionist, 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. 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. Fulfills Cinema Studies Minor requirement. Offered as and when necessary.

Prerequisite: Junior standing

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. Offered as and when necessary.

Prerequisite: Junior standing

COM 397

Advanced Lighting Techniques

Three Credits

Explores theoretical concepts of lighting including color, exposure, diffusion, ratios, and standard designs. Practical concepts include types and construction of instruments, accessories such as gels and filters, procedures and techniques for the studio and field, and division of responsibility among the lighting crew. Safety practices involving electricity and equipment will also be covered. Offered as and when necessary.

Prerequisites: COM 287, junior standing

COM 398

Advanced Editing Techniques

Three Credits

This course seeks to develop both technical skills and aesthetic sensibilities in students who already have basic video editing ability. Students will become intimately familiar with the Avid user interface, learning new tools and time-saving techniques. Approaches to editing specific types of programs such as interviews, dramatic narratives, and music videos will be explored. Multi-layered and animated effects will be covered, as well as graphics created in external programs for export to Avid. Offered in fall and as necessary.

Prerequisites: COM 287, junior 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 about 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. Offered as and when necessary.

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. Offered in fall and spring.

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 the student's experience in the Core. Offered in fall and spring.

Prerequisite: Senior standing

COM 406, COM 408, COM 409

Advanced Internship in Communication

Nine, Twelve, or Fourteen 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. Offered in fall, spring, and summer.

NOTE: Internships carry general elective credit and may not be used to fulfill requirements for the major.

Prerequisites: Permission of internship director, CRDV 100N

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. Offered in fall and spring.

Prerequisites: COM 110, COM 210, COM 310

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. Offered as and when necessary.

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, projectile 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 print media. Theme Research, Selected Target Audiences, Copy Research, Advertising Frequency Studies, Media Research, and Budget Research are topics considered in the course. Offered as and when necessary.

Prerequisites: COM 110, COM 210

COM 420

Advanced Public Presentations

Three Credits LA

This course builds on the basic public presentation skills students have already acquired. It is designed to facilitate an advanced understanding of techniques (e.g., defusing a hostile audience, advanced delivery aspects, etc.), strategies (advanced persuasion formats), and tools (e.g., humor, PowerPoint, video-assisted feedback, etc.) that are often used in professional communication situations. Offered in fall.

Prerequisite: Successful completion of COM 101

COM 421

Advanced Screenwriting

Three Credits LA

This is a workshop course for students to originate, develop, and finalize motion picture and/or television fiction screenplays. The aim is to create unique and marketable dramatic characters and place their stories into a structured, camera-ready, and industry-oriented context. Offered in spring and as necessary.

Prerequisite: COM 321

COM 425

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. Offered biennially.

Prerequisites: COM 100, COM 200

COM 426

Seminar in Television Studies

Three Credits LA

This course focuses on a concentrated area of television studies, utilizing classroom screenings, selected readings, seminar discussions, and the development of a critical writing project. Possible topics include: genres (e.g., situation comedies, dramas, westerns); television auteurs (e.g., Norman Lear, Stephen Bochco); national television (e.g., British, American); and specific themes (e.g., feminist, medical). May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

COM 430

3D Modeling and Animation

Three Credits LA

Dual listed as ART 430

This class is an introduction to the field of 3-dimensional modeling and animation used for Internet pages, video and multimedia programs, and the entertainment industry. Students will learn the process of using the computer to generate objects and their placement relative to space, cameras, and light sources. Centering on the architecture of movement and the conception and the creation of animated forms, this course will introduce students to the principles of object-oriented modeling, complex 3D modeling (freeform surfaces), animation, and physical simulation techniques. Offered in fall and spring.

Prerequisite: Junior standing or senior standing

COM 435

Race and Ethnicity in Film

Three Credits LA

An investigation of the representation of race and difference in cinema. The course focuses on analyzing how racism is articulated in Hollywood films and also considers the question of difference in the cinema of other selected countries. Methods of resistance and subversion will be explored and assessed. Students will examine depictions of race and ethnicity in film from such perspectives as historical, psychoanalytic, semiotic, feminist, cultural, and ideological. This course fulfills a requirement for the African Diaspora Studies Minor and the Cinema Studies Minor. Offered as and when necessary.

Prerequisite: Junior standing

COM 440

Advocacy Journalism

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 will eventually be published in an electronic magazine, *The Advocate*, on the college's World Wide Web home page. Offered as and when necessary.

Prerequisite: COM 340

COM 441

Newspaper Editing

Three Credits LA

This course introduces students to the basic skills of newspaper copyediting: 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. Offered in fall.

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. Offered as and when necessary.

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. Offered as and when necessary.

Prerequisite: COM 340

COM 444

Specialized Journalism

Three Credits LA

This course is designed to provide deeper reporting experiences, focused on 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. Offered as and when necessary.

Prerequisite: COM 241

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 reporter's 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. Offered in fall.

Prerequisites: COM 241, sophomore standing or permission of instructor

COM 446

Radio News II

Three Credits LA

For the student familiar with the basics of story-based radio reporting, this course offers an opportunity to expand skills. Using National Public Radio as a model, students will research, write, report and produce pieces ranging from short news spots to longer form documentaries. Offered as and when necessary.

Prerequisite: COM 346

COM 448

Sports Broadcasting

Three Credits LA

Students learn about various aspects of sports broadcasting, ranging from radio to TV to various new technologies. Primary focus is on writing game reports for sports news. This course will also review techniques for play-by-play analysis. Students will help broadcast Marist games as part of the course. Offered in spring.

Prerequisite: Sophomore standing

COM 460

Sports Public Relations

Three Credits LA

Students learn about various components of sports PR, ranging from school athletic administration to event promotion and management. The class involves two major assignments. First, students write a press release/guidebook for a

mythical sports product/team. Second, students (in groups) plan, promote, and execute a sporting event. Offered in spring.

Prerequisite: Sophomore standing

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. Offered in fall and spring.

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. Offered in fall and spring.

Prerequisite: COM 370 or permission of instructor

COM 485

Electronic Moviemaking

Three Credits LA

This lab-intensive course provides an environment for groups of students to produce short documentary or narrative digital films. It is designed as a culmination of the production class sequence and involves pre-production, production, and post-production of original screenplays. Students have flexibility in choosing material, locations, talent, and aesthetic emphases. Upon completion, students are encouraged to enter films in festivals, including Marist's Media Arts Festival. Offered in spring.

Prerequisite: COM 393

COM 486

Film Theory and Criticism

Three Credits LA

This course introduces students to the major early and contemporary film theories and theorists, and to the application of these theories to the study of particular films and directors. Topics covered may include: the language of film; cinema and reality; film acting, costume, and sound; film genre; film and the other arts; class, race, and ethnicity; feminism; psychoanalytic theory; queer theory; ecocriticism; and spectatorship. Required for Cinema Studies Minor. Offered in fall and spring.

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 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. Offered in fall and as necessary.

Prerequisites: COM 285, junior standing

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. Offered biennially.

Prerequisite: Junior standing

COM 489

Seminar in Cinema Studies

Three Credits LA

This course focuses upon a concentrated area of cinema studies, utilizing classroom screenings, selected readings, seminar discussions, and the development of a critical writing project. Possible topics include: Genres (e.g., Horror, Art Cinema); Film Auteurs (e.g., Alfred Hitchcock); Film Movements (e.g., French New Wave); National Cinema (e.g., Italian, British, German); and Specific Themes. Fulfills Cinema Studies Minor requirement. May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

COMPUTER SCIENCE

CMSC 110

Computing Studies Seminar

One Credit LA

Dual listed as ITS 110

The seminar consists of a series of lectures covering topics in computing and information processing. For example, 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 include parallel processing, neural networks, artificial intelligence, web applications, distributed systems, decision support systems, management information systems, and a career panel. Offered every fall.

CMSC 111

Game Studies Seminar

One Credit LA

The Game Studies Seminar is a one-credit course that surveys various topics related to video games and video game development. Different individuals including faculty and guest speakers deliver lectures on a variety of game topics including (but not necessarily limited to) computer science, physics, psychology, communications, art, multimedia, and business.

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 an object-oriented programming language; to provide familiarity with 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 and implemented in an object-oriented language. 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

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 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 run-time cycles, and interrupt handling. Offered every spring.

Prerequisites: CMSC 121, CMSC 230

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

Corequisite: CMSC 233

CMSC 335

Advanced Data Structures

Three Credits LA

This course is a continuation of Computer Science II. Graphs, trees, heaps, hashing, 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 expected to construct and/or use generic data structure classes. Offered every fall.

Prerequisites: MATH 130, MATH 242, MATH 250, CMSC 121

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.

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

Three Credits LA

This course should give students a background in the 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 the OSI architecture, and various network access and Internet standards. The course will emphasize Internet protocols such as TCP and IP. The topics covered will include an analysis of the problems and limitations imposed by the physical channel, wireless networks, comparative switching techniques, routing, congestion control, and higher-level protocols needed to complete the end-user to end-user exchange. 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 mainframe 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 412

Robotics

Three Credits LA

This is a hands-on course where the student will learn about robots and about several aspects related to robot design and programming. The course covers material related to mechanical design, issues related to planning and reasoning under uncertainties, and sensors and control. Students will apply the techniques learned in a real robot system, using the LEGO Mindstorm kit, and the NQC programming language.

CMSC 414

Game Design and Programming I

Three Credits LA

The objectives of this course are to introduce a disciplined, practical approach to computer game design and programming. The game design aspect focuses on interactive and interface design, world design, play mechanics and rules, and integration of visual and audio components. The game programming aspect focuses on game-specific 2D graphics, animation, physics simulations, algorithms, data structures, and libraries. The course is project-oriented and students working in small teams design and implement their own video games from a list of options.

Prerequisites: CMSC 121; CMSC 310 or equivalent in C++

Corequisite: CMSC 446 or equivalent in computer graphics

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 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 424

Game Design and Programming II

Three Credits LA

This course continues the study of video game design and programming, building on the techniques and methods developed in Game Design & Programming I. In particular, students learn to apply game engines and application program interfaces, strategic and behavioral artificial intelligence, and game optimization techniques for both space and time considerations. Design and programming issues for multiplayer on-line games are also covered, including event-based and turn-based games. The course is project-oriented, and students design and implement their own video games from a list of options.

Prerequisite: CMSC 414

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 335, CMSC 478

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 examined using Big Oh notation and worst-, best-, and average-case analyses. The ideas of polynomial-time, NP, exponential, and intractable 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, dynamic programming, and greedy techniques will be emphasized. Offered every fall.

Prerequisite: CMSC 335

CMSC 440

Formal Languages and Computability

Three Credits LA

The study of formal languages, automata, and computability provides the theoretical foundation for the design, specification, and compilation of programming languages. The formal languages of the Chomsky Hierarchy, their grammars, and the associated abstract machines or automata will be studied. This leads naturally to consideration of the theory of computability. Offered every spring.

Prerequisite: CMSC 335

CMSC 446

Computer Graphics I

Three Credits LA

This course introduces to students all aspects of computer graphics: hardware, software, applications, and provides them with the fundamentals of computer graphics. In this course the basic concepts underlying computer graphics, such as modeling, viewing, and animation, will be covered. Students will gain experience with a graphical application programming interface (OpenGL) and an understanding of large-program design and implementation. Offered every fall.

Prerequisites: CMSC 121, MATH 242

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 reviewed, and UML, design patterns, and a software development strategy such as the unified process will be emphasized. The project and programming assignments will be implemented in a programming language which sufficiently supports the principles of software engineering. Offered every spring.

Prerequisites: CMSC 121, CMSC 335

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

COMPUTING STUDIES

CSIS 103

Information and Computer Literacy

Three Credits LA

This hands-on course will provide students with an overview of the types of information resources found in libraries and with a working knowledge of the electronic resources available in the Marist College Library. In addition, information available via the Internet and the World Wide Web will be explored. Search techniques will be demonstrated and practiced. Critical thinking and evaluation of information resources will be emphasized throughout the course. The impact of the use and availability of information locally, nationally, and globally will be discussed. MLA and APA citation style will be used. Students will learn “when” and “why” to use computer skills as well as “how.” Students will develop information and computer literacy by applying various computer skills as part of the learning process.

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.

Prerequisites: 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, CSIS 151, CSIS 152 and CSIS 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. Offered every fall.

Prerequisite: CSIS 150 or permission of instructor

CSIS 250

Introduction to Computer Animation

Three Credits LA

This lab-based course provides the background to enable students to create models, images, and animation. Students learn the basic concepts and techniques of model building, mapping, lighting, and animation using software such as Kinetix 3D Studio MAX. A project will be required. Offered in fall.

Prerequisite: CSIS 150 or permission of instructor

CRIMINAL JUSTICE

CRJU 101

Introduction to Criminal Justice

Three Credits LA

A study of the systems and systematic relationships in criminal law, police, courts, trials, prosecution and defense, and corrections.

CRJU 105

Criminal Justice Information Literacy

One Credit LA

This seminar is a mixture of theoretical and "hands-on" instruction in the approaches and techniques of finding, using, managing, and evaluating criminal justice information. This course will include an introduction to APA format.

CRJU 202

Criminology

Three Credits LA

This course is designed to analyze the various explanations given for why people commit crime. Current events are incorporated into the analysis, discussion, and critique of the various theories on the nature and causes of crime and criminal behavior.

Prerequisite: CRJU 101

CRJU 206

Criminal and Scientific Investigation

Three Credits

A study of techniques and procedures used in criminal investigation: survey of instrumentation; identification/processing of trace evidence; use and acceptability of electronic surveillance; use of informants. The role of the expert witness and

special problems in investigations (e.g., organized crime, narcotics traffic, etc.) will also be explored.

Prerequisite: CRJU 101

CRJU 221

Law and Society

Three Credits LA

Dual listed as POSC 221 and PRLG 221

The question of the relationship between law and society is problematic and unresolved. This course analyzes specific legal systems throughout history, beginning with the primitive legal systems of the Inuit and Cheyenne and ending with American and international systems of law. Theories of legal development will be included.

CRJU 223

Juvenile Delinquency

Three Credits LA

The course is intended to be a survey of the possible causes of juvenile criminality. Included in this discussion are the evolution of the term juvenile delinquent and major theories aimed at explaining juvenile delinquency. The various attempts at prevention and control of juvenile criminality as well as current research and policy will also be examined.

Prerequisite: CRJU 101

CRJU 230

Policing in America

Three Credits LA

This course introduces students to the functions, memberships, and constituencies of police organizations in America. The modern day complexity of law enforcement will be explored through readings, videos, guest lecturers, and independent research.

Prerequisite: CRJU 101

CRJU 235

Corrections

Three Credits LA

This course explores the history of corrections and the various methods of dealing with those convicted offenders who are incarcerated.

Prerequisite: CRJU 101

CRJU 242

Drug and Alcohol Use and Abuse

Three Credits LA

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 are addressed. Addiction and current methods of treatment are also studied.

CRJU 250

Introduction to United States Courts

Three Credits LA

This course examines the American Court system including the federal, state, and local court systems and the role of prosecutor, defense attorney, and judge.

Prerequisite: CRJU 101

CRJU 301

Criminal Justice Organization and Administration

Three Credits

A study of organizational principles and theory: applications to criminal justice organizations, motivation, productivity, leadership principles, and psychological aspects of management/supervision. Planning processes, decision making, staffing, and budget preparation are covered in depth.

Prerequisite: CRJU 101

CRJU 303

Criminal Procedure I: New York State Penal Code

Three Credits LA

A study of the general nature, development, and principles of criminal conduct, including 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, including their historical development and their effect on current criminal procedure. Students will review selected cases which affect criminal procedure law.

Prerequisite: CRJU 101

CRJU 305

Juvenile Justice System

Three Credits LA

The juvenile justice system is different in philosophy, logic, and practice from the adult criminal justice system. Different laws and different attitudes guide its ability to process juvenile offenders. These differences define this course and the socio-legal and nonlegal procedures that have been created to handle juvenile delinquents and pre-delinquents by police, courts, and corrections.

Prerequisite: CRJU 202

CRJU 314

U.S. Urban Cultures

Three Credits LA

Individuals come to our cities with various ethnic, religious, racial, and cultural experiences. These experiences often explain why they may react differently to different situations. Whether and how their actions attract the attention of the criminal justice system is the focus of this course.

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, drug seizure, and tariff regulation will be discussed and analyzed.

CRJU 348

Psychological Perspectives on Criminal Behavior

Three Credits LA

Dual listed as PSYC 348

This course focuses on the 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? Answers to these questions will be presented in discussions on such issues as forensic assessment, the insanity defense, and civil commitment.

Prerequisite: PSYC 101 or CRJU 101

Corequisite: Junior status

CRJU 350

Organized Crime

Three Credits LA

This course examines organized crime in its historical and cultural contexts. Of particular interest will be illegal (gambling, drugs, prostitution) and legal business dealings; its involvement in labor unions and 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

The focus of this course will be the various theories of punishment, i.e., rehabilitation, retribution, deterrence, and social defense, as they relate to

the criminal justice system. Current events are incorporated into the analysis, discussion, and critique of the various theories.

Prerequisite: CRJU 202

CRJU 374

Criminal Justice Research Methods

Three Credits LA

An understanding of the foundations of research design and applications is approached through statistical analysis and interpretations of research materials in criminal justice.

Prerequisites: MATH 130, CRJU 105

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 and Terrorism

Three Credits LA

In this course, the criminal justice system is discussed and analyzed from an economic and political perspective. Political terrorism will be one of the topics included. Discussion of the assigned readings will take place in a seminar fashion when taught in the classroom and in a discussion board when taught online.

Prerequisite: CRJU 101 or POSC 101

CRJU 440

Senior Seminar I: Cross Cultural Criminal Justice Systems

Three Credits LA

A selection of criminal justice systems in Asia, Africa, Europe, the Americas, and the Middle East are studied in the context of their cultural values. Comparative analyses focus on suggestions for change in the American criminal justice system.

Prerequisites: CRJU 370; Criminal Justice majors with senior standing

CRJU 477

Senior Seminar II: Capping Course

Three Credits LA

This course reflects the interdisciplinary and integrative intent of the CORE/LS program. The curriculum is designed to aid in student reflection upon the relationship between the Criminal Justice field's methods and content and broader humanistic concerns. Class discussions and presentations as well as an integrative writing assignment highlight the course.

Prerequisites: CRJU 374 and CRJU 440; Criminal Justice majors with senior standing

CRJU 496-499

Criminal Justice Internship: I, II, III, IV

Three Credits each

Two three-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 from a theoretical perspective developed from an extensive library reading list. Junior/senior Criminal Justice majors only.

CULTURE STUDIES/CIVILIZATIONS

Core/Liberal Studies Curriculum: Foreign-Language Option. Students may substitute one course in foreign culture for the second course in either history or literature.

CSAR 150

Arabic Cultures and Perspectives

Three Credits LA

Dual listed as ARAB 150

See ARAB 150 for course description.

CSCU 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

CSCU 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

CSCU 103

Introduction to Global Issues

Three Credits LA

Dual listed as GBST 103 & POSC 103

See GBST 103 for course description.

CSFR 250

Introduction to French Culture & Thought: Problems & Perspectives

Three Credits LA

Dual Listed as FREN 250

See FREN 250 for course description.

CSFR 251

Contemporary France

Three Credits LA

Dual Listed as FREN 251

See FREN 251 for course description.

CSIT 250

The Civilization Of Italy

Three Credits LA

Dual Listed as ITAL 250

See ITAL 250 for course description.

CSJP 120

The Civilization of Japan

Three Credits LA

Dual Listed as JPN 120

See JPN 120 for course description.

Taught in English

CSSP 150

The Civilization of Spain

Three Credits LA

Dual Listed as SPAN 150

See SPAN 150 for course description.

Taught in English

CSSP 152

The Civilization of Latin America

Three Credits LA

Dual Listed as SPAN 152

See SPAN 152 for course description.

Taught in English

CSSP 153

The Civilization of Puerto Rico

Three Credits LA

Dual Listed as SPAN 153

See SPAN 153 for course description.

Taught in English

CSSP 154

Civilization: Hispanics in the United States

Three Credits LA

Dual Listed as SPAN 154

See SPAN 154 for course description.

Taught in English

CSSP 250

Hispanic Civilization: Spain

Three Credits LA

Dual Listed as SPAN 250

See SPAN 250 for course description.

CSSP 260

Hispanic Civilization: Latin America

Three Credits LA

Dual Listed as SPAN 260

See SPAN 260 for course description.

CSSP 330

Themes in Spanish Cinema

Three Credits LA

Dual listed as SPAN 330

See SPAN 330 for course description.

CSSP 335

Themes in Latin American Cinema

Three Credits LA

Dual listed as SPAN 335

See SPAN 335 for course description.

CSSP 354

Civilización: Los Hispanos en los Estados Unidos

Three Credits LA

Dual Listed as SPAN 354

See SPAN 354 for course description.

Taught in Spanish

ECONOMICS

ECON 103

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 104

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 150

Economics of Social Issues

Three Credits LA

This is an issues-oriented course that introduces essential economic principles and applies them to an array of important social questions. The course is designed to reveal how economics enables us to understand the analysis behind headlines and news stories about current events and policy questions. Concepts and issues from both microeconomics and macroeconomics will be addressed. This course is designed as a one-semester overview of economic principles for students in majors other than business, economics, and accounting. Offered every semester. Majors in Accounting, Business Administration, or Economics do not earn credit for taking this course.

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 210

Innovation in the Hudson Valley

Three Credits LA

Reviewing primary and secondary source materials, the course will examine the early history and recent contributions of innovations in the Hudson River Valley, including technology, government, business, and communication. Beginning with Alexander Hamilton's design for the U.S. dollar and Central Bank, the development of Fulton's North River steamboat, and the Parrott cannon, the course will also include Morse communications, Edison's inventions and the company he founded, railroads and the related corporations, banks and finance, as well as transistors, semiconductors, and the grid at IBM, and nanotechnology at Yorktown Heights and Albany. Students will learn about research methods, as well as the policies and conditions that foster innovation. Literature regarding the role of regional industry clusters in the global economy will be incorporated to assist in raising the issues regarding the role of the Hudson River Valley in particular in innovation in a global context.

ECON 303

Intermediate Microeconomic Theory

Three Credits LA

A more detailed analysis of the material covered in ECON 103. Included are 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 104, ECON 103

ECON 304

Intermediate Macroeconomic Theory

Three Credits LA

Analysis above the level of ECON 104 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 104, ECON 103

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 fall.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ECON 103

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 on investment in education; unemployment; welfare; discrimination. Offered every spring in even years.

Prerequisites: ECON 104, ECON 103

ECON 320

Quantitative Methods in Economics and Business

Three Credits LA

Quantitative methods involve quantifying, measuring, and analyzing actual economic and business phenomena. After reviewing basic statistical theory that provides a foundation for the analytical techniques, the course explores the theoretical development of linear regression models as a basis for the understanding of econometric methodologies and their empirical application in economic data analysis, business forecasting, and decision making using statistical software packages. Offered every spring in odd years.

Prerequisite: MATH 130

Recommended: ECON 104 or ECON 103, or ECON 150; or BUS 100 or BUS 202

ECON 321

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 in even years.

Prerequisites: ECON 104, ECON 103

ECON 340

Economic Development: Towards Global Equality

Three Credits LA

Explores the economies of the world's poorest countries. Topics include measures of economic development and human development; history of development; the role of capital formation and savings; and the role of government policy in development. Economic theories of underdevelopment are presented and case studies analyzed. The impact of globalization on economic development and environmental issues is addressed. Country studies include Asia, Africa, and Latin America. Offered every fall in odd years.

Prerequisites: ECON 104, ECON 103 or ECON 150

ECON 422

Financial Markets and Institutions

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, and the application of monetary policy and the function of the financial markets. Offered every semester.

Prerequisite: ECON 104 or ECON 150

ECON 442

International Economics

Three Credits LA

This course provides 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 spring.

Prerequisites: ECON 104, ECON 103

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 neoclassical economics and modern macroeconomics.

Prerequisites: ECON 104, ECON 103

ECON 477

Contemporary Economic Issues

Three Credits LA

Restricted to seniors. An integrative course which requires the student to relate his or her 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: MATH 115 or MATH 241, and MATH 130, ECON 304, ECON 303

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 childhood education program and a prerequisite for admission to Psycho-Ed Assessment of Educational Handicaps and the 200-level methods courses. Taken with EDUC 101.

EDUC 101

Foundations of Education

Three Credits LA

This course introduces the department theme, examining the evolution of education in the United States and the role of the teacher in the educational process. Contemporary educational thought and policy are studied, as well as the standards and expectations of the teaching profession, organizational patterns of schools, and the intellectual foundations upon which the practice of education rests. Course content and required fieldwork will assist students in assessing their commitment to, and readiness for, teaching.

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 150

Learning Through Technology

Three Credits LA

This course critically examines the role of technology in the classroom and its application to various teaching and learning needs. Students will learn to differentiate among electronic resources to satisfy specific information needs, including analysis of quality and applicability of sources using the resources of the Marist College Library.

EDUC 241

**Mathematics for Elementary Teaching:
Content and Methodology for General and Special Education**

Three Credits

The purpose of this course is to develop the student's competency to teach mathematics to elementary-school children, 1-6, 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 the required fieldwork.

Open only to enrollees in the Childhood Education/Students with Disabilities 1-6 Program.

Prerequisites: PSYC 207, PSYC 208, PSYC 317

EDUC 242

**Science for Elementary Teaching:
Content and Methodology for General and Special Education**

Three Credits

The purpose of this course is to develop the student's competency to teach science to elementary-school children, 1-6, 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. Methods of instruction emphasize a "hands-on" approach, encouraging students'

active involvement with the concepts of science utilizing everyday materials. Students have the opportunity to plan, implement, and assess their science teaching in appropriate classroom settings through the required fieldwork.

Open only to enrollees in the Childhood Education/Students with Disabilities 1-6 Program.

Prerequisites: PSYC 207, PSYC 208, PSYC 317

EDUC 350

**The Teaching of Language Arts:
Processes and Strategies for General and Special Education**

Three Credits

This course examines the nature and process of reading and language learning from both a theoretical and practical base. Students will explore approaches for teaching reading and become familiar with strategies for learning how to read and write. The course focuses on the basic knowledge and skills necessary for teaching language arts effectively. Special emphasis will be placed on principles of sound teaching to all learners, including English language learners, in an integrated, literature-based classroom. Fieldwork required.

Prerequisites: PSYC 207, PSYC 317

Corequisite: PSYC 208

EDUC 351

Literacy, Learning and the Arts in the Social Studies Curriculum

Three Credits

This course provides an overview of methodologies for teaching social studies and content-area reading to all elementary-education children including those in need of extra support. Students will learn how to integrate social studies, language arts, and fine arts into the elementary curriculum; experience a variety of effective teaching strategies for social-studies instruction; learn how to reinforce the language arts through the social-studies curriculum; develop skills and strategies that promote cooperation and individualized instruction in differentiated classrooms; articulate theories on multicultural education. Fieldwork required.

Prerequisite: EDUC 350

EDUC 352

Assessment and Remediation of Reading and Writing

Three Credits

This course focuses on assessment and intervention techniques for the less-successful reader and writer. The course will provide current views of informal assessment, and will offer and engage students in a thoughtful and reflective look at planning literacy lessons for children with a variety of literary and language needs. Fieldwork required.

Prerequisites: EDUC 350, EDUC 351

EDUC 354

**The Teaching of Language Arts:
Literacy Instruction for Adolescence Education**

Three Credits LA

This course will address the learning processes and strategies needed to support the literacy development of adolescents. Students will explore the theories of reading and writing, instructional materials, planning techniques, remedial strategies, and support practices for the general and special-needs populations. Special emphasis will be placed on the principles of sound teaching for all learners, including English language learners, in an integrated, literature-based classroom. Fieldwork required.

Prerequisite: PSYC 207L

EDUC 355

Teaching Reading and Writing in the Content Areas

Three Credits LA

This course emphasizes adolescence education teaching methods (grades 7–12) for reading, writing, and study skills in English, mathematics, social studies, science, and other subject areas. Attention is given to: (a) principles of reading and writing processes, (b) techniques that develop learning strategies that facilitate reading, writing, and learning through content areas, (c) assessment practices that analyze text materials and student progress, as well as (d) content area modifications for special-needs students including those who speak English as a second language. A field component is required.

Prerequisite: EDUC 354

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 to 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 373

EDUC 376

**Behavioral Management Theories and Strategies
for Students with Special Needs**

Three Credits LA

This course covers a broad conceptual and practical perspective in behavior analysis within the classroom setting. Terminology and techniques utilized in understanding, analyzing, managing, and changing behavior are presented. Students will understand the application of State and Federal special-education law, and the principles necessary to establish a safe and nurturing learning environment that engenders the respect to foster a community of learners.

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 required

EDUC 410

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 every spring.

Open only to students enrolled in the secondary-education program.

Corequisite: Subject area teaching methods course

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 every spring.

Pre- or Corequisite: PSYC 208

Corequisite: EDUC 410

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 every spring.

Pre- or Corequisite: PSYC 208

Corequisite: EDUC 410

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 every spring.

Pre- or Corequisite: PSYC 208

Corequisite: EDUC 410

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 every spring.

Pre- or Corequisite: PSYC 208

Corequisite: EDUC 410

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, videotaping of lesson for self-evaluation. Offered every spring.

Pre- or Corequisite: PSYC 208

Corequisite: EDUC 410

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 SPAN 154 and permission of instructor

EDUC 462

Student Teaching Practicum:

Childhood Education 1–6/Students with Disabilities 1–6

Twelve Credits

Students serve a full-time supervised internship five days weekly in a local school. Eight weeks of the semester are spent in regular elementary classrooms and eight weeks in special-education classrooms or resource classrooms. Biweekly seminars examine and analyze the interrelationships of teacher, children, and curricula as reflected in the classroom learning environment as well as explore various topics (e.g., reflective teaching, child abuse, health and safety education, violence prevention). Offered fall and spring. Permission is required. Open only to seniors who have completed the prerequisites.

Prerequisites: 300-level methods courses in the professional sequence

EDUC 464

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 410

ENGLISH AS A FOREIGN LANGUAGE

EFL 001

English as a Foreign Language I

Three Credits LA

This is the first in a two-level sequence that provides international students with the tools necessary to become proficient in academic and conversational English. At this level, a comprehensive approach integrating the linguistic skills of grammar, reading, writing, vocabulary, speaking, and listening is utilized. This is a required course for international students who fall within a predetermined score range on the placement examination.

EFL 002

English as a Foreign Language II

Three Credits LA

This is the second in a two-level sequence which exposes international students to 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 essays and research papers. This is a required course for international students who fall within a predetermined score range on the placement examination.

ENGLISH

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. Students are recommended for this course based on writing and reading scores on standard college entrance examinations. No academic credit is given for this course; however, three equivalent credits are earned.

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 conventions of academic writing at the college level. Greater emphasis is placed at this level on synthesizing ideas from diverse readings into 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. All students must take a college-wide proficiency exam upon completion of College Writing II (see page 32 for Writing Proficiency Requirements).

ENG 150

Introduction to Theatre

Three Credits LA

An introduction to the dramatic text as well as modes of performance. Students will study character, plot, thematic, historical and production analyses of various types of play scripts; understanding the work of various theater artists; developing appreciative audiences. Offered every semester. Fulfills Core requirement in Fine Art.

ENG 180

Literary Study

Three Credits LA

An introduction to terms and procedures used in the close reading, interpretation, and evaluation of literary works. Readings will be drawn from the British and American literary traditions and will be chosen to illustrate various formal, rhetorical, narrative, and generic features of literary works. The course will acquaint students with library and Internet research techniques. Offered each year.

ENG 185

Writing as a Discipline

Three Credits LA

This is a foundation course for English majors. It provides an overview of the interdisciplinary nature of writing and its applications. Of the various approaches to the subject covered (creative, historical, cognitive, electronic), emphasis is placed on the structural to help students produce texts free of grammatical and mechanical errors. Research paper writing is an important component as well. Offered each year.

ENG 201

Introduction to Linguistics

Three Credits LA

An investigation of the characteristics of natural languages and speech communities. Training in linguistic analysis enables the student to uncover the range of structural possibilities in human languages, e.g., pronoun restrictions in Navajo, gender markers in Japanese, upside-down language in Australian aboriginal varieties. The course allows the student to pursue questions of interest, e.g., the origin of language, language and gender, child language acquisition, and slang. Offered in alternate years.

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.

ENG 205

Modern Speculative Fiction

Three Credits LA

Readings in a wide range of 20th-century science fiction and fantasy writers.

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 select one, two, or all three of the minis.

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-20th 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, by authors such as the Beowulf poet, Margery Kempe, Geoffrey Chaucer, Edmund Spenser, William Shakespeare, John Milton, and Aphra Behn. 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

Religious Themes in Literature

Three Credits LA

Dual listed as REST 214

An interdisciplinary study of significant religious and theological themes in contemporary literature as they illuminate the human quest for meaning. Offered every year.

ENG 218

Grammar, Style and Editing

Three Credits LA

A foundation course for the writing major and minor. This course has two primary objectives. First, it helps students produce texts free of grammatical and mechanical errors. Next, it shows students how to manipulate sentential and textual structures for stylistic and rhetorical effects in a variety of contexts. These objectives are fulfilled through exercises and editing assignments covering the students' own writing, peer samples, and works by writers from various periods and disciplines. Offered every year.

Prerequisite: Completion of ENG 185 or permission of instructor or chairperson

ENG 220

Literature and Gender

Three Credits LA

This 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 organized around a group of writers, a historical period or movement, a genre, a theme, or a combination of these. Offered every year.

ENG 221

Themes in Shakespeare

Three Credits LA

This course focuses on the plays (and, to some extent, on the nondramatic works) of Shakespeare. It seeks to increase the students' ability to understand, enjoy, and appreciate Shakespeare's writings, and to give students greater confidence in their ability independently to assign meaning to the plays.

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.

ENG 227

Acting I

Three Credits LA

Acquaints the beginning student with the fundamentals of acting in a format that encourages freedom of imagination and personal growth. Ensemble techniques and creative improvisation; vocal and physical development for the actor; theories and techniques of acting; fundamental scene and character analysis; scene performance workshops. Offered every year. This course satisfies a student's Core-Fine Arts requirement.

ENG 229

Theatre Practicum

One Credit LA

Laboratory experience in theater production, acting, and technical assignments. Students may enroll in Theatre Practicum up to three times for a total of three credits.

ENG 230

Editing and Revision

Three Credits LA

Students will learn to read the work of others critically and to develop editorial standards. They will suggest revisions and be prepared to offer rationales for those revisions. Students will then, working from self-criticism and the criticism of peers, take pieces of writing—of various terms and from varying contexts—through several drafts, from rough to completed. Offered every year.

Prerequisite: Completion of ENG 218 or permission of instructor or chairperson

ENG 231

Literature of the Hudson River Valley

Three Credits LA

This course introduces student to the work of authors who lived and wrote in the Hudson River Valley from the early 19th century through the present. Offering intriguing perspectives on regional landscape, culture, and social history, the work of these writers takes us from the rural magic of the Catskill mountains (Irving's "Rip Van Winkle") to the urban poverty of Albany (Kennedy's *Ironweed*). Students may be surprised to learn just how many notable American writers spent parts of their careers in the Hudson Valley: Edgar Allen Poe, Stephen Crane, Herman Melville, Edith Wharton, Edna St. Vincent Millay, and Djuna Barnes, for example, and recent Poet Laureate Billy Collins.

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.

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.

ENG 241

Acting II

Three Credits LA

To develop fundamental acting skill through applications of the actor's art. Characterization and inner techniques; audition techniques; monologues; improvisation; textual analysis; scene work with contemporary plays. Offered every year.

ENG 255

Introduction to Literature: Fiction and Poetry

Three Credits LA

This course seeks to increase students' ability to understand, enjoy, and appreciate complex literary works of fiction and poetry—doing so in good part by acquainting them with a set of concepts and terms that allow them to observe and describe some of the main literary resources employed by poets and fiction writers to convey meaning.

ENG 261

Spanish Literature in Translation: The Novel

Three Credits LA

Dual listed as SPAN 222

See SPAN 222 for course description.

ENG 264

Latin American Literature in Translation

Three Credits LA

Dual listed as SPAN 220

See SPAN 220 for course description.

ENG 266

Italian-American Experience

Three Credits LA

Triple listed as HIST 266 & POSC 266

This course traces the journey of Italian immigrants from their early presence in the United States during the Revolutionary War to their evolution into Italian Americans in contemporary American society. Part of the course experience is to explore the meaning of the term "Italian American." The course will examine the themes of origins, ethnicity, gender, family, personal and group identity, and assimilation within literary, sociopolitical, and historical contexts. Course discussions will focus on conflicts with dominant cultural values in America; interactions, both peaceful and violent, with other ethnic groups; and the resources for and the obstacles to social mobility and the development of the "self."

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 every year. (This course does not satisfy a student's Core Lit. requirement. It does, however, satisfy a student's Core-Fine Arts requirement.)

ENG 292

Special Topics in English

Three Credits LA

Identifies and explores a topic or theme in literature, theatre, or writing. The course may be used to satisfy a Core/Liberal Studies requirement in literature. Previous topics have included Black Women Writers and Civil War literature.

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 sociocultural 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. (Fulfills the Theory requirement for English Literature and Writing majors.)

ENG 302

Structure of English/World Englishes

Three Credits LA

Coursework is devoted to linguistic analysis of both speech and writing, with emphasis on the former. Students first learn the structural units of each mode before applying that knowledge to the discovery characteristics of English varieties around the world, e.g., conflicting conversational styles leading to miscommunication between speakers of Afrikaans English and South African English, humorous effects of stylistic shifts in Filipino media. Data used for this hands-on analytical work cover a broad range of formats and geographical areas. By the end of the course, students should feel confident in their ability to arrive at logical, provable answers to queries on contemporary English. A lot of one-on-one guidance is given to strengthen skills in research design and research paper writing. Offered in alternate years. (Fulfills the Theory requirement for English Literature and Writing majors.)

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. (Fulfills the Theory requirement for English Literature and Writing majors.)

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. In a preliminary attempt to discover a personal voice and style, the student 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.

Prerequisite: ENG 180, ENG 280, or by permission of instructor

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 nontraditional approaches. The workshop emphasizes group discussions of the student's own work, along with consideration of various contemporary models. Offered every year.

Prerequisite: ENG 180, ENG 280, or by permission of instructor

ENG 312

Business Writing

Three Credits LA

The course trains the students to function effectively as professional writers by showing them how to deal with decision making at different stages of the writing process (brainstorming, proposing, composing, and follow-up). Students learn to be aware of the conditions in which professional writers conduct themselves, interact with clients, and coordinate their functions within the team or organization. The course introduces students to a variety of the most common types of business documents and the conventions governing their production in

print and multimedia formats. Students create products for clients using desktop publishing and multimedia applications where available. The ethical dimension of communication will also be considered. It is assumed that the student enters this class with a good grasp of grammar and the mechanics of writing; the course thus proceeds with stylistic and technical issues. Offered in alternate years.

Prerequisite: Completion of Core/LS writing requirement

ENG 318

Forms in Writing

One Credit LA

This one-credit, two-week course in writing is specially designed for the English major with a Writing Concentration. Subject matter will be different for each offering. In a workshop setting, the course will expose students to an advanced topic in one of a variety of genres, e.g., fiction, essay, poetry, or scriptwriting. Students may choose to take three of these one-credit courses to fulfill one of their three-credit writing course requirements. The course may be offered during the first, second, or third slot of the semester. Offered at least once a year.

ENG 320

English Drama I (900–1642)

Three Credits 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. (Fulfills the Genre requirement for English Literature majors.)

ENG 321

English Drama II (1660–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. (Fulfills the Genre requirement for English Literature majors.)

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. (Fulfills the Genre requirement for English Literature majors.)

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. (Fulfills the Single-Author requirement for English Literature majors.)

ENG 325

Shakespeare

Three Credits LA

A study of Shakespeare's art and development through a reading of selected tragedies, comedies, histories, romances, and nondramatic poetry. Offered every year. (Fulfills the Single-Author requirement for English Literature majors.)

ENG 326

The Modern Novel in English

Three Credits LA

A study of the major British, American, and Commonwealth fiction writers in English in the 20th century, including Conrad, Lawrence, Joyce, V. Woolf, Faulkner, Pynchon, Morrison, and Rushdie. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

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. (Fulfills the Genre requirement for English Literature majors.)

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, such as Donne, Jonson, Milton, Marvell, Dryden; and periods, such as the Commonwealth and Restoration. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 331 or ENG 336.)

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 in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 361 or ENG 331.)

ENG 331

Renaissance Literature

Three Credits LA

A study of the prose and poetry of the English Renaissance, exclusive of Shakespeare, 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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 330 or ENG 329.)

ENG 334

The Romantics

Three Credits LA

Focuses 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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 336 or ENG 335.)

ENG 335

Victorian Prose and Poetry

Three Credits LA

Poetry and nonfictional prose of the years 1830–1880 with emphasis on selected works by such authors as Tennyson, Browning, Arnold, Carlyle, Mill, Ruskin, and the Rossettis. Attention is given to the intellectual and cultural climate in

which these writers worked. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 334.)

ENG 336

Eighteenth-Century England and the Colonies

Three Credits LA

A study of the representative themes and figures of both England and the New World from the late Restoration through the turmoil of the Revolutionary period. Examination of the satiric mode through writers such as Swift, Gay, Pope, and Franklin; the meditative mode, through writers such as Edwards, Thomson, Wheatley, Gray, and Cowper; the critical/biographical mode, through writers such as Johnson, Boswell, Burke, Jefferson, Paine; the dramatic mode, through writers such as Sheridan, Goldsmith, Burney, and Tyler; and the narrative mode, through writers such as Fielding, Richardson, Rowson, and Equiano. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 329.)

ENG 339

Film and Literature

Three Credits LA

Dual listed as COM 390

See COM 390 for course description.

ENG 340

American Drama I

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. (Fulfills the Genre requirement for English Literature majors.)

ENG 341

American Drama II

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. (Fulfills the Genre requirement for English Literature majors.)

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 postwar 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. (Fulfills the Genre requirement for English Literature majors.)

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 nonfiction. Historical developments and cultural background, as these influenced the work and are reflected in it, will also be considered. Offered in alternate years.

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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 347.)

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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 346 or ENG 348.)

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 was 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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 335 or ENG 347.)

ENG 349

Acting III

Three Credits LA

Advanced performance techniques in classic and modern styles. Course assignments include scene study, monologues, soliloquies and movement projects. Revolving topics include Voice & Diction, Movement, Performing Shakespeare, Character Study and Period Styles. Offered every fall.

Prerequisite: COM/ENG 227 Acting I or ENG 241 Acting II, or permission of instructor

ENG 350

Directing

Three Credits LA

Dual Listed as COM 334

Investigation of the principles basic to theatrical directing; play analysis for production, problems in staging, and the role of the director as collaborator, motivator, and creator. Consists of discussions, demonstrations, and exercises by members of the class and others. Planning and direction of scenes in laboratory situations. Offered every year.

Prerequisite: ENG 227 or ENG 241, or permission of instructor

ENG 351

Composition Theory

Three Credits LA

This course covers the main elements of English composition theory starting from ancient rhetorical theories to contemporary, modernist, postmodernist, cognitive, and expressive theoretical frameworks. This course will also touch on present-day threads of composition theory, including feminist rhetoric, deconstruction, and

alternative literacy; it will also explore current issues in the study and teaching of English composition. Offered every year.

Prerequisite: Completion of ENG 185 or permission of instructor or chairperson

ENG 352

Technical Writing

Three Credits LA

The student is guided through all phases of the production of technical documents, including research and visual presentation of information. The focus of the course, however, is on clear and effective technical writing. As such, writing and editing assignments are designed to help the student appreciate the special requirements of technical communication. Documents covered include feasibility studies, scientific papers, and technical manuals. Through these assignments, the student learns to apply a variety of word-processing technologies and desktop-publishing capabilities. At the same time, the student also works one-on-one with the instructor to custom-tailor part of the course load in a specialized field of his/her choosing. Offered in alternate years.

Prerequisite: Completion of Core/LS writing requirement

ENG 353

Ethnic American Literature

Three Credits LA

The course will introduce students to the literary discourse of what is called ethnic literature. "Ethnic" denotes more than just a group of people with common origin; it describes a group of people united or connected by shared experiences. The course will examine such topics as ethnicity, identity, discrimination, gender, and assimilation in the experience of different ethnic groups as represented in the works of Gordon, Baldwin, Erdrich, Howe, DiDonato, Neale, Gioseffi, Kingston, Morrison, and others. It will emphasize the contributions of prominent racial and ethnic groups to the American cultural and literary scene. The course will vary from year to year and may focus on one or two authors or a particular movement. However, despite the variations, students may take the course for credit only once. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

ENG 354

British Modernism

Three Credits LA

This course examines British and Irish Modernist writers, such as Lawrence, Woolf, Joyce, Mansfield, Foster, Yeats, and Eliot. While we will undertake close textual readings, the course focuses less on determining the "meanings" of discrete texts and more on looking at theoretical issues. As such, the course will follow four strands: modernism as an international movement; the texts in relationship to the intellectual and ideological temper of the times; modernist literature in relationship to other arts of the period; modernism and literary experimentation. Offered every other year. (Fulfills the Chronological Contiguous course requirement for English Literature majors when paired with ENG 335.)

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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 361.)

ENG 361

Ancient Roman and Early Christian Literature

Three Credits LA

Dual listed as REST 361

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. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 360 or ENG 330.)

ENG 363

Modern Drama

Three Credits LA

An exploration of the development of modern drama through continental and global movements from the late Renaissance to the present. From Tass, de Vega, Molière through Ibsen, Chekhov, Strindberg, Brecht, Pirandello, Ionesco. From classicism and commedia dell'arte through realism, expressionism, epics, and the absurd. Nonwestern developments as well. Offered every two years. (Fulfills the Genre requirement for English Literature majors.)

ENG 370

Modern Jewish Literature

Three Credits LA

This course charts the development of Jewish literature from the late 19th century to the present. In looking at works from Europe, the United States, and Israel, the course explores the ways the Jewish literary tradition, under varied and urgent pressures, has confronted the often competing claims of nationalism, ethnicity, religious faith, cultural traditions, and the pull of modernity. The reading list for the class will include works by Franz Kafka, Isaac Bashevis Singer, Cynthia Ozick, Philip Roth, and others. Offered in alternate years. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

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. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

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 the 20th century, one which has influenced the lives of all of us. Offered in alternate years. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

ENG 380

Workshop in Nonfiction

Three Credits LA

Study of, and guided practice in, a variety of contemporary nonfictional 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: ENG 180, ENG 280, or by permission of instructor

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: ENG 180, ENG 280, or by permission of instructor

ENG 392

Special Topics in English

Three Credits LA

Identifies and explores a literary, linguistic, theatre, or writing topic, usually more specialized than regular offerings. Previous topics have included Language and

the Mind, D. H. Lawrence, American Women Poets, the Prose Poem, and Acting Shakespeare, among others. 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 435

Theatre in the Round

Three Credits LA

The course is intended for playwrights, actors, directors, and production persons who wish to meet the artistic and logistical challenges presented by performance in which the playing area is surrounded by the audience. Through a series of exercises, students will produce short scenes and one-act plays based upon original material generated by those in the class. After preparing them via workshop activities, these works will eventually be presented in appropriate spaces to an external audience. (Fulfills either upper-level writing credit for the English Writing major or Theatre Production credit for the English Theatre major.)

ENG 440

Senior Research Methods in Literature

Three Credits LA

This course introduces students to advanced literary research methods, both those in traditional print and those in new electronic forms. In addition to becoming familiar with the essential methods of research and research tools in the field of literature, students will develop and undertake a research project that will serve as a senior thesis, in effect completing their literature specialization.

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 course is mainly for English Writing Concentration majors and minors. Students will prepare a written proposal prior to the start of class and submit it

to the professor. The proposal will outline the student's writing project for the semester including expected goals and outcomes. Upon approval, the student will produce a significant portfolio of work under the tutelage of the professor. The aim of this course is to have students graduate from the program with a significant body of written work. This course may be taken instead of an internship.

ENG 497-498-499

Internship in English

Three-Six-Nine Credits

The Internship in English is highly recommended for juniors and seniors. The English Department offers three different internships that correlate well with the three concentrations in the major: Writing, Theater, and Literary Research. Each is designed to provide experience leading to a professional career, offering practical training related to the student's concentration or interests. Recent placements include advertising firms, PR consultancies, theater companies, news media, TV shows, and the college's Writing Center. The Research internship allows advanced students the opportunity to work directly with English faculty as research assistants, learning the skills necessary for graduate study, research, and teaching. Each intern compiles a portfolio of works from the assignment. The intern's training is supervised by the employer on site as well as by the internship coordinator on campus. Internships in writing fulfill part of the upper-level writing major and minor requirements. Available every semester.

Prerequisite: Permission of internship coordinator

ENVIRONMENTAL SCIENCE & POLICY (ES&P) COURSES

ENSC 101

Introduction to Environmental Issues

Three Credits LA

Examines natural systems, adverse impacts of human activities upon these systems, and how society deals with these impacts. Topics may include ecology; biodiversity; forests and deforestation; human population growth and control; food production and world hunger; energy resources; and water and air pollution. In addition to the science of these topics, related politics, economics, and ethics are discussed. 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 solutions; and how to effectively fight for environmental protection. Offered every spring.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisites: ENSC 101, POSC 110

ENSC 210

Introduction to Geology

Three Credits

This course focuses on Earth's geologic resources and how they influence man's use of the physical world. Topics include plate tectonics; earthquakes; rock and mineral formation; weathering and erosion; groundwater and surface water; stratigraphy and energy resources; glaciation and geologic history. Students make observations and measurements and translate them into meaningful data from which inferences can be drawn. Through hands-on experience, students gain skills of map reading, identification of minerals and rocks, interpretation of geologic and topographic maps. Offered every spring.

Prerequisite: ENSC 101

ENSC 212

Introduction to Geology Laboratory

One Credit LA

Laboratory to accompany ENSC 210.

Corequisite: ENSC 210

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. Offered every fall.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ENSC 101

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 development; the labor market impacts of environmental legislation; and the economic theories of "public goods" and "social costs." Offered every fall.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ECON 103

ENSC 309

Environmental Chemistry Laboratory

One Credit LA

Dual listed as CHEM 309

A laboratory course designed to provide the student with experience 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 biannually in fall.

Prerequisites: CHEM 131, CHEM 132, and CHEM 202 or CHEM 215-216

Corequisite: ENSC 310

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, transport, and effects of naturally occurring chemical systems. The major anthropogenic pollutants and their effects upon the environment will also be studied. Offered when sufficient student demand exists.

Prerequisites: CHEM 131, CHEM 132, and CHEM 201 or CHEM 211

ENSC 313

Environmental Microbiology

Three Credits LA

This course is an extension of basic microbiological methods for analyzing environmentally important processes. Since many of the functions of ecosystems 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. Offered when sufficient student interest exists. *Two-hour lecture, three-hour lab per week.*

Prerequisite: BIOL 312

ENSC 315

Natural History of the Hudson Valley

Three Credits LA

A field-based course providing familiarity with identity and ecology of local flora and fauna and the environments in which they exist. Species diversity of major groups of organisms, e.g., trees, birds, fish, and insects will be explored through field observations and collections. Physical and chemical features of bodies of water, the atmosphere, soils, and rock will be examined. Observations are conducted on campus at Fern Tor and at various natural sites in the mid-Hudson

Valley. Students must be in good health, able to work outdoors for 3–4 hours under varied physical conditions, and take all necessary precautions. Students spend additional field time independent of class time. Offered alternating fall semesters. *One four-hour field lab per week.*

Prerequisite: One college-level environmental science or biology course

ENSC 327

Freshwater Ecology

Three Credits LA

Dual Listed as BIOL 327

Examines the dynamics and structure of freshwater ecosystems. Physical and chemical characteristics are described, and how they affect life in these ecosystems. Interactions between producers and consumers are also studied, to understand how energy and nutrients flow through interconnected food chains. The complex and highly relevant connections between water bodies and their surrounding lands are emphasized. Lab includes field trips to interesting sites. Students learn methods and operation of equipment used by professional aquatic biologists for collecting and analyzing chemical and biological samples. Laboratory work concentrates on analyses of samples collected in the field, producing data that are summarized and evaluated.

Prerequisites: BIOL 130-131 and at least one semester of chemistry with lab

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. Offered when sufficient student demand exists.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ENSC 230

ENSC 360

Ecology: Principles & Practice

Four Credits LA

Dual listed as BIOL 360

This course involves the study of the interrelationships among organisms and with their environments. Topics include organism responses to physical and chemical conditions, population growth and regulation, intra- and interspecific competition, herbivory, predation, parasitism, mutualism, community structure, ecosystem productivity, nutrient cycling, and decomposition. *Three-hour lecture per week, three-hour fieldwork/lab per week.*

Prerequisites: BIOL 130-131; one semester of college CHEM with Lab; MATH 130. Junior or senior standing recommended

ENSC 380

Principles of Environmental Assessment

Three Credits LA

The purpose of this course is to examine the NEPA- and NYS SEQRA-based approaches to environmental impact 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 360, MATH 130, and one semester of college chemistry lab

ENSC 398-399

Internship

Three Credits each

The internship is designed to be a pre-professional 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 & Policy internship coordinator. Internships must be approved by the Program Director and the Office of Career Services prior to their commencement.

ENSC 401-402

Special Topics in Environmental Science I–II

One-Three Credits LA

These courses provide an upper-level experience for Environmental Science & Policy 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. Hours per week vary with credits.

Prerequisites: ENSC 101 and possibly others

ENSC 404

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. Basic metabolic, physiological, and pharmacological concepts will be used to explain the fate of toxicants in the body, with emphasis on transformation, carcinogenesis, and mutagenesis. *Three-hour lecture, three-hour laboratory per week.* Offered biennially in spring.

Prerequisites: BIOL 130 -131 and CHEM 131-132

ENSC 415

Environmental Science & Policy Seminar

One Credit LA

This discussion-based course serves as a forum for students from the Science and Policy concentrations to discuss their perspectives with each other and with faculty. The instructor will choose a theme to guide readings and discussions. Students and the materials they choose will be the primary sources of information. Learning will occur largely through questioning, reasoning, synthesis, and discussion, rather than simply by absorbing information.

Prerequisite: Junior standing in Environmental Science & Policy

ENSC 420

Environmental Planning

Three Credits LA

Dual Listed as POSC 420

This course will cover the constitutional principles, values, and socioeconomic 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. Offered every fall.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisites: ENSC 101 and 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. Offered every spring.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ENSC 101

ENSC 440-441

Research I–II

Three Credits each LA

Students conduct research in Environmental Science or Policy under the direction of a faculty member. Students make individual arrangements with a faculty member to plan and conduct the study. At the end of her/his work, a written report and a public seminar are presented by the student, which may include presentation at a scientific conference.

Prerequisite: Permission of the Chair of Environmental Science & Policy

ENSC 477

Environmental Science and Human Values

Three Credits LA

This is the capping course in Environmental Science & Policy. The course examines the moral implications of human attitudes regarding other species and the environment. This course explores the historical roots and current world views that have generated the present state of widespread environmental degradation. The interrelationship of ecology, economics, sociology, and ethics will also be studied. Offered every spring.

Prerequisite: Senior standing or permission of the instructor

FASHION DESIGN AND FASHION MERCHANDISING

FASH 100

Introduction to the Fashion Industry

Three Credits

Provides students with an overview of the fashion industry from research and design to the marketing of the finished product. Potential career opportunities within the field are examined, and the course briefly looks at the historical origins of fashion. Students also gain an understanding of typical business organizations within the women's apparel and fashion accessories industries.

FASH 120

Principles of Apparel Design

Three Credits

Students learn clothing terminology as it pertains to different garments, silhouettes, and their components. The course examines the elements and principles of fashion design, and introduces CAD software for the production of flats and presentations.

FASH 125

The Creative Process

One Credit

This introductory course explores the aspects of creative thinking and its application to both individual and group projects. Explorations will include form, color, and materials as a means of expression, as well as exercises designed to advance the formation of creative concepts.

FASH 130

Fashion Figure Drawing

One Credit

This entry-level drawing class studies the elements of the figure in fashion proportion and in fashion poses. Students work to develop a personal line, style, and personality in figure presentation.

FASH 131

Fashion Figure Drawing II

One Credit

This course is a continuation of FASH 130 and provides additional and extended study of the elements of the figure in fashion proportion and in fashion poses.

FASH 132

Fashion Figure Drawing III

One Credit

This course is a continuation of FASH 130 and provides additional and extended study of the elements of the figure in fashion proportion and in fashion poses.

FASH 133

Fashion Figure Drawing IV

One Credit

This course is a continuation of FASH 130 and provides additional and extended study of the elements of the figure in fashion proportion and in fashion poses.

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.

Prerequisite: FASH 130, FASH 131, FASH 132 or FASH 133

FASH 200

Textiles

Three Credits

A comprehensive overview of the textile industry. Students develop a basic knowledge of fibers, yarns, cloth construction, finishes, and textile terminology. Theoretical knowledge is applied to fabric selection for appropriate end uses.

Prerequisite: FASH 100

FASH 210

Design Studio Techniques

Three Credits

This course stresses basic construction techniques utilizing industrial equipment. All aspects of sewing techniques for garment construction are introduced, from the correct use of tools and equipment through hand- and machine-stitching practices.

FASH 220

Apparel Development II

Three Credits

Introduction of basic pattern-making principles in a three-dimensional format. Students learn to manipulate muslin on a dressmaking form to produce garment patterns. Students learn about fit, grain lines, and hand of fabrics while creating patterns of their original designs.

Prerequisite: FASH 230

FASH 230

Apparel Development I

Three Credits

Students create slopers of basic styles using two-dimensional flat-pattern drafting techniques and test their patterns in muslin for fit and proportion. Students also learn cost-effective measures regarding yardage through an understanding of simple markers.

Prerequisite: FASH 210

FASH 235

Trend Forecasting and Analysis

Three Credits

Students will learn how fashion and color forecasts are developed for various target markets and how this information is utilized by fashion editors, apparel manufacturers, and other industry groups. A range of research options will be used to evaluate previous forecasts and to create new forecasts for an upcoming season.

FASH 240

Fashion Rendering & Design

Three Credits

Students develop advanced drawing techniques by rendering various fabric textures, colorations, prints, and weights. Students also prepare flats and presentation boards to help communicate their designs. The ability to design and illustrate various apparel categories is emphasized.

Prerequisite: FASH 140

FASH 245

Fashion CAD I

Three Credits

A foundation course in computer-aided design. Students work with several programs to create projects through a combination of lecture, demonstration, and hands-on experience.

FASH 255

Fundamentals of Buying

Three Credits

The role of the buyer in various retail organizations is examined. Students learn about the wide range of activities in which buyers participate including merchandise procurement, assortment planning, and advertising and sales promotion.

Prerequisite: FASH 265

FASH 265

Principles of Retailing

Three Credits

This course is designed to provide an overview of various types of retail organizations, including traditional stores and nontraditional formats such as e-commerce and television shopping. The buying cycle is analyzed as a series of strategic decisions made by retailers in order to communicate with the consumer.

Prerequisite: FASH 100

FASH 280

Fashion Branding & Licensing

Three Credits

This course considers the importance of the branding and licensing of goods and services sold in today's global marketplace with particular emphasis on the business of fashion design and merchandising. Topics discussed will include brand development, brand evolution, and brand strategy as well as the key intellectual property factors of patents, trademarks, and copyright. Guest speakers will help demonstrate the practical solutions that designers and creators of original material utilize in order to achieve artistic and financial success. Students will develop a clear understanding of the impact of brands and licensing on media, advertising, and fashion in today's society.

FASH 295

Fashion Show Production

Three Credits

This elective course provides hands-on experience in 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 that showcases student designs.

Prerequisite: FASH 100

FASH 300

Product Development

Three Credits

Presents an overview of apparel manufacturing and product development focusing on garment analysis and the sequential development of the product. Topics include private label techniques, sourcing, costing, and quality control in manufacturing and merchandising.

Prerequisite: FASH 200

FASH 310

Apparel Development III

Three Credits

Students work from patterns of their own design to learn more advanced sewing techniques and apply them to various fabrics and garments.

Prerequisites: FASH 210, FASH 220, FASH 230

FASH 315

Fashionology: Retail Entrepreneurship

Three Credits

This course will allow students to delve into the nuances of retail entrepreneurship. Students will gain an understanding of all steps required to develop a business plan, as well as running and maintaining a retail fashion boutique.

Prerequisite: FASH 100

FASH 320

Advanced Draping

Three Credits

Students explore advanced draping techniques with emphasis on the interpretation of original design, fit, and first patterns.

Prerequisites: FASH 210, FASH 220, FASH 230

FASH 335

Fashion CAD II

Three Credits

This course focuses on industry-specific software and its strengths in print design and repeat, specific to the uses and needs of the apparel industry.

Prerequisite: FASH 245

FASH 345

Design Workshop

Three Credits

This course merges aspects of the design process from concept to realization. Students employ trend and historical research with design principles to produce projects in important apparel categories such as tailoring and special occasion. Fabric and trim sourcing, surface decoration, and applied and structural details are included in project work.

Prerequisites: FASH 240, FASH 310, FASH 320

FASH 365

Merchandise Planning & Control

Three Credits

This course provides a basic knowledge of the mathematical concepts and calculations involved in profitable merchandising. Students work with actual retailing scenarios to apply merchandising formulas such as open-to-buy, mark-up, and stock turnover.

Prerequisite: FASH 265

FASH 370

Knitwear Design

Three Credits

A hands-on studio elective. Students learn to create a variety of stitches, textures, and motifs and to apply these techniques to original designs.

FASH 381

20th Century Fashion

Three Credits

This course is an in-depth seminar-style course devoted to studying fashion and clothing styles as they relate to world events that occurred during the 20th century. Using these political, social, economic, technological, and aesthetic events as a backdrop for understanding the temporal and synthetic art of costume, the student will gain knowledge of the mechanics and dynamics of cycles, trends, and fads that constantly initiate change in fashion.

FASH 396-397-398

Fashion Internship

One, Three or Six Credits

Students are offered opportunities for professional internships during their junior and senior years. Internships are possible in designer firms, apparel manufacturing companies, textile companies, and retail organizations both locally and in New York City. Each intern has an on-site supervisor as well as a faculty supervisor. Allowable credits are determined by the internship coordinator.

Prerequisite: Permission of the Director

FASH 362

Fashionology Retail Laboratory

One Credit

This student-operated boutique presents an entrepreneurial merchandising/retail store laboratory. Course includes store promotion, human resource management, buying, markup strategies, visual merchandising, and accounting duties associated with retail store operation.

Prerequisite: FASH 100

FASH 400

Fashion Employment Seminar

One Credit

This course helps graduating students to identify and pursue a fulfilling career. Topics include networking, resume guidelines, company research, and interviewing skills.

FASH 412

Portfolio Development

Three Credits

In this course students develop a professional portfolio exhibiting their individual style and specialization in the design field. Through individual discussions and critiques of design work, each student creates a portfolio demonstrating the broadest range of their designs, illustrations, technical ability, and garment knowledge.

Prerequisite: FASH 245

FASH 420-430

Design Collections I–II

Three Credits each

Students design and execute a collection of apparel under the guidance of a designer critic. Professional industry habits are stressed, from research, sourcing of fabrics and trims, to final styling. Collections are presented at the annual Silver Needle Fashion Show.

Prerequisites: FASH 230, FASH 310, FASH 320, FASH 345

FASH 455

International Retailing

Three Credits

Explores the global aspects of retail strategy. Various international regions are analyzed in terms of their market characteristics and current retail environment. U.S. retailers operating globally are also discussed.

Prerequisite: FASH 265

FASH 477

Merchandising Capping

Three Credits

Senior merchandising students formulate a comprehensive business plan for a senior design student's collection. Elements of the plan include trend and market research, a marketing strategy, media plan, and financial projections.

Prerequisites: FASH 265, FASH 300, FASH 365; COM 110; BUS 100, BUS 340

FASH 480-485

Independent Study

Credits TBA

Offered for specific course of study. Permission of Director required.

FRENCH

FREN 101-102

Elementary French I–II

Three Credits each LA

An introduction to the French language in its cultural context. French pronunciation, essentials of grammar, vocabulary building for everyday conversation, cultural exposure through focused readings and multimedia materials. Two weekly one-hour sessions of audio and video practice in the language center are required. Offered annually.

FREN 105-106

Intermediate French I–II

Three Credits each LA

The elements of conversational French are pursued more intensely and thoroughly and adapted to various cultural settings. A strong emphasis is placed on speaking and on extending reading and listening skills to authentic French material. Two weekly one-hour sessions of audio and video practice in the language center are required. Offered annually.

FREN 201

Workshop in Writing

Three Credits LA

Review of French structures in a comparative approach with English. Guided practice in writing and development of style, as preparation for refined oral skills. Each written assignment consolidated with an oral activity. Substantial broadening of vocabulary and range of expression, with a stress on accuracy and nuances. Some literary readings. 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. Practice include phonetics, self-recording, and video-dubbing. Offered every spring.

FREN 250

Introduction to French Culture & Thought: Problems & Perspectives

Three Credits LA

Dual listed as CSFR 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 CSFR 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 305

Studies in French Film and Literature

Three Credits LA

A cultural/literary 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 selections range from early B&W classics to most recent releases. Discussions supported by cultural and literary readings. Taught in English. Students taking the course for credit in the French major or minor must complete all reading and writing in French. Fulfills Cinema Studies Minor requirement. Offered every year.

FREN 310-311

French Grammar and Composition I–II

Three Credits each LA

An intensive language and grammar study, as required by study-abroad programs in France. Language study is conducted with the French methodology of systematic grammatical and syntactical analysis. Offered in France in Marist-approved study-abroad programs, and on campus as needed.

FREN 315

French Literature of 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, Sembène, Condé, Schwartz-Bart, Chraïbi, Béti. Selections from African filmmakers are also viewed and discussed. Offered every two years.

FREN 325

Language and Technology Practicum

Three Credits LA

The course explores the impact of the new communicative technologies on the French language and culture. Technical vocabulary, instant-messaging lingo, and assimilation of English structures into French are tracked and practiced. Students increase their familiarity with the major gateways of information and communication in the French-speaking world and research current issues from a non-American perspective. Technical environment includes desktop publishing, PowerPoint, electronic discussion forums, and web-page creation. An emphasis is placed on the ability to assess information for accuracy and credibility. Prior technical proficiency helpful but not required.

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 fields 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 345

Interdisciplinary Unit

Three Credits 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 the student's other major discipline (Political Science, Communication, Business, Arts, etc.). The course is supervised by a member of the French faculty in consultation with the related discipline.

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

Open to French majors only, except by special dispensation from the department. Qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental approval. The student may also engage in work experience with an approved off-campus company or agency in the U.S. or abroad. Work performance, assigned research or readings, and an internship report (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: Sufficient background in French; permission of Chairperson

FREN 440

French for Current Affairs

Three Credits LA

An advanced translation course aimed at developing specialized vocabulary and reading skills. Fields relevant to current affairs (politics, science, business, cultural analysis, law, arts, etc.). The course makes 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) and examines issues pertaining to machine translation, editing, and simultaneous interpretation. 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 researches and writes a long paper on a subject agreed upon with the supervising professor. Double majors coordinate their chosen thesis topic with their second field of study.

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. Through the language study, the student is introduced to the German culture. 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. A better understanding of German culture continues. Offered annually.

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.

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.

GLOBAL STUDIES

GBST 103

Introduction to Global Issues

Three Credits LA

Dual listed as POSC 103 and CSCU 103

This course is intended as an introduction to the geography, vocabulary, and perspectives needed to understand the evolution of our global community, the challenges that we face in the 21st century, and different approaches for managing those challenges. It takes a historical perspective, focusing on the effects of colonialism and the complex encounter it provoked between non-Western and Western societies. It also addresses an array of interrelated global issues that we face in the post-colonial period, including cultural and religious diversity, human rights, economic development, ecological sustainability, and the possibilities and challenges of international conflict and cooperation. Offered every semester.

GBST 301

Global Studies Seminar

One Credit LA

This one-credit seminar is intended as a mini-capping class for Global Studies minors to synthesize and make sense of what they have learned in their courses and international experiences, and its relationship to their major. Students will be asked to present their findings orally in class and/or in the form of a research paper on an issue relevant to their major.

GBST 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 title is indicated when the course is listed in the schedule of classes. Additional information is available by contacting the Coordinator of the Global Studies Program.

GREEK

GREK 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 when there is sufficient student interest.

GREK 222

Greek Mythology

Three Credits LA

A study of classical mythology and its influence on Western literature. Taught in English. Offered when there is sufficient student interest.

HEALTH

HLTH 110

Introduction to the Health Professions

One Credit

This course is designed to introduce students to the various health professions through a series of presentations by health-profession practitioners. Each speaker will give an overview of his or her specific profession, requirements for application to professional school, the nature of professional-school education, daily routine, personal experiences, opportunities, income potential, and other information. A question and answer period will follow the presentation.

HLTH 201

Human Nutrition

Three Credits

Dual listed as BIOL 203

Functions and sources of nutrients, dietary adequacy, factors (including health, disease, aging, pregnancy, and exercise) that govern nutrient requirements, energy balance, and weight control. This course is intended for students majoring in biology, biochemistry, athletic training, and other health-related areas.

Prerequisites: BIOL 130-131 and CHEM 131-132 or their equivalents

HLTH 202

First Aid/CPR

Three Credits

Principles of safe living; theory and practice of basic first-aid procedures: emergency recognition, action steps, and providing immediate care for injury or sudden illness, e.g., CPR and other basic life-support methods. A course for students in any field and a foundation for more advanced course work for students in health-science disciplines.

HLTH 204

Personal and Community Health

Two Credits

Introduction to health maintenance and disease prevention, and to the political, social, and economic dimensions of health care in the United States. Basic concepts of physical, emotional, social, intellectual, and spiritual dimensions of health. Governmental provision of health care; costs, accessibility, and quality of health care; community health promotion.

Prerequisites: BIOL 201-202 or equivalent

HLTH 210

Fundamentals of Alternative & Complementary Health Care

Three Credits

This course is designed to provide a comprehensive exploration of the alternative and complementary health therapies from historical, philosophical, theoretical, physiological, and scientific perspectives. Included will be: explorations of Eastern-Western approaches to healing; anatomy and physiology from an energetic perspective; the role of nutrition, exercise, and the environment in illness; and a survey of modalities and approaches including how they are categorized, when they are best utilized, and their relationship to traditional medicine.

(Does not fulfill Core/LS Natural Science requirements.)

HLTH 211

Sport and Exercise Psychology

Three Credits LA

Dual listed as PSYC 211. See PSYC 211 for course description.

HLTH 225

Topics in Nutrition

Three Credits

Dual listed as BIOL 225

This course is designed for non-science majors to learn scientifically supported as well as traditional approaches to nourishing and healing the body which can be incorporated into personal, daily, good health practices. An emphasis is placed on multicultural, political, and ecological dimensions of dietary choices. The concept of food as medicine and the concept of diet as a critical component in healing are fundamental to this course. Included are the exploration of herbal medicine, environmental health, and healing choices. Students also will develop the skills and understanding to analyze, compare, and contrast dietary choices for personal health.

(Fulfills Core/LS Natural Science requirements.)

HLTH 300

Kinesiology

Three Credits

An in-depth study of the human body as a machine for the performance of work. Encompasses biomechanics, musculoskeletal anatomy, and neuromuscular physiology.

Prerequisites: BIOL 201-202 or equivalent

HLTH 301

Exercise Physiology

Three Credits

Acute and chronic functional responses to exercise. Muscle biomechanics and metabolism, cardiopulmonary and musculoskeletal responses, training techniques, ergogenic aids in sport, and performance at environmental extremes. This course is primarily intended for students majoring in Athletic Training but may also be of interest to students majoring in biology and other health-related areas.

Prerequisites: BIOL 201-202, and CHEM 131-132, or their equivalents

HISTORY

HIST 101

Themes in Modern History

Three Credits LA

This course is designed to help students acquire knowledge of the past and an understanding of how the past has been represented and interpreted by historians. A variety of historical narratives and perspectives may be examined that offer insight into the development of the complex modern world. Themes to be covered will include, but are not limited to: the development of capitalism, industrialization, political revolutions, colonization, war, social movements, migration and immigration, decolonization, and globalization.

HIST 130

Introduction to Women's Studies

Three Credits LA

Dual Listed as WMST 130

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. The goal will be to assess how including women changes academic methods, goals, and outcomes. Offered annually.

Prerequisite: HIST 101

HIST 205

Introduction to Public History

Three Credits LA

This course introduces students to the theoretical and practical concerns of public history. Whether it involves museums, historic sites, academia, community outreach, or the media, public history can simply be defined as studying, teaching, and communicating history in the public interest. Through readings, lecture, discussion, and hands-on projects, the course covers the essential issues of audience, authority, collecting, exhibition, and memory in the telling and learning of history today.

Prerequisite: HIST 101

HIST 210

Issues in American Constitutional Law

Three Credits LA

Triple listed as PRLG 206 and POSC 210

HIST 216

Black Political and Social Thought

Three Credits LA

Dual listed as POSC 216

See POSC 216 for course description.

Prerequisite: HIST 101

HIST 217

Catholics in the U.S.

Three Credits LA

Triple listed as POSC 217 and REST 217

This course surveys major experiences of Roman Catholics in North America from the period of exploration, through the colonial period and through the establishment and development of the United States in the 18th, 19th, and 20th centuries. Emphasis will be placed on the development of Church institutions and policies in the U.S., and on the historical, political, and social experiences of the groups who composed and who compose the Catholic community in the United States. We shall pay attention to how Catholics participate in the public life of the larger American community and how influences from that larger community respond to their Catholic neighbors.

Prerequisite: HIST 101

HIST 218

History and Culture of the Hudson River Valley

Three Credits LA

Surveys the political, economic, and social evolution of the region from pre-Columbian times to the contemporary era. Offered biennially.

Prerequisite: HIST 101

HIST 220

New York: The Empire State

Three Credits LA

This course examines the development and rise of New York from its pre-colonial beginnings through the present day. Emphasis will be placed on Native-American and European contact, the significance of the region to the American Revolution, the emergence of the state as the nation's leading economic power, and the economic, political, and cultural importance of New York City in the 20th century.

Prerequisite: HIST 101

HIST 223

American Military History 1607–Present

Three Credits LA

This course examines the historical evolution of warfare with emphasis on the American military experience from the colonial era to the end of the Gulf War. During the course we will focus on leadership in battle, activities at the three levels of war, the relationship of the military establishment to its society, and continuity and change in warfare.

Prerequisite: HIST 101

HIST 226

American History to 1877

Three Credits LA

This course traces the evolution of American society from the period of European colonization through the Civil War era. It surveys major social, economic, and political developments that shaped the individual colonies and regions of the New World, led to the movement for independence, formed the basic structure of the new nation, underlay expansion and rapid social change, and contributed to the coming, fighting, and consequences of the Civil War.

Prerequisite: HIST 101

HIST 227

American History since 1877

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.

Prerequisite: HIST 101

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 40s and 50s, attention is given to cold war politics and foreign policies. The sections on the 60s and 70s 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.

Prerequisite: HIST 101

HIST 232

U.S. Women's History

Three Credits LA

This course traces the history of women in the U.S. from the colonial period until the present. We explore changing perceptions of womanhood; the intersecting impact of race, class, and ethnicity in women's lives; and women's contributions to political, economic, and social developments in U.S. history.

Prerequisite: HIST 101

HIST 234

African American History

Three Credits LA

This course provides an overview and analysis of the experiences and contributions of Blacks in the formation and development of American society and culture. Attention will be paid to slavery, race relations, religion, the arts, war, politics, economics, and civil rights. Offered biennially.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

HIST 248

Medieval Europe

Three Credits LA

Triple listed as CAST 200 and REST 248

This course will serve as an introduction to the Middle Ages, the period between the dissolution of the Roman Empire in western Europe and the beginning of the Renaissance, with a focus on how this period was a vibrant time of progress, adaptation, and cultural encounters. An emphasis will be placed on how medieval culture developed from its Roman, Christian, and Germanic foundations as well as how it adapted to political, economic, and social challenges.

Prerequisite: HIST 101

HIST 249

Early Modern Europe

Three Credits LA

The early modern era is placed between the waning of the Middle Ages and the rise of the modern industrial world. This course focuses on how Europe expanded its borders and knowledge of the world and at the same time underwent a series of political, religious, and intellectual revolutions. Attention will be paid to the question of what makes early modern Europe unique, rather than merely a time of transition.

Prerequisite: HIST 101

HIST 252

Modern Europe

Three Credits LA

This course traces the explosive political, social, and cultural movements of 19th- and 20th-century Europe. It emphasizes modern political ideologies and the history of everyday life while surveying the tensions that accompanied the industrialization of Europe. Topics include the French Revolution, the Napoleonic Wars, liberalism, nationalism, imperialism, the world wars, communism, fascism, and the Cold War.

Prerequisite: HIST 101

HIST 255

Catholic Church in Modern Times

Three Credits

Dual Listed as CAST 201

This course will treat the legacy of the Catholic Counter-Reformation, the impact of Enlightenment thought and the French Revolution on Catholic Europe, the missionary efforts of the Catholic Church in the East and in the New World, the Church's response to Liberalism, Marxism, and Fascism, and the movement in Vatican II toward a new synthesis adequate to the character of modern society, to the demands made by the rise of historical consciousness and modern science, and to the need for cross-cultural unities in an increasingly global economy and community. Offered biennially.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

HIST 261

History of Russia: 1801–1917

Three Credits LA

This course traces the evolution of Russia from the reigns of Alexander I and Nicholas II to the Russian Revolution of 1917. Offered at least triennially.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

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, Czech Republic, and others. Offered triennially.

Prerequisite: HIST 101

HIST 266

Italian-American Experience

Three Credits LA

Prerequisite: HIST 101

Triple listed as ENG 266 & POSC 266

See ENG 266 for course description.

HIST 267

Women In Asia

Three Credits LA

An overview of continuity and change in the role and condition of women in 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.

Prerequisite: HIST 101

HIST 268

Traditional Asia

Three Credits LA

Dual listed as REST 268

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.

Prerequisite: HIST 101

HIST 269

Modern Asia

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.

Prerequisite: HIST 101

HIST 270

Traditional China

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.

Prerequisite: HIST 101

HIST 271

Modern China

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.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

HIST 274

History of Latin America: Since 1830

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.

Prerequisite: HIST 101

HIST 280

Africa Since 1800

Three Credits LA

An examination of political, socioeconomic, and cultural developments in Africa during the periods of revolution (c. 1800–1870), colonialism (1870–1950), and independence (1950 to present). This course considers the tumultuous transformation of Africa before, during, and after European colonialism. Special attention is given to how European-based structures, processes, and thought—especially the nation-state, industrialization, and ideologies—undermine or otherwise alter indigenous political, socioeconomic, and cultural systems, thereupon introducing new difficulties, challenges, and benefits to the diverse peoples and societies of the continent. Offered biennially.

Prerequisite: HIST 101

HIST 285

The History and Political Culture of Ireland

Three Credits LA

Dual listed as POSC 285

See POSC 285 for course description.

Prerequisite: HIST 101

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.

Prerequisite: HIST 101

HIST 305

Research Methods of History

Three Credits LA

This course introduces the primary methods and problems of historical research and writing. Students will explore the complicated process of creating historical interpretation, the sub-disciplines within history, and how historians engage one another. Emphasis will be placed on practical experience with analyzing historical works, writing coherent critiques and persuasive essays, evaluating documentary sources, and conducting searches for source material.

Prerequisite: Six credits in history

HIST 309

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.

Prerequisite: Six credits in history

HIST 310

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.

Prerequisite: Six credits in history

HIST 312

History of the American Presidency

Three Credits LA

Dual listed as POSC 312

See POSC 312 for course description.

Prerequisites: HIST 101, POSC 110 or HIST 226 or HIST 227

HIST 318

Drug Trade in Asia

Three Credits LA

This class examines the establishment of the drug trade in Asia, the historical questions that arise from it, and how specifically opium developed into a commodity fetish. It is geographically organized to mirror the progress of drug trafficking in China and South Asia, Southeast Asia, and Central Asia. Major issues that propel the course are: the role of empire in establishing early drug trade routes, how global capitalism fueled the spread of the Asian drug trade, the economic significance of drug profits to revolutionary movements and established governments, and what current efforts exist to address contemporary drug trafficking in the regions under consideration.

Prerequisite: Six credits in history

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,” America’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.

Prerequisite: Six credits in history

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.

Prerequisites: HIST 101, BUS 102 or HIST 226 or HIST 227

HIST 325

History of American Feminism

Three Credits LA

This course will examine the development of social movements dedicated to women’s rights in the United States, examining the connection between feminist ideas and activities and the larger historical context. Attention will be paid to the changing positions taken by feminists on such issues as: motherhood, sexuality, race, class, work, relationships with men, and social justice. Offered annually.

Prerequisite: Six credits in history

HIST 332

Women and Religion in America

Three Credits LA

This course will explore women’s roles and experiences in a variety of American religious traditions. Topics and themes include: Amerindians and missionaries; colonial Puritanism; the great Awakenings and evangelical reform; marriage and the utopian experiments; Judaism; the immigrant Church; voodoo; Catholic religious orders; and other contemporary religious topics.

Prerequisite: Six credits in history

HIST 340

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 an 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.

Prerequisite: Six credits in history

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.

Prerequisite: Six credits in history

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 areas of Land Law, Courts, and the Parliament. Offered triennially.

Prerequisite: Six credits in history

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.

Prerequisite: Six credits in history

HIST 345

Sex, Disease, and Death

Three Credits LA

This course links the biological bases of human life to the changing American culture and society. Topics in sex and reproduction as well as disease and death will be covered. Related subjects include, among others, science, medicine, gender, demography, and environmental change.

Prerequisite: Six credits in history

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.

Prerequisite: Six credits in history

HIST 349

Modern Germany: Between Dictatorship and Democracy

Three Credits LA

This course traces the history and historiography of German history from the Napoleonic era to German reunification at the end of the Cold War. It places special emphasis on the tension between modernization and democratization in modern Germany. Topics include Prussian reform movements, industrialization, the Revolution of 1848, political unification, imperialism, World War I, Weimar democracy, National Socialism, and post-World War II division.

Prerequisite: Six credits in history

HIST 355

Comparative Politics of the Middle East

Three Credits LA

Dual listed as POSC 355

See POSC 355 for course description.

Prerequisite: Six credits in history

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: Six credits in history

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: Six credits in history

HIST 381

Film & History

Three Credits LA

Dual listed as COM 381

See COM 381 for course description.

HIST 292, 293, 294, and 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 offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: HIST 101

HIST 413

F.D.R. Seminar

Three Credits LA

An intense study of America in the 1930s and 1940s, 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: HIST 101. 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.

Prerequisite: Six credits in history

HIST 497-498-499

Public History Internship

Three-Six-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.

Prerequisites: HIST 101. Permission of the Internship Director

HONORS

00

Honors Seminar in Ethics

Three Credits LA

What is the nature of our ethical responsibilities as citizens of particular sovereign societies and as members of the world generally? What would serve as an adequate ethical framework for addressing ethical issues and moral dilemmas? Does a culturally, politically, economically pluralistic world entail that there are no valid universal ethical principles? These questions and others will form the primary concerns of the course. The course will also serve as a seminar on some problems of normative and critical ethics. Specifically, the course will aim to investigate what the battle against exclusionary ideologies and practices suggests as requisites for a sound moral consciousness.

HONR 310-314

Honors Seminar in Versions of the Self

Three Credits LA

This course focuses on exploring the various voices, past and present, of different people and their values as it examines the developmental origins and the evolving processes in the construction of the self, whether as an individual or as a member of a group. This seminar may be tailored to focus upon a single discipline in the arts, natural sciences, or social sciences, or may bridge several disciplines.

HONR 320-322

Honors Seminar in the Art of Culture

Three Credits LA

This course examines the ways in which art (fiction, film, fashion, visual and performance art, etc.) deals with historical and current events, and how art has shaped and continues to shape society. This seminar may be tailored to focus upon a single discipline or may bridge several disciplines. Field trips to museums, films, or other site visits may be scheduled as part of the course.

HONR 330-332

Honors Seminar in Hudson River Valley Studies

Three Credits LA

This course deals with the region of the Hudson River Valley. It may examine the history, culture, architecture, literature, art, politics, or economy of this region from pre-Columbian times to the present. This seminar may focus upon a single discipline or may bridge several disciplines. Field trips to important sites of the Hudson River Valley may be scheduled as part of the course.

HONR 340-343

Honors Seminar in Global Engagement

Three Credits LA

This course focuses on the legal, cultural, ethical, religious, and social, economic, and political frameworks that exist in countries outside of the United States. The purpose of this course is to discuss how these cultural norms impact social and economic conditions in the rest of the world, as well as relationships between the United States and U.S.-based institutions and their counterparts. This will be accomplished by developing an understanding of social, political, and cultural forces influencing global decisions; ethical challenges in the global marketplace; and other current issues such as diversity, technology, and concern for the physical environment.

HONR 350-353

Honors Seminar in Science, Technology, & Society

Three Credits LA

This course examines the ways in which science (including mathematics) and/or technology have shaped and will continue to shape human societies, and how, in turn, society affects the practice of science and the development of technology. This seminar may be tailored to focus upon a single discipline within the natural sciences, mathematics, or social sciences, or may bridge several disciplines. Field trips may be scheduled, when appropriate, to visit industrial sites.

INTEGRATIVE STUDIES

CORE COURSES

INTD 105

Perspectives on Education

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 Studies Majors. Students work closely with faculty to develop their programs of study and a written rationale for the development of their individualized degree plans.

INTD 209

Perspectives on the Humanities

Three Credits LA

Recognizing that the role of the narrative is an integral part of all human experience, this course explores the development of “story,” the dynamic relationship between the “narrator,” the “story,” and the “reader,” and looks at the use of the narrative as a tool for exploration in various areas of study—including psychology, sociology, anthropology, science, religious studies, and history. Cultural perspectives and their impact on the development of narrative are also explored. This course will select and organize multicultural readings and other relevant materials in literature, psychology, anthropology, and the arts to enable students to recognize, criticize, and critically examine this dimension of narrative in their own quests for meaning in both personal and academic contexts.

INTD 212

Perspectives on Social 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 between such forms and the individual’s personal experiences and areas of study.

INTD 213

Perspectives on Science and History

Three Credits LA

The adult quest for meaning and values 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.

INTD 477

Capping Experience

Three Credits LA

Intended to provide students with the opportunity to consider significant contemporary issues from integrative interdisciplinary perspectives, students are given the opportunity to develop a written project that synthesizes theory and application within their area of study. The number of themes will be limited to allow depth of consideration and breadth of research.

Prerequisite: Senior standing

ORGANIZATIONAL ADMINISTRATION COURSES

ORG 100

Exploring Business & Management

Three Credits

This course examines fundamental issues in the world of business and the practice of management. It is designed to be an interactive and lively experience that provides students with a theoretical background of how organizations work and the role of management in organizations. Some of the areas and issues that will be covered include: the role of managers, the history of managerial thought, planning and problem-solving, individual responsibility, and the ever-changing world of business in a global environment. Students will be challenged to apply theoretical learning to their own experiences in business and organizations, and to look at organizations as integrated and dynamic systems. Formerly dual-listed as OLC 100. *Open to Integrative Studies students only.*

ORG 101

Managing Organizations

Three Credits

This course provides an introduction to the management of organizations. Students will learn about organizational structures, the history of management, and the tasks, roles, and responsibilities of managers. Planning, organizing, directing, and controlling the management process will also be discussed. Critical and ethical thinking will be emphasized throughout this course. *Open to Integrative Studies students only.*

ORG 202

Global Issues in Business & Society

Three Credits

This course examines the impact of major social, political, and cultural forces on the global business environment and marketplace. Students will gain a better understanding of how society and social issues affect the business world and vice versa. Ethical challenges, diversity issues, technology, environmental issues, and social responsibility will also be examined. Formerly dual-listed as OLC 202 and ORG 102. *Open to Integrative Studies students only.*

ORG 203

Fundamentals of Financial Accounting

Three Credits

This course introduces students to the principles and concepts of financial accounting. Students will develop a basic understanding of business transactions and financial statements. *Open to Integrative Studies students only.*

ORG 204

Fundamentals of Managerial Accounting

Three Credits

This course focuses on the analyzing and generating of accounting information to be used in the planning and control processes. Students will work with budgets, standards, cost systems, and financial statement analysis for organizations. *Open to Integrative Studies students only.*

Prerequisite: ORG 203 or ACCT 203

ORG 301

Managing Human Resources

Three Credits

This course gives the student an overview of the broad subject of human resources management and an in-depth exposure to the key areas of this critical function. The most successful organizations know that human resources must operate at the strategic level, along with finance and law, the other core staff functions. The meaning of a strategic approach is explored in depth, providing a solid grounding in what management of human resources requires in today's diverse, litigious, downsizing-prone, tough, often controversial world of organizational life. Formerly dual-listed as OLC 301. *Open to Integrative Studies students only.*

ORG 302

Behaviors in Organizations

Three Credits

The field of organizational behavior explores the operations, human resources, and communication styles within business, community, and other types of organizations. This course provides a foundation for understanding organizational behavior at the individual, group, and organizational level. Students will examine current research, various theories, models, and contemporary issues in the field to understand better the way that organizations work or don't work. Collaborative learning through the application of theory to real-life organizations will be emphasized in this course. Formerly dual-listed as OLC 302. *Open to Integrative Studies students only.*

ORG 340

Foundations of Marketing

Three Credits

This course introduces students to the role of marketing in organizations. Students will study all facets of the marketing process including: environmental analysis, marketing-information management, market research, consumer and business behavior, segmentation, and positioning. Students will also explore marketing from a global view (examining global market forces and globally competitive environments). Legal and ethical impacts of marketing will be explored through case studies. *Open to Integrative Studies students only.*

ORG 380

Legal Issues in Organizations I

Three credits

This course is designed to cover the fundamental principles within common business transactions. Students will study the nature of law, the function of law, court procedure, and legal principles pertaining to contracts, agency, and property. *Open to Integrative Studies students only.*

ORG 381

Legal Issues in Organizations II

Three credits

This course is a continuation of Legal Issues in Organizations I. Topics covered in this course include the sale of goods, paper and bank transactions, secured transactions under the Uniform Commercial Code (including international sale of goods), corporate formation, capitalization and control, partnerships, and insurance. *Open to Integrative Studies students only.*

Prerequisite: BUS 380 or ORG 380

ORG 401

Issues in Compensation Administration

Three credits

An introductory course designed to explore the basic concepts of compensation including motivation, job analysis, job evaluation, compensation surveys, merit pay, pay-plan design, and benefits. Compensation administration will be explored from ethical and managerial perspectives. *Open to Integrative Studies students only.*

Prerequisite: ORG 301 or BUS 301

ORG 410

Advances in Employment & Development

Three Credits

This course continues the study of human-resource management issues including training, career management, diversity issues, and personnel and organizational development. Students will have the opportunity to engage in career planning and development in addition to individual and organizational training. *Open to Integrative Studies students only.*

Prerequisite: ORG 301 or BUS 301

INFORMATION TECHNOLOGY AND SYSTEMS

ITS 110

Computing Studies Seminar

One Credit LA

Dual Listed as CMSC 110

See CMSC 110 for course description.

ITS 130

Information Technology and Systems 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, e-Commerce, database, and objects.

ITS 210

Web Programming I

Three Credits LA

The World Wide Web is no longer just linked, static html documents. Web pages can be generated dynamically and can interact with a user to modify pages on-the-fly, validate use inputs, and entertain. Web Programming I is an overview of several techniques that are used in the creation of interactive and dynamic web pages. This course provides a practical overview of programming in the context of the World Wide Web. It will enable students to develop dynamic web pages that incorporate client-side programming. Techniques covered include XHTML, Dynamic HTML, JavaScript, XML, and more.

Prerequisite: CMSC 120

ITS 220

Web Programming II

Three Credits LA

Web Programming II builds on Web Programming I and focuses on the development of dynamic web pages that incorporate both client-side and server-side programming techniques. Systems that interact with a database will also be stressed. Techniques include JSP, ASP, Perl/CGI, JavaBeans, cookies, Java Servlets, XML, and more.

Prerequisites: CMSC 121, ITS 210

ITS 300

Management Information Systems

Three Credits LA

This course establishes a foundation for the understanding of information systems in organizations. An identification and basic explanation of the systems point of view, the organization of a system, information flows, and the nature of information systems in organizations. The relationship between systems and information to organizational objectives is examined. Applications and technologies are studied in relation to organization objectives. The student studies different types of systems such as Management Information Systems, Decision Support Systems, Executive Information Systems, and Artificial Intelligence. Basic applications such as Manufacturing, Finance, and Marketing are also studied. Electronic Commerce, Internet business models, e-business, and the management of organizational transformations, driving the move toward digital firms, is examined. Team exercises and multiple case problems are used.

Not available to CS or ITS majors.

Prerequisite: Junior standing or above

ITS 303

Multimedia

Three Credits LA

Multimedia encompasses all forms of digital media: sound, video, images, animation, etc. The course objective is for students to learn the basics of developing interactive multimedia applications that deliver services either over the Internet or locally. A dual approach is taken in the course. The basics of multimedia preparation using leading multimedia content preparation tools are covered, as well as multimedia programming using a multimedia scripting language (e.g., Actionscript). A series of projects are undertaken that require both preparing multimedia content and programming applications that have highly interactive user interfaces that present the multimedia content. The projects span the development of standalone interactive multimedia applications to Web-based server-centric applications having multimedia user interfaces.

ITS 312

UNIX

Three Credits LA

In this course, students will learn the fundamentals of the popular operating system Unix. Students will gain hands-on experience installing, configuring, and administering Unix systems. Several aspects of this operating system's implementation will be covered including: file systems, shell programming, process management, and hardware devices.

Prerequisite: CMSC 121

ITS 315

Introduction to Z/OS and Major Subsystems

Three Credits LA

This class introduces operating system and data processing concepts in the context of large system computing using a combination of active learning exercises and passive learning presentations. The course content covers modern hardware, operating system, and middleware functions and features. This includes hardware concepts such as virtualization, logical partitioning, multi-processing, and high performance I/O. The operating system concepts covered include virtual storage and memory management, workload management (batch and transactional) dispatching, job control language, security, networking, and other operating system functions. The course concludes with an overview of key middleware (transaction and database managers as well as messaging software) and their contribution to an overall hardware / software configuration needed to process large workloads.

Prerequisite: CMSC121

ITS 316

Introduction to Z/OS Networking

Three Credits LA

This course will enable you to discuss mainframe data center issues with network administrators as an informed and active participant. The class is half theory and basic architecture, and half description of real-world mainframe network problems to be solved and the actual implementation of the solutions.

Prerequisite: ITS315

ITS 317

Introduction to Z/OS Security

Three Credits LA

This course develops the student's understanding of information security from a business implementation perspective. The basic concepts of security are explained, as well as how these concepts have been implemented on the System Z hardware and the Z/OS operating system and its components.

Prerequisite: ITS315

ITS 320

Distributed Systems

Three Credits LA

This course focuses on the writing of simple client/server programs, using TCP/IP network protocol stack. It works through the establishment of simple connectionless communications, through connection-oriented communications, to multi-client connection-oriented communications. Students are exposed to the low-level working of TCP/IP at the transport layer, and the student is provided with experience in writing simple network applications such as echo client/servers, IRC (Internet Relay Chat), SMTP client/servers. Students are also introduced to higher-level communication abstractions such as RMI (Remote

Method Invocation), JSP (Java Server Pages), Java Servlets, CORBA (Common Object Request Broker Architecture), and JDBC (Java DataBase Connectivity).

ITS 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.

Prerequisite: CMSC 121

ITS 330

e-Commerce Development & Design

Three Credits LA

This course is an in-depth study of the design and implementation of e-commerce applications and solutions. Transacting business over the Internet, whether between a consumer and a business, two businesses, or among a consortia of businesses, reveals a diverse range of requirements. In this course we will examine state-of-the-art techniques to address e-commerce from the perspective of applications-systems architecture, application-programming models, system platforms, Web and Internet standards, the underlying technologies, and leading e-commerce application solution-development environments. Students will develop an e-commerce application solution as a term project.

Prerequisites: ITS 220, ITS 406

ITS 336

Business Programming

Three Credits LA

This course develops problem-solving and programming skills in the area of business and organizations. Students will enhance their application programming knowledge and skills by working on real business-programming problems in a current programming language such as Visual Basic.Net.

Prerequisites: CMSC 120, ITS 130

ITS 369

Advanced Application Development

Three Credits LA

The strategic importance of information technology is now widely accepted. Further, object-oriented concepts and advanced integrated development environments have enabled developers to be more productive. These technologies cut development time and cost, leading to faster time to market and significant competitive advantage. In this three-credit IT course, you leverage your Java experience to gain a solid foundation in the best practices of Windows application development, positioning you to move seamlessly into the strategic application of these tools, languages, and methodologies to meet current and future business needs.

Prerequisite: CMSC 121

ITS 378-379

Special Topics in Information Technology and Systems I-II

Three Credits LA

"Special topics" courses serve as a vehicle by which a department 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.

ITS 381

Project in Information Technology

Three Credits LA

This course involves a student working closely with a faculty member on a project of mutual interest.

Prerequisite: Permission of Dean

ITS 395-396-397-398-399

Internship in Information Technology and 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.

NOTE: Internships carry elective credit and may not be used to fulfill the requirements of the major.

Prerequisites: Junior/senior standing in ITS with a minimum cumulative GPA of 2.5

ITS 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. *Prerequisite:* ITS 130

ITS 408

Data Management I

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. *Prerequisites:* CMSC 120, ITS 130

ITS 410

System Administration and Management

Three Credits LA

This course is a survey of tools and techniques used in the administration of an internetworking computing environment. Included will be system installation, file systems and file and directory-permission structures, device configuration and management, and user-account administration. Also included will be service administration and security and privacy issues. Students completing this course have experience in administering an internetwork of computers with a variety of services, including file service, print service, remote-access service, application service, name service, ftp service, Web service, and others.

Prerequisite: ITS 415

ITS 415

Internetworking I

Three Credits

This lab will provide students with hands-on experience in setting up, configuring, and troubleshooting networks. Offered every spring.

Pre- or Corequisite: ITS 406

ITS 416

Internetworking II

Three Credits LA

This course will provide the student with a theoretical and practical approach to the overall understanding, operation, and configuration of advanced networking knowledge. This course will extend the students' knowledge of internetworking technologies, routing protocols, and their operation.

Prerequisite: ITS 415

ITS 418

Data Management II

Three Credits LA

Data Management II extends the theory and practice of database systems introduced in Data Management I in two ways. First it provides students with experience in the design and development of very large database systems. Second, it provides an opportunity for the exploration of emerging trends in database management. The theoretical material changes as the field of data management changes. In the past major themes have included reengineering, object-oriented database systems, and database-driven web sites.

Prerequisite: ITS 408

ITS 420

Internet Security

Three Credits LA

Internet Security is the study of mechanisms through which remote parties can authenticate each other's identity and then communicate securely with each other. Topics covered will include basic cryptographic mechanisms, Public Key Infrastructure (PKI) for distributed security, grammatical mechanisms used to specify security protocols, current government initiatives impacting Internet security. Also covered will be security artifacts that occur in large networks to support and enhance the PKI—these are things like virtual private networks, the secure sockets layer mechanism embedded in all browsers, and directory services such as LDAP which are used as distributed repositories for hold certificates. Included, as well, will be the study of methods that have been used by hackers to break into computer systems.

Prerequisite: ITS 415

ITS 426

Wireless Communications

Three Credits LA

This course will focus on issues of wireless technology, mobility management, networking, and security. The protocols, algorithms, devices, and applications that will have a need and use for mobility will be taught, researched, and discussed. The overall operation and functionality of the cellular air interface and how it relates to call control will be discussed. Most discussions will consist of real-world examples and scenarios as to what the effects of performance on specific applications will be. Overall wireless networking design scenarios and scalability will also be discussed. Most concepts will apply to wireless local area networks or the mobility support in a cellular network.

Prerequisite: ITS 415

ITS 428

Data Quality in Information Systems

Three Credits LA

This course will help students explore and understand data and information quality (DQ and IQ) problems in information systems, databases, and data warehouses. The student will be able to recognize and use DQ and IQ concepts in information systems, e.g., recognize patterns of data and design deficiencies in systems; suggest appropriate DQ and IQ improvement plans; perform information quality assessments of organizations; apply data cleansing techniques to data warehouses and experience the influence of data quality indicators on decision making. A combination of state-of-the-art literature and hands-on projects will be studied.

Prerequisite: ITS 408

ITS 430

Systems Analysis and Design

Three Credits LA

The primary objective of this course is to introduce participants to basic concepts and techniques for analyzing problems and the designing of information systems that address those problems. Participants, upon completion of the course, will have a working understanding regarding identifying requirements, clarifying and refining requirements, process modeling, data modeling, and logic modeling within an object-oriented analysis framework. In the process of completing the course and actively using systems analysis techniques, participants will develop an understanding of the systems development life cycle, systems analyst's roles and responsibilities, and the interpersonal skills necessary to analyze business problems.

Prerequisites: ITS 130, ITS 408

ITS 438

Business Intelligence

Three Credits LA

This course aims to introduce the emerging information technologies for management support through business intelligence systems. On completion of this course, students should be able to: a) recognize the need for management support and business intelligence requirements beyond typical management information systems; b) understand the application of various information technologies for business intelligence that support transformation and analysis of massive amounts of transaction data; c) formulate and analyze the requirements for management support, and identify appropriate tools and techniques required for implementation of business intelligence systems (DW, OLAP, data mining).

Prerequisite: ITS 408

ITS 440

Technology Entrepreneurship

Three Credits LA

Entrepreneurs who succeed today and will continue to do so in the future possess technological knowledge along with excellent written and verbal communications skills. This course will help individuals obtain the entrepreneurial mindset that is necessary to succeed in a world where technological advances occur on an everyday basis. Technical writing skills will be taught, as well as technical presentation skills to help market, sell, and be the driving force within the technical industry.

Prerequisite: Junior or senior standing

ITS 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: ITS 408

ITS 471

Advanced Topics in Information Technology and Systems

Three Credits LA

This course in advanced topics will provide a more complete view of ITS by studying topics of an advanced nature not covered in depth in the ITS courses. Major topics to be covered could include, but are not limited to, Information Resource Management, Advanced Database Management, e-Commerce, Object-Oriented Paradigm, Expert Systems in Business, Information Quality, and Advanced Systems Development. New and innovative topics may also be covered, such as ITS issues, ITS Research, Client/Server, and Data Mining.

Prerequisite: ITS 430

ITS 477

Information Technology and Society

Three Credits LA

This course will examine the influence of information technology on society. Students will analyze the impact of technology on current legal, social, and ethical issues such as security, censorship, ownership, privacy, equity, and social interaction. Course assignments will include at least one research paper. Offered every spring.

Prerequisite: Senior standing

ITS 478

Information Systems Policy

Three Credits LA

This exciting course is the capping experience in the Information Systems concentration leg of the ITS major. The course integrates information systems, related field requirements, and core studies. Students begin to view the value of information systems from the executive point of view. As such the students 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. This course helps prepare students to become leaders such as CIOs and CTOs in the information-systems field. Offered every spring.

Prerequisites: ITS 430 and senior standing

ITS 492

Information Systems Project

Three Credits LA

Students in this course will work individually or 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.

Prerequisite: ITS 130

Corequisite for the IS Analysis and Design Certificate

ITS 495-496-497-498-499

Advanced Internship in Information Technology and 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 five-year BS/MS program leading to a BS ITS degree and an MSIS degree. Arrangements are made with the Internship Director during the previous semester. Offered every semester.

NOTE: Internships carry elective credit and may not be used to fulfill the requirements of the major.

Prerequisites: Junior/senior standing in ITS with a minimum cumulative GPA of 2.5

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. Through the language study, the student is introduced to the Italian culture. 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. A better understanding of Italian culture continues. Offered annually.

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.

ITAL 250

The Civilization of Italy

Three Credits LA

Dual listed as CSIT 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. They include 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.

JPN 120

Civilization of Japan

Three Credits LA

Dual listed as CSJP 120

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 for persons in business and travelers. Taught in English. Offered every year.

LATIN

LAT 101-102

Elementary Latin I–II

Three Credits each LA

A basic introduction to the study of Latin grammar, vocabulary, and Roman culture. 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, and a continuation of the study of Roman culture. Offered when there is sufficient student interest.

LEARNING CENTER

LERN 105

Critical Reading and Thinking

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.

LERN 120

Freshman Forum

One Credit

This course addresses the needs of freshmen who have not declared a major. Topics include transition issues, information on schools and majors, and the Core; time management and study skills. The course requires participation in the Majors Fair and/or a cultural event. Students will become familiar with web-based registration and student services. Presentations from the Center for Career Services and the Marist Abroad Program are also included. Offered fall semester only.

MATHEMATICS

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 may not be used to satisfy the Core Mathematics requirement. Offered in the fall. By placement only.

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, or 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 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 one of the basic computational tools of calculus: the derivative. Functional models, including linear, quadratic, exponential, and logarithmic models are developed. These ideas and techniques are applied to study situations from business and other disciplines. This course is offered every semester. Use of a TI-83 graphing calculator is required.

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 241 but lack the necessary background. Use of a TI-83 graphing calculator is required. This course is offered every fall.

NOTE: This course may not be taken for credit by students who have completed MATH 241 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 or a TI-83 graphing calculator 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. Use of a TI-83 graphing calculator is required. This course is offered every semester.

Corequisite: MATH 241 or permission of the instructor

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; queuing 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 upon sufficient student demand.

NOTE: This course may not be taken for credit by students who have completed MATH 430.

Prerequisites: MATH 130 and MATH 115, MATH 241 or MATH 242

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 using these ideas. Use of a TI-83 graphing calculator is required. This course is offered every semester.

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 as techniques of integration. Sequences and series, Taylor's theorem, and polar notation are considered. Use of a TI-83 graphing calculator is required. This course is offered every semester.

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 every semester.

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 every semester.

Prerequisite: MATH 242

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 at least biennially in the spring.

Prerequisites: MATH 210, MATH 343

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 at least biennially in the fall.

Prerequisite: MATH 343

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 in the spring.

Prerequisite: MATH 330

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 TI-83 graphing calculator is required. Offered every semester.

Prerequisite: MATH 242

MATH 393-394

Special Topics in Mathematics I-II

Three Credits each LA

A "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 at least biennially in the fall.

Prerequisites: MATH 210, MATH 310

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 upon sufficient demand.

Prerequisite: Math 410

MATH 412

Computational Linear 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.

Prerequisite: MATH 210

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 at least biennially.

Prerequisites: MATH 210, MATH 310, MATH 343

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 upon sufficient student demand.

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, MATH 343

MATH 424

Complex Analysis

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 upon sufficient student demand.

Prerequisites: MATH 310, MATH 343

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 in the fall.

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 upon sufficient student demand.

Prerequisites: MATH 343 and proficiency in a programming language

MATH 441

Combinatorics

Three Credits LA

This course introduces the concepts and techniques used when analyzing discrete mathematical structures and relations. The topics covered include counting principles, the Inclusion-Exclusion Principle, recurrence relations, topics from graph theory, and generating functions. As time permits, topics from finite geometry, Ramsey Theory, matroids, or block designs may be investigated. Offered biennially in the spring.

Prerequisite: MATH 310 or by permission of instructor

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 at least biennially in the fall.

Prerequisites: MATH 210, MATH 310, MATH 343

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, MATH 343, 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 every spring.

Prerequisite: Senior standing or permission of the instructor

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. A site visit to a hospital laboratory is included. Offered every fall. *Three-hour lecture, three-hour lab per week.*

Prerequisites: BIOL 130-131

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 clinical laboratory safety procedures, the principles of method and instrument evaluation, the 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 130-131, CHEM 131-132, and 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 and the mechanisms of normal hemostasis plus the pathological changes caused by disease or by anticoagulant therapy. Venipuncture techniques will be used to obtain specimens for testing. Offered every spring. *Three-hour lecture, three-hour lab per week.*

Prerequisites: BIOL 130-131 and CHEM 131-132

MEDT 340
Clinical Immunology/Immunohematology I

Four Credits

A comprehensive study of the cellular and humoral immune responses 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 130-131 and CHEM 131-132

MEDT 345
Clinical Microscopy I

One Credit

A study of body fluids which encompasses urine, cerebrospinal fluid, gastric fluid, 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 130-131 and CHEM 131-132

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

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MEDT 440
Clinical Immunology/Immunohematology II

Four Credits

Advanced study of immunology and immunohematology. 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. Advanced topics in medical technology, medical technology education, biomedical ethics and laboratory management are included. Case studies and problem solving emphasized. Offered every spring. *Three-hour lecture per week.*

Prerequisites: MEDT 401, MEDT 405, MEDT 410, MEDT 440, MEDT 445

MUSIC

VOCAL COURSES

MUS 112
Beginning Vocal Skills I

Three Credits LA

This elementary voice class is designed to introduce the student to the fundamentals of singing and performance preparation, including singing diction in Italian, IPA, and song interpretation. Singing with a natural sound and a relaxed feeling is encouraged. Class participation is essential and the student is expected to perform in a recital at the end of the semester. Offered every fall. Participation in Marist College Singers twice per week is strongly encouraged.

MUS 113
Beginning Vocal Skills II

Three Credits LA

In this class, growth and development in the fundamentals of singing are fostered. Theories of vocal production and preparation are studied, including diction, song interpretation, and presentation. Class participation is essential and the student is expected to perform in a recital of two foreign-language pieces at the end of the semester. Offered every spring. Participation in Marist College Singers twice per week is strongly encouraged.

Prerequisite: MUS 112 or permission of the instructor

MUS 212
Intermediate Vocal Skills I

Three Credits

The goal of this level of voice instruction is to establish a sound vocal technique and a thorough understanding of the singing voice, and to begin the process of artistic singing. Participation in Marist College Singers twice per week is strongly encouraged. Offered every fall.

Prerequisite: MUS 113 or permission of the instructor

MUS 213
Intermediate Vocal Skills II

Three Credits

The goal of this level of voice instruction is to reinforce the fundamentals of singing while continuing the process of artistic singing. Students at this level are expected to participate in the Marist College Singers twice per week. Offered every spring.

Prerequisite: MUS 212 or permission of the instructor

MUS 351

Independent Vocal Study

Three Credits LA

Independent Vocal Study is designed to deal more specifically with the natural gifts of the singer and methods of handling particular vocal strengths and weaknesses. Students must take extra initiative in learning and memorizing songs to be performed in recital at the semester's end. This course may be taken for more than one semester for credit. Literature and pedagogy become more advanced with each semester of study. Offered when there is sufficient student interest.

Prerequisite: MUS 213 or permission of the instructor

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. Offered when there is sufficient student interest.

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. Offered when there is sufficient student interest.

Prerequisite: MUS 110 or permission of the instructor

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. Offered when there is sufficient student interest.

Permission: MUS 111 or permission of the instructor

MUS 302

Choral Singing IV

Three Credits

This level of instruction offers opportunities for performance with orchestral accompaniment, singing with other community choirs and, on occasion, performing in foreign countries. Offered when there is sufficient student interest.

Prerequisite: MUS 301 or permission of the instructor

CHORAL ENSEMBLES

Each of the Choral Ensembles may be taken for one credit per semester, although credit is optional. Any of the Choral Ensembles may also be repeated for credit, not to exceed eight credits in four years.

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 tours both nationally and internationally. Offered every semester. Repeatable for credit.

MUS 250

Marist College Singers Men

One Credit

This ensemble is a division of the Marist College Singers and is open to all male students with a desire to sing. Each semester the group will give performances of its own literature for male voices in addition to joining with the Marist College Singers Women to perform literature for mixed choir. Repeatable for credit.

MUS 251

Marist College Singers Women

One Credit

This ensemble is a division of the Marist College Singers and is open to all upper-class female students with a desire to sing. Each semester the group will give performances of its own literature for treble voices in addition to joining with the Marist College Singers Men to perform literature for mixed choir. Repeatable for credit.

Prerequisite: Sophomore standing

MUS 252

Marist College Freshmen Women's Choir

One Credit

This ensemble is open to all freshman female singers with a desire to sing. Each semester the group will perform its own literature designed for female choir.

Prerequisite: Freshmen only

MUS 253

Marist College Chapel Choir

One Credit

This ensemble prepares and performs the music for Sunday evening Mass in the campus chapel. The group is open to all, without audition. Offered every semester. Repeatable for credit.

MUS 254

Marist College Gospel Choir

One Credit

The Gospel Choir is open to everyone who loves Gospel music and its joyful, universal message. The group performs a variety of uplifting, energetic Gospel both on campus and in the surrounding community. This group often performs community service for those in need. Open to all students. Offered every semester. Repeatable for credit.

No prerequisites

MUS 255

Marist College Women's Select Choir

One Credit

Membership by audition only. Intended for singers seeking an intensive choral experience. This group rehearses twice weekly, studies challenging literature for treble choir, and gives numerous performances during the year. Repeatable for credit.

Corequisites: MUS 251, MUS 252 or permission of the instructor

MUS 256

Marist College Chamber Singers

One Credit

Chamber Singers is a select chamber group of 28 voices. The members of this choral group are admitted by audition only. The group practices two hours per week, studies challenging choral repertoire, and performs frequently during the year. Offered every semester. Repeatable for credit.

Prerequisite: Permission of the instructor

INSTRUMENTAL COURSES

MUS 140

Beginning Instrumental Skills I

Three Credits LA

The purpose of the Instrumental Skills course is to increase the student's technical skills and musicianship. Each student will learn how to improve practice techniques and will apply them in a disciplined fashion throughout the semester. The class will also explore the instrumental repertoire at the student's skill level. Each semester's work will culminate in a performance. Offered every fall.

No prerequisites

MUS 141

Beginning Instrumental Skills II

Three Credits LA

In Instrumental Skills II, growth and development of the student's technical ability and musicianship are encouraged. More challenging repertoire will be presented, and techniques toward mastery of the material will be explored. Each semester's work will culminate in a performance. Offered every spring.

Prerequisite: MUS 140 or permission of the instructor

MUS 240

Intermediate Instrumental Skills I

Three Credits LA

The purpose of the Intermediate Instrumental Skills course is to provide an opportunity for more advanced students to pursue an in-depth study of their chosen musical instruments. The semester will be spent working on advanced technical studies and appropriate musical repertoire at the student's skill level. Each semester's work will culminate in a performance. Offered every fall.

Prerequisite: Permission of the instructor

MUS 241

Intermediate Instrumental Skills II

Three Credits LA

Increasingly challenging repertoire will be presented, and techniques toward mastery of the material will be explored. Each semester's work will culminate in a performance. Offered every spring.

Prerequisite: Permission of the instructor

MUS 320

Independent Instrumental Study

One Credit

The purpose of this course is to provide the serious music student with an opportunity to take private instrument or voice lessons for academic credit. This intensive private lesson experience will help improve the quality of all the performing ensembles. Repeatable for credit; not to exceed eight credits in four years.

Prerequisite: Permission of the instructor

INSTRUMENTAL ENSEMBLES

Each of the Instrumental Ensembles may be taken for one credit per semester, although credit is optional. Any of the Instrumental Ensembles may also be repeated for credit, not to exceed eight credits in four years.

MUS 230

Jazz Foxes

One Credit

The purpose of the Jazz Foxes is to provide a continuing musical performance experience for jazz players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for jazz ensembles from all musical periods. Offered every semester.

No prerequisites

MUS 231

Brass Ensemble

One Credit

The Brass Ensemble is a performance workshop where students gain familiarity with a broad range of literature for brass. Precision, intonation, and interpretation are studied. Open to all students with a school-level proficiency. Offered every semester.

No prerequisites

MUS 232

Flute Choir

One Credit

The purpose of the Flute Choir is to provide a continuing musical performance experience for flute players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for flute ensemble. Offered every semester.

No prerequisites

MUS 233

Woodwind Ensemble

One Credit

The purpose of the Woodwind Ensemble is to provide a continuing musical performance experience for clarinet and saxophone players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for clarinet and saxophone choir. Offered every semester.

No prerequisites

MUS 234

Orchestra

One Credit

The purpose of the Orchestra is to provide a continuing musical performance experience for string players. Students with sufficient ability on winds and brass will also be encouraged to participate. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for orchestra. Offered every semester.

No prerequisites

MUS 235

Handbell Choir

One Credit

The purpose of the Handbell Choir is to provide a continuing musical performance experience for handbell players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written for Handbell Choir. Offered every semester.

No prerequisites

MUS 236

Symphonic Band and Wind Symphony

One Credit

The two organizations provide continuing musical performance experiences for woodwind, brass, and percussion players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for the modern wind band. Offered every semester.

No prerequisites

MUS 237

Wind Symphony

One Credit

The Marist College Wind Symphony is a select group of auditioned instrumentalists. The course will foster the growth of musicality through the rehearsal and performance of a wide range of challenging music written or arranged for the modern wind ensemble.

Prerequisite: Permission of the instructor

MUS 244

Guitar Ensemble

One Credit

The Guitar Ensemble provides a continuing musical performance experience for guitar players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for Guitar Ensemble. Offered every semester.

No prerequisites

MUS 245

Percussion Ensemble

One Credit

The Percussion Ensemble provides a continuing musical performance experience for percussion players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for Percussion Ensemble. Offered every semester.

No prerequisites

PIANO COURSES

MUS 107

Beginning Piano I

One Credit

The course focuses on the basics of piano techniques. 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. Offered every semester.

No prerequisites

MUS 108

Beginning Piano II

One Credit

Previous knowledge of piano is required. A more advanced technique is taught as well as somewhat more difficult repertoire. Offered every semester.

Prerequisite: MUS 107 or permission of instructor

MUS 410

Advanced Piano

One Credit

Individual and group piano lessons for students with previous experience. Performance and sight-reading of appropriately challenging music will be achieved through daily practice of assignments and regular performance. Printed music required. Offered when there is sufficient student interest. Repeatable for credit. *Prerequisite:* MUS 108 or permission of the instructor

THEORY COURSES

MUS 103

Sight Reading

Three Credits LA

This course will develop the student's skills in reading, singing, and hearing musical intervals, chords, and rhythms by means of musical notation and keyboard. Offered in the spring.

No prerequisites

MUS 120

Theory of Music I

Three Credits LA

The course includes a study of the fundamentals of musical notation, basic chords and chord progressions, and 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 permission of instructor

MUS 220

Theory of Music II

Three Credits LA

The course includes a study of chromatic harmony, larger musical forms, and analysis of compositions using these materials. Further development of skill in harmonizing melodies, composing at the individual level, ear training, and sight singing. Offered when there is sufficient student interest.

Prerequisite: MUS 120 or permission of instructor

APPLIED MUSIC AND HISTORY COURSES

MUS 105

Introduction to Music

Three Credits LA

Designed as an introduction to music form, genres, and performance. The class will concentrate on the vocabulary of music and performance within an historical perspective. Concert attendance and music critiques will be required.

No prerequisites

MUS 106

Jazz and Sound

Three Credits LA

The study of the 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 required. Student presentations and written critiques will be strongly encouraged. Offered when there is sufficient student interest.

No prerequisites

MUS 226

Music Cultures of the World

Three Credits LA

Studying folk or ethnic music is one way to learn about other cultures and at the same time discover common means of expression. Examination of Western and non-Western folk music will be accomplished through class lectures, student presentations, and listening to a wide variety of recordings. Student discussion is as essential as frequent critical writing. Offered when there is sufficient student interest.

No prerequisites

MUS 242

Popular Music in America

Three Credits LA

This course explores the broad range of popular music, discussing important elements of popular music including rhythm, melodic style, and instrumentation. Most of the course is devoted to a survey of American popular music from 1840 to the present, as well as related musical styles that influenced the development of popular music. No previous knowledge of music is required.

No prerequisites

MUS 247

History of the Music Industry

Three Credits LA

This course is designed to study the history and evolution of the music industry in America and worldwide. Students will establish a musical vocabulary by discussing the elements of Music Theory and Instrumentation. The course will discuss aspects of the music industry including structure, marketing, distribution, promotion, contracts, and technology. This course is geared for artists looking for guidance, business entrepreneurs, management, selling and marketing careers in the music industry.

No prerequisites

MUS 248

History of Motion Picture Music

Three Credits LA

This course will develop the student's knowledge and appreciation of the functions of film music scoring, operational aspects of the film music industry, and the historical periods of film music from 1895 to the present.

No prerequisites

MUS 330

Beethoven and Schubert

Three Credits LA

The lives, music, and society of these two composers shall be examined in the context of musical style transformation from Viennese Classicism to early Romanticism. In addition, the course shall include information about their contemporary composers and society. Students will acquire a listener's ear for a large quantity of music by these two composers. Previous musical study or experience is recommended but not required.

No prerequisites

MUS 335

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 every other spring.

MUS 340

Baroque Masters

Three Credits LA

The music and society of this pivotal time span (1600–1750) shall be examined with special attention given to contributions of the greatest composers: Monteverdi, Vivaldi, Scarlatti, Bach, and Handel. Offered when there is sufficient student interest.

No prerequisites

MUS 341

Romantic Music of the 19th Century

Three Credits LA

Romanticism manifested in the 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 featured composers. Listening required. Previous musical study or experience recommended.

MUS 342

Music of the 20th Century

Three Credits LA

This course focuses on an examination of the diverse styles of music in our century. It will include the 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. Listening required. Previous musical study or experience recommended. Offered when there is sufficient student interest.

MUS 343

Music in America

Three Credits LA

This course focuses on an historical view of the unique development of music in America from the 17th century to the present. Study will include music from the Revolutionary and Civil Wars, folk music, major American composers, minstrelsy, the origin of ragtime and musicals, as well as an examination of contemporary issues. Previous musical study or experience recommended. Offered when there is sufficient student interest.

MUS 344

Medieval and Renaissance Music

Three Credits LA

The extremely varied music and society of this long time span (1476–1600) shall be examined with special attention given to musical style evolution. Recognition and understanding shall be reinforced through listening to a large quantity of music. Previous music study recommended but not required. Offered when there is sufficient student interest.

No prerequisites

MUS 346

Amadeus Mozart and 18th Century Vienna

Three Credits LA

The historical background, biography, and compositions by Mozart and his contemporaries shall be examined in detail. The course will include criticism of relevant films and operas. Aural recognition of his music is emphasized. Previous musical study or experience is recommended but not required.

No prerequisites

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 Chair

PARALEGAL

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 305

See CRJU 305 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 in 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, 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 of specific legal problems. A thorough knowledge of basic principles of legal research is assumed. Offered at least biennially.

Prerequisites: PRLG 101, PRLG 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 application 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

The objective of this course is for students to identify and analyze a variety of ways of understanding one's relationship to the world. It will serve as a foundation course for the Core/Liberal Studies curriculum. Required of freshmen. Offered every semester.

PHIL 103

World Views and Values

Three Credits LA

This course will help students to ask basic questions about the ultimate meaning of life, to take a comprehensive and holistic world view, and to articulate a coherent values system. The basic methodology for teaching the course is comparative and socio-analytic. Transfer students only. Offered every semester.

PHIL 203

Introduction to Logic

Three Credits LA

This course will introduce the student to "applied" logic. It will deal with formal structures of thought only insofar as these can be readily applied to the organization of thought in written and spoken language. It will also identify the logical errors or fallacies that are most frequently made in written and oral discourse. Offered annually.

PHIL 204

Inductive Logic

Three Credits LA

This course will study the methods of making sound inferences from empirical data or information. Such an inquiry includes (1) investigating the principles of sound classification and precise definitions, (2) studying the nature of propositions, (3) engaging in argument analysis on a basic level, (4) studying the methods of arriving at true generalizations, and (5) laying out the method of arriving at adequate and testable hypotheses to explain phenomena. Recommended for all who wish to sharpen their thinking skills. Students who have taken other logic courses will find them helpful, but they are not required for the course. Offered according to student and faculty interest.

PHIL 212

Philosophy of Society

Three Credits LA

This course will investigate philosophical thought concerning the nature, purpose, and structure of social organizations and institutions. It will inquire into the principles that should guide the conduct of groups of individuals as well as their relationship to the world in which they live. By studying various social philosophers from Plato through Marx and contemporary thinkers, it will examine such fundamental ideas as freedom and obligation, justice, the creation and distribution of wealth, and fundamental rights within a social-political context. It will also examine contemporary issues such as the environment, technology, and globalization. Offered according to student and faculty interest.

PHIL 233

Philosophy of Education

Three Credits LA

This course will analyze philosophical issues underlying the realm of education. What is the purpose of education? What are schools for? What is the proper content or subject matter of education? What is the most effective means of communicating knowledge? What happens in the teaching-learning process? What is the responsibility of the teacher? What is the responsibility of the student? What counts as successful teaching and learning? In addition to theoretical questions such as these, the course will examine issues such as religious education in public schools, moral education, multicultural and bilingual education, home schooling, distance learning, and standardized testing. Priority to Teacher Education students. Offered according to student and faculty interest.

PHIL 235

Philosophy and Technology

Three Credits LA

The connection between philosophy and technology is intimate. Technology is the application of scientific knowledge to create products or services that serve human needs or values (such as a wagon and a bow and arrow), but the values it can serve may be good or evil (a wagon may serve to transport goods more quickly and a bow and arrow to kill innocent people more efficiently). This course will study these two connections between technology and philosophy. On what does scientific knowledge depend? Why does scientific knowledge—and with it technology—advance in certain cultures and decline in others? Should knowledge and technology be allowed to advance unrestrained because of the good they can do (people being the ultimate cause of the evils they can cause) or should they be restricted because of the evils they can inflict upon us? Do advances in technologies—their workings not understood by most of us—sever and alienate us from the world and others? The course will focus on some of the more troublesome contemporary technologies, such as stem cell research, atomic energy, genetically engineered foods, psychotropic drug therapies, and prenatal testing and selection. Offered according to student and faculty interest.

PHIL 240

Pragmatism

Three Credits LA

This course will focus on the philosophy of pragmatism. Pragmatists reject the notion that theory can be separated from practice: a belief is true, the pragmatists argue, if it “works.” While not all thinkers who espouse pragmatism are American, the theory was primarily developed by a number of American philosophers in the late 19th and early 20th centuries and has been described by some as a quintessentially “American” way of thinking. This course will examine the works of the “classical” American pragmatists, C. S. Peirce, William James and John Dewey, and it will also explore how the theory has been subsequently developed by contemporary thinkers such as Hilary Putnam, Richard Rorty, and Cornel West. Emphasis will be placed on the pragmatic conception of truth, the pragmatic understanding of scientific and religious belief, and pragmatic approaches to art, education, and moral and political life. Offered every three years.

PHIL 242

Existentialism: A Philosophy of Human Existence

Three Credits LA

This course will investigate certain philosophical explanations of the meaning and value of human existence. The types of theories that it will explore argue that action, freedom, and choice are fundamental aspects of human existence. Unlike philosophical systems that define human beings as primarily rational, these philosophies of human existence do not. While they adhere to the primacy of the human being as the basis of philosophy, these philosophies question the primacy of reason and attempt to broaden the meaning of existence. Some of the thinkers that the course may examine include Kierkegaard, Nietzsche, Sartre, Camus, de Beauvoir, Jaspers, and Marcel. Offered every two years.

PHIL 300

Ethics

Three Credits LA

The question of ethics or moral philosophy is: What is the good? The field deals with such important sub-questions as: What is the source of moral law—that is, of right and wrong? Who should be the primary beneficiary of the fruits gained through the pursuit of moral values: oneself or others? What are the character traits—the virtues—by means of which human beings achieve values? This course

will study answers to these questions provided by great moral philosophers of history such as Plato, Aristotle, and Kant, and it will examine how these answers can be applied to moral issues relevant today—such as stem cell research, gay marriage and adoption, capital punishment, and torture of terrorists. Required of all non-transfer students having either junior or senior status. Offered every semester.

PHIL 301

Environmental Ethics

Three Credits LA

This course will provide a comprehensive and systematic overview of the key philosophical issues and arguments within the growing field of environmental ethics. The questions that will guide our inquiry and analysis include: Do non-living beings and living beings other than humans have a value of their own, not reducible to their instrumental value to human beings? If so, what value do such beings have and why? If not, why not? Do nonhuman beings in our environment have moral standing or is the humanistic understanding that human life is the only value essentially correct? Can we determine the “right thing to do” to nature and nonhuman entities solely on the basis of considering the short- or long-term interests of humans of this and/or future generations? These questions and the diverse answers to them underlie competing views concerning a host of important issues. The development of a comprehensive worldview may be labeled an “environmental ethic.” Offered according to faculty and student interest.

PHIL 310

Symbolic Logic

Three Credits LA

This course will provide an in-depth introduction to propositional and predicate logic, with emphasis placed on problem-solving applications. Valuable for all those interested in sharpening their critical thinking skills. Students who have taken Introduction to Logic are encouraged to enroll. Offered according to student and faculty interest.

No prerequisites

PHIL 319

Ancient Philosophy

Three Credits LA

This course will study the movement of philosophic thought from its rise with Thales on the coast of Asia Minor about six hundred years before the birth of Christ, through Socrates and the great systems of Plato and Aristotle, to its decline during the later Roman Empire. Offered every three years.

PHIL 321

Medieval Philosophy

Three Credits LA

This course will study the leading thinkers of the medieval period, the time from the collapse of the Greek and Roman civilizations to the Renaissance, and analyze in depth some of the central philosophical questions of the period. Can God’s existence be proven? What is the proper relationship between reason and faith? What is the nature of universals—that is, the “objects” that general terms are supposed to stand for? The course will pay special attention to the two leading thinkers of the age, Augustine and Thomas Aquinas. Offered every three years.

PHIL 322

17th and 18th Century Philosophy

Three Credits LA

Modern Philosophy begins in the 17th century as a revolt against the centuries-long orthodoxy of Scholasticism, Thomas Aquinas’s synthesis of Christianity and Aristotle. This course will study the new beginning that philosophers wanted to make. These philosophers fall into two groups. One is the Rationalists, whose main figures are Descartes, Spinoza, and Leibniz; the other is the Empiricists, whose main figures are Locke, Berkeley, and Hume. Both groups are mainly concerned with the same problems: [1] The nature and source of knowledge and [2] the nature of reality. The answers they give, however, are very different. With regard to knowledge, the Rationalists argue that some ideas are innate and that certainty can be acquired only by means of reasoning on the basis of those ideas; information acquired through the senses is unreliable. As for reality, it is not the familiar world we perceive by means of our senses but a world known through reason. The Empiricists, by contrast, argue that the foundation of all knowledge is the information we acquire through the use of our senses; while they do not reject the validity of reason outright, they remain skeptical about its results. Although

they believe in a reality independent of the human mind when they start out, near the end they reject that any such reality exists. The course concludes by giving a brief account of how Kant attempted to solve the legacy of problems bequeathed to him by these thinkers. Offered every three years.

PHIL 323

19th and Early 20th Century Philosophy

Three Credits LA

This course will focus on the history of modern philosophy from the late 18th through the early 20th centuries. It will begin by examining how Immanuel Kant attempts to save philosophy from the excesses of Rationalism and the skepticism implied in Hume's radical Empiricism. It will then examine the series of critical responses that Kant's philosophy itself engendered. Specifically, it will examine how philosophers such as Hegel, Marx, Kierkegaard, and Nietzsche responded to Kant's philosophy or its revised or developed versions. Time permitting, it will conclude by examining the views of Idealists such as Royce, Idealism being the philosophical viewpoint that was dominant immediately prior to the rise of Contemporary Anglo-American and Continental Philosophy. PHIL 322 is recommended but not required for this course. Offered every two years.

PHIL 324

Contemporary Analytic Philosophy

Three Credits LA

This course will explore the origins and development of analytic philosophy, the dominant approach to doing philosophy in the Anglophone world today. It will trace its development from its early origins in Germany, Austria, and the U.K., which led to the formation of the Vienna Circle and the rise and fall of logical empiricism, and conclude with ordinary language philosophy and the advent of eclecticism in the 1960s. As we proceed, we will consider how analytic philosophy emerged in the late 19th century as a movement in philosophy associated with developments in logic and the philosophy of language, how it became conceived as a research project, and finally how it came to be conceived as a way of doing philosophy. While we will explore the history of analytic philosophy chronologically, we will do so by focusing on a handful of topics. Specifically, we will focus primarily on developments in philosophical method, considering its implications for debates in epistemology, philosophy of language, philosophy of logic, and philosophy of mind. Some of the philosophers whose works we might study include J.L. Austin, Rudolf Carnap, Donald Davidson, Gottlob Frege, H.P. Grice, G.E. Moore, Hilary Putnam, W.v.O. Quine, Gilbert Ryle, Moritz Schlick, Peter Strawson, Alfred Tarski, Ludwig Wittgenstein, and others. Offered according to faculty and student interest.

PHIL 325

Contemporary Continental Philosophy

Three Credits LA

This course will focus on developments in Continental Philosophy from the beginning of the 20th century to the present day. "Continental Philosophy" is the general term used to describe the many strands of philosophical thought that originate from the continent of Europe, as opposed to those that are dominant in Britain and the United States. The purpose of this course is to introduce students to some of the most important theories and philosophers in this tradition. We will explore theories such as phenomenology, existentialism, the critical theory of the Frankfurt School, deconstruction, hermeneutics, French feminism, and postmodernism. We will examine the works of thinkers such as E. Husserl, M. Heidegger, J.-P. Sartre, M. Horkheimer, T. Adorno, J. Derrida, H.-G. Gadamer, L. Irigaray, J. Kristeva, M. Foucault, and J.-F. Lyotard.

PHIL 330

Aesthetics

Three Credits LA

This course will study the nature and purpose of art. What is art? What, for example, makes an arrangement of paint on a canvas a painting as opposed to merely splotches of colors, an arrangement of notes music as opposed to merely noise, and a series of words on pages a novel as opposed to merely a series of words? What, if anything, do all works of art worthy of the name have in common that make them art? Does art have to be beautiful to be art or can it be ugly and still be art? What is it for a work of art to be beautiful? What purpose does art serve? Since it is a uniquely human phenomenon, appearing in every culture, what is its connection to our being human? The course will examine what some of the most influential thinkers—such as Plato, Aristotle, and Kant—have said

on this subject. Offered annually. (This course can be used to satisfy the Core-Philosophy/Religious Studies requirement OR the Core-Fine Arts requirement.)

PHIL 331

Philosophy of Religion

Three Credits LA

Dual listed as REST 331

This course will investigate the philosophical issues inherent in the phenomena of religion and religious experience. It will critically analyze such issues as the existence and nature of god; faith and revelation as sources of knowledge; the creation of the universe; the meaning of existence—for both the individual and humanity as a whole; the nature and source of morality; and the analytic and poetic nature of religious language. The course will examine religious thinkers such as Augustine, Hegel, Kierkegaard, Maimonides, Pascal, Russell, and Aquinas. All students must write an analytic research paper or present to the class an oral report based on their research. Offered according to student and faculty interest.

PHIL 332

Philosophy of History

Three Credits LA

This course will examine philosophical problems of history, including the nature of historical explanation and knowledge, causality in history, and historical necessity. The philosophy of history raises questions such as: What is the proper subject matter for the study of the human past? The individual subject? The polis or state? The culture? The species? Are there any definable patterns in human history, any signs of ultimate ends toward which events as a whole are moving? Are there any cycles of progress? If so, what are they and what is the driving force of that progress? If history can be said to progress, what is its ultimate direction? If it does not progress, is human history therefore random and devoid of meaning? The course may analyze the thought of figures such as Cicero, Augustine, Vico, Herder, Kant, Hegel, Marx, Nietzsche, Dilthey, Danto, and Foucault. Offered according to student and faculty interest.

PHIL 333

Philosophy and Film

Three Credits LA

This course is designed to further the critical study of cinema as an aesthetic vehicle and as a medium for examining various epistemological and metaphysical issues. It treats the critical study of cinema as central to a reflective understanding of humans as experiencing subjects. Offered biennially. Fulfills Cinema Studies Minor requirement.

Prerequisite: PHIL 101

PHIL 335

Metaphysics: The Nature of Reality

Three Credits LA

This course will examine some of the deepest questions that human beings can possibly ask. What is the nature of reality or existence? Is it entirely material or does the immaterial also exist? Do abstract entities exist apart from the mind? Does anything exist apart from the mind or is the world a mental construct? Does everything happen according to fixed laws of nature or do some things happen simply by chance? What is our self? Is it our body, our soul, or both? If it is both our body and our soul, how are two such radically different things connected? Are we free to choose our actions from a set of alternatives or is everything we do determined by our genes, our upbringing, our environment, or by some combination of these? Students will critically examine possible answers to questions such as these in the history of philosophy, as well as attempt to answer them for themselves. Offered every three years.

Prerequisite: PHIL 101 (Introduction to Philosophy) or permission of instructor

PHIL 336

Epistemology: The Theory of Knowledge

Three Credits LA

What is knowledge and how is it acquired? Those are the two basic questions that this course will examine. Is all knowledge ultimately based on the information provided by our senses, or is some knowledge in us at birth? If knowledge is based on the information provided by our senses, how can we ever go beyond this to know about things not available to our senses—like atoms, the shape of the universe, or the nature of our souls? Do we know the world as it really is or only as it appears to us? Or is that a false alternative? What is truth? Is a claim

true if it corresponds to the facts or because it coheres with our other claims or because it works to achieve our ends? How do we justify our beliefs? Is certainty ever possible? Students will critically examine answers to questions such as these given by some of the great thinkers in the history of philosophy, as well as attempt to answer them for themselves. Offered every three years.

Prerequisite: PHIL 101L (Introduction to Philosophy) or permission of instructor

PHIL 337

Political Philosophy

Three Credits LA

Given that we human beings do and must live together, what form of government should we have, if any? Assuming that we do need a government, what purpose is it supposed to serve? Should the individual serve the state or should the state serve the individual? Do groups have rights or only individuals? What are rights? What is the proper relationship between the government and religion? Should they indeed be separate? This course will address questions such as these. In the course of doing so, it will examine some of the forms of government held up as ideally serving the purpose a government is supposed to serve: absolute monarchy, theocracy, a constitutional republic limited to protecting individual rights, communism, fascism, and the welfare state. The course will examine the views of thinkers such as Plato, Aristotle, St. Augustine, Machiavelli, Hobbes, Locke, Jefferson, Marx, and Engels, among others. Offered every three years.

Prerequisite: PHIL 101L (Introduction to Philosophy) or permission of instructor

PHIL 340

Marx and Marxism

Three Credits LA

Dual listed as POSC 340

This course will critically examine the thought of Karl Marx and investigate Marxism as a philosophical system and conceptual framework for understanding history and society. Topics to be discussed include: historical materialism; social change; the theory of class struggle; the economic critique of capitalism; alienation, exploitation, and reification; commodity fetishism; the role and purpose of philosophy; and revolution. Offered according to student and faculty interest.

PHIL 342

Foundations of American Social Thought

Three Credits LA

This course will examine the major currents in American social thought. Although the course will consider the entire spectrum of the American timeline, it will place its emphasis on the European philosophical heritage of the American “experiment,” on the notion that America’s founding documents form a workable basis for putting its ideas—such as the rights of man and the separation of church and state—into practice, and on 20th-century developments. It will consider the uniquely American interaction between the ideas of individual self-responsibility and communal endeavor. Depending upon student and instructor interest and the state of current affairs, topics selected for special analysis may include religion and morality, civil rights, feminist ethics and gender issues, economic justice, and America’s role in the world. Offered every two years.

PHIL 345

Philosophy of Mind

Three Credits LA

This course will examine various theories about the nature of the self and personal identity. It will focus on three of the main issues in the philosophy of mind. [1] The mind/body problem. What is the relationship between my mind and my body? How do the two interact? Is the mind simply identical with one’s brain? Can the mind exist apart from the brain? Can we say that computers have minds? [2] The problem of personal identity. What constitutes my identity? Am I the same person I was yesterday? Ten years ago? Will I continue to exist after my death? [3] The free will/determinism problem. Are my actions the product of free will or are they causally determined? Can I be held morally responsible for my actions if they are determined? Offered every three years.

Prerequisite: PHIL 101

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 Department Chair

PHIL 477

Capping Course

Three Credits LA

In this course the student will investigate a significant philosophical topic in depth, demonstrate how it is integrally related to one or more other disciplines, and show what its implications for moral values are or what the implications of moral values are for it. A research paper and an oral presentation are required. Only for Philosophy Majors. Must be taken during their senior year.

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. Does not satisfy Core/LS Natural Science requirement.

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 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.

PHED 121

Volleyball

One Credit

An activity course designed to develop an understanding of the rules, individual skills, and team play in volleyball. Emphasis will be placed on correct methods and skills in playing the game.

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.

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.

PHED 127

Tennis

One Credit

Students will learn the fundamentals of tennis including the serve, volley, forehand, and backhand. There will be on court participation in singles play and

doubles play. Also, students will learn the rules and etiquette of playing singles and doubles in tennis. Some strategy in playing tennis will also be discussed. Racquets and balls will be provided.

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.

PHED 129

Modern Dance II

One Credit

Further study of dance techniques offered in Modern Dance I.

PHED 132

Boxing

One Credit

An activity course designed to teach the fundamentals of boxing as used in self-defense. Technique and strategies will be discussed. Development of styles and conditioning will also be discussed.

PHED 133

Racquetball

One Credit

An activity course designed to teach the student the skills, rules, and strategy of racquetball, with emphasis on the carryover value of the activity.

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.

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.

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.

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 competitions.

PHED 160

Fly Fishing

One Credit

An introductory-level course for those interested in getting started in this enjoyable pastime. In lecture and workshop formats, the course will cover topics such as basic equipment needs and selection criteria, casting techniques, knots, fly selection, aquatic entomology, and reading the water. The course will also discuss the habits and habitats of trout and smallmouth bass, wading skills, stream etiquette, and the importance of the catch-and-release philosophy. The course will culminate in an optional day-long excursion to a NYS trout stream. All equipment will be provided.

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 fee of up to \$350.00 will be charged for this course.

Prerequisites: Pass swimming and physical examination

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.

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.

PHED 310

Soccer Coaching

Two Credits

The course will include material on preseason 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 in school and club organizations.

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: rules; practice planning and tryouts; offensive systems and defensive systems; game preparation; motivation and discipline; special situations; public relations; and 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.

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.

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 presentations on football-related topics.

PHED 390-391-392

Special Topics I–II–III

One–Two–Three Credits

“Special topics” courses serve as a vehicle by which a school 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 of Science

PHED 401

Movement in Sports

Two Credits LA

This course is designed to develop the ability of the coach to analyze and improve athletic performance. Includes a review of musculoskeletal anatomy, mechanical principles involved in movement, forces initiating movement, and the synthesis of skilled performance. Includes the use of films and videotape as well as observation and mechanical guidance in improving movement.

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 or her 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. Emphasis will be placed on New York State Public High School Rules.

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. *Three-hour lecture per week.*

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. *Three-hour lecture per week.*

PHYS 201

College Physics I

Three Credits LA

This is the first course in the sequence of algebra-based Physics. It covers dynamics, rotational motion, energy, momentum, simple harmonic motion, fluid dynamics and thermodynamics. The course will focus on applications relevant to the biological and health sciences. It is strongly suggested that the Physics I laboratory course be taken simultaneously.

Recommended: 3 years of High School Math or MATH 108 or higher (excluding MATH 110 & 111).

PHYS 202

College Physics II

Three Credits LA

This is the second course in the sequence of algebra-based Physics. It covers sound, electricity and magnetism, optics and modern physics. The course will focus on applications relevant to the biological and health sciences. It is strongly suggested that the Physics II laboratory course be taken simultaneously. *Recommended:* 3 years of High School Math or MATH 108 or higher (excluding MATH 110 & 111).

Prerequisite: College Physics I, or PHYS 211 General Physics I or permission of instructor.

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.

Pre- or Corequisite: MATH 241

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.

Pre- or Corequisite: MATH 241

PHYS 221

General Physics III

Three Credits LA

The course begins with the Kinetic Theory of Gases and moves forward through Quantum Mechanics and Relativity. This course provides an introduction to physics in the 20th century.

Prerequisite: PHYS 212

Corequisite: PHYS 222

PHYS 213-214-222

Physics Lab I–II–III

One Credit each LA

Taken simultaneously with the corresponding lecture 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. *Three-hour laboratory per week.*

Corequisites: PHYS 211-212-221

POLITICAL SCIENCE

POSC 101

Political Issues & Ideas

Three Credits LA

This course introduces students to basic political concepts and ideas using a contemporary issues approach. By exploring issues that are prominent in the news media, students will gain a better understanding of current events and of the recurring themes and forces that shape political reality. By comparing concepts from both American and international politics, students will examine different ideologies & philosophies, aspects of political behavior, forms of government & political institutions, and learn how these factors influence political and policy debates. The course will promote a better understanding of politics and motivate students to become more knowledgeable, engaged citizens.

POSC 102

Introduction to Law

Three Credits LA

Dual listed as PRLG 101

See PRLG 101 for course description.

POSC 103

Introduction to Global Issues

Three Credits LA

Triple listed as CSCU 103 & GBST 103

See GBST 103 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, and 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 values 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.

Prerequisites: ENSC 101 and POSC 110

POSC 210

Issues in American Constitutional Law

Three Credits LA

Triple listed as PRLG 206 and HIST 210

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

This course offers an overview of state government and politics with a primary focus on New York State politics. The social, economic, and political context within which state politics and policy making occurs will be covered. The course will examine linkage mechanisms between citizens and government, including elections, interest groups, and other forms of participation. The policy-making institutions of state government, such as the state legislature, governor, executive agencies, and the courts, will be explored. The course will also cover selected policy areas including criminal justice, social welfare, education, and environmental protection.

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.

Prerequisite: POSC 110

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 intergovernmental and nongovernmental 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 217

Catholics in the U.S.

Three Credits LA

Dual listed as HIST 217

See HIST 217 for course description.

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 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 beginning 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 the basis 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.

Prerequisites: Sophomore class status or above; POSC 101 and POSC 110

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

Three Credits LA

This course deals with the politics of racial, gender-based, ethnic, and religious prejudice. The course will study both past and recent patterns of the denial of basic human rights which were/are aided by government sponsoring, encouraging, or selectively ignoring manifestations of prejudice. The course will explore anti-Semitism, anti-Catholicism, oppression of blacks, "gay bashing," suppression of women, and "ethnic cleansing" with particular emphasis on the roles of political actors, processes, and institutions. Attention will be paid to groups who sought to influence political actors and institutions to resist or to dismantle manifestations of prejudice.

POSC 251

Comparative Politics of 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 Politics of Russia/Eastern Europe

Three Credits LA

This course is intended as an introduction to the politics and history of Russia and Eastern Europe from the communist to the post-communist period when countries in this region have been engaged in an historic transformation from Communism. Attention will be given to roles of ideology, political institutions and participation, political economy, as well as the challenges facing these countries in their unprecedented transitions to democracy and free-market economies.

POSC 255

Political Economy: The Rise of the Asia-Pacific

Three Credits LA

This course explores the rise of the Asia-Pacific, a region that includes Japan, China, Korea, Taiwan, Malaysia, Indonesia, Thailand, Vietnam, and the Philippines. It uses a critically acclaimed video series, among other sources, to examine the history and politics behind the growth of the world's most dynamic economies, and the political, social, and environmental consequences of that growth. The course is interdisciplinary and is intended for political science, environmental science, history, economics, and business majors who are interested in Asia.

POSC 260

Comparative Politics of Africa

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.

POSC 266

Italian-American Experience

Three Credits LA

Triple listed as ENG 266 & HIST 266

See ENG 266 for course description.

POSC 271

Nationalism and Communism in China and Taiwan

Three Credits LA

This course is an introduction to the history, politics, and government of contemporary China and Taiwan. It examines the political dynamics of China's transition from Chiang Kai-shek's nationalism to Mao Zedong's brand of Communism to Deng Xiaoping's "market socialism." It looks, in addition, at the two "capitalist" powerhouses in Taiwan and Hong Kong and their growing integration with China. Key aspects of the political landscape in China and Taiwan are analyzed: leadership, political institutions, political participation, the government's role in economic development, and foreign relations. Crucial issues such as the role of women, population control, the environment, human rights, and democracy will also be addressed.

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 Simulations

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 familiarity 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, POSC 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, POSC 233, POSC 243, or permission of the instructor

POSC 338

Political Communication and Politics

Three Credits LA

Focusing on the U.S. 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 340

Marx and Marxism

Three Credits LA

Dual listed as PHIL 340

For description see PHIL 340.

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 of 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

This course is an introduction to the politics of developing countries, with attention to four major regions: Asia, Africa, Latin America, and the Middle East. It examines the politics and governments of selected countries in these regions, as well as issues of particular concern to the developing world, including the legacy of colonialism; nationalism; ethnic conflict; the role of the state and women in development; democratization and human rights; and the environment.

POSC 355

Comparative Politics of the Middle East

Three Credits LA

Dual listed as HIST 355

This course examines the significant developments in modern Middle Eastern history. These include the attempts to reform the Ottoman Empire in the 19th Century; the Empire's destruction and the establishment of the successor states in the early 20th century; the emergence of Turkish, Arab, and Palestinian nationalism and Zionism; the impact of the Western Powers on these developments; and the Islamic revival. Special emphasis will be given to the efforts of nation-building, the development of political systems, as well as to the impact of "modernization," the role of religion, women, the family unit, and sociopolitical organizations.

POSC 360

Congress Today

Three Credits LA

This course examines the United States Congress. The course covers congressional elections, exploring the incumbency effect, the role of money in campaign communications, and suggested reforms. The institution of Congress, including roles and functions of party leadership, committees, rules, and voting behavior, is examined. Thorough coverage of how a bill becomes a law is provided. Congressional interactions with other elements of American politics—the presidency, executive agencies, courts, and interest groups—are explored as well. Special attention is given to the tensions that arise in an institution that represents local constituencies and functions as a national policy-making body.

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 or school 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

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.

Prerequisites: 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 socioeconomic 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 202, 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 four credits. POSC 450 awards four 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 three credits. POSC 458 and 461 each award nine 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

Introduction to 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 the student to a practical self-management model that enables them to succeed academically and personally while in college and professionally in their later careers. 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. A valuable course for all students, it is offered every semester.

PSYC 200

Psychology Seminar

One Credit LA

A required course for sophomore-level psychology majors including change of major and transfer students. The course introduces students to the psychology curriculum, faculty, and programs. It includes discussion of career directions for psychology majors as well as graduate study toward advanced degrees in the profession. Professional writing and oral presentation skills required in psychology courses are presented. Offered in fall and spring.

Prerequisites: PSYC 101 and at least sophomore standing

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 psychological disorders with particular attention to the description and causes of disorders and the various therapies for them. The causes of these problems are viewed from a perspective that integrates multiple interactive factors, namely: biological, psychological, and social influences. Cultural and developmental dimensions are also examined. Offered in 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 in 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. It also includes a survey of how genes, sex hormones, developmental history, and current cultural and interpersonal environments contribute to sex differences. 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 in 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 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.

Prerequisite: PSYC 101

PSYC 211

Sports and Exercise Psychology

Three Credits LA

Dual listed as HLTH 211L.

Study of various aspects of sport and exercise psychology, including stress, anxiety, motivation, imagery, goal setting, and self-perception and influences as they relate to psychological activity and participation. This course does count toward the minor in psychology.

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, nonverbal communication, transactional analysis, and constructive patterns of communication in work settings. 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 provides 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 to resolve community problems. One or several specific issues or problems are assigned for fieldwork.

Prerequisite: PSYC 101

PSYC 301

Biopsychology and Lab

Four Credits LA

This course explores the biological basis of behavior, including the roles of the nervous, endocrine, and immune systems. The course begins at the level of neurons and finishes by considering complex behavioral manifestations of brain functioning. Offered every fall and spring.

Prerequisite: PSYC 101

PSYC 302

Neurobiology of Learning and Memory and Lab

Four credits LA.

The focus of this course is the neurobiology of learning and memory. Its primary focus is on how neural structures and circuits give rise to learned behavior. It emphasizes such topics as encoding, consolidation, storage, and retrieval, and underlying brain basis. Offered every two years.

Prerequisite: PSYC 101

PSYC 303

Developmental Neuropsychology and Lab

Four credits LA

This course is an introduction to the effects of the nervous system on human behavior from a developmental perspective. The course covers two major themes: the neuropsychological development of the normal child and the neuroscience of aging. Offered every two years.

Prerequisite: PSYC 101

PSYC 304

Psychopharmacology and Lab

Four credits LA

The course provides an introduction to the fundamentals of psychopharmacology in relation to behavior. It examines the basic mechanisms of several types of pharmacological agents, which alter mood and behavior. Drugs that have abuse potential and drugs that are used as medication for the treatment of psychological/psychiatric disorders are a special focus. Offered every two years.

Prerequisite: PSYC 101

PSYC 305

Neurobiology and Neuropsychology of Learning Disabilities and Lab.

Four credits LA

This course synthesizes current knowledge regarding the biological bases of developmental disorders such as autism, learning and language disabilities, attention deficits, and the effects of social stress and maltreatment on brain development. The course considers specific areas of the brain implicated in disorders and neuropsychological assessment and diagnosis of these disorders. Offered every two years

Prerequisite: PSYC 101

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 in fall and spring.

Prerequisite: PSYC 101

PSYC 318

Psychology of the Adolescent

Three Credits LA

This course provides a general review of normal adolescent development as well as common adolescent psychopathology (i.e., substance abuse, eating disorders, depression, etc.). The course is designed for individuals planning to teach secondary school. Contemporary adolescent problems and their impact on the running of a classroom (i.e., multicultural education, substance abuse, dangerous environments, dysfunctional families, etc.) will be studied. The course also examines controversial public policy (i.e., bilingual education, tracking, etc.). Lastly, students will be challenged to decide how they would handle a variety of challenging classroom situations.

Prerequisite: PSYC 101

PSYC 321

Adult Development

Three Credits LA

This course is presented from a theoretical base of lifespan development, so that individual growth and change can be viewed as a process beginning with birth and ending with death. The focus will be on development from early adulthood through old age both in terms of theory and current empirical research. Theoretical approaches of Bronfenbrenner, Piaget, Erikson, Lovinger, and others will be covered. The content themes will include: development of self, cognition, memory, intelligence, sexuality, personality, social development, interpersonal relations, psychopathology, and death/dying.

PSYC 330

Culture and Psychology

Three Credits LA

Dual Listed as GBST 330

This course examines the ways that culture and diversity (i.e., in both international and American multicultural terms) affect human thoughts, feelings,

and social behaviors. Topics to be covered include the cultural aspects of human development; the self/identity; personality; emotions; sensations; perception and cognition; stereotypes and prejudice; communication and social interaction; motivation; intelligence; psychological disorders and health; and organizations. It is intended for students from a diverse array of majors.

Prerequisite: PSYC 101

PSYC 332

Fundamentals of Counseling

Three Credits LA

This course introduces 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, behavioral, and cognitive, as well as others. Clinical and ethical issues related to the counseling field will also be addressed.

Prerequisite: PSYC 101

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

Dual listed as CRJU 348

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? Answers to these questions will be presented in discussions on such issues as forensic assessment, the insanity defense, and civil commitment.

Prerequisite: PSYC 101 or CRJU 101

Corequisite: Junior status

PSYC 362

Measurement and Evaluation

Three Credits LA

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 Education students.

Prerequisite: PSYC 101

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 students with handicaps, especially school psychologists and social workers. Offered every fall. Priority to Education students.

Prerequisites: PSYC 101, PSYC 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 department 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

PSYC 402

Psychological Research Methodology and Lab I

Four Credits LA

This course provides an introduction to nonexperimental, correlational, and experimental methods of research. Topics include 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 103, or EDUC 150

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 103, or EDUC 150

PSYC 409

Ethics and Professional Issues

One Credit LA

A required course for junior-level psychology majors including change of major and transfer students. The course introduces students to the ethical standards of the American Psychological Association and the National Association of School Psychologists. Case studies illustrating these principles will be discussed. A range of current and relevant professional issues will be featured each semester. Offered in fall and spring.

Prerequisites: PSYC 101 and at least sophomore standing

PSYC 411

Principles of Psychological Testing

Three 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, or EDUC 150

PSYC 420

Psychological Research Methods III

Three Credits LA

Extends knowledge and skills learned in PSYC 402 and 403 to more advanced research designs, statistics, and computer data analysis. Includes repeated measures ANOVA, regression analysis, and qualitative designs. Students will design projects, collect data, and write results in APA style and poster style. Recommended for students planning to attend graduate programs. Offered every other year or by demand.

Prerequisites: PSYC 402, PSYC 403

PSYC 478

Capping Course/Psychological Systems

Three 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. Offered every semester.

Prerequisites: PSYC 101, PSYC 301, PSYC 402, PSYC 409, PSYC 411

PSYC 479

Educational Psychology Seminar

One Credit LA

A required course for psychology/education certification students to integrate educational psychology theory as part of the student teaching experience. The course reinforces the understanding of key concepts of psychology content by examining this content through the “lens” of student teaching. All or a portion of this course will be taught on-line to provide students with a first-hand, applied experience with an important application of educational technology and to become part of a learning community that transcends the usual limitation of time and distance. Specific implications and application of learning theories will be discussed using examples drawn from educational situations and educational problems. The theme will be focused on “reflective practice.” Offered in fall and spring.

Corequisite: EDUC 462

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.

Prerequisite: Permission of Chairperson

PSYC 487-491

Fieldwork/Service Learning: I, II, III, IV, V

Three Credits each

Under the supervision of both a faculty supervisor and a field professional, students take the theories and principles learned in the classroom and apply them to their work in a field setting. Students acquire knowledge and new skills while providing service to the students with their career development. A minimum of two three-credit fieldwork experiences are required for all Psychology majors. Students have the option of taking Fieldwork I during either their junior or senior year. During the senior year, students may choose to take Fieldwork/SL courses concurrently or across separate semesters to create part-time or full-time experiences.

NOTE: Fieldwork experiences may not be used to fulfill the Psychology Electives Requirement of the psychology major.

Prerequisites: PSYC 101, PSYC 200, PSYC 409, and at least two PSYC electives completed; Academic Good Standing; junior/senior standing

RELIGIOUS STUDIES

REST 107

Introduction to Religion

Three Credits LA

This course examines the origin theories, rituals, beliefs, and ethics of ancient religions. Patterns and similarities are explored in religious traditions from archaic times to the present. Students will also study the structural and ethical differences between ancient and modern religions. To help develop analytic skills, students will utilize various approaches to the study of religion, including historical, theological, ethnological, and psychological methodologies. Offered every semester.

REST 201

Religion in America

Three Credits LA

An introduction to the study of religions and religious experience in North America. This course examines the history, the beliefs, and the impact of religion on American culture. Specific traditions to be explored include indigenous religions, Judaism and Christianity, and contemporary religious movements. Offered annually.

REST 203

Christianity

Three Credits LA

A contemporary approach to the study of Christian principles and history. Special areas of interest include the person of Jesus, the development of Christian doctrines, and the interrelationships among various Christian denominations. Offered every semester.

REST 204

Judaism

Three Credits LA

An overview of the basic spiritual ideas of Judaism as they evolved historically from Biblical times to the present. This course also treats Jewish customs, holidays, and ceremonies and the ideas underlying them. Offered annually.

REST 206

Contemporary Religious Education

Three Credits LA

A study of religious-education methods and insights on four levels: in the family, the faith community, the nation, and the world. Offered according to student and/or faculty interest.

REST 209

World Religions

Three Credits LA

An introduction to Hinduism, Buddhism, Judaism, Christianity, and Islam, and their relation to the cultures in which they developed. This survey course emphasizes the universality of religious experience and considers the impact of religion on the world. Offered every semester.

REST 214

Religious Themes in Literature

Three Credits LA

Dual listed as ENG 214

See ENG 214 for course description.

REST 217

Catholics in the U.S.

Three Credits LA

Triple listed as POSC 217 and HIST 217

See HIST 217 for course description

REST 219

Sociology of Religion

Three Credits LA

Dual listed as SOC 220

See SOC 220 for course description.

REST 225

Global Liberation Theology

Three Credits LA

This is a praxis-oriented course which will identify both common themes and differences of distinctive liberation theologies in a global context. Consideration of themes such as preferential option for the poor, social analysis, commitment to human rights, and praxis will be informed by participants' spiritual and ethical sources. Offered annually or according to student interest.

REST 230

Religion and Politics

Three Credits LA

A study of the interrelationship between religion and politics. Of particular importance is an examination of the roles of those who are in positions of authority in these two realms. Offered triennially.

REST 231

Social Ethics and Economics

Three Credits LA

Economic policies and socio-ethical views (especially those rooted in religious thought) are studied as interrelated parts of a total cultural system. Of particular interest to this course are the ways that these systems relate to human values and human needs, including those of marginalized peoples in the Third World countries and elsewhere. Offered annually or according to student interest.

REST 232

Religion and Culture

Three Credits LA

Dual listed as ANTH 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 when there is sufficient student interest.

REST 243

Catholic Thought and Spirituality

Three Credits LA

Dual listed as CAST 202

This course helps students understand the Catholic tradition in an academic, objective, non-confessional, and critical manner. Through theological readings and class discussions, it considers historical development, doctrinal positions, spiritual dimensions, and contemporary issues in Roman Catholicism. Offered annually.

REST 244

Prison, Praxis and Prisoners

Three Credits LA

What values are informing present prison structures? How does the stated purpose of prisons as defined by both federal and state mission statements compare to the actual experience of the imprisoned and the systematic administrations of that purpose? We will be engaging in a critical reflection of the experience of imprisonment to investigate the possibility of a socio-spiritual (re)configuration of the prison. This course will consider the social, psychological, political, and spiritual reality related to both prisons and those imprisoned. Among the related issues that we will examine will be social safety concerns and human rights. We will especially consider the experience of imprisonment for women separated from their children, and the effect of present policies on these children. Through Amnesty International, the Index on Censorship, and other work on behalf of human rights, we will also study the situation of political prisoners and pervasive torture in the world today. Given this sort of inquiry is it possible to conceive of values that reflect a more transcendent perspective on the prison experience?

This course will attempt through readings, film, documentary, voices of prisoners, and a praxis project to gain a critical awareness of the prison system in the U.S. with some comparison to prisons in other countries. We will analyze alternatives to imprisonment and consider possibilities for change. We will also ask existential questions, for example, in what way are we ourselves imprisoned? Is life intrinsically meaningful, even in prison? What is our connection to those in prison? The course will consider different sociopolitical and theological positions infused with a theologically informed liberationist approach. Offered annually.

REST 245

Jesus and Discipleship

Three Credits LA

This course examines the significance of Jesus of Nazareth as portrayed in the Gospels and New Testament letters. In conjunction with a critical contemplation on Jesus and his call to humanity, the course will systematically reflect on the distinct yet complementary meanings of discipleship. Thus, the consideration of Jesus and discipleship will reflect the views of believing Christians as well as other people of good will. These areas will be addressed in different historical settings and taken from various perspectives as readings will come from the Judeo-Christian Scriptures, historical documents, and contemporary texts. Offered annually.

REST 248

Medieval Europe

Three Credits LA

Dual listed as HIST 248

See HIST 248 for course description

REST 268

Traditional Asia

Three Credits LA

Dual listed as HIST 268

See HIST 268 for course description

REST 300

Judeo-Christian Scriptures

Three Credits LA

This course will begin by analyzing how the Hebrew Scriptures were composed and compiled through the different periods of Jewish history. With a knowledge of the historical and cultural context of these religious writings, the class will examine the Biblical stories seeking to find their meaning and significance for ancient Jews and contemporary people. The different books and letters of the New Testament also responded to specific controversies of the time, and therefore the class will analyze the New Testament writings to understand the religious debates and conflicts in the early Church. Since the Hebrew Scriptures and New Testament grew out of religious traditions, the class will study these texts to help them understand the doctrines, rituals, and denominations of Judaism and Christianity. All students must write an analytic research paper or present to the class an oral report based on their research. Offered every semester.

REST 320

Public Praxis I

Three Credits LA

Dual listed as SOC 320

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., an article for a local newspaper, a book chapter, or a community writing project). All students must write an analytic research paper or present to the class an oral report based on their research.

REST 325

Public Praxis II

Three Credits LA

Dual listed as SOC 325

This course is the Capping course for 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 others on the Committee, the faculty member will be responsible for final assessment. All students must write an analytic research paper or present to the class an oral report based on their research. Offered annually.

REST 330

Religion in Contemporary Moral Life

Three Credits LA

This course examines the relationship between religious thought and human moral agency. Through research and discussion, students will deal with religious approaches to contemporary moral issues, including those of personal relations, social justice, and medicine and business ethics. All students must write an analytic research paper or present to the class an oral report based on their research. Offered biennially or according to student interest.

REST 331

Philosophy of Religion

Three Credits LA

Dual listed as PHIL 331 for course description.

REST 335

Marriage and Family from Religious Perspectives

Three Credits LA

This course focuses on the religious beliefs and practices concerning marriage from the Jewish and Christian traditions, though other religious traditions may also be examined. In this class, marriage is examined as a religious ritual, and as a means through which religious virtues such as patience, fidelity, perseverance, and forgiveness can be acquired and transmitted. The class explores the role of marital vows and obligations of love that are expressed in these religious vows. Since there are many different Christian and Jewish denominations, the class will study various religious approaches to divorce, marital ethics, parenting strategies, family rituals, and the religious education of children. All students must write an analytic research paper or present to the class an oral report based on their research. Offered every semester.

REST 361

Ancient Roman and Early Christian Literature

Three Credits LA

Dual listed as ENG 361

See ENG 361 for course description

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. Students should check with the appropriate faculty member for detailed information on any “special topics” course. All students must write an analytic research paper or present to the class an oral report based on their research.

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. All students must write an analytic research paper or present to the class an oral report based on their research. Offered triennially.

REST 431

Spirituality and Human Development

Three Credits LA

This course is designed to engage students in research and discussion of the foundations of faith development in the human life cycle. Focus is on early and middle adulthood and later life. Significant issues include the development of faith in relation to family, sexuality, and life-crisis events (i.e., illness, death, separation, and divorce). All students must write an analytic research paper or present to the class an oral report based on their research. Offered triennially.

SOCIAL WORK

SOCW 230

Introduction to Social Work

Three Credits LA

Introduction to Social Work is intended as a foundation for students interested in working toward 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 explores a variety of theoretical perspectives that direct the social-work helping process. Theories examined include systems, ecological, feminist, ethnic sensitive, and strengths. These theories are examined from an historical perspective and for their value base relative to agency-based practice and research. The interaction of the social worker with the social-service delivery system is explored and analyzed through the completion of an agency assessment.

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 support 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. Social-work methods and intervention with older people and their families in a variety of settings are examined. Field trips to agencies are required.

Prerequisite: SOCW 230 or PSYC 321 or permission of instructor

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. Course content is enriched by a concurrent field education experience.

Prerequisites: SOC 101, SOCW 230

SOCW 345

Human Behavior in the Social Environment

Three Credits LA

Empirically based theories and knowledge of human growth and development are studied for their usefulness in understanding human behavior across the life span as impacted by social and cultural diversity, political and economic barriers, and opportunities. The focus of this course is the individual within the social context of family and larger social institutions such as education, commerce, government, and spiritual organizations, and the ways that systems promote or deter people in maintaining or achieving health and well-being.

Prerequisite: SOCW 230 or permission of 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 instructor

SOCW 352

Addictions and Special Populations

Three Credits LA

This course offers students the opportunity to explore the needs of persons who suffer from addiction to alcohol and other substances as well as mental disturbance, intellectual impairment, and/or physical challenge. The course addresses issues of case identification, assessment, treatment, and policy. Students are encouraged to examine critically existing assessment and diagnostic frameworks, ethical dilemmas in relation to delivery of service, and personal beliefs as they affect response to this population.

SOCW 382

Junior Field Education

One Credit

Students are assigned to social service agencies to observe and apply beginning social-work skills based on theoretical content provided in previous and concurrent courses. A minimum of 72 hours of field education and a minimum of four integrated class seminars are required.

Prerequisite: OPEN TO MAJORS ONLY

SOCW 383

Social Work Methods I

Three Credits

Building on SOCW 230 and SOCW 330, this course continues the study and application of social-work knowledge, values, and skills relative to generalist social-work practice. The person-in-environment context is the focal point for application of the social-work process of assessment, planning, intervention, evaluation, and termination. A concurrent required field education experience (SOCW 382) enriches course content.

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 department 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 raise consciousness and sensitivity to the kinds of problems in which these differences result. Ethnic minorities, undervalued 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 undervalued groups. Course content is enriched by a concurrent field education experience.

Prerequisites: SOC 101, SOCW 230

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.

Prerequisites: SOCW 382, SOCW 383; 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.

Prerequisites: SOCW 382, SOCW 383; OPEN TO MAJORS ONLY; taken concurrently with SOCW 482

SOCW 478

Senior Integrative Seminar II

Three Credits LA

Building on Senior Integrative 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.

Prerequisites: SOCW 477; OPEN TO MAJORS ONLY; taken concurrently with SOCW 483

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-service agencies where, under the supervision of professional social workers, they learn by directly participating in the delivery of social-work services.

Prerequisites: SOCW 382, SOCW 383; OPEN TO MAJORS ONLY; taken concurrently with SOCW 477-478

SOCIOLOGY

SOC 101

Introduction to Sociology

Three Credits LA

Students are introduced to three major sociological theories, conflict, functionalism, and symbolic interactionism, within an ongoing holistic analysis of contemporary society. Emphasis is on how the major social institutions, the economy, government, education, religion, and the family, profoundly shape individuals’ personal identities and everyday lives.

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 subculture. The philosophy and practice of the adjudication process for juveniles as well as treatment procedures.

Prerequisite: SOC 101

SOC 320

Public Praxis I

Dual listed as REST 320

See REST 320 for course description.

This course will fulfill requirements for the minor in Sociology or the minor in Public Praxis.

SOC 325

Public Praxis II

Dual listed as REST 325

See REST 325 for course description.

This course will fulfill requirements for the minor in Sociology or the minor in Public Praxis.

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 explanations 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 of 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. Course content is enriched by a concurrent field education experience.

Prerequisites: SOC 101, SOC 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 in 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 348

Popular Culture

Three Credits LA

This course explores diverse forms of contemporary American popular culture through rigorous reflection on the sociological, psychological, political, and economic dimensions of popular culture relative to individual biographies, gender, social class, ethnic, and peer-group subcultures. Main areas of study include film, music, TV, and advertising viewed as a "culture industry." Major schools of thought on popular culture including the mainstream, conservative, postmodern, and critical standpoints are introduced. The critical standpoint centrally informs the course by viewing popular culture in the context of creating a more-compassionate and just society.

SOC 392-393

Special Topics in Sociology I-II

Three Credits each LA

"Special topics" courses serve as a vehicle by which a department 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, Gouyldner, Blau, Dahrendorf, Coser, and Durkheim. The course explores congruence in theory and possible directions of future theory.

Prerequisites: SOC 101 and an upper-level Sociology course; priority to Social Work majors

SOC 450

Qualitative Social Research Methods

Three Credits LA

This course introduces qualitative research methods in the context of students' carrying out a field study to the point of a working document. Issues of access to community settings, subject selection, participant observation, interviewing, use of personal documents, research ethics, recording and analysis of data, as well as how we know the social world, are fully considered. Critical ethnography, a new field method focused on the relationship between social institutional constraints and human agency, is also introduced.

Prerequisite: SOC 101

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, SOC 440; MATH 130 is recommended; priority to Social Work majors

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 had 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. A better understanding of the various Hispanic cultures continues. Closed to native speakers. Offered every year.

Prerequisite: A good three-year high school background in Spanish

SPAN 150

The Civilization of Spain

Three Credits LA

Dual listed as CSSP 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 CSSP 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 CSSP 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 CSSP 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 development 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. Taught in English. Offered annually.

SPAN 201-202

Spanish Composition and Conversation 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: A four- or five-year secondary school or intermediate-level 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 year.

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 includes 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 Cervantes, and representative works of the 19th and 20th centuries. Offered when there is sufficient student interest.

SPAN 250

Hispanic Civilization: Spain

Three Credits LA

Dual listed as CSSP 250

The cultural development of Spain through the study of its history, geography, literature, and fine arts. Taught in Spanish. Offered every fall.

Prerequisite: Sufficient background in Spanish

SPAN 260

Hispanic Civilization: Latin America

Three Credits LA

Dual listed as CSSP 260

The cultural development of Latin America through the study of its history, geography, literature, and fine arts. Taught in Spanish. Offered every spring.

Prerequisite: 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: A good secondary school background or completion of intermediate-level Spanish courses

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: Intermediate-level Spanish background

SPAN 301

Spain Today

Three Credits LA

Living and studying in Spain, this orientation includes intensive language sessions as well as study tours on Spain's history, architecture, art, and contemporary political issues. Offered every semester.

Prerequisite: Admittance into the Marist Abroad Program

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: A good secondary-school or intermediate-level Spanish background

SPAN 312

Professional Spanish for Hispanics

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), translation techniques, and to the research and writing of academic essays. Offered every two years.

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 development 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 325

Spanish Language and Technology Practicum

Three Credits LA

In the age of the Internet and the global economy, the concept of human communication is rapidly changing. In this course, students will practice communicating in another language for the 21st century. Reading, writing, and speaking skills will be polished as the target culture is researched and discussed through e-mail, electronic discussion forums, Usenet groups, chat rooms, video conferencing, and the World Wide Web. Special attention will be given to the effective use of Spanish through computer technology. Taught every year in Spanish.

Prerequisite: Sufficient background in Spanish

SPAN 330

Themes in Spanish Cinema

Three Credits LA

Dual listed as CSSP 330

An introduction to the major directors, themes, and movements in Spanish Cinema.

SPAN 335

Themes in Latin American Cinema

Three Credits LA

Dual listed as CSSP 335

An introduction to the major directors, themes, and movements in Latin American Cinema.

SPAN 354

Civilización: Los Hispanos en los Estados Unidos

Three Credits LA

Dual listed as CSSP 354

Spanish speakers are the fastest-growing minority in the United States and it is predicted that after the year 2000, 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/CSSP 154.

SPAN 360-361

Spanish Composition and Conversation I–II

Three Credits each LA

Designed particularly for nonnative 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. SPAN 360 is offered every fall and SPAN 361 is offered when there is sufficient student interest.

SPAN 370

Latin American Women Writers

Three Credits LA

Discussion and analysis of representative works by 20th-century women writers from the Caribbean, Mexico, and 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.

Prerequisite: 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: 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: 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 students to the world of high-powered international negotiations. Students in the course would function as official translators 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 18th and 19th 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 424

Cervantes

Three Credits LA

The life and writings of Cervantes with a detailed study of the Quixote. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 425

Literature of the Golden Age

Three Credits LA

A study of the outstanding 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. Each student makes an oral presentation of the paper at a departmental seminar.

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.

Prerequisites: Senior with Spanish major or minor; permission of Chairperson

WOMEN’S STUDIES

WMST 130

Introduction to Women’s Studies

Three Credits LA

Dual listed as HIST 130

See HIST 130 for course description.

WMST 385

Women and Film

Three Credits LA

Dual listed as COM 385

See COM 385 for course description.

FINANCING YOUR EDUCATION

STATEMENT OF FEES

(These are 2010-2011 fees. Subject to change in 2011-12.)

TUITION

| | |
|--|--------------|
| <i>Full-Time Semester</i> | \$ 13,575.00 |
| (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.) | |
| <i>Per Semester Hour</i> | \$ 634.00 |
| (Per-credit cost for students taking less than 12 credits or for each credit taken over 16 credits.) | |
| Professional Studies Rate | \$ 575.00 |

CAMPUS RESIDENCE RATES (PER SEMESTER)

| | |
|------------------------------------|-------------|
| Champagnat | |
| Leo | |
| Marian | |
| Sheahan | \$ 3,763.00 |
| Upper & Lower New Townhouses | \$ 4,326.00 |
| Mid Rise | \$ 3,942.00 |
| Gartland Commons | \$ 4,326.00 |
| Talmadge Court | \$ 4,326.00 |
| Foy Townhouses | \$ 4,326.00 |
| West Cedar Townhouses Lower | \$ 4,430.00 |
| West Cedar Townhouses Upper | \$ 4,430.00 |
| Residence Inn | \$ 4,852.00 |
| Fulton Street Townhouses | \$ 4,852.00 |

DINING SERVICES PLANS (per semester)

Dining services plan levels vary according to the number of meals offered per week. For full details, please see our webpage at www.maristdining.com.

Required for all resident Freshmen and Sophomores in traditional residence halls:

| | | |
|---------------|---|-------------|
| Carte Blanche | Full 7-day access to dining services +25 Thrifty Cash | |
| | + 10 Grab-n-Go meals per semester | |
| | (Opening – Close) | \$ 2,075.00 |

Available for any student residing in an apartment or townhouse as well as commuter students:

| | |
|---|------------|
| 120 Meals + \$500 Thrifty Cash | \$1,500.00 |
| 60 Meals + \$300 Thrifty Cash | \$750.00 |
| 30 Meals + \$200 Thrifty Cash | \$430.00 |
| Apartment 15 Meals + \$150 Thrifty Cash * | \$275.00 |

*Sophomore residents of Gartland Commons or Townhouses are required to participate in this plan at a minimum.

All changes in dining services 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 2010 Semester

Oct. 16 – Oct. 18, 2010—Fall Recess Weekend
Nov. 25 – Nov. 29, 2010—Thanksgiving Weekend

Spring 2011 Semester

March 13 – March 21, 2011—Spring Recess
April 2 – April 4, 2011—Easter Weekend

NOTE: Extra room and board charges will be assessed during Christmas, mid-semester break, spring recess, and summer vacation period.

| | |
|--|----------|
| <i>Enrollment Deposit</i> | \$500.00 |
| 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 | |

Admission prior to May 1 or date indicated on acceptance letter. After this date all payments are nonrefundable.

| | |
|---|--------------------------|
| <i>Room Reservation Deposit for all returning students (Nonrefundable)</i> .. | \$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. | |
| <i>Room Key Fee</i> | \$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 hall. | |
| <i>Orientation Fee (Nonrefundable)</i> | \$90.00 |
| Payable by all incoming full-time freshmen and transfer students for orientation presentations and materials. | |
| <i>Single Room Fee, per semester</i> | \$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 a first-come, first-served basis. | |
| <i>Application Fee (Nonrefundable)</i> | \$50.00 |
| Additional charge when a student fails to register during the designated registration period. | |
| <i>Activities Fee, Full-time student</i> | \$115.00 |
| Payable each semester. Refundable according to Tuition Policy. | |
| <i>Activities Fee, Part-time student</i> | \$40.00 |
| Payable each semester. Refundable according to Tuition Policy. | |
| <i>Marist Health Services Fee</i> | \$135.00 |
| <i>Health Insurance Fee</i> | \$500.00 |
| All full-time students are required to be covered under blanket policy. Billable each semester. (Fee dependent on contract.) | |
| <i>Advanced Placement/College Proficiency Examination Fee</i> | |
| \$50.00 per credit hour | |
| No charge where credits are waived. When credit and/or grade is given in lieu of formal course work, fee is \$50.00 per credit hour. | |
| <i>Deferred Examination and Re-examination Fee</i> | \$10.00 |
| <i>Lost I.D. Fee</i> | \$15.00 |
| Payable when a replacement is requested by a student. | |
| <i>Transcript Fee</i> | \$5.00 |
| Payable at the time of request. | |
| <i>Returned Check Fee</i> | \$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. | |
| <i>Portfolio Review</i> | \$150.00 per credit hour |
| <i>Life Work (posting)</i> | \$50.00 per credit hour |
| <i>Laboratory Deposits</i> | dependent upon lab |
| Certain science departments require internal key and breakage deposits which are refundable at the end of the semester providing all materials are returned intact. | |
| <i>Readmission Fee</i> | \$150.00 |
| <i>School College</i> | \$100.00 per credit |
| <i>High School One</i> | \$125.00 per credit |

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

Payment due dates are established each semester and will be noted with each billing cycle. Approximately, early August (fall semester) and early January (spring semester).

A \$300.00 late fee will be assessed on student accounts that are not deemed financially cleared.

The College accepts cash, check, American Express, Discover and MasterCard for payment. Please note that ACH or credit card payments are only accepted on-line through our e-Bill (electronic billing) process.

A service charge of 2% on any unpaid balance will be added to all accounts in October (fall semester) and March (spring semester).

Summer Semester and Winter Intersession

Any questions regarding semester payment of fees should be addressed to the Office of Student Financial Services.

OUTSTANDING FINANCIAL OBLIGATIONS

Students whose tuition or 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 associated with the collection of the debt. The collection cost may be 30%–40% of the outstanding debt when it is transferred to the collection agency.

MONTHLY PAYMENT PLAN

The College offers a payment plan arrangement managed by Sallie Mae. Additional information on The Sallie Mae Monthly Payment Plan may be obtained at www.marist.edu/financialaid/TuitionPay, or by calling (800) 635-0120.

FINANCIAL ASSISTANCE

Students who are recipients of any type of financial scholarship or assistance must present documentation to the Office of Student Financial Services at the time of registration or as soon as received.

Deductions from semester billings for specified scholarship and 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 Financial Services before fee deadlines will be subject to a service charge.

INSTITUTIONAL POLICY FOR 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 Office of the Registrar. Simply notifying the classroom instructor and/or the dean is insufficient. Procedures to be followed are outlined on this form. In computing the refund, the Office of Student Financial Services accepts the date that the completed form has been received in the Office of the Registrar.

Disbursement of funds must be requested through the Office of Student Financial Services.

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 the refund. (See Room Charge below.)

A refund for the board program for the remainder of the semester following the date of the student's withdrawal will be made at the per-diem college rate. The date used will be the official notification of withdrawal to the Housing Office.

STUDENT WITHDRAWING—PERCENT OR AMOUNT CHARGED

| | <i>Tuition Charge</i> | <i>Fees Charge</i> | <i>Room Charge</i> | <i>Board Charge</i> |
|----------|-----------------------|--------------------|--------------------|---------------------|
| 1st Week | 0% | 0%* | \$50.00** | pro-rated per diem |
| 2nd Week | 50% | 50%* | 50%** | pro-rated per diem |
| 3rd Week | 50% | 50%* | 50%** | pro-rated per diem |
| 4th Week | 100% | 100% | 100%** | pro-rated per diem |

*Registration and orientation fees are nonrefundable.

**Room reservation fee of \$200 will be forfeited.

For any withdrawal from the college and/or college housing 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.*)

TITLE IV RECIPIENT POLICY FOR REFUNDS

This refund policy is effective as of September 1, 2000 as per the U.S. Department of Higher Education Amendments published on November 1, 1999. This refund policy will apply to students who receive assistance under Title IV funding and/or to the parents who receive 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, Federal ACG Grant, Federal SMART Grant, and the Federal Perkins Loan Program. Students whose Title IV aid consists only of Federal Work-Study earnings are not included in the calculation. 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 traditional semester).

If the student withdraws from Marist College during the first 60% of the semester, they may be responsible for a portion of the unearned Title IV funds disbursed or that could have been disbursed.

The **percentage** for which the student is eligible is equal to the percentage of the enrollment period that the student has completed. The percentage is calculated by dividing the portion of the period completed by the length of the payment period. If the period of enrollment is greater than 60% the student has earned 100% of the aid.

The amount earned is the **percentage** multiplied by the amount of Title IV aid awarded. The amount unearned is the difference between the amount awarded less the amount earned.

Refunds back to Title IV programs will be assessed by the official date of withdrawal. The official date of withdrawal will be considered the date recorded by the Center for Advising and Academic Services.

If you have any questions regarding this policy, please contact the Office of Student Financial Services.

EXCESS FINANCIAL AID

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

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 \$30 million of its own funds to assist students with financing their education. Overall, almost 87% of the student body receives some form of financial assistance. In addition to need-based grants, Marist awards scholarships to high-achieving incoming freshmen and transfer students.

MEETING COLLEGE COSTS

Financing a college education is a challenge for many families. Recognizing the cost of an education, 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 aid. They consist of scholarships, grants, loans, and earnings from part-time work while in school.

If students are in need of financial assistance at Marist College, they should file the Free Application for Federal Student Aid (FAFSA). Please note that the Free Application for Federal Student Aid (FAFSA) cannot be filed before January 1.

PURPOSE OF FINANCIAL AID

The purpose of student financial aid at Marist College is to provide assistance to those students who demonstrate financial need. The College maintains that all costs associated with a college education are ultimately the responsibility of the student and the family. Financial need is determined by a formula established by the U.S. Congress, as calculated from data submitted on the Free Application for Federal Student Aid (FAFSA). This formula determines the Expected Family Contribution (EFC), an amount the student and family are expected to contribute toward the education.

The difference between the cost of attendance (tuition, fees, room and board, books, travel, and personal expenses) and the expected family contribution represents the student's financial need. This is the student's maximum need-based financial aid eligibility. Utilizing all available resources, Marist College attempts to meet the financial need of its students. Once a student's FAFSA is processed, an award notification outlining the financial aid eligibility will be forwarded to the student. Awards may include any combination of grant/scholarship, loan, and employment opportunities. These awards are offered without reference to race, ethnicity, sex, age, religion, marital status, or physical disability.

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 financial aid. Note: Information subject to change. Refer to our web site for updated information regarding institutional, state and federal student aid programs.

FINANCIAL NEED

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 total cost of education as well as the billable 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 \$1350)
 - transportation (estimated at \$825)
 - personal expenses (estimated at \$825)

This budget is used for dependent students living on campus and adjusted for students living off campus. Students living with their parents will have a budget that reflects estimated room and board costs of \$5,117 for the year, \$1,350 for books, \$975 for transportation, and \$975 for personal expenses.

Budgets for independent students will reflect their educational and living expenses. The budgets are reviewed each year to ensure 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 siblings attending college on at least a half-time basis, age of older parent, 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 following entitlement programs not directly administered by the college: Federal Pell Grants, SMART Grant, ACG Grant and the NYS Tuition Assistance Program (TAP), and other state programs. The ability of the college to meet remaining need is based on the number of students demonstrating a need and the funding levels for these 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 February 1 while the deadline for returning students is March 1. 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 Office of Student Financial Services to be considered for additional funding. The request, accompanied by supporting documentation, should detail the cause and extent of the student's additional financial need. Reconsiderations will be met depending upon availability of funds.

APPLICATION VERIFICATION PROCEDURES

All incoming and returning students must complete the Free Application for Federal Student Aid (FAFSA). It may 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 February 15 while returning students should file by April 1. This process may be completed on the Web. Please refer to www.marist.edu/financialaid. In addition to the FAFSA, freshmen, new transfers, and all students selected for verification must also submit a Marist College Application for Financial Aid, a signed copy of their most recent tax return, W-2 statements, and a signed copy of their parent(s) most recent federal income tax return, W-2 statements, and schedules. 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 at www.irs.gov or by calling 1-800-829-1040. Independent students selected for verification will be required to submit a signed copy of their, and, if applicable, their spouse's, most recent federal income tax return. If a tax extension has been filed we will need a copy of that form. Please note an extension will not fulfill aid requirements. Students selected for verification during the academic year must submit requested documentation in order to determine eligibility for financial aid. Federal and need-based aid will not be credited to the student's account until the verification process has been completed. Requested information must be received no later than two weeks prior to the end of the enrollment for the academic year.

FINANCIAL AID PHILOSOPHY AND POLICIES

1. Marist College, utilizing all available resources, attempts to meet the financial need of its students. 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 cannot 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. A FAFSA must be submitted annually as financial aid is not automatically renewable. The Marist Application for Financial Aid and a signed copy of the parent's and student's federal income tax return for the previous year may be requested.
4. The financial-aid award shall be voided if and when incorrect information is revealed on either the student's 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 Office of Student Financial Services at the beginning of an academic term, the student's financial-aid award will become void.
6. Any change in the amount indicated from non-college sources or in a student's enrollment, financial, or resident status must be reported immediately to the Office of Student Financial Services.
7. Availability of funds (state and federal funding) is tentative at the time awards are made and Marist College cannot guarantee substitute awards if any anticipated outside sources of assistance do not materialize.

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 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 January 1 of the academic 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 postsecondary 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 for 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).

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

Making satisfactory progress requires that a student achieve a satisfactory cumulative index and accumulate credits at a steady rate. The minimum progress expected is given in chart form and has been approved by the New York State Higher Education Services Corporation (HESC). These progress requirements may be obtained by contacting the TAP Certifying Officer in the Office of the Registrar. 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 Free Application for Federal Student Aid (FAFSA). The Department of Education will forward this information to HESC. Students will be given the option of linking to the HESC website to complete the TAP application online. HESC 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.
2. TAP awards at Marist currently range from \$275 to \$5,000.
3. TAP is awarded for eight semesters of full-time undergraduate studies. Students enrolled in the HEOP Program have an additional two semesters of eligibility. HEOP students must indicate they are in an approved five-year program on the FAFSA and TAP applications.
4. Upon receiving the official notification of the student's award from HESC, the TAP Certifying Officer will verify the student's full-time, matriculated status and the tuition charges for the term in question.
5. If the student meets all of the eligibility criteria, the amount of the award will be credited to the student's account after the Certification Status Date. The Certification Status Date is the date upon which the student incurs full-tuition liability for full-time study.
6. When students are enrolled in a program of study approved to operate on a simulated semester calendar, students must register for and incur tuition liability for full-time study at the outset of the term. If the student meets all of the eligibility requirements, the award will be credited to the student's account when the student begins study for the last module of the simulated semester.
7. If the TAP award results in a credit balance for the student, the College will refund any credit balance within 30 days unless the student requests the College to leave the balance on the account as a credit toward a future term's charge. (Some restrictions may apply.)

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 | 21 | 33 | 45 | 60 | 75 | 90 | 105 |
| With at least this grade-point average | 0 | 1.1 | 1.2 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

** Only students in approved 5-year programs (e.g.: Higher Education Opportunity Program).

PART TIME TAP

Part-time students at approved schools in New York State who were first-time, full-time freshmen in 2006-07 may be eligible for Part-Time TAP to help them pay for college beginning in 2007-08. Part-Time TAP is a grant and does not have to be paid back. Part-Time TAP is not the same as Aid for Part-Time Study.

To be eligible for Part-Time TAP, a student must be a first-time freshman in the 2006-07 academic year or thereafter, have earned 12 credits or more in each of the two consecutive semesters (one-time requirement), for a minimum total of 24 credits earned, and maintain a minimum of a "C" average. In addition, the student must be a United States citizen or eligible noncitizen, be a legal resident of New York State, have graduated from high school in the United States, or earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department. The student must also be matriculated in an approved program of study and be in good academic standing, be charged at least \$200 tuition per year, take at least 6 but fewer than 12 credits (applicable to the program) per semester, not be in default on a student loan guaranteed by HESC and not be in any repayment of state awards. The student must also meet income eligibility limitations.

AID FOR PART-TIME STUDY (APTS)

This program is designed to provide tuition assistance to eligible undergraduates enrolled on a part-time basis (three to eleven credits per semester) in a program of study leading to a degree at Marist College. Eligibility requirements include New York State residency, good academic standing, 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 academic year and submit it to the Office of Student Financial Services. Applications and additional information are available at our website: <http://www.marist.edu/financialaid/tap.html>.

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, the Vietnam Conflict or the Persian Gulf 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 40% resulting from service during World War I, World War II, the Korean Conflict, the Vietnam Conflict, or the Persian Gulf Conflict, or who had such disability at time of death and who was a resident of New York State 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 19.

VIETNAM VETERANS TUITION AWARDS (VVTA) & PERSIAN GULF VETERANS 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 confirmation of 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 have been 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 postsecondary institution in New York State.

1. Award ranges up to \$2,000 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.

NEW YORK STATE WORLD TRADE CENTER MEMORIAL SCHOLARSHIPS

The World Trade Center Memorial Scholarship is available to families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of September 11, 2001.

Who is Eligible?

1. Children, spouses, and financial dependents of deceased or severely and permanently disabled victims of the September 11, 2001 terrorist attacks on the United States or the subsequent rescue and recovery operations. This includes victims at the World Trade Center site, the Pentagon, or on flights 11, 77, 93, or 175.
2. Survivors of the terrorist attacks who are severely and permanently disabled as a result of injuries sustained in the attacks or rescue and recovery operations.

How to Apply:

Please refer to <http://www.hesc.com/WTC/Scholarship/Index.html> for an application and instructions. Print a copy of the New York State World Trade Center Memorial Scholarship Application and submit it with the necessary documentation to: HESC Scholarship Unit, 99 Washington Avenue, Albany, NY 12255.

Scholarship Award

The award covers up to four years of full-time undergraduate study or up to five years in an approved five-year bachelor's program. At a public college or university (SUNY or CUNY) the scholarship includes the actual tuition and mandatory educational fees as well as room and board and a book allowance. At a private institution, the scholarship provides an allowance equal to SUNY four-year college tuition and mandatory educational fees (or student's actual tuition and fees, whichever is less) and allowances for room and board, books, supplies, and transportation. Payment of the scholarship is made to the school.

Receipt of other grants and scholarships may reduce the World Trade Center Memorial Scholarship award; the total of all aid received cannot be greater than the student's cost of attendance.

Recipients of World Trade Center Memorial Scholarships must meet the basic eligibility requirements as described in the section on New York State Tuition Assistance Program (TAP), page 244. Specific eligibility requirements are provided on the Marist website: www.marist.edu/registrar.

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 in one class per semester may be eligible 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). Usually within four weeks, a Student Aid Report (SAR) notification will be sent to the applicant. Provided the student listed Marist as one of the colleges to receive information, the College will notify the student of the amount of Pell Grant to be received.
2. Currently, the amount of the award ranges from \$400 to \$4,731; 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.
3. 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 wherein current-year estimated income would be reported and the eligibility of the student would be computed on the basis of that year's income.
4. Award notification will be mailed to new students by May 1, and email notification will be sent to returning students by June 15.
5. Payment of the award will be made directly to 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, providing the student has not received his or her full academic year grant allowance during the previous fall and/or spring.
6. If the Federal Pell Grant results in a credit balance for the student, the College will refund the credit balance to the student within 14 days unless the student requests the College to leave the balance in the account as a credit toward a future term's charges.
7. A student who is in default on a Federal Perkins Loan or Stafford Student Loan or owes a refund on a Federal Pell Grant is not eligible for federal and/or state aid.

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 range from \$500 to \$2,500 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. Award notification will be mailed to new students by May 1, and email notification will be sent to returning students by July 15.
6. Payment of the award is made in two equal parts, in the fall and the spring, unless otherwise noted.
7. If the Federal SEOG award results in a credit balance for the student, the College will refund any credit balance within 30 days unless the student requests the College to leave the balance on the account as a credit toward a future term's charges.
8. A student who is in default on a Federal Perkins Loan or Stafford Student Loan or owes a refund on a Federal Pell Grant is not eligible for federal and/or state aid.

ACADEMIC COMPETITIVENESS GRANT

An Academic Competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study to full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and who have successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students must also have maintained a cumulative grade-point average (GPA) of at least 3.0.

NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT OR NATIONAL SMART GRANT

A National SMART Grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study to full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and majoring in physical, life, or computer sciences, mathematics, technology, or in a foreign language determined critical to national security. The student must also have maintained a cumulative grade-point average (GPA) of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student's Pell Grant award.

FEDERAL PERKINS (NDSL) LOAN

The Perkins Loan is a federal loan program administered by Marist College to assist high need students in meeting their educational expenses.

1. A student may borrow a maximum of \$4,000 for each year of college with a maximum cumulative amount of \$20,000 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 postsecondary educational institution on at least a 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 cancelled in the following situations and at the designated rates:
 - (i) Full-time teacher in public or other nonprofit elementary or secondary school, identified by the commissioner and listed

in the Federal Register 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 with 50% or more of handicapped students in public or other nonprofit 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 in a hostile zone.
50% of the loan may be cancelled at the rate of 12.5% for each year of service in an area of hostility qualifying for special pay.
 - (v) Service as a law-enforcement or corrections officer in an eligible local, state, or federal agency. The agency must be publicly funded and its principal activities must pertain to crime prevention, control, or reduction, or enforcement of criminal law, and the applicant's principal responsibilities are unique to the criminal justice system. The applicant must be a sworn law-enforcement officer, or a person whose principal responsibilities are unique to the criminal justice system. Rates are same as (ii).
 - (vi) Full-time employment as a nurse or medical technician providing health-care services for 12 consecutive months. A medical technician is an allied health professional (working in fields such as therapy, dental hygiene, medical technology, or nutrition) who is certified, registered, or licensed by the appropriate state agency. An allied health professional is someone who assists, facilitates, or complements the work of physicians and other specialists in the health-care system. Rates are same as (ii).
 - (vii) Providing or supervising the provision of services to high-risk children from low-income communities and families of such children, and working full time in a public or private nonprofit child- or family-services agency for 12 consecutive months. Rates are same as (ii).
 - (viii) Qualified professional provider of early-intervention services working full time for 12 consecutive months in a public or other nonprofit program authorized in Section 676(b)(9) of the Individuals with Disabilities Education Act. Rates are same as (ii).
 - (ix) For service as a volunteer under the Peace Corps Act or under the Domestic Volunteer Service Act of 1973. Rates are same as (ii).
 - (x) The full balance of the loan obligation will be cancelled in the event of death and may be cancelled for permanent and total disability. Rates are same as (ii).
- (d) A copy of the completed promissory note will be provided to the borrower.
 - (e) A borrower has the right to repay the loan before the first payment of principal and interest becomes due without interest charges or penalty.
 - (f) A borrower may request forbearance in case a repayment schedule cannot be met.
 - (g) 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 postsecondary 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 (six credit hours per term) and interest begins to accrue after nine 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 postsecondary school.
- (e) The borrower is to notify the Office of Student Financial Services 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

| Due Date | Payment Amount | Interest | Principal | Balance |
|---------------|-----------------|---------------|-----------------|----------|
| 03/01/00 | 120.00 | 25.00 | 95.00 | 1,905.00 |
| 06/01/00 | 120.00 | 23.81 | 96.19 | 1,808.81 |
| 09/01/00 | 120.00 | 22.61 | 97.39 | 1,711.42 |
| 12/01/00 | 120.00 | 21.39 | 98.61 | 1,612.81 |
| 03/01/01 | 120.00 | 20.16 | 99.84 | 1,512.97 |
| 06/01/01 | 120.00 | 18.91 | 101.09 | 1,411.88 |
| 09/01/01 | 120.00 | 17.65 | 102.35 | 1,309.53 |
| 12/01/01 | 120.00 | 16.37 | 103.63 | 1,205.90 |
| 03/01/02 | 120.00 | 15.07 | 104.93 | 1,100.97 |
| 06/01/02 | 120.00 | 13.76 | 106.24 | 994.73 |
| 09/01/02 | 120.00 | 12.43 | 107.57 | 887.16 |
| 12/01/02 | 120.00 | 11.09 | 108.91 | 778.25 |
| 03/01/03 | 120.00 | 9.73 | 110.27 | 667.98 |
| 06/01/03 | 120.00 | 8.35 | 111.65 | 556.33 |
| 09/01/03 | 120.00 | 6.95 | 113.05 | 443.28 |
| 12/01/03 | 120.00 | 5.54 | 114.46 | 328.82 |
| 03/01/04 | 120.00 | 4.11 | 115.89 | 212.93 |
| 06/01/04 | 120.00 | 2.66 | 117.34 | 95.59 |
| 09/01/04 | 96.78 | 1.19 | 95.59 | 00.00 |
| Totals | 2,256.78 | 256.78 | 2,000.00 | |

- (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.
- 6. An award letter will be mailed to new students by May 1 and email notification will be sent to returning students by June 15.
- 7. The award is automatically accepted on behalf of the student. Students must notify the Office of Student Financial Services in writing to reduce or decline the award. The student also certifies that he/she is in compliance with the Selective Service requirements and will provide proof of registration when requested.
- 8. 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 Office of Student Financial Services at the beginning of each term for which the award is applicable and sign for the award.
- 9. If the Federal Perkins Loan award results in a credit balance for the student, the College will refund any credit balance within 30 days unless the student requests the College to leave the balance on the account as a credit toward a future term's charges.
- 10. A student who is in default on 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.

1. FWS students are paid at least the federal minimum wage.
2. 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.
3. 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).
4. The Office of Student Financial Services 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.
5. 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. Direct deposit is available to students or paychecks are to be picked up in the Business Office.
6. Students must complete a Student Work Agreement/Authorization Form 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 Office of Student Financial Services 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 email notification will be sent to returning students by June 15.
9. Students in default on a Federal Perkins Loan or Federal Stafford Student Loan or owing a refund on a 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. 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 copy of their social security card, photo ID, 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. Direct deposit is available to students or paychecks are to be picked up in the Business Office.
4. Students must complete a Student Work Agreement/Authorization Form for the Office of Student Financial Services where 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 Office of Student Financial Services for processing.

FEDERAL FAMILY EDUCATION LOAN PROGRAM

FEDERAL STAFFORD STUDENT LOAN (FSSL)

Subsidized:

The FSSL is a federal loan program which assists students who are enrolled at least half-time (six credit hours per term) in borrowing directly from a lending institution participating in FSSL. The loans are insured by the federal government or guaranteed by a guarantee agency. The benefits of the FSSL are: the borrower is not liable to make repayment on the loan while enrolled in college on at least a half-time basis; the loan is interest-free during the same period of time.

1. A FAFSA must be filed so that the college can determine the student's eligibility. The school will certify the student's enrollment, the college costs,

the financial aid available to the student, and the allowable loan amount. Students must also complete a Federal Stafford Loan Master Promissory Note. Upon approval of the loan, proceeds are normally electronically transferred to the institution.

2. Freshmen can borrow up to \$3,500, sophomores up to \$4,500, and juniors and seniors up to \$5,500 per academic year in accordance with the student's total family income and demonstrated financial need. (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, college costs, 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. A student may be required to pay a loan default and/or origination fee of up to three percent.
7. A statement of rights and responsibilities must be reviewed and signed by the student prior to the certification of the loan.
8. After proceeds are credited to the student's account, any credit balance will be refunded within 30 days. If the student chooses to leave the credit balance on the account, the student must notify the College in writing.
9. For loans issued to undergraduate students on or after July 1, 2008, the interest rate is fixed at 6.0%.
10. If a student drops to less than half-time, a refund will be made to the lending institution to be applied toward their outstanding loan balance. The student will receive notification of this transaction.
11. If verification is required, a student may be requested to submit a signed copy of his/her most recent tax return and a signed copy of his/her parent's most recent tax return, and the completed verification worksheet.

Unsubsidized:

The unsubsidized Federal Stafford Loan is for those students who do not qualify for the subsidized Federal Stafford Student Loan program. Effective July 1, 2008, all students are eligible for an additional \$2,000 above the base Stafford Loan eligibility. The terms and conditions of the unsubsidized FSSL are identical to those for the subsidized FSSL with the following exceptions:

For loans issued on or after July 1, 2006, the interest rate on unsubsidized loans is fixed at 6.8%.

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 repayment.

ADDITIONAL UNSUBSIDIZED FEDERAL STAFFORD LOAN

This is a student loan program to assist independent undergraduate, graduate, and professional students or students whose parents do not qualify for a Parent Plus Loan. 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 \$8,000 for dependent undergraduates and \$34,500 for independent undergraduate students and \$73,000 (including undergraduate) for graduate and professional students. These loan limits do not include amounts borrowed under the Subsidized Stafford or PLUS programs. For loans issued on or after July 1, 2006, the interest rate is fixed at 6.8%.

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. This is a credit-based loan. Repayment begins on the date of the second disbursement of the loan proceeds. For loans issued on or after July 1, 2006, the interest rate is fixed at 8.5%.

REQUIREMENTS TO MAINTAIN FEDERAL ELIGIBILITY

HEA Section 484(c), 34 CFR 668.16(e), 34 CFR 668.32(f), and 34 CFR 668.34 requires colleges to define and enforce standards of Satisfactory Academic Progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for this financial assistance. These

Satisfactory Academic Progress requirements must provide a maximum time frame for completion of the degree, a graduated credit accumulation over this time, as well as a quality mechanism. Essentially, these minimum standards require students to demonstrate that they are actively pursuing their degree.

Qualitative Standard

Students will be reviewed for satisfactory academic progress twice per year, after the fall and spring semesters.

- Students will be placed on financial aid warning whenever the semester GPA is below 2.00, but the cumulative GPA is at or above 2.00.
- During the first four semesters*:
 - Students will be placed on financial aid probation the first semester that the cumulative GPA is below 2.00. At the end of the following semester, students who do not raise their cumulative GPA to 2.00, but receive an academic status of High Risk probation, will be on High Risk probation for financial aid eligibility unless the student has completed four semesters.
 - Students must have a cumulative GPA of 2.00 by the end of their fourth semester.
- After the second academic year*:
 - Students must maintain a cumulative GPA of 2.00 to be eligible for financial aid. These students are not eligible for a probation period.
 - Students with a semester GPA below 2.0 who are otherwise meeting the qualitative and quantitative measurements will devolve to the probationary status assigned by the Center for Advising and Academic Services.
- Students who have lost their financial aid eligibility have the option of requesting a one-time appeal from the Office of Student Financial Services. Please refer to the Appeal Process.

***Credits transferred from another institution will be counted when determining the number of semesters a student has attended.**

When calculating grade-point average and credits attempted vs. credits earned, the following conditions apply:

- Transfer credits will be included in attempted hours and hours earned. Grades received for transfer credits will not be computed in the cumulative grade-point average.
- Progress will be reviewed once a temporary grade of I (Incomplete) has been replaced with an official grade.
- Repeated classes will count as credits attempted – the higher grade will be used to calculate the GPA.
- A grade of P (Pass) counts as credits attempted and earned, but is not calculated in the GPA.
- A grade of U (Unsatisfactory) or NC (No credit) counts as credits attempted, but not earned, and does not affect the cumulative GPA.
- A grade of W (Withdrawal) counts as credits attempted, but is not calculated in the GPA.
- A grade of WF (Withdrawal with a grade of F) counts as credits attempted and will count as an F when calculating GPA.
- If students change their major, all credits attempted, including those taken towards the prior major, will be counted when calculating the cumulative GPA. These credits will also be counted in the credits attempted versus credits earned calculation.

Quantitative Measure

Although the College considers the student in good academic standing based on a cumulative GPA of 2.00 or better, failure to earn the necessary number of credits toward degree completion can jeopardize the student's aid eligibility.

| Cumulative Hours Attempted | Percentage of Yearly Hours Attempted that Must be Completed |
|---|---|
| Less than or equal to 30 Cumulative Attempted Hours | 30% |
| 31 – 60 Cumulative Attempted Hours | 50% |
| Greater than 60 Cumulative Attempted Hours | 67% |

Definition of Attempted Hours:

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

Students who exceed 150 percent of the normal time required to complete their academic programs are not eligible for additional Title IV assistance for the period that is in excess of 150 percent of their academic period normally required to complete the program of study.

Students who do not meet the quantitative requirements, regardless of their GPA, will be ineligible for financial aid. Students who have lost their financial aid eligibility have the option of requesting a one-time appeal from the Office of Student Financial Services.

Military Service Activation

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

The Appeal Process for Students Who Have Failed to Meet Satisfactory Academic Progress

Students will be notified by the Office of Student Financial Services that they have lost their financial aid eligibility.

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

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

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

Please note, only one appeal will be granted, whether based on qualitative and/or quantitative standards. Students who are not granted an appeal, or those who have already used the appeal, but do not have a cumulative GPA of 2.00 or meet quantitative standards, will regain eligibility once the cumulative GPA and quantitative standards are met.

VETERANS EDUCATIONAL BENEFITS

Marist College is approved for study under Title 38 US Code:

Montgomery GI Bill—Active Duty (MGIB)—Chapter 30

The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. *Generally, benefits are payable for 10 years following your release from active duty.* Veterans may be eligible for assistance under this program if they first entered active duty after June 30, 1985. Veterans who entered active duty before January 1, 1977 may also be eligible for Chapter 30 benefits after December 31, 1989.

Eligibility for benefits is determined solely by the Veterans' Administration (VA). For further information and applications, contact the VA Certifying Officer in the Office of the Registrar or your local Veterans' Administration office.

Montgomery GI Bill—Selected Reserve (MGIB-SR)—Chapter 1606

This program is available to members of the Selected Reserve who have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. For some types of training, it is necessary to have a six-year commitment that begins after September 30, 1990. Applicants must have completed their initial active duty for training (IADT), met the requirement to receive a high school diploma or equivalency certificate before completing IADT, and remain in good standing while serving in an active Selected Reserve unit.

Applicants may be entitled to receive up to 36 months of education benefits. Benefit entitlement ends 14 years from the date of eligibility for the program, or on the day you leave the Selected Reserve.

Reserve Educational Assistance Program (REAP)—Chapter 1607

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This new program makes certain reservists who were activated for at least 90 days after September 11, 2001 either eligible for education benefits or eligible for increased benefits.

Veterans Educational Assistance Program (VEAP)—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 completed his/her first period of service and have been discharged 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.

Survivors' and Dependents' Educational Assistance Program (DEA)—Chapter 35

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Children of a veteran must be between the ages of 18 and 26 (contact the VA for exceptions). For the spouse of a veteran, benefits end 10 years from the date VA finds you eligible or from the date of death of the veteran.

Vocational Rehabilitation—Chapter 31

The Vocational Rehabilitation program is designed to provide all services necessary to enable a veteran with a 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.

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 COLLEGE AND PRESIDENTIAL SCHOLARSHIPS

The Marist College Award Committee presents a limited number of four-year renewable scholarships to applicants admitted directly from their senior year in high school who have demonstrated academic excellence. *Only one scholarship is offered per student.*

The scholarships are renewable each semester provided the recipient maintains the necessary cumulative GPA. 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 \$4,000 to \$12,000.
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. The necessary G.P.A is 2.850.

3. These awards are given on the basis of scholarship and high school achievement, and the funds available for the scholarship program.
4. An award letter will be mailed to incoming students by May 1 and email notification will be sent to returning students by June 15.
5. 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 and the fact that the student has maintained the necessary GPA requirement.

HUDSON VALLEY SCHOLARSHIPS

The Marist College Award Committee presents a limited number of four-year renewable scholarships to applicants admitted directly from their senior year in high school who have demonstrated academic excellence and who live locally. The recipient will be awarded this scholarship in lieu of the Presidential or the Marist College Scholarship.

The scholarships are renewable each semester provided the recipient maintains the necessary cumulative GPA. New students at Marist are given their initial term as a grace period to achieve the necessary 2.850 cumulative GPA.

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 Presidential Scholarships 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.
2. Hudson Valley Scholarships are based on academic merit and students must reside and attend high school in Dutchess, Orange, or Ulster Counties.
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.

MARIST COLLEGE TRANSFER SCHOLARSHIP

Each year Marist College awards merit-based scholarships to academically talented transfer students. The Marist College Transfer Scholarships are granted upon the recommendation of the Admissions Review Committee to transfer students who have excelled at the college(s) from which they are transferring. The scholarships are renewable each semester provided the recipient maintains the necessary cumulative GPA. New students at Marist are given their initial term as a grace period to achieve the necessary cumulative 2.850 GPA.

MARIST COLLEGE GRANT

Students who possess a good academic record and demonstrate financial need may qualify for a Marist Grant. If eligible, the award is given for up to four years of full-time undergraduate studies at Marist College.

1. The nonrenewable 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.
2. The nonrenewable 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.
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 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 GRANT

The Adult Learner Grants are awarded annually to full-time students enrolled in the Marist College School of Continuing Education. Scholarships are awarded upon the recommendation of the Dean of the School of Continuing 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.

SCHOLARSHIP FOR ACADEMIC EXCELLENCE

The Marist Scholarship for Academic Excellence is awarded to transfer students who plan to enroll full time in Marist's School of Continuing Education and have completed 60 credits, or who have a two-year degree and a GPA of 3.0 or higher. The scholarships are awarded upon the recommendation of the Dean of Graduate and Adult Enrollment.

ENDOWED SCHOLARSHIPS

Through the generosity of trustees, alumni, parents, friends, active and retired faculty and staff of the College, many endowed scholarships have been established at Marist. Each scholarship has specific criteria. The scholarship awards range from \$500 to \$5,000. Distribution of the award is made in two equal payments in the fall and spring semesters, unless otherwise noted. The award will be directly applied to the student's account upon verification of the student's full-time enrollment.

GENERAL

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 longtime 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 County Community College. Financial need is a criterion.

BARNES & NOBLE COLLEGE BOOKSTORES SCHOLARSHIP

The Barnes & Noble College Bookstores Scholarship has been established by the corporation to support academic excellence at Marist College. Awards will be made annually to outstanding students with financial need. The scholarship is renewable provided the student remains in good academic standing.

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.

CHARLES E. CONKLIN AND MABEL E. CONKLIN SCHOLARSHIP

The Charles E. Conklin and Mabel E. Conklin Scholarship fund has been established at Marist College by two prominent members of the local community. The Charles E. Conklin and Mabel E. Conklin Scholarship will be awarded to graduates of Dutchess Community College who transfer to Marist to complete their undergraduate degrees. Preference will be given to recipients of The Charles E. and Mabel E. Conklin Scholarship for Academic Excellence at Dutchess

Community College. DCC graduates will only be eligible for a Charles E. Conklin and Mabel E. Conklin Scholarship in the year they transfer to Marist.

CHARLES E. & MABEL E. CONKLIN CHAPEL ENDOWMENT SCHOLARSHIP

Each year a scholarship is awarded to an incoming student singer who has prior experience in a Catholic church choir, appropriate grades, and the talent and willingness to commit to improving the musical efforts of the Chapel Choir. Once the application is reviewed, you will be contacted by the Campus Minister for Liturgy to audition/interview. This scholarship is renewable for one additional year only after reviewed by the Campus Minister for Liturgical Services.

PATRICK J. DONAGHY SCHOLARSHIP

Established by Patrick J. Donaghy, corporate leader and benefactor of the College, these scholarships are awarded to young men or women of high character with leadership potential who would otherwise be unable to afford a Marist education. Recipients must be academically accomplished and have demonstrated financial need.

JOHN J. DOUGHERTY MEMORIAL SCHOLARSHIP

Named in memory of John "Jack" Dougherty, Marist College's first Director of Development, this award was established from the estate of Mr. Dougherty's wife, Margaret. Awards will be made to students with financial need.

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 major at Marist, is awarded to Marist students who possess superior academic potential.

DR. ARMAND HAMMER SCHOLARSHIP

The Dr. Armand Hammer Scholarship, founded by the American industrialist, is awarded annually to students who demonstrate academic excellence and the potential to become outstanding Marist graduates.

CATHERINE REGAN HANIFIN MEMORIAL SCHOLARSHIP

Established by John Hanifin, an IBM executive and member of Marist's Board of Trustees, in memory of his grandmother. Awards are made to students who have demonstrated academic excellence and have significant financial need. The scholarship is not limited to upperclassmen and is renewable.

MARTIN AND SYLVIA KURKHILL SCHOLARSHIP

The Martin and Sylvia Kurkhill Scholarship, named for good friends of the College, and community leaders, 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.

JACK NEWMAN SCHOLARSHIP

Established by a long-time Trustee and former Chairman of the Board of Marist College, the Jack Newman Scholarship is awarded to academically talented upper-class 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 Student Financial Services.

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.

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.

MAJOR FIELDS OF STUDY

Business, Accounting, & Finance

FRANK AND GRACE BELLACICCO MEMORIAL SCHOLARSHIP

The Frank and Grace Bellacicco Memorial Scholarship was established by Frank Bellacicco, Class of 1987, in memory of his parents. Awards are made to students who are business majors and have exhibited an entrepreneurial spirit. The recipient must be a junior and maintain a 3.0 GPA to be considered for this renewable scholarship. In addition, the student must show a commitment to community service. Preference is given to students from Ulster and Dutchess counties.

ARTHUR F. BROOK MEMORIAL SCHOLARSHIP

Established in memory of a former Chairman of the Board of Trustees and successful business executive, The Arthur F. Brook Memorial Scholarship is awarded to a promising business student with demonstrated financial need.

ANTHONY J. GERMINARO, JR. MEMORIAL SCHOLARSHIP

The Anthony J. Germinaro, Jr. Scholarship has been established in memory of Anthony J. Germinaro, Jr., Class of 1980, by his family. Awards will be made to students with financial need who are majoring in finance or business administration. Preference will be given to students who are graduates of Mid-Hudson Valley public schools and have demonstrated financial need.

TERI HAUGH MEMORIAL SCHOLARSHIP

Established by family and friends in memory of Teri Haugh, Marist College 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.

THE JAMES J. LAVERY '73 MEMORIAL SCHOLARSHIP

The James J. Lavery '73 Memorial Scholarship honors the memory of Jim Lavery, Class of 1973, who served on the Marist Alumni Association Executive Board. The Lavery Scholarship will be awarded annually to an upper-class business major from Long Island, New York who has financial need. Preference will be given to a young man or woman who is academically strong and who participates in an intercollegiate athletic program at Marist. The scholarship is renewable provided the student maintains at least a 2.8 cumulative GPA and continues to have financial need.

DEBRA SUE LEVANTROSSER WOMEN OF MARIST COLLEGE SCHOLARSHIP

The Debra Sue Levantrosser Women of Marist College Scholarship was established by Frederick and Barbara Levantrosser in honor of their daughter, who received her Master's of Public Administration from Marist in 1996. Recipients must exhibit an entrepreneurial spirit and creativity as well as high integrity, motivation to succeed, and extraordinary potential for personal growth. The scholarship is awarded to female juniors, seniors, and graduate students who major in management, business, political science, or public administration, with special consideration for those pursuing an international focus in their studies and career aspirations.

BROTHER CORNELIUS J. RUSSELL, FMS SCHOLARSHIP

Established in honor of a long-term member of the Management Studies faculty and former Controller of Marist College, the Brother Cornelius J. Russell, FMS Scholarship is awarded to graduates of Marist Brothers high schools or to students from apostolates where Marist Brothers are actively teaching. Preference is given to accounting or business majors. Restricted to upper-class students.

DR. EDWIN A. ULRICH MEMORIAL SCHOLARSHIP

This scholarship is awarded for one year only in memory of Dr. Edwin A. Ulrich, a Marist benefactor and prominent area businessman. Eligibility is restricted to students from the Hudson Valley who major in business or the fine arts at Marist.

Communication & Journalism

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.

RAPHAEL MARK MEMORIAL SCHOLARSHIP

Established in memory of prominent radio news reporter and talk show host, the Raphael Mark Memorial Scholarship is awarded to a sophomore, junior, or senior student majoring in communication who is committed to pursuing a career in broadcast journalism and is a resident of the Mid-Hudson Valley. 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.

CHARLES G. AND CORNELIA L. MURRAY SCHOLARSHIP IN PRINT JOURNALISM

The Charles G. and Cornelia L. Murray Scholarship is awarded to an upper-class communication 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. One-time publisher of the Poughkeepsie Journal, Charles Murray and his wife, Cornelia, were early benefactors of Marist.

NEW YORK FEDERATION OF HOME BUREAUS SCHOLARSHIP IN HONOR OF ELEANOR HAJOS VANDERZEE

This scholarship was established in honor of the New York State Federation of Home Bureaus past State President Eleanor Hajos VanDerzee to provide financial assistance for a full-time Marist College student in the field of communication and media arts. The recipient must have financial need, reside within a county where New York State Federation of Home Bureaus has organized chapters, and meet other criteria established by the donor. In the absence of an eligible student in the field of communication and media arts, the alternate field of study will be Information Systems. (Counties where NYS Federation of Home Bureaus has organized chapters: Albany, Allegany, Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Dutchess, Erie, Franklin, Genesee, Herkimer, Jefferson, Livingston, Monroe, Niagara, Onondaga, Orange, Oswego, Rensselaer, St. Lawrence, Schenectady, Schuyler, Steuben, Tompkins, Wyoming, Yates.) There is a separate application required for this particular scholarship. Please contact the Office of Student Financial Services.

ROBERT C. NORMAN SCHOLARSHIP

The Robert C. Norman Scholarship was established by alumni, friends, and colleagues in honor of Professor Emeritus of Communication Robert C. Norman, who retired after 34 years of teaching and who founded the Communication Internship Program. The scholarship is awarded to a student majoring in communication on the basis of financial need and academic excellence.

THE WINIFRED & WILLIAM O'REILLY SCHOLARSHIP

The Winifred & William O'Reilly Scholarship has been established at Marist College by their son, Bill O'Reilly '71. This scholarship will be awarded annually to an upper-class student majoring in communication or history. A commitment to community involvement is also required and financial need is a consideration. Preference will be given to a student who has actively participated in The Circle, Marist's student newspaper.

Computer Science

DR. WILLIAM J. AND VALERIE CADDEN SCHOLARSHIP IN COMPUTER SCIENCE

Established in memory of a highly-regarded member of the computer science faculty and also named for his wife, the Dr. William J. and Valerie Cadden Scholarship in Computer Science is awarded to full-time undergraduate students majoring in computer science. Financial need is a criterion. First consideration will be given to students who are residents of the Hudson Valley. Should there be no appropriate candidates from this geographic region, the scholarship will be available to students from outside the area. The scholarship shall be renewable provided students remain in good academic standing.

ROBERT CROSBY MEMORIAL SCHOLARSHIP

The Robert Crosby Memorial Scholarship, established by family and colleagues of a former IBM manager, 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 renewal.

CHRISTOPHER PETER CYBULSKI MEMORIAL SCHOLARSHIP

The Christopher Peter Cybulski Scholarship has been established in memory of Christopher P. Cybulski by his family. The scholarship aids students in their junior or senior year that are majoring in computer science. Preference will be given to students who have demonstrated a commitment to campus life at Marist.

PHILIP C. & KAREN A. MURLEY SCHOLARSHIP

This scholarship was established by the late Philip Murley, a respected mathematician and member of Marist's Digital Library team, and his wife, Karen A. Murley, a former librarian at the College. It is awarded annually to an outstanding senior majoring in computer science who has made a significant contribution to an organization or specific project while participating in an internship or work-study program. The student will be academically strong and demonstrate imagination and creativity in solving problems in work assignments. The Dean of the School of Computer Science and Math will select the recipient based on recommendations of Marist faculty members or administrators.

JOSEPH REGHE SCHOLARSHIP

The Joseph Regh Scholarship has been endowed at Marist College in honor of Joseph Regh, a member of the Class of 1967, by his wife, Professor Helen M. Hayes. This scholarship will be awarded annually to a sophomore, junior, or senior student majoring in Computer Science based on academic achievement and financial need. Preference will be given to applicants from the Hudson Valley. Recipients will be invited to apply for a renewed award provided they continue to meet awarding criteria.

Criminal Justice

ROLAND L. MASSIE MEMORIAL SCHOLARSHIP

Established by his family to honor the memory of a highly respected City of Poughkeepsie police officer, the Roland L. Massie Memorial Scholarship aids upper-class students majoring in criminal justice. Financial need is a criterion. Awards are renewable provided the student maintains a 2.5 or higher average. Preference will be given to children or grandchildren of active or retired police officers, or to those residing in the Hudson Valley.

Fashion Design

LIZ CLAIBORNE SCHOLARSHIP

Established by the Liz Claiborne Foundation, the Liz Claiborne Scholarship is awarded to an upper-class 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.

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. (Counties where NYS Federation of Home Bureaus has organized chapters: Albany, Allegany, Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Dutchess, Erie, Franklin, Genesee, Herkimer, Jefferson, Livingston, Monroe, Niagara, Onondaga, Orange, Oswego, Rensselaer, St. Lawrence, Schenectady, Schuyler, Steuben, Tompkins, Wyoming, Yates.) There is a separate application required for this particular scholarship. Please contact the Office of Student Financial Services.

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.

Fine Arts

NEW YORK FEDERATION OF HOME BUREAUS SCHOLARSHIP IN HONOR OF ELEANOR HAJOS VANDERZEE

This scholarship was established in honor of the New York State Federation of Home Bureaus past State President Eleanor Hajos VanDerzee to provide financial assistance for a full-time Marist College student in the field of communication and media arts. The recipient must have financial need, reside within a county

where New York State Federation of Home Bureaus has organized chapters, and meet other criteria established by the donor. In the absence of an eligible student in the field of communication and media arts, the alternate field of study will be Information Systems. (Counties where NYS Federation of Home Bureaus has organized chapters: Albany, Allegany, Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Dutchess, Erie, Franklin, Genesee, Herkimer, Jefferson, Livingston, Monroe, Niagara, Onondaga, Orange, Oswego, Rensselaer, St. Lawrence, Schenectady, Schuyler, Steuben, Tompkins, Wyoming, Yates.) There is a separate application required for this particular scholarship. Please contact the Office of Student Financial Services.

DR. EDWIN A. ULRICH MEMORIAL SCHOLARSHIP

This scholarship is awarded for one year only in memory of Dr. Edwin A. Ulrich, a Marist benefactor and prominent area businessman. Eligibility is restricted to students from the Hudson Valley who major in business or the fine arts at Marist.

Mathematics

PATRICK A. TASCIOTTI MEMORIAL SCHOLARSHIP

Established in memory of Patrick A. Tasciotti, Class of 1995, by his family, this scholarship is awarded to students who show a love and commitment to the study of mathematics. Preference will be given to students who have demonstrated financial need. The scholarship is renewable provided the student remains in good academic standing. The award is made in consultation with the Chair of the Department of Mathematics and the Director of Student Financial Services.

Modern Languages

TINA AND ALPHONSE GIOIELLI SCHOLARSHIP

Established in honor of a longtime 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 that is a French or Spanish major, spending at least one semester abroad. Financial need is a criterion. Priority is given to a student studying abroad for a full year, with first consideration given to a student studying the language and culture of Italy. Selection is based on the recommendations of the Chair of Modern Languages and the Director of Student Financial Services. Financial need is a criterion. This award is not renewable.

MADAME FRANCOISE B. GREGG SCHOLARSHIP

Named in honor of a longtime member of the Modern Languages faculty, the Madame Francoise B. Gregg Scholarship is awarded annually to a student majoring in French who will be spending at least one semester in France. Financial need is a criterion. The award is based on the recommendations of the Chair of Modern Languages and the Director of Student Financial Services. This award is not renewable.

THE DONALD P. SCHMIDT '57 MEMORIAL SCHOLARSHIP

The Donald P. Schmidt '57 Memorial Scholarship has been endowed by his wife, Mary. A graduate of the Class of 1957, Don was one of Marist's longest serving members of the Alumni Association Executive Board. The Donald P. Schmidt '57 Memorial Scholarship will be awarded annually to an upper-class student who plans to become a teacher. Preference will be given to a young man or woman who is interested in teaching Spanish. The recipients must be academically accomplished, be committed to community service, and have documented financial need.

DR. RAYMOND F. WEISS MEMORIAL SCHOLARSHIP

The Dr. Raymond F. Weiss Memorial Scholarship was established to honor a former member of the Modern Languages faculty who was influential in the academic development of Marist in its earlier years. The scholarship is awarded annually upon recommendation of the Modern Language Department's Chairperson to a student of Puerto Rican origin or to a Modern Language major. Dr. Weiss was a member of the Marist Class of 1949. This award is not renewable.

Psychology – Special Education

CAITLIN A. BOYLE MEMORIAL SCHOLARSHIP

The Caitlin A. Boyle Memorial Scholarship was established in memory of Caitlin Boyle '06 by her family and friends. Any new awards will be given to an

incoming freshman student majoring in educational psychology. Preference will be given to a student from Nassau or Suffolk counties in Long Island, New York. Financial need may be considered but is not required. The scholarship award will be renewed if the recipient continues to meet awarding criteria.

Science/Pre-Med

DR. FRANK A. GAGAN MEMORIAL SCHOLARSHIP

Dr. Frank A. Gagan was a former team physician for Marist athletes. The Dr. Frank A. Gagan Memorial Scholarship will be awarded annually to upper-class students who are majoring in biology, chemistry, medical technology, or sports medicine. The awards are based upon academic achievement and financial need.

DR. GEORGE B. HOOPER SCHOLARSHIP

Established in honor of Professor Emeritus of Biology and former Chairman of the Science Department, Dr. George B. Hooper, the scholarship is awarded to students on the basis of general academic merit and demonstrated ability in the field of science. It is renewable for students remaining in good academic standing.

DR. ANDREW A. MOLLOY MEMORIAL SCHOLARSHIP IN CHEMISTRY

Founded in honor of a former Academic Vice President, Science Division Chair, and Professor Emeritus of Chemistry, The Dr. Andrew A. Molloy Memorial Scholarship in Chemistry is awarded annually to an outstanding upper-class chemistry or biochemistry major who reflects Dr. Molloy's commitment to academic excellence, passion for science, and efforts to make the world a better place. Preference is given to rising seniors and to those who intend to choose non-health care careers. This scholarship was established by Dr. Molloy's wife, Rosemary, and supported by his family and many former students, colleagues, and friends.

DR. ALESKI A. LEONIDOFF SCHOLARSHIP

The Dr. Aleski A. Leonidoff Scholarship, named in honor of a prominent Poughkeepsie physician, is awarded annually by the Vice President of Admission and Enrollment Planning to students with demonstrated financial need who plan to specialize in scientific or pre-medical studies.

Social Work

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. The scholarship is awarded annually to a student with demonstrated financial need and who is pursuing a degree in social work.

GEOGRAPHIC REGION

NEW YORK STATE

THE JOSEPH STEINGRABER SCHOLARSHIP

The Joseph Steingraber Scholarship will be awarded annually to a New York State resident with a documented disability. Preference will be given to a blind or visually impaired undergraduate as recommended by the Director of Special Services. Financial need will be a consideration and awards will be renewable.

Mid-Hudson Valley

DAVID ALEXANDER MEMORIAL SCHOLARSHIP

The David Alexander Memorial Scholarship, established in memory of a successful area businessman, is awarded to upper-class students who need financial assistance to complete their studies at Marist. The scholarship is renewable provided that students remain in good academic standing. Preference is given to students from the Mid-Hudson Valley.

THE CAMPILII FAMILY SCHOLARSHIP FUND

The Campilii Family Scholarship has been established in memory of Nicolo and Venzie Campilii by their son, Anthony, and his wife, Virginia, and their family. Anthony V. Campilii is a graduate of Marist and served the College with

distinction for more than 40 years as Vice President for Finance/Chief Financial Officer. Preference will be given to students from Wappingers Falls, New York. Candidates should exhibit a strong commitment to volunteer community service, be academically accomplished, and have demonstrated financial need.

JOHN AND PATRICE CIANCI SCHOLARSHIP

The John and Patrice Cianci Scholarship has been established at Marist College by the Cianci family and members of the IBM community. It will provide financial assistance to traditional age Hudson Valley Students who transfer to Marist to pursue an undergraduate degree in Communications. This non-renewable scholarship will be awarded annually to a student in the year he or she transfers to Marist.

KATHERINE CONNOR MEMORIAL SCHOLARSHIP

The Katherine Connor Memorial Scholarship, established through a generous estate gift, is given to local students with financial need. It is awarded on the basis of academic achievement and community involvement.

DR. STEVEN & MRS. ESTELLE DOBO SCHOLARSHIP

Established in honor of Steven and Estelle Dobo, longtime residents of Poughkeepsie, the Dr. Steven and Estelle E. Dobo Scholarship awards will be made to students who qualify for financial aid. Preference will be given to students who have graduated from a Hudson Valley region high school.

ANN AND ABE EFFRON SCHOLARSHIP FUND

The Ann and Abe Effron Scholarship Fund, honoring longtime area residents, provides scholarship assistance to students who have graduated from public schools in Dutchess County and are attending Marist College. Financial need is a criterion.

LOUIS GREENSPAN MEMORIAL SCHOLARSHIP

Named for a successful businessman and longtime friend of Marist College, the Louis Greenspan Memorial Scholarship was established to support dedicated and hard-working students from Ulster and Dutchess counties. Financial need is a criterion. All academic majors are encouraged to apply. The scholarship is renewable provided that students remain in good academic standing.

JUNE JOHNS MEMORIAL SCHOLARSHIP

In memory of June Johns, the estate of Rhys H. Johns has established this scholarship fund in honor of his wife to assist students who have financial need. Preference will be given to students who have graduated from a Mid-Hudson Valley high school with first consideration to candidates from Dutchess County.

ROY C. KETCHAM MEMORIAL SCHOLARSHIP

The Roy C. Ketcham Memorial Scholarship was established in memory of a longtime Trustee and former Chairman of the Board of 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.

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 Ametek Rotron Inc. (formerly EG&G Rotron), 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.

DONALD P. LOVE MEMORIAL SCHOLARSHIP

The Donald P. Love Memorial Scholarship is named for a long-time trustee and former chairman of the Marist College Board of Trustees. It was established to help students who have attended the five schools in Poughkeepsie, Our Lady of Lourdes, Spackenkill, and Oakwood — to achieve a Marist undergraduate degree. The scholarship is renewable provided the recipient remains in good academic standing. Should there be no qualified applicants from these schools in a given year, applications will be accepted from other public and private schools in Dutchess County. Awards will be based on a student's financial need and academic achievement.

WILLIAM AND MARGARET MAIR MEMORIAL SCHOLARSHIP

Established in memory of two of Dutchess County's most philanthropic citizens, the William and Margaret Mair Memorial Scholarship is awarded on the basis of academic achievement, community involvement, and leadership potential.

Financial need is a criterion and preference is given to students in the Mid-Hudson region.

THE JOHN AND NANCY O'SHEA SCHOLARSHIP

The John and Nancy O'Shea Scholarship has been established at Marist College by two prominent community leaders. John P. O'Shea, a long-time member of the Marist Board of Trustees, and his wife Nancy have created this scholarship endowment to assist traditional age commuter students. Scholarships will be awarded annually to students from the Hudson Valley who choose to live at home and commute to classes to help ease the financial burden of pursuing their undergraduate degree at Marist. Financial need is a criterion. Awards will be renewed provided the recipient continues to meet awarding criteria.

HERB AND SUE REDL SCHOLARSHIP

The Herb and Sue Redl Scholarship is awarded to upper-class students who reside in the Mid-Hudson Region and need financial assistance to complete their education at Marist. Recipients will be academically accomplished. The Redls are long-time residents of Dutchess County who provide extensive support to the community.

FRANCIS U. & MARY F. RITZ SCHOLARSHIP

Established by longtime friends of the College and community leaders, Francis U. and Mary F. Ritz, this scholarship will be awarded to young men and women from the Hudson Valley region who have leadership potential at the highest level of their intended professions, as demonstrated by their academic accomplishments and campus activities that serve others.

JOSEPH V. ROMANO MEMORIAL

The Joseph V. Romano Memorial Scholarship was established with a bequest from Mrs. Giovanna Romano in memory of her husband. Two awards will be made annually to full-time students who have resided within the city of Poughkeepsie for at least three years prior to their enrollment at Marist. Documented financial need is also a criteria and the scholarship will be renewed as long as the recipient remains a full-time student in good academic standing.

HELEN SCHATZ AND GEORGE BENNETT, JR. SCHOLARSHIP

Named in honor of prominent area citizens, the Helen Schatz and George Bennett, Jr. scholarship is awarded upon recommendation of the Vice President of Admission and Enrollment Planning to students from the Fairview area of Poughkeepsie, New York or from Dutchess County, New York.

HAROLD D. SPENCER SCHOLARSHIP

The Harold D. Spencer Scholarship, named for a former chairman of the Marist College Board of Trustees, is awarded annually to young men and women from Poughkeepsie, New York or Racine, Wisconsin who attend Marist College.

Long Island

RICHARD LOUIS BERGER MEMORIAL SCHOLARSHIP

The Richard Louis Berger Memorial Scholarship, named for a Marist student, 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 the Second Supervisory District in consultation with the Vice President of Admission and Enrollment Planning at Marist College. Applications will be made available to all Sachem students who are deposited enrollees at Marist after May 1 by the Scholarship Administrator at Sachem High School. (Note: This scholarship does not follow the Marist deadline date.)

THOMAS CROTTY MEMORIAL SCHOLARSHIP

In memory of Thomas G. Crotty '81, this scholarship is awarded to a varsity athlete, preferably a walk-on, entering his or her junior year. Students must show a strong work ethic and exhibit involvement in community service. Preference will be given to student athletes from the Long Island Catholic League.

THE JAMES J. LAVERY '73 MEMORIAL SCHOLARSHIP

The James J. Lavery '73 Memorial Scholarship honors the memory of Jim Lavery, Class of 1973, who served on the Marist Alumni Association Executive Board. The Lavery Scholarship will be awarded annually to an upper-class business major from Long Island, New York who has financial need. Preference will be given to a young man or woman who is academically strong and who participates

in an intercollegiate athletic program at Marist. The scholarship is renewable provided the student maintains at least a 2.8 cumulative GPA and continues to have financial need.

JOSEPH P. MCCUTCHEON MEMORIAL SCHOLARSHIP

Established by his family, the Joseph P. McCutcheon Memorial Scholarship is awarded to graduates of either St. Mary's High School, Manhasset; Holy Trinity High School, Hicksville; or Sacred Heart Girls High School, Hempstead. Should there be no eligible candidates from these high schools, the scholarship will be available to students from Long Island. Preference will be given to communication majors who have financial need.

FRANCIS J. WELSH MEMORIAL SCHOLARSHIP

The Francis J. Welsh Memorial Scholarship, named for a generous benefactor and father of several Marist graduates, is awarded to an incoming freshman who is a graduate of St. Mary's High School in Manhasset, NY or of a Marist Brothers high school. The scholarship is awarded on the basis of academic achievement and community service. It is renewable providing the recipient remains in good academic standing.

Southern Tier Region

MCENROE FAMILY MEMORIAL SCHOLARSHIP

The McEnroe Family Memorial Scholarship is awarded to academically talented students with financial need and campus or community involvement. First preference is given to candidates who reside in the 'Southern Tier' region of New York State (Broome, Tioga, Chemung, Chenango, Delaware, Tompkins and Cortland). It is awarded on the basis of financial need and academic achievement. This award honors Dr. Jack A. McEnroe, former Chairman of the Marist Board of Trustees and prominent businessman and community leader. It also memorializes his brother William R. McEnroe.

Westchester County

MARIO MANFREDI III MEMORIAL SCHOLARSHIP

The Mario Manfredi III Memorial Scholarship, named for a promising student at Marist, is awarded by the Vice President of Admission and Enrollment Planning upon recommendation of the appropriate Westlake, New York, High School personnel. The scholarship is a one-time award made to an incoming freshman from Westlake High School, Mario's alma mater, on the basis of proper motivation, hard work, and the promise for success in college.

Wisconsin

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.

SPECIFIC CRITERIA

ANTONIO R. CAMBONE SCHOLARSHIP

The Antonio R. Cambone Scholarship Fund was established at Marist College by Kathryn Cambone Brown '74 and Stephen Brown '71 to honor her father—Antonio R. Cambone—for inspiring them with his values and lifelong dedication to his family and community. This scholarship is awarded to a student who has an excellent academic record, has demonstrated a strong commitment to achieving his/her educational goals, and has significant financial need. Preference is given to students who are the first in their family to attend college and women applicants.

DEAN CANNAVINO MEMORIAL SCHOLARSHIP

Established in memory of Dean Cannavino, an accomplished actor and son of longtime Trustee and former Chairman of the Board James Cannavino, the Dean Cannavino Memorial Scholarship is awarded to a student involved in theatre arts at Marist. Recipients must be academically accomplished and have demonstrated financial need. The scholarship is renewable provided the student remains in good academic standing.

GERARD A. COX SCHOLARSHIP

The Gerard A. Cox Scholarship is awarded to a Marist College student who has compiled an impressive record of contributions to theatre arts at this institution during the recipient's first two years as an undergraduate. These contributions may be products of writing, performing, designing, or managing production units or from some combination of achievements within these areas. Applicants, as well as recipients, are expected to be in good academic standing. The scholarship is named for Professor Emeritus Gerard A. Cox, who also served as Vice President of Student Affairs for many years. A recommendation form an MCCTA faculty advisor is required to confirm criteria.

BROTHER THOMAS E. DELANEY, FMS SCHOLARSHIP

Established in honor of Brother Thomas Delaney, FMS for his dedication to teaching at Marist College, this scholarship is awarded to academically outstanding students. Students who work at least part-time to fund their college education will be given preference. Academic achievement, financial need, and community service are the criteria. This scholarship is renewable provided the criteria are met. New awards are made to entering freshmen.

JENNIFER DRESSEL MEMORIAL SCHOLARSHIP

The Jennifer Dressel Memorial Scholarship was established in memory of Jennifer Dressel, a member of the class of 1991, who served as president of the Marist College Council of Theatre Arts. The scholarship is awarded annually to a student involved in the production aspect of theatre on the Marist campus. This scholarship is nonrenewable.

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 Continuing Education. Financial need is a criterion.

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 scholarship was established by Mrs. Forsander's husband to honor her courage in the face of health challenges. The award is made in consultation with the Director of Special Services and the Director of Student Financial Services.

FINBAR DEVINE/THOMAS GARGAN MEMORIAL SCHOLARSHIP

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 awards are based upon academic achievement and financial need.

WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP

The William Randolph Hearst Endowed Scholarship has been established at Marist College by the Hearst Foundation to benefit students from underrepresented populations. Scholarship will be awarded by the Admission Office to incoming first-year or transfer African-American or Latino students with financial need, leadership potential, and the promise for academic success. Marist College is committed to supporting the goals of the Hearst Scholarship and will use its own resources to renew this one-time award for up to three additional years for awardees who remain in good standing.

LESLIE ELLEN MCPARTLAND SENIOR BOOK FUND

Established in memory of Leslie Ellen McPartland, a business major in the Marist Class of 1988, this noncompetitive 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. This scholarship is nonrenewable.

HAROLD AND ANNE MILLER SCHOLARSHIPS FOR ADULT STUDENTS

The Harold and Anne Miller Scholarships are awarded to full-time students enrolled in Marist's School of Continuing Education who have completed at least two semesters of work toward their baccalaureate degree. The scholarships are awarded upon recommendation of the Dean of the School of Continuing Education and are based on the students' academic achievement.

BROTHER JOSEPH L.R. BELANGER, FMS SCHOLARSHIP

The Brother Joseph L.R. Belanger, FMS Scholarship was established by David L. Donoghue, Class of 1964, to honor his former professor for his many years of dedicated and inspiring service as a master teacher, academic leader, and Marist Brother. This scholarship will be awarded annually to a full-time graduate student who is beyond the freshman year and because of unforeseen financial circumstances needs additional aid to complete his or her degree at Marist. Recipients must have documented financial need. The award may be renewed at the discretion of the Office of Student Financial Services.

BROTHER RICHARD RANCOURT, FMS SCHOLARSHIP

Established to honor Brother Richard Rancourt, FMS, longtime teacher of philosophy and mathematics at Marist College, these awards will be given to students who have financial need and are working at least part-time to fund their college education. Preference will be given to students who show academic achievement and are involved in community service. This scholarship is renewable provided the criteria is met, but new awards are made to an entering freshman.

BROTHER PAUL STOKES, FMS MEMORIAL SCHOLARSHIP

The Brother Paul Stokes, FMS 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 a high school 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.

BROTHER TARCISIUS VALLIERES, FMS SCHOLARSHIP

The Brother Tarcisius Vallieres, FMS Scholarship was established in memory of a dedicated Marist Brother long associated with the College. The scholarship is awarded annually by the Vice President of Admissions and Enrollment Planning in consultation with the Marist Brothers community at the College to graduates of high schools where Marist Brothers teach, or to young people from apostolates where Marist Brothers actively work.

ALUMNI LEGACY SCHOLARSHIP

The Alumni Legacy Scholarship is awarded to a son or daughter of a Marist graduate who has shown outstanding academic and leadership qualities throughout his or her high school career and possesses the potential to succeed at Marist College. The annual award is offered to an incoming freshman or transfer student at the start of his/her fall semester and is renewable based on consideration by the Scholarship Committee. A committee comprised of several members of the Alumni Association Executive Board, one admissions counselor, and the Executive Director of Alumni Relations reviews applications and selects the recipient.

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