

# MARIST



Undergraduate Programs  
2020 – 2021

# MARIST COLLEGE

## 2020 – 2021 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: [admission@marist.edu](mailto:admission@marist.edu)  
www: <http://www.marist.edu>

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# COMMUNICATION WITH THE COLLEGE

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**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 Undergraduate Admission*

Financial Aid for Freshmen

*Office of Student Financial Services*

Academic Programs

*Appropriate Dean*

Graduate Programs

*Director of Graduate Admission*

Transfer Procedure

*Office of Undergraduate Admission*

Courses for High School Seniors

*Director of School-College Programs*

Credit for Life/Work Experience

*School of 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*

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 ensure 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](http://www.marist.edu).***

# UNDERGRADUATE ACADEMIC CALENDAR 2020–2021

(TRADITIONAL 15-WEEK SEMESTER)

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

## FALL 2020

### AUGUST

28	Friday	Transfer resident students arrive on campus according to schedule
29	Saturday	Freshmen and transfer resident students arrive on campus according to schedule.
30	Sunday	Returning resident students arrive on campus according to schedule. Orientation for New Students.
31	Monday	FALL 2020 SEMESTER BEGINS FOR ALL PROGRAMS. Day & Evening classes begin: Late Registration.
31- Sept 4	Monday – Friday	Course Change period.

### SEPTEMBER

4	Friday	Last day for course changes (5 P.M.). Half tuition refund after this date.
7	Monday	Labor Day. No classes held.
14	Monday	Last day to register for elective credit internships by 5 P.M.
21	Monday	No tuition or housing refund after this date (5 P.M.).

### OCTOBER

5	Monday	P/NC option due by 5 P.M.
16-18	Friday – Sunday	Mid-Semester break.
19	Monday	Classes resume. Midterm grades due by 12:00 P.M. (noon).
26	Monday	Undergraduate & Graduate graduation applications due in Registrar's Office for 1/21 candidates by 5 P.M.

### NOVEMBER

2	Monday	Last date for dropping courses without penalty of WF grades by 5 P.M.
24	Tuesday	<b>**MODIFIED CLASS SCHEDULE</b> <b>NO EVENING CLASSES</b> <b>All Tuesday DAY classes meet during their normal time except:</b> <b>Tuesday 11 A.M. classes do NOT meet</b> <b>Tuesday 3:30 P.M. classes do NOT meet</b> <b>These Wednesday classes WILL meet on Tuesday, 11/24:</b> <b>Slot 5, Wed. 8 A.M. classes meet at 11 A.M.</b> <b>Slot 12, Wed. 2 P.M. classes meet at 3:30 P.M.</b>
24	Tuesday	Residence Halls close at 7:00 P.M.
25-29	Wednesday – Sunday	Thanksgiving holiday. No classes held.
29	Sunday	Residence Halls open at 10 A.M.
30	Monday	Classes resume.
30	Monday	Undergraduate & Graduate graduation applications due in Registrar's Office for 5/21 candidates by 5 P.M.

### DECEMBER

11	Friday	Last day of Fall 2020 classes.
14-18	Monday – Friday	Final Exam Period.
18	Friday	Residence Halls close at 5:00 P.M.
23	Wednesday	Final Grades due at 5:00 P.M.

## WINTER SESSION 2021

Dates to be determined. When determined, the dates will be published on the Marist website at:

<http://www.marist.edu/academics/calendars.html>

## SPRING 2021

### JANUARY

18	Monday	Residence Halls open at 10:00 A.M.
19	Tuesday	Spring Semester begins, Day & Evening classes held.
19-25	Tuesday – Monday	Course change period.
25	Monday	Deadline for grade changes & resolving incompletes for Fall 2020 (5 P.M.)
25	Monday	Last day for course changes (5 P.M.). Half tuition refund after this date.
27	Wednesday	Last date for resolving incompletes & grade changes for Winter 2021.

### FEBRUARY

1	Monday	Last day to register for elective credit internships by 5 P.M.
8	Monday	No tuition or housing refund after this date.
22	Monday	P/NC Option due by 5 P.M.

### MARCH

12	Friday	Residence Halls close at 5:00 P.M.
13-21	Saturday – Sunday	SPRING RECESS.
16	Tuesday	Midterm grades due by 12:00 P.M. (noon).
21	Sunday	Residence Halls open at 10:00 A.M.
22	Monday	Classes resume.

### APRIL

1	Thursday	Last date for dropping courses without penalty of WF grade by 5 P.M.
1	Thursday	No Evening Classes. This includes classes that meet at 6:30 pm and beyond. 5:00 pm classes will meet.
2-4	Friday – Sunday	Easter Holiday
5	Monday	Classes resume at 6:30 P.M.
20	Tuesday	Assessment Day. No Classes.

### MAY

7	Friday	Last Day of Spring 2021 classes.
10-14	Monday – Friday	Final Exam period begins. Residence Halls close Friday at 5:00 P.M. for underclassmen.
20	Thursday	Final Grades due at 5:00 P.M.
21	Friday	SEVENTY-FIFTH COMMENCEMENT CEREMONY – Graduate and Adult Students.
22	Saturday	SEVENTY-FIFTH COMMENCEMENT CEREMONY – Traditional undergraduate students.
22	Saturday	Residence Halls close at 5:00 P.M. for seniors.

### JUNE

18	Friday	Last date for grade changes & resolving incompletes for Spring 2021 by 5 P.M.
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# GENERAL INFORMATION

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## MARIST COLLEGE MISSION

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

## VALUES STATEMENT

The College fulfills its mission by pursuing three ideals: excellence in education, a sense of community, and a commitment to service. These ideals were handed down to us by the Marist Brothers who founded the College. Now an independent institution governed by a lay board of trustees, Marist continues to embrace the three ideals as an integral part of the College mission.

## EXCELLENCE IN EDUCATION

Marist achieves its ideal of excellence in undergraduate, graduate, and professional education by actively engaging each student through exemplary teaching and distinctive learning opportunities.

At the undergraduate level, this begins with a firm foundation in the liberal arts and sciences. Through the core curriculum and major fields of study, students learn to think logically and creatively, to synthesize and integrate methods and insights from a variety of disciplines, and to express themselves effectively orally, in writing, and through media. Students consider the ethical dimensions of the subjects they study and become more aware of their own values, the values of others, and the implications of the choices they make in their public and private lives. They explore diverse cultures through coursework, extracurricular programs, international study, internships, and service opportunities. Students in all programs learn critical thinking and problem-solving skills requisite for effective leadership in a complex and diverse society.

The Marist ideal of excellence in education finds distinctive expression in programs tailored for the graduate and adult learners the College has long served. Study at the graduate level emphasizes breadth and depth of knowledge for career development. In a climate of collegiality, students refine the intellectual and personal qualities they need to contribute to their fields. Graduate, undergraduate degree completion, and professional programs are designed to accommodate the needs of adult students to balance education with work and family responsibilities. Maintaining the high standards that characterize all educational offerings, Marist presents programs for adult students in alternate locations, formats, and methods of delivery.

A distinguishing feature of the Marist education is the manner in which information technology is used to support teaching, learning, and scholarship. The College, a leader in educational applications of information technology, offers students access to advanced technologies to help them develop as lifelong learners and productive members of their communities. Technology resources are combined with flexible and innovative program formats to expand access to higher education for all students.

## A SENSE OF COMMUNITY

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. Seeking to create relationships that will last a lifetime, we nurture the well-being and development of all our community members and cultivate their bonds with the College and each other. Marist encourages students to collaborate with faculty and staff on research, creative, and service projects, and to share the results of their work with a wider community of scholars. We take particular care to ensure that student activities build a sense of community while supporting educational goals. We are a diverse community united by a shared commitment to the free exchange of ideas, consideration of the opinions of others, and civility in all our interactions. As members of the global community, we are committed to the collective stewardship of our environment.

## A COMMITMENT TO SERVICE

The Marist ideal of service is predicated on our belief in the dignity and value of every human being. The College sponsors and supports programs to meet a wide variety of community needs and to offer broadened access to education. We encourage students, faculty, staff, and alumni to make service an important part of their lives. Both individual students and student organizations engage in service activities, including programs that assist those in need, projects throughout the Hudson River Valley, and other humanitarian initiatives 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 responsibility and civic engagement.

## INTRODUCTION TO MARIST

Located on the banks of the historic Hudson River and at its Florence, Italy campus, Marist College started as a school for training future Marist Brothers and developed into a comprehensive, independent institution grounded in the liberal arts. Its mission is to “help students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century.” Marist is consistently ranked among the best colleges and universities in America by *The Princeton Review* (Colleges That Create Futures and The Best 385 Colleges), *U.S. News & World Report* (5th Most Innovative School/North), *Kiplinger’s Personal Finance* (“Best College Values”), and others. The College is top-ranked for long-term study abroad (#4 in the U.S.) by the U.S. State Department’s Open Doors report. Marist educates more than 5,000 traditional-age undergraduate students and 1,400 adult and graduate students in 47 undergraduate majors and numerous graduate and professional certificate programs, including fully online MBA, MPA, MS, and MA degrees, and also Doctor of Physical Therapy and Physician Assistant programs. Today, more than 43,000 alumni and alumnae call Marist alma mater.

The College has a longstanding commitment to providing adults with educational opportunities that accommodate their work 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 level, as well as the opportunity to pursue a Master of Arts in Museum Studies at the branch campus in Florence, Italy.

Marist has received national attention and a number of awards for its advanced technology. Marist was the world’s first institution to acquire an IBM LinuxONE III, a highly secured enterprise platform for mission-critical applications and sensitive data for hybrid cloud; bringing next-level security and privacy protection to cloud computing, this new platform is also helping to close IT skills gap. The College also operates the Institute for Data Center Professionals, which provides individuals and corporate teams with skills-based education and credentialing to support the data center and enterprise computing environments of the future. In addition, the College is a member of Internet2, providing students and faculty direct access to digital education and research resources across all member institutions. All classrooms employ “smart technology,” and wireless access is available throughout the campus, both indoors and out. Marist’s three-decades-old joint study agreement with the IBM Corporation includes extensive collaborative research projects that have allowed both partners to develop innovative uses for technology in learning and teaching.

## HISTORY

Marist can trace its roots to 1905, when the Marist Brothers first purchased property in Poughkeepsie, NY, as the site of a house of studies. In 1929, the state of New York certified the Marist Training School to offer college-level courses. In 1946, the state 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 College broadened its scope to include the wider community and in 1957 admitted lay male students 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. In 1959, the College introduced an evening division to serve the educational needs of the surrounding communities. Marist College was renamed Marist College in 1960, and by 1969 the Brothers transferred ownership to the Marist College Educational Corporation with an independent board of trustees. The College admitted women to its 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. Dr. Murray served from 1979 to 2016, one of the longest-serving and most accomplished presidents in the United States. During Dr. Murray's tenure, the College quadrupled enrollments while becoming highly selective in admissions and establishing many new academic programs, including a branch campus in Florence, Italy. The campus went from 93 to 251 acres, and virtually all of Marist's 80 buildings were constructed or renovated. More than \$600 million was invested in the campus, including new academic buildings, new student residences, a new Student Center and dining hall, a sports stadium, and a state-of-the-art digital library. In 2016, Dr. Murray stepped down, becoming president emeritus and professor of public policy, and David Yellen became the fourth president of Marist College. When President Yellen left the College in 2019, Dr. Murray returned to assume the presidency.

## THE MARIST/IBM 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 30+ -year joint study arrangement that has benefited both the College and IBM in many ways. Through the Joint 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, communications, finance, commerce, transportation, software defined environments and other fields. The Joint Study has provided Marist with the capacity to acquire and use cutting-edge technology to support instruction, faculty and student research, as well as 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 and Mathematics.

The Marist/IBM Joint Study began with the installation of a \$10 million IBM 3090 mainframe computer in Donnelly Hall to be used for production workloads. Over the past three decades, Marist has worked with IBM to carry out several major upgrades of its mainframe computer. In the Spring 2012 semester, the College installed a new Z Systems mainframe in the Hancock Center for use in academics and research that provides a level of computing power ordinarily associated with large research universities and Fortune 500 companies. During that time, Marist and IBM have collaborated on many projects, such as with two IBM Shared University Research grants that have helped to enhance Marist's e-learning initiatives building a test bed for software defined networks (SDN) which was used to demonstrate use cases such as disaster recovery within a software defined environment (SDE), and also collaborated on implementing a Cybersecurity curriculum in response to the growing need for those critical skills in the IT industry.

Most recently, Marist and IBM have embarked on emerging technology research projects with applications in both business and academic worlds. These projects include such technologies as data analytics, cloud computing, trusted identity, cyber security, and cognitive computing. Current and planned activities provide Marist students the opportunity to work closely with faculty and technical experts in the industry from many different disciplines. 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.

## 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, college email 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](http://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 ensure 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

### SCIENCE AND ALLIED HEALTH BUILDING

Classes began in 2016 in a new four-story science and allied health building on the east side of the campus. The building houses the doctorate in physical therapy, master's in physician assistant studies program as well as undergraduate biology, biomedical science, medical technology, and athletic training programs. The project was designed by Robert A. M. Stern Architects, one of the world's leading architectural firms.

### MURRAY STUDENT CENTER AND FUSCO MUSIC CENTER

Construction of a 24,000-square-foot academic building and an accompanying expansion and renovation of the Student Center was completed in spring 2014. Robert A. M. Stern Architects led the \$33 million project. The Fusco Music Center houses Marist's robust Music Department as well as multipurpose space for performances, readings, and lectures. A highlight of the Student Center renovation is a grand dining hall with a three-story cathedral ceiling and an adjacent quiet dining area and terrace, both offering Hudson River views. The project also enhanced the Nelly Goletti Theatre, named in memory of accomplished composer, pianist, and singer Nelly Goletti, a longtime Hudson Valley resident. Additional facilities within the Student Center include a health and wellness center, student lounges, student government offices, space for club activities, a yoga and dance studio, a post office, and a bookstore.

### THE HANCOCK CENTER

The \$35 million Hancock Center, which opened in 2011, is home to the School of Computer Science and Mathematics, International Programs, the Marist Institute for Public Opinion, and the Investment Center, a state-of-the-art trading room that provides students in all business fields with access to the same tools and real-time data screens found in professional trading rooms. The Hancock Center also houses the Enterprise Computing Research Lab, Security Operations Center, eSports Training and Competition rooms, and the New York State Cloud Computing and Analytics Center – established with a \$3 million state grant – which provides IT services to new and growing businesses. Hancock dedicates space to classrooms, seminar rooms, computer labs, and academic administration offices as well as to Marist's joint study with the IBM Corporation. The building also features a café, student lounge, and patio overlooking the Hudson River. The center was designed by Robert A. M. Stern Architects and is named in honor of the chair of Marist's Board of Trustees, Ellen Hancock, and her husband, Jason.

### JAMES A. CANNAVINO LIBRARY

The James A. Cannavino Library, through its digital and physical collections, services both residential and online students and supports the College's teaching, learning, and scholarship missions. The first floor houses the Library's circulating collection, print periodicals, and Archives and Special Collections. Significant special collections include: the Lowell Thomas Papers, a nationally-recognized historic collection of materials documenting the Modern Environmental Movement, Hudson River Valley history dating back to pre-Colonial times, and Marist College history. The second level features a large reading room overlooking the Hudson River, the library's largest computer cluster, current periodicals, the reference collection, and both research and circulation desks. Academic student support services – the Academic Learning Center, the Writing Center, the Center for Multicultural Affairs, International Student Services and the Center for Career Services – are located on the third floor, along with three classrooms, a number of collaborative student study rooms, and additional study space. Librarians are available to provide research support via classroom presentations, the creation of course-specific pathfinders, email, chat reference, and face-to-face consultation.

### THE LOWELL THOMAS COMMUNICATIONS CENTER

The newly renovated Lowell Thomas Communications Center houses classrooms, TV studios, video editing labs, computer labs, faculty offices, and collaborative work space for the School of Communication and the Arts. The building is home to the School of Professional Programs, the Center for Sports Communication, which promotes study and practice in sports communication, and the Media Center, which supports the use of audio and video instructional technologies

to enrich the learning experiences of Marist students across all disciplines. The center is named in memory of the legendary broadcast pioneer, who received an honorary degree from Marist in 1981. Lowell Thomas lived in Pawling, NY, 20 miles from Marist's main campus, for more than 50 years. 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 and the School of Social and Behavioral Sciences. 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 AND THE STEEL PLANT STUDIOS AND GALLERY**

Donnelly Hall houses several School of Science programs, including state-of-the-art chemistry labs and a two-story greenhouse; a computer center; classrooms; lecture halls; a Fashion Program complex; and a variety of student services and administrative offices. The facility 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 newly-renovated Steel Plant Studios and Gallery, an expansive space for Marist's fashion and art and digital media programs 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 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 the main campus in Poughkeepsie, and LdM branch campus in Florence, Italy, and Executive Center in New York City. These include instructional computer labs, multimedia classrooms with podiums, collaborative study spaces, and open labs. In all, Marist provides more than 1,100 computers for academic use throughout these sites. All computers in these lab spaces are configured with a robust common base software configuration, which includes the ability to access the Internet and Marist network, office productivity tools, industry-leading media and content creation and manipulation tools, digital library access, statistical analysis packages, and various utility software. Labs used for specific academic schools contain specialized software applications and packages in addition to this common base.

All software is updated yearly to the most recent versions available.

#### **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 10 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 varsity softball program, which was founded in 1992. The campus also offers the Historic Cornell and Marist boathouses and waterfront facilities for crew activities and sailing.

Tenney Stadium, 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 2012, the conference's men's soccer championship in 2008 and 2012, the conference's men's lacrosse championship in 2010, 2012, 2014 and 2017 and the women's lacrosse championship in 2010 and 2013. 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 Revolution, the industry leader which is also 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 arena can provide three basketball courts. The main court for NCAA Division I play features a handsome wooden floor donated by Rik Smits, a 1988 alumnus and second overall selection in the 1988 NBA Draft. Seating capacity for games is 3,000.

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, 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 Hall of Fame room opened in 1997 and was renovated in 2014. The 20,000-square-foot McCann Annex was 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.

In September 2011, an 11,660 square-foot addition to the South end of the McCann Center was completed. The facility is used exclusively by the men's and women's basketball programs and includes player lounges, a team film theatre, coaches' offices, video editing rooms and conference rooms. Improvements were also made to the McCann Center lobby, restrooms, playing surface and seating. Two high-definition video boards were added to enhance the fan experience on game day.

Also at the south end of the campus is the McCann Baseball Field, opened in 1992 with financial support from the McCann Foundation. The field 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, on the East Campus, features eight regulation-sized courts, a center walkway, and a pergola-covered spectator area. The courts are equipped with lights and are available to the student body for recreational use.

In December 2019, Marist completed another renovation of the McCann Center, including a 60,000-square-foot addition. Key spaces of the new building include a large weight room, large fitness room, two basketball courts, a multipurpose recreational room, three multi-purpose classroom/fitness rooms, and a cafe' with a lounge.

## **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 43,000 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 and renovation of many facilities on campus 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 Marist Connect – the Alumni and Friends Web site – social media, and a variety of college publications and communication tools.

# ACADEMIC SERVICES

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## DIGITAL EDUCATION

The Digital Education 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, mobile applications, emerging technologies 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 various schools across the College are employed by Digital Education, where they gain valuable work experience in instructional technology, training, video design, marketing, graphic design, and support. The Digital Education Department is located on the third floor of the James A. Cannavino Library and is equipped with state-of-the-art-facilities including a green screen studio, and 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, mental health counseling, education, school psychology, communication, and museum studies.

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 online offerings as well as classes available weekday evenings at the Poughkeepsie campus.

**The Master of Science in Professional Accountancy (MS/PACcy)** is designed to provide accounting majors the opportunity to obtain an additional 30 college credits and a graduate degree to satisfy the 150 credit hours to be licensed as a Certified Public Accountant (CPA). The MS/PACcy is an Innovative graduate program composed of both in-class and distance learning classes.

**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, and information systems. The MBA offers the ultimate in flexibility with courses offered at the Fishkill Extension Center as well as online.

**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 at the Fishkill center, in Albany, in New York City, and online.

**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 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** provides the academic preparation necessary to become a NY State Licensed Mental Health Counselor (LMHC). The program may meet or exceed the academic requirements for professional counselor licensing in other states as well. The 60-credit Mental Health Counseling Program emphasizes the personal and professional growth of its students, fostering self-awareness and a deeper understanding of others. Counselors-in-training gain the knowledge and skills necessary to provide quality mental health care to help their clients function effectively in all aspects of their lives.

**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.

**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.

**The Master of Arts in Museum Studies** is offered in partnership with the Istituto Lorenzo de Medici in Florence, Italy. This 34 credit, one-year program exposes students to the principal aspects of museum management and public engagement. Students benefit from the integration in the city and hands-on exposure to real world museum research and practices in one of the world's most important cultural centers.

**The Master of Physician Assistant Studies** provides the academic preparation necessary to practice as an entry-level physician assistant and to sit for the Physician Assistant National Certifying Examination (PANCE). The 90-credit 24-month intensive full-time curriculum includes courses in basic science such as anatomy, physiology and pathology, clinical medicine, technical skills and counseling and public health. Students receive instruction in all aspects of disease and health for patients throughout the life-span. The final 12 months are spent in hospitals, clinics and private offices rotating with interdisciplinary teams in internal medicine, pediatrics, surgery, pediatrics, women's health, behavioral health, and emergency medicine. There is an opportunity to choose an elective rotation as well.

**The Doctor of Physical Therapy** is a 36-month 115 credit full-time program that prepares students for the National Physical Therapy Examination and for successful careers as a physical therapists. The Program educates students to become autonomous movement specialists prepared in examination, evaluation, diagnosis, prognosis and intervention of impairments, functional limitations, and disorders of the musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary systems. Graduates will integrate critical thinking with ethical and professional judgment in all aspects of practice, teaching, research, collaboration and consultation. The focus of the program is to produce service-oriented professionals dedicated to achieving optimal participation of their patients/clients. To qualify for the Doctor of Physical Therapy degree, a candidate must successfully complete, all didactic courses, all clinical education courses; a doctoral project and a cumulative examination.

For detailed information regarding graduate programs and admissions requirements, please contact the Office of Graduate Admission 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 Technology and Systems/Information Systems and Computer Science/Software Development. BS/MS program is available for School of Management students majoring in accounting. 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. Federal Pell Grant and Marist College undergraduate scholarship funding are not available to graduate students. Students interested in more detailed information regarding financial assistance for graduate study should contact the 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, except for graduate students in the MS/PACy who have summer housing available, if needed. Students approaching graduate standing are encouraged to utilize the resources of the Office of Housing & Residential Life in their efforts to secure off-campus accommodations.

#### **OFFICE OF INTERNATIONAL PROGRAMS**

For nearly half a century, Marist College has offered students the opportunity to study overseas and experience other cultures as part of their academic career. International education programs are integral parts of a well-rounded liberal arts education in at least four ways. First, international programs help to develop a critical awareness of and ability to navigate pressing global issues, and foster the ability to contextualize diverse points of view. As such, international programs help to develop the critical insights that come from reflecting on issues through someone else's eyes. Second, international programs enhance academic learning, be it through exposure to international academic perspectives, opportunities to apply classroom study to real-world contexts, or rapid progression in foreign language acquisition. Third, international programs support personal growth, supporting the development of vital life skills such as independence, drive, flexibility, and problem solving skills in new and challenging situations. Finally, international programs support career development. The world of work is increasingly global, with careers in virtually every sector linked to the international sphere. This fact has been borne out in the research: many employers view study-abroad as highly desirable.

Marist College 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, short-term study-abroad programs and the Freshman Florence Experience (FFE) and Freshman Dublin Experience (FDE), enabling Marist students of any major to study abroad and graduate according to their planned schedule.

#### **OFFICE OF INTERNATIONAL PROGRAMS – SEMESTER AND ACADEMIC YEAR STUDY ABROAD**

Studying abroad for a semester or academic year requires careful planning in course selection, a competitive GPA, a strong letter of recommendation, academic advisor approval, clear judicial and academic standing, and a well-written essay

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 study abroad 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 International Programs website and attend 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. Please note: New York State (NYS) Scholarships and TAP limit general elective credits that a student may take and still be eligible for NYS financial aid. Only general elective credits required for the degree are eligible for payment of NYS scholarships. Extra electives cannot be counted as contributing to full-time status. Students are strongly encouraged to carefully review the degree audit and choose courses that will not jeopardize eligibility for NYS scholarships.

Students financing their education using GI Bill benefits are subject to certain limitations. Programs at the “host” school in the foreign country must be approved by the VA. Marist assumes no responsibility in ensuring that host schools have been approved by the VA for GI Bill benefits. If the host school is not approved, GI Bill benefits cannot be used for the experience. Please review the VA’s website for approved institutions: <https://inquiry.vba.va.gov/weampub/buildSearchInstitutionCriteria.do> Students must be enrolled in courses that are applicable to their degree. Extra electives will not be covered by GI Bill benefits. Students studying at an approved host school cannot be certified until the full schedule of courses has been made available to the Registrar’s Office and applied to the students’ records. There will be a considerable delay in the onset of VA payments.

Below is a list of Marist (not VA) approved programs (with minimum required GPAs noted). 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**

- MOROCCO: IES Abroad, Rabat (3.0 GPA)
- UGANDA: School for International Training – Development Studies (2.8 GPA)
- SENEGAL: School for International Training – National Identity and the Arts (2.8 GPA)
- SOUTH AFRICA: University of Cape Town (Council on International Educational Exchange) (3.0 GPA)
- TANZANIA: School for International Training (Wildlife Conservation and Political Ecology) (2.8 GPA)

#### **ASIA AND THE PACIFIC**

- ASIA: Marist College-Asia Study Abroad Program, Multi-Country (of particular interest to School of Management students) (2.5 GPA)
- AUSTRALIA: Australian Catholic University, Sydney (2.8 GPA)
- AUSTRALIA: Deakin University, Melbourne (2.6 GPA)
- AUSTRALIA: Griffith University, Queensland (2.8 GPA)
- AUSTRALIA: Macquarie University, Sydney (3.25 GPA)
- CHINA: Hong Kong Polytechnic University (of particular interest to Fashion students) (2.8 GPA)
- CHINA: IES Abroad, Beijing (3.0 GPA)
- CHINA: UIBE, Beijing (Knowledge Exchange Institute) (2.5 GPA)
- INDIA: Symbiosis International University, Pune (Knowledge Exchange Institute) (2.5 GPA)
- JAPAN: Akita International University (2.5 GPA)
- JAPAN: Temple University, Tokyo (2.8 GPA)
- NEW ZEALAND: University of Canterbury (2.8 GPA)
- THAILAND: Mahidol University, Bangkok (Knowledge Exchange Institute) (2.5 GPA)

#### **EUROPE**

- CZECH REPUBLIC: Charles University, Prague (Council on International Educational Exchange) (3.0 GPA)
- ENGLAND: Aston Business School, Birmingham (of particular interest to School of Management students) (2.8 GPA)
- ENGLAND: Foundation for International Education, London (internship required) (2.8 GPA)
- ENGLAND: Hansard Scholars Programme (internship required) (of particular interest to Political Science students) (3.0 GPA)
- ENGLAND: London South Bank University (Knowledge Exchange Institute) (2.5 GPA)
- FRANCE: CEA Global Campus, Paris (2.8 GPA)
- FRANCE: Université Paris Sorbonne (University of North Carolina Wilmington) (2.8 GPA)
- GERMANY: Reutlingen University (of particular interest to School of Management students) (2.8 GPA)
- GREECE: University of Indianapolis, Athens (2.8 GPA)
- IRELAND: CEA Global Campus, Dublin (2.8 GPA)
- IRELAND: Griffith College, Dublin (Knowledge Exchange Institute) (2.5 GPA)
- IRELAND: Foundation for International Education/Dublin Business School (internship required) (2.8 GPA)
- IRELAND: University College Cork (3.0 GPA)
- IRELAND: National University of Ireland, Galway (Academic Programs International) (3.0 GPA)
- ITALY: Lorenzo de’ Medici Institute, Florence (Marist College Branch Campus) (2.8 GPA)
- ITALY: Lorenzo de’ Medici Institute, Rome (2.8 GPA)
- ITALY: Lorenzo de’ Medici Institute, Three Cities Program (Rome, Tuscany, and Florence or Venice) (2.8 GPA)
- ITALY: Lorenzo de’ Medici Institute, Tuscania (2.8 GPA)
- ITALY: Lorenzo de’ Medici Institute, Venice (2.8 GPA)
- NETHERLANDS: University of Amsterdam (Council on International Educational Exchange) (3.0 GPA)
- POLAND: Jagiellonian University of Krakow (Academic Programs International) (2.80 GPA)
- RUSSIA: Moscow State University (Knowledge Exchange Institute) (2.5 GPA)
- SCOTLAND: University of St. Andrews, Fife (3.2 GPA)
- SPAIN: Marist College-Universidad Carlos III de Madrid (2.7 GPA)
- SPAIN: Universidad de Granada (Academic Programs International) (2.75-3.0 GPA depending on program)
- SPAIN: Universidad de Salamanca (Academic Programs International) (2.75-3.0 GPA depending on program)
- SPAIN: Universidad de Sevilla (Academic Programs International) (2.75-3.0 GPA depending on program)

#### **THE AMERICAS**

- ARGENTINA: IES Abroad, Buenos Aires (3.0 GPA)
- ARGENTINA: School for International Training, Buenos Aires (Social Movements and Human Rights) (2.8 GPA)
- CHILE: School for International Training, Santiago (Comparative Education and Social Change) (2.8 GPA)
- CUBA: API Havana Cuban and Caribbean Studies Program (3.0 GPA)
- COSTA RICA: San José and San Joaquín de Flores (Academic Programs International) (3.0 GPA)
- COSTA RICA: School for Field Studies (of particular interest to Environmental Sciences and Policy students) (2.8 GPA)

#### **OFFICE OF INTERNATIONAL PROGRAMS – SHORT-TERM STUDY ABROAD**

Marist offers a variety of short-term programs during Winter Session, Summer Session, Spring Break, and as a Spring Attachment. These programs, one to three weeks in length, offer students the opportunity to complement home-campus work with an overseas experience. Destinations have included China, Cuba, England, France, Germany, Ghana, Greece, Ireland, Italy, Japan, and Spain. 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 is available on the Office of International Programs website: <http://www.marist.edu/international>.



## OFFICE OF INTERNATIONAL PROGRAMS AND NON-MARIST STUDENTS

A limited number of programs are open to non-Marist students in good standing at other U.S. and international academic institutions. Programs currently open to non-Marist students include the Asia Study Abroad Program (ASAP) focused on business and travel to eight different Asian countries; and the Marist Universidad Carlos III de Madrid Program in Spain. Information for non-Marist students who wish to apply is available on the Office of International Programs website: <http://www.marist.edu/international>.

## MARIST-ITALY 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. 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 unrivaled 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-ITALY 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-Italy 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.

### OFFICE OF 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-COLLEGE PROGRAMS

Summer Pre-College is a rigorous summer academic program for rising high school juniors and seniors. The course offerings are accelerated into a two-week format. Students receive Marist transcripts and earn three college credits. Participants will get to experience college life, including a residential experience. Pre-College participants are also given the opportunity to have an admission interview if they decide to apply for undergraduate admission.

### 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, physician assistant, 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 75. Pre-Med Chemistry majors should follow the recommended program sequence for either the B.A. Biochemistry on page 88 or the B.S. Biochemistry Options on page 87. Pre-Med or Pre-Health Athletic Training majors should follow the recommended program sequence for the Athletic Training Major on page 66. Pre-Med or Pre-Health Medical Technology majors should follow the recommended program sequence for Medical Technology on page 184, choosing appropriate elective courses to fulfill the requirements listed below. 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	College Physics I and II
PHYS 213-214	Physics Lab I and II

ENG 120	Writing for College
MATH 241	Calculus I

A student planning to seek a career in a health profession should consult with the Advisor to the Health Professions, Professor Lisa Stephens, 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.

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.

### 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 include practicing attorneys, offer advice on course selection, law school admissions, and career planning. We suggest early and frequent consultation. For more information please contact: Annamaria Maciocia (J.D.), Pre-Law Advisor; Fontaine 318, ext. 2515.

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. FOCUS 2, 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 (CRDV 105N). 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. Students are encouraged to meet early in their Marist experience with their academic advisors to discuss internship opportunities and requirements. The following organizations are a few of those accepting Marist students for internships:

American Cancer Society	KPMG
Ameriprise Financial Services	Madison Square Garden
Atlantic Records	Michael Kors
Boehringer Ingelheim	Morgan Stanley
Barclays Capital	MTV Networks
Calvin Klein	NBC-Universal
CBS Sports	New York State Assembly
CH Energy Group	Northwestern Mutual
CNN	NYS Dept. of Environmental Conservation
Cumulus Broadcasting	NYS Attorney General
Deloitte and Touche, LLP	PepsiCo, Inc.
Disney ABC Media Networks	Poughkeepsie Journal/Gannett
Ernst & Young	RCA Music Group
Enterprise	St. Francis Hospital
ESPN	State Farm Insurance
Federal Bureau of Investigation	Target Stores, Inc.
Fox Networks	Tommy Hilfiger
Franklin D. Roosevelt Library	Toys R Us, Inc.
Frontier Communications	Travelers
Hudson Valley Magazine	UBS Financial Services
IBM	U.S. Dept. of Homeland Security
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. A proud partner of the National Association of Colleges and Employers, the Center provides 24/7 access to job information and recruiting tools through FoxQuest where students and alumni can schedule counseling appointments with Career Services staff, prepare winning resumes and cover letters and search posted jobs that will link directly

with employers. 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, online Alumni Career Network. Employment Practicum (CRDV 100N), 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:

American Management Systems	Kohls
Ameriprise Financial	KPMG
A/X Armani Exchange	Madison Square Garden
Bank of New York - Mellon	MassMutual
BBDO Advertising	Math For America
Calvin Klein	McGraw Hill
Citigroup	Memorial Sloan Kettering
ConEdison	Morgan Stanley
CNN	MTV Networks
Deloitte & Touche	National Grid
Dolce & Gabanna	Northwestern Mutual
Eli Lilly	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
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, Madison, Truman, and National Science Foundation, among others. The institutions that follow are a sample of those that recently accepted Marist graduates:

Boston University	Rensselaer Polytechnic Institute
Columbia University	Rutgers University
Cornell University	San Diego State University
Drexel University	Stony Brook University
Fordham University	SUNY – Binghamton
Harvard University	Syracuse University
National University of Ireland, Galway	Tulane University
New York University	University of Connecticut
Ohio State University	University of Pennsylvania
Pennsylvania State University	Virginia Polytechnic University
	Wesleyan University

### OFFICE OF ACCOMMODATIONS AND ACCESSIBILITY/ SERVICES FOR STUDENTS WITH DISABILITIES

The mission of the Office of Accommodations and Accessibility (OAA) is to support students with documented disabilities in becoming empowered, independent learners by providing the appropriate accommodations and services necessary to access the educational opportunities at Marist College. 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:

- Textbooks in alternate format/E-Text
- Note-taking services
- Testing accommodations:
  - Extended time
  - Quiet and separate location
  - Computer for typing essay questions
  - Calculator

Readers  
Scribes

- Use of adaptive technology:
  - Live Scribe Pen
  - Text Help Read & Write Gold
  - C-Pen Reader
- Other services provided by the office include:
  - Assistance with course selection/registration
  - Advocacy and liaison with faculty/staff
  - Personal, career, and academic counseling (non-therapeutic counseling)
  - Referral to the Academic Learning Center for peer academic tutoring
  - Referral to campus services

The OAA 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 Accommodations and Accessibility, located in Donnelly Hall Room 226. The office is open Monday – Friday from 8:00 am until 5:00 pm. For more information, please call the office at (845) 575-3274 or visit our website at <https://www.marist.edu/academics/academic-resources/accommodations-accessibility>.

## 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 six 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 Office of International Student Services, 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 Office of the Registrar. Downloadable forms and

information can be found at <http://www.marist.edu/registrar>. The Office of the Registrar is located in Donnelly Hall, Room 203.

### THE CENTER FOR ADVISING AND ACADEMIC SERVICES

Under the umbrella of Student Academic Affairs, the Center for Advising and Academic Services (CAAS) is an academic support program designed to provide a wide range of services for undergraduate students, faculty and a dedicated team of advisors. Services include, but are not limited to, the following:

- Academic Advising Planner questions
- Academic probation assistance
- Dean's List questions
- Questions on academic policies
- Report absence of four or more days
- Report academic difficulty
- Request an advisor change
- Request credit coverage
- Request a change in registration after the deadline
- Withdrawal/leave of absence from the College

### 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 Marist College. The staff works closely with other student support service areas, as well as with the College faculty and student life staff. In many ways, the Academic Learning Center acts as a central link for all student academic 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 three-credit self-development/self-management course (LERN 104 - Self-Development);
- A three-credit course in intermediate writing (ENG 119 - Intermediate Writing for College);
- A one-credit College Experience course for undeclared first-year students (LERN 120 - The College Experience);
- A one-credit Career Planning and Decision Making course (CRDV 105- Career Planning);
- A one-credit course in critical reading and thinking (LERN 105 - Critical Reading and Thinking);
- A one-credit seminar course for transfer students (LERN 119 - Transfer Seminar);
- Free course review or drop-in sessions, conducted by trained tutors to provide daily or weekly reviews of course material;
- Free proofreading assistance by trained peer tutors and a 24/7 online proofreading service;
- Private tutoring (for a nominal fee);
- The annual Majors and Minors Fair

For further information contact the Academic Learning Center at (845) 575-3300 or visit our website at [www.marist.edu/academic-resources/alc](http://www.marist.edu/academic-resources/alc).

### 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>.

### THE OFFICE OF INTERNATIONAL STUDENT SERVICES

The Office of International Student Services offers a range of support services for both undergraduate and graduate students who come to Marist College from abroad. Programs include an intensive orientation program for new students prior to the start of classes each semester. Orientation is designed to introduce new students to the campus, its students, faculty, and staff, and to familiarize them with the academic policies and procedures of the College and the United States government. Students should plan to arrive approximately one week before classes begin in order to participate in orientation.

Additionally, the office provides ongoing academic, social, religious, and cultural support for all international students.

The International Student Exchange Program, administered by the Office of International Student Services in conjunction with Marist Abroad, is responsible for coordinating aspects of the exchange students' stay, prior to orientation through completion of their course work at Marist.

#### **THE CENTER FOR MULTICULTURAL AFFAIRS**

The mission of the Center for Multicultural Affairs is to engage the Marist community in events and activities that highlight diversity and multiculturalism, creating a climate of access, equity, and inclusion that celebrates the rich contributions of all cultures, and to empower students to achieve academic success by preparing them to become engaged global citizens. The Center houses the Arthur O. Eve HEOP and the Academic Enrichment 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 (845) 575-3204, located in the James A. Cannavino Library, Suite 337. Questions can be emailed to [Multicultural@Marist.edu](mailto:Multicultural@Marist.edu). You may visit our website at <https://www.marist.edu/academics/center-for-multicultural-affairs>.

#### **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 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 Education Department. Students are admitted without regard to age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities.

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 never been matriculated in a college degree program.
- (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. Questions can be e-mailed to [HEOP@marist.edu](mailto:HEOP@marist.edu). We invite you to visit our home page at <https://www.marist.edu/academics/center-for-multicultural-affairs/heop>.

#### **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. The Marist Bridge Program allows 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 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 The Learning Center at (845) 575-3300 or visit our website at [www.marist.edu/academics/highschool](http://www.marist.edu/academics/highschool).

## **COMMUNITY SERVICES**

#### **CENTER FOR LIFETIME STUDY**

The Center for Lifetime Study (CLS) is a member-run educational organization for people of retirement age. Programs include non-credit courses, trips, special events, and social activities which provide intellectual and cultural exploration and development. CLS furnishes a rewarding experience of learning and fellowship in a relaxed atmosphere without exams or grades. Currently 650 members enjoy this mostly volunteer-run organization. Courses are offered in the arts, humanities, social sciences, and general sciences and are taught by CLS members, college faculty, and community leaders.

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

#### **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. The focus of the program is to ensure that the least advantaged students from two area high schools in Dutchess and Orange counties have an opportunity to enroll in and graduate from a postsecondary institution.

The program provides motivation and skills needed to complete both high school and postsecondary educational programs to over 140 low-income, academically at-risk, and /or first-generation youth.

Participants are offered a core curriculum of instruction in addition to personal counseling, academic and career advisement, tutorial support, and exposure to social and cultural events. For additional information, see our website at [www.marist.edu/academics/upward-bound](http://www.marist.edu/academics/upward-bound).

Many Marist College faculty, staff, and student serve as volunteers and / or employees during the academic year and the summer residential program. Current Marist students who are interested in working for Upward Bound should apply through Foxquest. All other interested applicants should visit [www.marist.edu/careers](http://www.marist.edu/careers).

#### **LIBERTY PARTNERSHIPS PROGRAM**

The Marist College Liberty Partnerships Program (LPP) is a dropout prevention and college access program that is funded by the New York State Education Department. It has been sponsored by Marist College since 1990. Marist LPP serves 341 underrepresented students (grades 5-12) in the Poughkeepsie City School District. Marist College LPP is committed to the belief that all students can learn and should have equal access to resources.

Marist College LPP strives to help its students excel in and out of the classroom so that they can globally compete in the 21st century. Its goals are to prepare students for 1) high school completion 2) college-level work and 3) careers. To achieve its goals, Marist College LPP provides students with an array of services to improve their academic, social, emotional, and career skills. For more information, visit the Marist LPP website at <https://www.marist.edu/academics/liberty-partnership>.

# 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 Student Activities helps coordinate and promote leadership opportunities and a variety of programs and services to enhance community development at Marist. Organizations include student government, co-curricular clubs, honoraries, social fraternities and sororities, 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.

## STUDENT PROGRAMMING COUNCIL (SPC)

**Student Programming Council (SPC)** provides quality programming and entertainment to students and the Marist Community. SPC programming includes a variety of comedy nights, movie nights, coffeehouses, novelty performances, Broadway and other off campus trips to NYC, and major concerts. The SPC Executive Board is responsible for program selection, marketing, and event management. SPC membership is open to all students. SPC works directly with the Office of Student Activities.

## 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 students accepted as resident freshmen.** All students residing in college housing must be enrolled with 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 traditional residence high-rise facilities to townhouse apartments. The range of housing accommodations includes rooms located along a common hallway with a common bathroom, suite style rooms with a shared bathroom and single rooms in new apartment residences. In order to provide an environment conducive to academic and personal development, a code of conduct and a corresponding norms structure are strictly enforced. The professional and 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 Associate Director, 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. All buildings are equipped with fire alarm systems. All systems are tested and inspected annually by a New York State certified fire alarm installer. All fire alarm systems are monitored 24/7 off campus by a central monitoring station as well as by the Safety and Security Office on campus. The college is equipped with fire sprinklers in most buildings and all systems are inspected quarterly in accordance with the Fire Code of New York State. As buildings are renovated or remodeled, sprinkler systems are added per NYS Fire Code. All buildings are in compliance with NYS Building and Fire Codes. More information describing college housing facilities is available on the Housing and Residential Life webpage.

Residence assignments for first and second year students 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 foods and beverages with excellent service through retail, residential, and campus catering dining facilities. 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 7:15 a.m. and close as late as 1:00 a.m. The main dining hall offers a wide variety of freshly prepared meals, utilizing local and regional ingredients when available. Retail locations offer convenient prepared meals and made-to-order takeout, with a variety of novelty and beverage items. Campus catering is also available for student groups, residence halls, and special events throughout the academic year.

For inquiries or information, we encourage you to contact our Dining Services Office at (845) 575-5100 or visit [www.maristdining.com](http://www.maristdining.com). Managers are on site seven days per week to answer your questions.

### Participation Opportunities

Campus residence and class level determine which dining plan options are available to students. All resident freshmen are required to participate in the Anytime Dining Plan. Students returning as sophomores, juniors, or seniors and residing in college housing are assigned to a campus dining plan based on their residence location. All residents housed as sophomores, excluding Mid-Rise residence, will be pre-enrolled in the Apartment 20 Meals Plus \$225 Thrifty Cash for the semester and must remain at a minimum in this plan. Residents of Mid-Rise, other than freshman may select either the Anytime Dining Plan, 205 Meals plus \$550 Thrifty Cash or the 120 Meals plus \$550 Thrifty Cash. All junior and senior students residing in College apartment housing will be assigned to the Apartment 20 Meals Plus \$225 Thrifty Cash, but have the option to withdraw from the plan if they choose to. Students residing in apartments may also select any dining plan beyond the minimum dining plan assigned to them.

Commuter and off-campus students also have the ability to select any dining plan offered.

## 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. A significant renovation and expansion of the McCann Center opened in January of 2020 to help meet the fitness and recreation needs of all students on the campus. New features include: an 8,000-square foot weight room for varsity athletes, with refueling station and multiple lane 40-yard turf track, a 7,600-square foot fitness center for all students, with treatment space for partnership with Physical Therapy program, two full size basketball courts for intramural and club sport activities, second story walking track, multipurpose space with an indoor turf area, multipurpose rooms for fitness, dance, yoga, and academic classes with hardwood floors, café/lounge with space for concessions on arena game days, renovated locker room space to accommodate varsity student-athletes with team rooms and shared lounges, renovated athletic training room/tape room to include new carpeting, training tables and modalities, creation of ESPN teaching control room which will train students for professional opportunities in live production through partnership with Center for Sports Communication, apparel shop to enhance and grow the Marist brand, and an expanded ticket office with multiple box office windows for will-call and ticket sales on game days and throughout the year.

In September 2011, an 11,660 square-foot addition to the south end of the McCann Center was completed. The facility is used exclusively by the men's and women's basketball programs and includes player lounges, a team film theatre, coaches' offices, video editing rooms and conference rooms. Improvements were also made to the McCann Center lobby, restrooms, playing surface, and seating. Two high-definition video boards were added to enhance the fan experience on game days.

Adjacent to the McCann Center is the McCann Baseball Field and practice field. Tenney Stadium provides both chair-back and berm seating for spectators and is home to football, lacrosse and soccer. Along the banks of the Hudson River lies a twelve-acre parcel with a scenic river walk, a bulkhead and dock system, renovated green space, a gazebo, and new landscaping. Renamed

Longview Park, this benefits the Marist men's and women's rowing teams along with members of the community. The Gartland Athletic Field is a ten-acre area that services as the home for the softball program and provides intramural fields for students.

In 2018, a pair of satellite fitness centers were opened for all students. Located on the east end of campus, Marketplace Fitness contains a variety of fitness and plate-loaded weight training equipment for all students. A second satellite fitness center is located in Building D in the North End residence life area. Building D Fitness offers cardiovascular fitness equipment as well as a dance/aerobics studio, which holds organized classes.

In December of 2000 a new sports medicine facility opened its doors, offering Marist student-athletes the best treatment available with top technological advances in equipment and modalities. 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 Student-Athlete Enhancement and the staff and provides the athletes a state-of-the-art academic complex. This center is also used extensively for the NCAA Student-Athlete Affairs Program.

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 baseball, cheerleading, dance team, eSports, equestrian, fencing, golf, ice hockey, men's and women's lacrosse, men's and women's rugby, men's soccer, skiing, ultimate frisbee, and men's volleyball.

The intramural program offers a variety of activities, including basketball, volleyball, softball, flag football, soccer, tennis, dodgeball, and ultimate frisbee. Programs can be added based upon student interest.

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 the Murray Center. 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 Cabinet, Representatives, 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, they present 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 SGA meetings and is the student representative to the Board of Trustees.

SGA consists of one branch of government called the Assembly, which includes the Cabinet, Representatives and Judicial Board.

### CABINET

The Cabinet serves as an advisory board to the SGA President. The positions on the Cabinet are appointed by the Student Body President and are confirmed by the Representatives. The positions consist of: the Student Body Executive Vice President, Executive Secretary, Chief Communications Officer, Chief Financial Officer, Vice President for Student Life, Vice President of Diversity & Inclusion, 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 seven advisory councils including Co-curricular, Greek, Honorary/Professional, Production/Performance, Social/Service, Awareness, 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 Cabinet and Representatives. In addition to the CFO, the Financial Board has a Deputy CFO, four appointed students, and one College administrator appointed by the Vice President for Student Affairs.

**Chief Communications Officer** 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, the campus newspaper, and social media. 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.

**Representatives** are elected by the student body to meet the needs of the students on campus. There are 7 representatives with different constituencies: 1 Commuter Representative, 2 Distance Representatives, 1 North End Representative, 2 South End Representatives, and 1 Transfer Representative.

**Class Boards** represent the 4 class years. Each class board has 4 officers, a President, Vice President, Secretary, and Treasurer. The Class Boards are responsible for planning events and activities that unite their class. The Class Boards attend the SGA meetings, addressing any concerns and promoting activities to the Assembly.

### LEGISLATIVE BRANCH (STUDENT SENATE) REPRESENTATIVES

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 BOARD

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 (non-traditional undergraduate 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 Delta Pi (Hispanic), Sigma Tau Delta (English), and

Sigma Zeta (Science and Mathematics). Students' 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 undergraduate students from all faith traditions. The staff and the students who are active in planning Campus Ministry programs encourage students to take part in community service programs, small faith 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. We also network with local churches and synagogues to provide opportunities for students to attend services.

The Campus Ministry center is on the south side of campus in Byrne House, located behind Champagnat.

## MARIST WELLNESS CENTER (HEALTH AND COUNSELING SERVICES)

### HEALTH SERVICES

#### Overview

Marist Health Services (MHS) is located in Room 352 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 staffed by physicians, nurse practitioners, registered nurses, medical assistants and administrative staff. MHS provides evaluation and treatment of common problems such as acute illness and minor injuries. Students are seen by appointment. Emergencies or problems that are beyond the resources of MHS are referred to Mid-Hudson Regional Hospital or Vassar Brothers Medical Center Emergency Department (see below). Please call (845) 575-3270 for an appointment or information.

When necessary, 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.

#### Excuse Policy

Marist Health Services does not provide excuses for routine illnesses, injuries, or mental health problems that may lead to missed classes, labs, studios, exams, or deadlines. This policy resembles those of most other colleges and universities and is consistent with the recommendation of the American College Health Association.

Marist College expects that students will be honest with their professors regarding their ability to complete work, and professors are expected to work with students on these issues. Academic advising staff are available to provide assistance to students or faculty members who have concerns about attendance issues.

#### Absence of 4 days or longer

If a student has an illness or family emergency that will result in 4 or more days of absence, the student should contact individual professors as soon as possible, as well as the Center for Advising & Academic Services (CAAS), Donnelly Hall, Room 224, phone: (845)575-3500, fax: (845) 575-3502. [www.marist.edu/academics/advise](http://www.marist.edu/academics/advise). CAAS will need the student's CWID, the start and anticipated end date of absence, the reason for absence, and contact information. The office will send notification of absence to the student's professors and advisor. Documentation will be required from the student upon return.

#### Exit from the College for medical reasons

For extended absence due to illness, students should contact the Center for Advising and Academic Services (above) for guidance about Marist College Policies. Any student exiting for medical reasons will be required to submit medical documentation to the Wellness Center that clears them to return to the College. The Wellness Center will review this documentation. This must include a summary of diagnosis, treatment, ability to return and fulfill the academic requirements of enrollment, and any need for accommodation or ongoing treatment while at Marist College.

### Pharmacy services

Marist Health Services maintains a stock of medications for emergency use. Students can fill prescriptions at the pharmacy of their choice. The closest pharmacies to campus are Rite Aid (845-452-6153) and Molloy Pharmacy (845) 471-7455. There are also several CVS and Walgreens pharmacies nearby. Common over-the-counter medications are available for purchase at the Bookstore on the ground floor of the Student Center.

### Nutrition services

Consultation with a certified nutritionist is available on campus by referral from Health Services or Counseling Services Staff.

### After-hours care

Resident students requiring medical care after MHS hours should notify the on-duty Resident Advisor, Resident Director, or Marist Security. On weekends during the Undergraduate academic year, transportation to a local urgent care center (Emergency One - Hyde Park) is available from 11 am - 4 pm EST. For after-hours emergencies, students are referred to Mid-Hudson Regional Hospital Emergency Department, 241 North Road, (845) 431-8220, which is across the street from the campus, or Vassar Brothers Medical Center Emergency Department, 45 Reade Place (845) 431-5680. Off-campus health care is subject to the terms of the student's health insurance coverage and 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. New York State Public Health Law 2167 requires students to complete the mandatory Meningitis Vaccination Response Form or supply proof of acceptable meningitis immunization within 5 years of enrollment date. Details about the meningitis vaccines are noted on the Meningitis Vaccination Response Form. The form can be found in the Marist Health Services Patient Portal at <http://marist.medicalconnect.com>.

Mandatory Health Forms for Incoming Students can be found at <http://www.marist.edu/healthservices/healthforms.html>.

All health information must be submitted via the Marist Health Services Patient Portal.

### COUNSELING SERVICES

The Marist College Office of Counseling Services (CS) is dedicated to promoting emotional well-being, personal growth, awareness and life skills needed to prepare students to meet the challenges to come. Located in the Health and Wellness center in the Student Center, CS provides an array of high-quality services including individual and group counseling, crisis intervention, community referrals, and psychiatric consultation and medication management for students as well as psycho-education, workshops and trainings for the Marist community. CS is open during the academic year Monday-Friday, 8:30 A.M. to 5:00 P.M. (evening hours available by appointment only) and in the summer, Monday-Thursday, 8:00 A.M.-4:30 P.M., Friday, 8:00am to 4:00 P.M. To schedule an appointment, call (845) 575-3314 or visit our office (SC 352). All CS services are provided free of cost.

For after-hours emergencies, contact the Office of Campus Safety and Security (845) 471-1822 to reach the on-call CS counselor. To schedule an appointment, call (845) 575-3314 or visit our office (SC 352).

### 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 unique personal support structure centered on helping students reach academic, social, and personal goals which are critical to their success. To assist students in navigating their way through their first year of study, FYP Coordinators have offices in the first-year residence halls and typically live on campus providing accessible mentoring services. The Associate Director of FYP & LD is the mentor for our commuting students. The Associate Director's Office is located in the Student Center to offer commuters convenient access. In addition to administrative mentoring, FYP also runs a popular peer mentor program for both first year and transfer students. New students benefit from academic consultation, life-skills training, social networking, leadership development, and other



personalized support services provided by the individual mentoring approach of their Coordinator and the personal development programs offered by this area.

## **ORIENTATION**

Coordinated by the Office of FYP & LD, Orientation is the initial step in the first year experience at Marist. The program is designed specifically to help new traditional undergraduate 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. These one-day Orientation sessions take place during the first two weeks in June for traditional-aged undergraduate students entering in the fall semester. Orientation sessions are also provided for students new to the Marist campus in August and January. Orientation activities continue throughout the first year with a full Welcome Week of activities, workshops offered through the Personal Development Core, and other ongoing programs.

The School of Professional Programs coordinates a separate orientation for adult students. This program is designed specifically to address the interests of adult students on the Marist campus.

## **LEADERSHIP DEVELOPMENT**

One of the biggest programs on campus, 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 while earning a National credential.

## **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 online at the following address: [www.marist.edu/studentlife/studentconduct/](http://www.marist.edu/studentlife/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 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.

*The Generator Magazine:*

An appreciation of the arts and entertainment magazine, highlighting student journalism and graphic design, published twice a semester.

*The Fox Forum*

Student journal for academic discourse published once a semester.

# **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.

## **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:

- Driver's license
- Vehicle registration

Marist College provides handicapped parking spaces throughout the campus. 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 at (845) 471-1822.**

**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. A student interested in applying to Marist College should rank in the top half of their graduating class and hold a recalculated average between 3.2-3.7 or better. The quality and difficulty level of each class is taken into account as well. Leadership qualities and high school activities are also important. Candidates should meet the following minimum requirements. Test scores, if submitted, will be considered, but 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
History/Social Studies	3 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 Undergraduate Admission, must be the following:

- (1) Official transcript of high school record including senior grades.
- (2) Results of SAT or ACT Test Scores, unless the student applies test optional.
- (3) Recommendation of the high school 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. Reservations for our information sessions and other visit opportunities can be made online at [www.marist.edu/visit](http://www.marist.edu/visit) or by calling (800) 436-5483.

## 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 Undergraduate 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 SAT or the ACT, if available.
- (5) Official results of either the Test of English as a Foreign Language (TOEFL), the International English Testing System (IELTS), or Duolingo English Test for non-native English-speaking students. The English Proficiency Exam result requirement can be waived for student who have met any of the following criteria:
  - Completed or are pursuing an International Baccalaureate Diploma
  - Attained a minimum score of 500 on the SAT Evidence-Based Reading and Writing section
  - Attended a U.S. or international school taught in English for a minimum of four years without any English as a Second Language courses.

**NOTE:** International students should take into account that tuition and fees (see page 313) are based on one year of study. Additional costs will also be incurred due to cost of living increases and travel expenses.

Non-US citizens\* are required to have an F-1 student visa to attend Marist College. Accepted students receive a letter of admission and an enrollment form. Once a student submits an enrollment deposit, they are required to submit the following information to obtain their I-20:

- (1) Declaration of Finances and Sponsorship
- (2) Current bank statement or bank letter
- (3) Copy of Passport ID page

- (4) Proof of English proficiency (TOEFL, IELTS, or Duolingo English Test)
- (5) Transfer recommendation Form (only for students currently holding an F-1 Visa)

The I-20 form, issued by Marist College, enables international students to apply for an F-1 Student Visa at a U.S. Embassy or Consulate.

International students and U.S. citizens living abroad 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. 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.

\* Undocumented and Deferred Action for Childhood Arrivals (DACA) students graduating from U.S. high schools or earning a high school equivalency diploma in the U.S. are not required to obtain an F1 Visa.

## EARLY DECISION

Candidates applying for Early Decision are restricted to Marist as their single choice college. Students who are admitted to Marist under an 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 early-January. Accepted Early Decision candidates will be asked to make a deposit by February 15. The deadline for Early Decision II is February 1, and notification will be made by mid-February. Accepted Early Decision II candidates will be asked to make a deposit by March 1.

Early Decision applicants seeking financial aid must submit the FAFSA by December 1.

## EARLY ACTION

Candidates applying for Early Action are not restricted to Marist as their single choice college. The application deadline for Early Action is November 15, and notification will be made by mid-January. Accepted Early Action candidates will be asked to make a deposit by May 1.

File FAFSA starting October 1. Preferred deadline for filing FAFSA is December 1.

## REGULAR DECISION

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

File FAFSA starting October 1. Preferred deadline for filing FAFSA is December 1.

## MATRICULATION POLICY

To be matriculated means that a student has officially been recognized and accepted as a degree or certificate 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 who has not yet met 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 request to matriculate. Under special circumstances, the Dean of the School of Professional Programs can approve non-matriculated coursework beyond the initial 12 credit hours. Students interested in matriculating into a program should contact the Office of Undergraduate Admission at (845) 575-3226.

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 Office of Undergraduate Admission 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 operates 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 6 transfer credits can be accepted toward a minor, stand-alone concentration, or certificate. (In cases of math or science minors, transfer credit of up to 8 credits may be applied if the courses transferred in are approved 4-credit courses.) 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) 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.)
- (4) Students who have taken College Writing I and II at another institution (or in high school as part of an articulation agreement) are exempt from ENG 120 Writing for College. Students who have only taken the equivalent of College Writing I still need to take ENG 120 Writing for College.
- (5) Transfer students who bring in 24 or more earned credits from their previous institution are exempt from the First Year Seminar. Transfer students with fewer than 24 credits who have taken a similar FYS course at another institution may be able to substitute that course for the Marist FYS.
- (6) Transfer students who bring in 36 or more earned credits from their previous institution are exempt from the Pathway requirement. They must earn a total of 36 distribution credits in the following areas: Fine Arts; History; Literature; Mathematics; Natural Science; Philosophy; Social Science; and Ethics and Justice (course in Ethics and Religious Studies). Students must take at least one three-credit course in each of these 8 subject areas. Foreign language courses are not required but may also count toward the 36-credit total. Transfer students with fewer than 36 credits may count courses taken at their previous institution toward the Pathway, provided they are applicable to the Pathway's topic.

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 Undergraduate Admission. Students who are 22 or older should contact the Office of Adult Undergraduate Admission.

## 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.

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

A matriculated adult undergraduate student may apply for credits for knowledge acquired from life/work experiences which occurred prior to matriculation. The student must be able to demonstrate and verify learning and/or skills comparable to the learning outcomes of courses at postsecondary levels of instruction. Additional information should be obtained from the School of Professional Programs and can be found on the Marist website under Life Work Credit.

## 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 Dean of School 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.

## PURSuing A SECOND DEGREE

Marist College may confer a second baccalaureate degree only as a means of recognizing that a candidate has competencies in two essentially different areas (e.g., B.A. in English/B.S. in Biology). A candidate for a second baccalaureate degree must complete at least 30 unique credit hours within the major and/or related field requirements beyond the requirements of his or her first baccalaureate degree. Candidates for a second baccalaureate degree should contact the School Dean of the new major and the Office of the Registrar for approval. Once cleared, a potential candidate may apply through Adult Admissions as a transfer student. Final transcripts from the institution awarding the first baccalaureate degree must be submitted at the time of application. Students admitted to pursue a second bachelor's degree may not change their majors without approval from the Registrar.

Individuals wishing to complete the Professional Studies major to earn a second bachelor's degree must keep in mind the following guidelines.

1. Students must earn a minimum of 30 additional credits in the Professional Studies major to be awarded the second degree.
2. Students may not use their major specific courses from their previously granted degree as an Area of Study/Concentration in the Professional Studies major. (e.g. First degree in Psychology and an Area of Study in Psychology in Professional Studies).
3. No more than 18 credits (non-major) from the student's first degree may be used to meet the Area/Concentration portion of the Professional Studies degree.
4. Students must take INTD477L in order to earn the second degree in Professional Studies.

# ACADEMIC POLICIES

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## 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. An 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.

Students in declared majors will be assigned to an advisor in their major field. Students who are undeclared will be assigned an advisor through the Academic Learning Center. Additionally, program advisors are assigned for students in special programs (i.e., Honors, Pre-Health, HEOP, Accommodation & Accessibility).

Students are expected to meet with their academic advisor on a regular basis. In addition, a student's major advisor is the only individual who can remove a registration hold in order for the student to be able to register. Students declaring or changing majors will be assigned to an advisor in that major. Students may request a change of academic advisor by completing an advisor change form on the myMarist Student – Advising Undergraduate tab. A student's advisor may also be changed due to administrative reasons. Students can view their advisor on the myMarist Student – Advising Undergraduate tab or on their Degree Works audit.

## 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.

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 and will incur additional charges. 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 a staff member in the Center for Advising and Academic Services to obtain permission.

The maximum number of credits a student can register for is three during the winter intersession and nine during the summer. Exceptions must be approved by the Center for Advising and Academic Services.

## 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 their Degree Works audit for the change.

Double majors, minors and certificates must be completed by the time the four-year degree requirements have been satisfied. If students have completed their four-year degree requirements, but wish to delay their graduation conferral to complete their declared second majors, minors, or certificates, they must notify the Registrar's Office in writing of their intention to postpone their degree.

conferral. Students who choose this option will not be eligible for additional federal or state financial aid to complete additional majors, minors or certificates. (Paralegal Certificates are the exception).

## MINORS

Students may declare a minor in those academic disciplines for which requirements are described in the Programs of Study section of this catalog. Transfer students may only have a maximum of 6 transfer credits applied toward the completion of a minor, stand-alone concentration, or certificate. (In cases of math or science minors, transfer of up to 8 credits may be applied if the courses transferred in are approved 4-credit courses.) 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 satisfied. If students have completed their four-year degree requirements, but wish to delay their graduation conferral to complete their declared minor requirements, they must notify the Registrar's Office in writing of their intention to postpone their degree conferral. Students who choose this option will not be eligible for additional federal or state financial aid to complete their minor.

## ATTENDANCE POLICY

Attendance policies for each course are determined by the instructor and are generally stated 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. Faculty members are asked to discuss excessive, unreported and/or detrimental absences 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 15-week semester (see Academic Calendar for specific dates). Courses not in the 15-week format have different academic deadlines. 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. 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 advisor. 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 either a 2.0 semester or cumulative grade-point average is reviewed by the Academic Standards Committee and subject to warning, probation, or dismissal. 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 fall and spring 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", at any point during the semester, 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.

## THE MARIST COLLEGE HONORS PROGRAM

The Marist Honors Program has as its mission developing scholars, leaders and global citizens. In keeping with the overall mission of the College, which espouses an ideal dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century, Marist's Honors program will provide opportunities for academic excellence, leadership, cultural enrichment, and global engagement.

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.

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 seven courses, including a 1 credit hour Honors-by contract attachment and the Honors Thesis Project. The Honors Thesis Project is an independent research study and requires students to work under the supervision of a faculty mentor. It encourages students to explore and to develop their own talents and interests. This program requirement is designed to provide the student an opportunity to apply the knowledge base and tools of his or her discipline in a mentored scholarly exploration suitable to the student's academic interest and background. The Thesis Project should demonstrate substantial scholarship, outstanding research, and outstanding writing skills. For some Honors students with majors in creative disciplines, the Honors Thesis Project may be a creative work that demonstrates imagination and originality in addition to craftsmanship and professionalism in production. The Honors Thesis Project is designed to tie back to the major, but can be interdisciplinary. The Honors Thesis Project will be part of an Honors Symposium held at the end of each academic year.

Once admitted to the Program, a student must maintain a cumulative 3.500 GPA. 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. There is no reinstatement after an official dismissal from the Honors Program.

## THE HONORS SEMINARS

Students will enroll in specially designated Honors sections of the First-Year Seminar and Writing for College, which will include activities that help to

introduce students to the idea of interdisciplinary learning and interdisciplinary knowledge generation, and that will challenge their advanced skill set.

Following their Honors Core first-year experience, Honors students will narrow their fields of study and select Honors seminars on topics of interest and have a chance to explore and develop their academic, service, and leadership skills. To echo the themes that were explored in the first year as part of the students' experience in liberal studies/core education, specially developed seminars will be offered in the four breadth categories: Philosophical & Moral Foundations, Scientific & Quantitative Analysis, Expression & Creativity, and Individual & Society. These seminars are specially designed offerings on a variety of topics, are open only to Honors students, and focus on discussion. Honors faculty from across the college teach the courses, and the topics vary from semester to semester. Honors seminars encourage out-of-the-box thinking, creativity, critical thinking, and intellectual growth.

Honors students will complete their program of study with the Senior Seminar, designed to culminate the Honors experience. This course will allow Honors students to consider the transition from the undergraduate to the post-baccalaureate experience through the analysis of texts and discussion. Goals of the course include helping students to develop a sense of what the college system has prepared them for and how they can use the experience in the future, and to considering the values we assign to the idea of a meaningful life.

## 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—Adult Undergraduate 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 Society Director for eligibility requirements.

## 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 on probation 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.

## ACADEMIC DISMISSAL

Students who fail to meet the minimum academic standards of the College during any semester may be dismissed. Every Marist student has one opportunity to appeal a first time academic dismissal. Appeal information is provided in writing to the student. If an appeal is not granted, or a student does not appeal, a student may apply for a one-time reinstatement 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 reinstatement until the following January at the earliest; those dismissed in January cannot apply for reinstatement until the following August at the earliest. 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 reinstatement, 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. The letter should be written on official institutional letterhead, sealed, and signed by the faculty member across the seal. 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 reinstatement. *For reinstatement 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. Reinstatement fee of \$150.

After reviewing the submitted materials, the Academic Standards Committee has the authority to reinstate 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 help enhance academic performance. Reinstated 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 reinstated to Marist more than once.

**Please Note:**

1. If a student is looking to transfer back courses taken at another institution they are advised to complete the **PERMISSION TO TAKE COURSE ELSEWHERE** form and understand the instructions listed on the form. Students are advised to consult their major Dean/Chairs for advice regarding which courses in their Major and Core curriculum can be taken at another institution. If this form is not completed, there is no guarantee courses will transfer back.
2. If a student has no intention of transferring courses back to Marist, students may attend either a 2 or 4 year institution.
3. Reinstatement 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.
4. ALL dismissed students must adhere to the reinstatement policy regardless of how long ago their original dismissal occurred.
5. Students not in attendance for more than four semesters must also contact the Registrar's Office for a readmit application once they have been reinstated.

**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-Development course (LERN 104).

**EXITING THE COLLEGE WITH INTENTION OF RETURNING**

Students may request to exit the College with the intention of returning in a future semester for a limited number of reasons. It should be noted that due to Federal guidelines, a student must be able to return to the College within 180 days of the exit (leave of absence) or they must be withdrawn from the College (withdrawal). This does not mean that the student cannot return to the College. Requests for a leave of absence are handled through the Center for Advising and Academic Services (CAAS).

Students requesting an exit for medical reasons will be required to submit medical documentation to verify the necessity of the leave and will be required to obtain medical clearance to return to the College. Medical documentation should be original copies with signatures on the medical practice letterhead. The documentation needed to return must include a summary of diagnosis, treatment,

ability to return to campus and fulfill the academic requirements of enrollment, and any need for accommodation or ongoing treatment while at Marist College. The Marist College Wellness Center professional staff will review this documentation and advise whether additional information and/or an interview or on-campus meeting is required.

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.

Students leaving during the semester may have financial and academic penalties. The Office of Student Financial Services can determine financial penalties. CAAS can discuss academic penalties.

Students planning to take courses at another college, while away from Marist College with the intention of applying the credits toward their Marist degree, must seek advisement from their academic advisor about which courses to take in order to fulfill their major and Core requirements and 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. **Please note:** *Once the total credits from all sources have reached seventy (70), no further credits will be transferred from a two-year institution. Once the total credits from all sources reach ninety (90), no further credits will be transferred from other sources.* Students will not be granted a leave of absence/withdrawal for the sole purpose of taking courses elsewhere.

Students exiting the College with the intention of returning are eligible to participate in the registration process for the upcoming semester, once they have cleared all holds that restrict registration and have been activated to register. Registration for the fall term is typically in April with advising beginning in March. Registration for the spring term is typically in November with advising beginning in October. Complete registration information can be found at the Registrar's website.

Resident students who leave the College 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 guaranteed but may be assigned if space is available.

**LEAVE WITH NO INTENTION OF RETURNING**

A student who plans to exit the College with no intention of returning must contact the Center for Advising and Academic Services (CAAS). Students exiting during the semester may have financial and academic penalties. The Office of Student Financial Services can determine financial penalties. CAAS can discuss 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 should review the Reinstatement Policy prior to requesting readmission to the College. Students whose semester and/or cumulative grade-point average at the time of withdrawal was below 2.0 must contact the Center for Advising and Academic Services prior to requesting readmission to the College.

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 during the registration period for that semester. 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. The College does not offer same-day service for transcripts. Transcripts are mailed to the address requested using standard First Class Service via the U.S. Postal Service (USPS) – the USPS estimates the delivery time of 2-3 business days. Students may expedite the shipping time by providing a pre-paid overnight mail envelope available from the USPS or FedEx.

Students may also request a transcript via the myMarist Portal (<https://my.marist.edu>). This option is restricted to those students whose entire academic record began on or after January 1, 1990. Students with records that began prior to January 1, 1990, must submit a request in person or in writing to the Office of the Registrar.

For further information and detailed instructions, please visit <http://www.marist.edu/registrar/transcripts.html>.

## 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, must request permission to participate in the ceremony no later than the first week in March 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.

Students may request permission via an Application for Graduation at the Office of the Registrar.

## 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.F.A. shall be in the liberal arts and sciences (30 credits).

## DEGREES AND MAJOR FIELD REQUIREMENTS

Marist awards the Bachelor of Arts degree, the Bachelor of Science degree, and the Bachelor of Fine Arts.

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, Computer Science, Criminal Justice, Digital Media, Economics, English, Environmental Science & Policy, Fashion Design and Merchandising, Fine Arts, French, History, Information Technology & Systems, Mathematics, Medical Technology, Philosophy, Political Science, Professional Studies, 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.

### DUAL DEGREES FOR CURRENT STUDENTS

Marist College will confer a second baccalaureate degree only as a means of recognizing that a candidate has competencies in two essentially different areas (e.g., B.A. in English/B.S. in Biology). A second degree of the same designation (e.g., B.A. and B.A.) will not be allowed. A candidate for a second baccalaureate degree must complete at least 30 unique credit hours within the major and/or related field requirements beyond the requirements of his or her first baccalaureate degree. A minimum of 150 credits is required to satisfy this requirement.

Potential candidates for a second baccalaureate degree may obtain and submit an application at the Registrar's Office, which will consult with the appropriate School Dean for approval of the second-degree. **Requests must be submitted before the initial conferral date of the primary degree and will not be retroactively processed.**

## 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
CLDM	Communication*
CMPT	Computing Technology
COM	Communication
CONV	Conservation Studies*
CRDV	Career Development
CRJU	Criminal Justice
CSAR	Culture Studies – Arabic
CSCU	Culture Studies – Civilization
CSFR	Culture Studies – French
CSIT	Culture Studies – Italian
CSJP	Culture Studies – Japanese
CSSP	Culture Studies – Spanish
ECON	Economics
EDUC	Education
EFL	English as a Foreign Language
ENG	English
ENGH	English Honors
ENSC	Environmental Science
DATA	Data Science & Analytics
FASH	Fashion Design and Merchandising
FREN	French
FYS	First Year Seminar
FYSH	First Year Seminar Honors
GAME	Games and Emerging Media
GBST	Global Studies
GERM	German
GRAP	Graphic Arts*
GREK	Greek
HIST	History
HLTH	Health
HONR	Honors
HST	Historical Studies*
INTD	Professional Studies
ITAL	Italian
ITDS	Interior Design*
JPN	Japanese
LAT	Latin
LERN	Learning Center
LIT	Literature*
MATH	Mathematics
MDIA	Media Studies and Production
MGMT	Management Studies
MEDT	Medical Technology
MS	Military Science
MUS	Music
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, Gender, and Sexuality 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
<b>Undergraduate Programs:</b>		
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
Criminal Justice	BS	2105
Cybersecurity	BS	0701
Data Science & Analytics	BS	0799
Digital Media	BS	0605
Economics	BA	2204
English	BA	1501
English 7-12	BA	1501.01
Environmental Science & Policy	BS	0420
Fashion Design	BFA	1009
Fashion Merchandising	BS	1009
Fine Arts	BA	1001
French	BA	1102
French 7-12	BA	1102.01
Games & Emerging Media	BS	0605
History	BA	2205
History 7-12	BA	2201.01
Information Technology & Systems	BS	0702
Information Systems - 5 Yr.	BS/MS	0702
Italian	BA	1104
Management Studies	BS	0506
Mathematics	BA	1701
Mathematics 7-12	BA	1701.01
Media Studies and Production	BA	0605
Medical Technology	BS	1223
Philosophy	BA	1509
Political Science	BA	2207
Professional Studies	BA	4901
Professional Studies	BS	4901
Psychology	BA	2001

Religion	BA	1510
Social Work	BS	2104
Spanish	BA	1105
Spanish 7-12	BA	1105.01
Studio Art	BS	1002
<b>Graduate Programs:</b>		
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
Integrated Marketing	MA	0699
Mental Health Counseling	MA	2104
Physical Therapy	DPT	1212
Physician Assistant Studies	MS	1299.10
Professional Accountancy	MS	0502
Public Administration	MPA	2102
School Psychology	MA	0826.02
Technology Management	MS	0599
<b>Undergraduate Certificates:</b>		
Data Center Technologies	CERT	5101
Cybersecurity	CERT	0701
Paralegal	CERT	5099
<b>Advanced Certificates:</b>		
Business Analytics	ADV CERT	0702
Information Systems	ADV CERT	07

# SCHOOLS

## SCHOOL OF COMMUNICATION AND THE ARTS

CAROLYN RINGER LEPRE, 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, Communication, and Media Studies and Production; the Bachelor of Science Degree with majors in Games and Emerging Media, Digital Media and Studio Art, and Fashion Merchandising; and Bachelor of Fine Arts Degree in Fashion Design. Minors offered by the School are Art History, Communication, Cinema Studies, Digital Video Production, Fashion Merchandising, Interactive Media, Photography, Music, and Studio Art.

### MISSION:

The School of Communication and the Arts prepares students to live and work successfully in the global communication and arts environment. 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. School of Communication and the Arts students also take advantage of extensive study abroad and internship opportunities.

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

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### Department of Art and Digital Media

Offers majors in:

Studio Art .....	56
Art History .....	57
Digital Media .....	58

Offers minors in:

Photography .....	64
Studio Art .....	64
Art History .....	64
Graphic Design .....	64

### Department of Communication

Offers major in:

Communication .....	89
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Offers minor in

Communication .....	92
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### Department of Film, TV, Games and Interactive Media

Offers majors in:

Games and Emerging Media .....	149
Media Studies and Production .....	177

Offers minors in:

Cinema Studies .....	178
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### Program in Fashion Design and Merchandising

Offers majors in:

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Fashion Merchandising .....	141

Offers minors in:

Fashion Merchandising .....	141
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**Program in Music**

Offers minor in:

Music ..... 186

**SCHOOL OF COMPUTER SCIENCE AND MATHEMATICS**

**ROGER NORTON, Ph.D., Dean**

**CYNTHIA WORRAD, M.S., Assistant Dean**

**PROGRAMS OF STUDY**

The School of Computer Science and Mathematics includes the following Departments: The Department of Computing Technology and The Department of Mathematics.

The School offers the Bachelor of Science Degree with majors in Computer Science, Cybersecurity, Games and Emerging Media, Information Technology and Systems, and Applied Mathematics. Also offered is the Bachelor of Arts Degree with majors in Mathematics and Mathematics/Education. In addition, the School offers Master of Science Degrees 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 its students to live and work in a technology-driven, rapidly changing world. The School provides broad-based mathematical and technological education 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. 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.

**GOALS:**

**Goals & Objectives for B.S. Computer Science, B.S. Cybersecurity and B.S. Information Technology and Systems Students**

1. Prepare students for employment in a technology field or for graduate study in a technology field.
2. Provide students with both theoretical knowledge and skills-based proficiency in the five core technology competencies:
  - programming,
  - hardware,
  - data communications,
  - data management, and
  - systems/software analysis and design.
3. Provide students with fundamental knowledge of business administration and management so that graduates will be able to work effectively within businesses and organizations
4. Develop interpersonal skills for working effectively on teams.
5. Educate students about the behavioral, social, and ethical aspects of technology.

**Goals & Objectives for B.A. Mathematics, B.A. Mathematics/Education and B.S. Applied Mathematics Students:**

1. Develop a broad understanding of the field of mathematics
  - The student will have sufficient mathematical knowledge to begin a career teaching mathematics at the secondary school level.
  - The student will have sufficient mathematical knowledge to begin graduate studies in mathematics or applied mathematics.
  - The student will have sufficient mathematical knowledge to begin a career in mathematics, applied mathematics or a related field.
2. Learn to communicate and assimilate mathematical information effectively
  - The student will write clear and concise solutions to computational problems.
  - The student will critically analyze theorems, proofs and larger mathematical writings for the completeness, accuracy and effectiveness of their presentation.
  - The student will write convincing arguments to prove or disprove mathematical statements.
  - The student will present mathematics clearly to an audience of peers and faculty.
3. Become familiar with interdisciplinary applications of mathematics
  - The student will make connections between mathematics and other academic disciplines.
  - The student will become familiar with at least one academic discipline that makes extensive use of mathematics (B.S. degree program in Applied Mathematics).
4. Learn how to access and utilize resources that will facilitate further mathematical study or research
  - The student will become familiar with software packages and/or platforms that can be used as resources in the teaching, learning, and practice of mathematics.
  - The student will become familiar with library and web-based literature and materials that can be used as resources in the teaching, learning, and practice of mathematics.
  - The student will become familiar with extra-curricular activities, events, and contacts that can be used as resources in the teaching, learning, and practice of mathematics.

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**

**PAGE**

**Department of Computing Technology**

Offers majors in:

Computer Science .....	97
Concentration in Software Development .....	97
Concentration in Game and Design Programming .....	98
Cybersecurity .....	105

Data Science and Analytics . . . . .	107
Games and Emerging Media . . . . .	149
B.S./M.S. Computer Science . . . . .	100
Information Technology and Systems . . . . .	161
Concentration in Information Technology . . . . .	161
Concentration in Information Systems . . . . .	169
B.S. – M.S. Information Systems . . . . .	167
Offers minors in:	
Computer Science . . . . .	100
Cybersecurity . . . . .	107
Games and Emerging Media . . . . .	152
Information Technology . . . . .	169
Enterprise Computing . . . . .	169
Information Systems . . . . .	169
Offers certificates in:	
Cybersecurity . . . . .	107
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**Department of Mathematics**

Offers majors in:	
Applied Mathematics . . . . .	52
Mathematics . . . . .	175
Mathematics Education . . . . .	123
Offers minor in:	
Mathematics . . . . .	177

**SCHOOL OF LIBERAL ARTS**

MARTIN SHAFFER, Ph.D., *Dean*  
 MOIRA FITZGIBBONS, Ph.D., *Assistant 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, Italian, 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 is 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**

Offers major in:	
English . . . . .	125
Offers minors in:	
Creative Writing . . . . .	130
English . . . . .	130
Theatre . . . . .	130
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**Department of History**

Offers major in:	
History.....	156
Offers minor in:	
History.....	160

**Department of Modern Languages and Cultures**

Offers majors in:	
French.....	147
Italian.....	170
Spanish.....	209
Offers minors in:	
French.....	148
Italian.....	171
Latin American and Caribbean Studies.....	173
Spanish.....	211

**Department of Philosophy/Religious Studies**

Offers majors in:	
Philosophy.....	190
Religion.....	204
Offers minors in:	
Philosophy.....	192
Public Praxis.....	203
Religious Studies.....	206

**Department of Political Science**

Offers major in:	
Political Science.....	191
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Political Science.....	195
Additional majors, minors, certificates, and concentrations offered by School of Liberal Arts	

**Additional majors, minors, certificates, and concentrations offered by School of Liberal Arts**

Offers major in:	
American Studies.....	50
Offers minors in:	
American Studies.....	51
Catholic Studies.....	79
Global Studies.....	154
Hudson River Valley Regional Studies.....	161
Jewish Studies.....	172
Latin American/Caribbean Studies.....	173
Women’s, Gender, and Sexuality Studies.....	211
Offers certificate in:	
Paralegal.....	189
Concentrations:	
Public History.....	203

**SCHOOL OF MANAGEMENT**

**LAWRENCE G. SINGLETON**, Ph.D., *Dean*  
**JAMES D. PHILLIPS**, Ph.D., J.D., *Senior Associate Dean*  
**JOANNE D. GAVIN**, Ph.D., *Associate Dean for Undergraduate Programs*

**PROGRAMS OF STUDY**

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

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’s Degree in Business Administration and the Master’s Degree in Public Administration, the Dual Degree in Accounting for Marist accounting majors and the Master of Science in Professional Accountancy. (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 .....	109

Offers minors in:

Accounting .....	46
Economics .....	111

**Department of Management/Organizational Environments**

Offers major in:

Business Administration .....	76
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Offers minor in:

Business .....	78
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**SCHOOL OF SCIENCE**

**ALICIA SLATER, Ph.D.,** *Dean*  
**NEIL FITZGERALD, Ph.D.,** *Associate Dean*

**PROGRAMS OF STUDY**

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

The School offers the Bachelor of Science Degree with majors in Athletic Training, Biology, Biology Education, Biomedical Sciences, Chemistry, Chemistry with Biochemistry option, Environmental Science (Policy and Science tracks), and Medical Technology. The Bachelor of Arts Degree with majors in Biochemistry and Chemistry is also offered. In addition, the School of Science offers a Master of Science Degree in Physician Assistant Studies and a Doctor of Physical Therapy Degree: information on these program can be found in the Marist College Graduate Catalog.

**MISSION:**

The mission of the School of Science is to encourage intellectual development in the natural, physical, and health sciences and to instill an inquisitive nature, lifelong quest for knowledge and responsibility to be ethical and productive member of our global community.

**VALUES STATEMENT:**

The School of Science aims to instill in our students a scientific, evidence-based approach to understanding the natural world and to provide students with the knowledge and skills required for placement in graduate school or professional positions. In our majors and minors, students gain scientific literacy through learning content knowledge, collecting and analyzing data, applying scientific principles to practice as a scientist or clinician and through developing excellent written and oral communication skills

In addition, we recognize and cherish our role in the general education of Marist undergraduate students through our responsibilities within the Core Liberal Studies program. It is our expectation that, through our contribution to the Core, all Marist College students will be able to think critically, listen thoughtfully, and make informed decisions in matters that have a scientific dimension.

**DEPARTMENTS AND PROGRAMS PAGE**

**Department of Athletic Training**

Offers major in:

Athletic Training .....	65
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**Department of Biology**

Offers majors in:

Biology .....	67
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Biology Education .....	117
Biomedical Sciences .....	73
Offers minor in:	
Biology .....	72
<b>Department of Chemistry, Biochemistry and Physics</b>	
Offers majors in:	
Chemistry .....	80
Chemistry-Biochemistry .....	82
Biochemistry .....	84
Offers minor in:	
Chemistry .....	84
<b>Department of Environmental Science &amp; Policy</b>	
Offers majors in:	
Environmental Science & Policy – Policy .....	135
Environmental Science & Policy – Science .....	133
Offers minors in:	
Environmental Policy .....	136
Environmental Science .....	136
Environmental Studies .....	137
<b>Department of Medical Laboratory Sciences</b>	
Offers major in:	
Medical Technology .....	192
<b>Additional minors and certificates</b>	
Certificates:	
Physical Education – Coaching Certificate .....	192

## SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

DEBORAH GATINS, Ph.D., *Dean*

### PROGRAMS OF STUDY

The School of Social and Behavioral Sciences includes four principal departments: criminal justice, education, psychology and social work & sociology.

Students in our criminal justice and social work majors graduate with a Bachelor of Science degree. Our teacher education students graduate with a Bachelor of Science in psychology. Our psychology majors graduate with a Bachelor of Arts.

The School offers the Master of Arts Degree in Clinical Mental Health Counseling, Educational Psychology, and School Psychology. (Please see our graduate catalog for more 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 provide the opportunity not only to apply what has been learned in the classroom, but also to engage in authentic, spontaneous work in the field.

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.

The School's professional focus is enhanced by the availability of an accelerated, combined Bachelor's/Master's Degree programs for exceptional students in the B.S./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 resulting in the need to complete only one instead of two years of graduate work for the degree. Students in the Criminal Justice major may begin study in the Master's of 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

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### Criminal Justice

Offers majors in:	
Criminal Justice .....	104
Double major with Psychology .....	199
Offers minor in:	
Criminal Justice .....	105

**Education**

Offers programs leading to initial certification in:

Childhood Education/Students with Disabilities 1-6 .....	112
B.A./B.S. – MAT Adolescence Education Grades 7-12 .....	115
Birth – Second Grade certification .....	115

**Psychology**

Offers majors in:

Psychology .....	199
Double major with Criminal Justice .....	199

Offers minor in:

Psychology .....	201
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**Social Work and Sociology**

Offers major in:

Social Work .....	206
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Offers minors in:

Sociology .....	208
Social Work .....	209

**Additional majors, minors, certificates, and concentrations offered by the School of Social and Behavioral Sciences**

Cognitive Science .....	88, 201
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**SCHOOL OF PROFESSIONAL PROGRAMS**

DANIELA. SZPIRO, Ph.D., *Dean*  
KRISTINE CULLEN, M.A., *Assistant Dean*

**PROGRAMS OF STUDY**

The School of Professional Programs administers the adult bachelor’s degree completion programs in Management Studies and Professional Studies, and non-credit and for-credit certificate programs.

**MISSION:**

The School of Professional Programs offers 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 Professional Programs is responsible for the following academic programs:
- Adult Bachelor’s Degree Completion Programs (B.S. in Management Studies and B.A./B.S. in Professional Studies)
  - Executive Education
  - Center for Lifetime Study
  - Summer and Winter Sessions
  - Summer Pre-College Programs

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

The School of Professional Programs is located on the main campus, just off Route 9 in Poughkeepsie, New York, (845) 575-3202.

**DEPARTMENTS AND PROGRAMS PAGE**

**Adult Bachelor’s Degree Completion Program**

Offers:

Management Studies .....	174
Professional Studies .....	197

# PROGRAMS OF STUDY

## THE CORE/LIBERAL STUDIES CURRICULUM

SALLY DWYER-MCNULTY, Ph.D., *Interim 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 which 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 crucial 21st-century skills including critical thinking, written exposition, public presentation, information literacy, and technological competency.

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 the liberal arts and sciences.

### ACADEMIC FOUNDATION COURSES

The Foundation courses in the Core/Liberal Studies Program introduce students to the College as an intellectual community and instruct them in skills they will use throughout their undergraduate experience and beyond. The First Year Seminar introduces students to critical thinking, writing, public presentation, information literacy, and interdisciplinary study through exploration of a focused topic. The other required Foundation course, Writing for College, enables students to develop their ability to critically analyze and learn through writing. Students also learn methods of scholarly documentation and the organization and presentation of ideas. These skills are essential for success in academic and professional life. Each First Year Seminar and Writing for College course engages with one or more of the following themes central to liberal learning: Civic Engagement, Cultural Diversity, Nature & the Environment, and Quantitative Reasoning.

### DISTRIBUTION COURSES

The Core/LS Program's distribution requirements introduce students to a broad range of disciplines and develop their ability to approach problems in an integrative manner. Breadth courses are content-based and emphasize an understanding of the skills, methodology, and ethical issues of each discipline. Philosophical Perspectives, a Breadth course taken by all students, enables students to examine basic philosophical questions concerning knowledge (epistemology), reality (metaphysics), and human values (ethics, political philosophy, aesthetics) essential to the College's curriculum as a whole. The 12-credit Pathway component of the distribution requirements offers students the opportunity to explore disparate approaches to a focused interdisciplinary topic.

### SKILL REQUIREMENTS

In order to build on the skill instruction provided in the Foundation courses, the Core/LS Program requires that each student complete an "intensive" course in the following skill areas: public presentation, and technological competency. These courses may overlap with courses taken for the Core/LS Program or in the major field of study.

### CAPPING

The Capping course serves as a discipline-based culminating experience for a student's academic work. Often it also engages with professional issues related to academic majors. In keeping with the skill areas covered within the First Year Seminar, Capping courses require students to demonstrate their mastery of the following skills.

- Writing
- Public Presentation
- Information Literacy
- Critical Thinking

### CORE/LS PROGRAM POLICIES

The Core/Liberal Studies Program outlined below is in effect for all incoming freshmen in fall 2013 and afterward except students in the Professional Studies Major. Students who entered the College prior to fall 2013 should consult earlier versions of the catalog. 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, the Core/Liberal Studies Capping Course requirements must be fulfilled at Marist College.

## REQUIREMENTS IN CORE/LIBERAL STUDIES

## CATEGORY 3.0

### 3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	7 cr

On the basis of test scores and other evaluations, it may be recommended to some students that they first take ENG 119, Intermediate Writing for College, as preparation for ENG 120 Writing for College. Transfer students who have completed College Writing I and II or comparable composition courses with a C or better are exempt from ENG 120 Writing for College.

### 3.2 DISTRIBUTION

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. Courses may fulfill Core/LS requirements as well as requirements in a student's major or minor areas.

Breadth	
Philosophy (PHIL 101 Philosophical Perspectives)	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics (see Mathematics placement recommendation)	3 cr
Natural Science	3 cr
Social Science	3 cr

Pathway\* 12 cr

Courses addressing an interdisciplinary topic.

Students select one of the following Pathway topics:

- African Diaspora Studies
- American Studies
- Catholic Studies
- Cognitive Studies
- Contemporary European Studies
- Environmental Studies
- French
- Gender Studies
- Global Studies
- Hudson River Valley Regional Studies
- Italian
- Italian & Italian-American Studies
- Jewish Studies
- Latin American & Caribbean Studies
- Legal Studies
- Medieval & Renaissance Studies
- Public Health
- Public Praxis
- Quantitative Studies
- Religion & Society
- Spanish
- Studies in Political Economy
- Technology & Society

**Total distribution credits** 36 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

3.3 SKILL REQUIREMENTS (in Core or major courses) 0 stand-alone credits  
 Public Presentation  
 Technological Competency

3.4 CAPPING (taken in the major field of study during the senior year) 3 cr  
3 cr

**Total credits for Core/LS requirements** 46 credits

## International Programs

Marist College encourages qualified students to spend a semester or academic year in another country through Marist International Programs (MIP). 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. Candidates for MIP may variously pursue major, minor, core, internship, or elective coursework abroad. Again, early planning is essential in terms of course planning and finding the best fit between particular study abroad program and student. Students generally earn 15 credits per semester while abroad.

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

Sample Academic Plan for a Semester Abroad\*:

- Foundation/orientation course 3 cr
- Major required course 3-6 cr
- Core/Liberal Studies course 3-6 cr  
(Foreign Language, Social Science, History,

- Literature, Fine Arts, Philosophy/Religious Studies)
- Elective course 3 cr
- Internship 0-6 cr\*\*

**Total**

12-16 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

CAROL FRIEDMAN, M.B.A., *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 for sensitive management positions in business and industry, public accounting, governmental and not-for-profit organizations. Professional opportunities include careers in public accounting as a certified public accountant (CPA), management accounting, and internal auditing. The Marist Bachelor of Science in Accounting also serves as a sound educational base for post-baccalaureate study in business and law.

To respond to the educational requirement to be licensed as a CPA, the School of Management established a Dual Degree program for Marist accounting students that enables them to obtain a Bachelor of Science in Accounting and a Master of Science in Professional Accountancy to meet the 150 credit hours educational requirement to be licensed as a CPA.

### *The Accounting Core (30 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 330 Financial Statement Analysis	3 cr
ACCT 401 Advanced Accounting	3 cr
ACCT 402 Auditing	3 cr
ACCT 403 Tax I	3 cr
ACCT 451 Government and Not-For-Profit Accounting	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 Business and Society in a Global Environment	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 (6 credits)*

Accounting majors extend their study of the interface by selecting two additional Accounting (ACCT) or Business (BUS) courses, both 300 level or above (excluding BUS 382), 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.

NOTE: Internship credits can count for no more than 3 of the elective credits described in this section.

### *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
CMPT 300 Management Information Systems	3 cr

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## 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	30 cr	
	Integrative Capping Course	3 cr	
	Credit Requirement in Accounting		33 cr
2.0	Course Requirements in Related Fields		
	BUS 202 Business & Society in a Global Environment	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	
	Two ACCT or BUS courses	6 cr	
	CMPT 300 Management Information Systems	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>39-40 cr</u>
	<b>Total Credit Requirement for a Major in Accounting</b>		72-73 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0	Electives		<u>10-11 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## 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	<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 315 Fraud Examination	
ACCT 330 Financial Statement Analysis	
ACCT 350 Accounting Systems	
ACCT 401 Advanced Accounting	
ACCT 402 Auditing	
ACCT 403 Tax I	
ACCT 404 Tax II	
ACCT 405 Advanced Auditing	
ACCT 451 Government and Not-For-Profit Accounting	

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

21 cr

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ACCOUNTING

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
ACCT 203 Financial Accounting	3 cr
ECON 103 Principles of Microeconomics	3 cr
MATH 120 Precalculus OR Core/LS Distribution	3 cr
ENG 120 Writing for College	<u>3 cr</u>
	16 cr

#### SPRING

Core/LS PHIL 101 Philosophical Perspectives	3 cr
MATH 130 Introductory Statistics	3 cr
ACCT 204 Managerial Accounting	3 cr
ECON 104 Principles of Macroeconomics	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

ACCT 301 Intermediate Accounting I	3 cr
BUS 202 Global Business and Society	3 cr
BUS 320 Financial Management	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

#### SPRING

ACCT 302 Intermediate Accounting II	3 cr
BUS 302 Organizational Behavior	3 cr
MATH 115 Calculus w/Management Applic	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

ACCT 310 Cost Accounting	3 cr
ACCT 330 Financial Statement Analysis	3 cr
ACCT 401 Advanced Accounting	3 cr
BUS 380 Business Law I	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

#### SPRING

ACCT 451 Government and Not-For-Profit Accounting	3 cr
BUS 340 Marketing Principles	3 cr
CMPT 300 Management Information Systems	3 cr
BUS 381 Business Law II	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

ACCT 402 Auditing	3 cr
ACCT 403 Tax I	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

ACCT 477 Current Issues In Accounting	3 cr
Acct or Business Elective	3 cr
Acct or Business Elective	3 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

Some core/emphasis accounting courses are only offered in the fall or spring. Students are responsible for determining the semester in which the course is available.



## B.S./M.S. PROGRAM IN ACCOUNTING

The Dual Degree in Accounting provides Marist students majoring in accounting the opportunity to receive both an undergraduate and graduate degree in as little as four years and four months. Accounting majors may elect to be accepted into the Dual Degree program in Accounting at the end of their sophomore year. The program is designed for students to complete substantially all of the undergraduate portion of their bachelor degree during the first semester of their senior year and admitted into the graduate portion during the second semester of their senior year with an internship and distant learning courses. Students will be required to take at least one graduate course during their fall semester of their senior year along with their remaining undergraduate courses and at least one undergraduate course during the second semester with their graduate courses. The graduate portion is completed during the summer with two five-week sessions and one two-week accelerated tax research course. There is no GMAT requirement for Marist students majoring in accounting.

### SUMMARY OF REQUIREMENTS FOR A B.S./M.S. IN ACCOUNTING

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

1.0	Course Requirements in Accounting		
	Accounting Core	30 cr	
	Integrative Capping Course	<u>3 cr</u>	
	Credit Requirement in Accounting		33 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	
	Two ACCT or BUS courses	6 cr	
	CMPT 300 Management Information Systems	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>39-40 cr</u>
	<b>Total Credit Requirement for a Major in Accounting</b>		72-73 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0	Electives		<u>10-11 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr
5.0	Accounting Core:		
	MSPA 601 Accounting Research	3 cr	
	MSPA 610 Tax Research	3 cr	
	MSPA 620 Advanced Auditing	3 cr	

Credit Requirements in Accounting	9 cr
6.0 Graduate Related Fields:	
MBA 664 Economics	3 cr
MSPA 630 Business Valuations	3 cr
MBA 665 Analytics Bootcamp	3 cr

Credit Requirements in Related Fields 9 cr

7.0 Graduate Electives	
Choose 12 credits from the following:	
MSPA 602 Internship in Accounting	3 cr
MBA 667 Accounting	3 cr
MBA 688 Ethical Management of Organization	3 cr
MSPA 621 Accounting Information Systems	3 cr
MSPA 603 International Financial Accounting Standards	3 cr

Credit Requirements in Electives 12 cr

**Total Credits Requirements for Graduation** 30 cr

**Total Credits for Dual Degree Program** 150 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED PROGRAM SEQUENCE FOR A DUAL B.S./M.S. IN ACCOUNTING

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
ACCT 203 Financial Accounting	3 cr
ECON 103 Principles of Microeconomics	3 cr
MATH 130 Introductory Statistics I	3 cr
Core/LS	<u>3 cr</u>
	16 cr

#### SPRING

Core/LS PHIL 101 Philosophical Perspectives	3 cr
MATH 115 Calc w/Management Applications	3 cr
ACCT 204 Managerial Accounting	3 cr
ECON 104 Principles of Macroeconomics	3 cr
ENG 120 Writing for College	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

ACCT 301 Intermediate Accounting I	3 cr
BUS 202 Global Business and Society	3 cr
BUS 320 Financial Management	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

#### SPRING

ACCT 302 Intermediate Accounting II	3 cr
ACCT 310 Cost Accounting	3 cr
ACCT 330 Financial Statement Analysis	3 cr
Elective/ECON 422 Financial Markets & Institutions	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR – SUMMER

Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>
	6 cr

### JUNIOR YEAR

#### FALL

ACCT 401 Advanced Accounting	3 cr
ACCT 403 Tax I	3 cr
BUS 302 Organizational Behavior	3 cr
BUS 380 Business Law I	3 cr
Elective/BUS 120 Financial Literacy	1 cr
Core/LS Distribution	<u>3 cr</u>
	16 cr

#### SPRING

ACCT 402 Auditing	3 cr
ACCT 404 Tax II	3 cr
CMPT 300 Management Information Systems	3 cr
BUS 381 Business Law II	3 cr
Elective/CMPT 105 Excel	1 cr
Core/LS	<u>3 cr</u>
	16 cr

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

### JUNIOR YEAR – SUMMER

Core/LS	3 cr
Elective	<u>3 cr</u>
	6 cr

**SENIOR YEAR****FALL**

ACCT 477 Current Issues in Accounting	3 cr
ACCT 451 Govt. & Not-for-Profit Accounting	3 cr
BUS 301 Human Resources Management	3 cr
BUS 340 Marketing Principles	3 cr
MBA 665 Analytic Bootcamp	<u>3 cr</u>
	15 cr

**SPRING**

Undergraduate Elective	3 cr
MSPA 602 Internship in Accounting	3 cr
MBA 664 Economics	3 cr
MBA 688 Ethical Management of Org	3 cr
	<u>12 cr</u>

**SENIOR YEAR – SUMMER (offered as 2 and 5 week formats)**

MSPA 601 Accounting Research	3 cr
MSPA 603 International Financial Acctg Stand	3 cr
MSPA 610 Tax Research	3 cr
MSPA 620 Advanced Auditing	3 cr
MSPA 630 Business Valuations	3 cr
MSPA 621 Accounting Information Systems	<u>3 cr</u>
	18 cr

Some core undergraduate accounting classes are only offered in the fall or spring. Students are responsible for determining the semester in whichh the course is available.

## AFRICAN DIASPORA STUDIES MINOR

**MARTIN SHAFFER, Ph.D., Dean**

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.

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### 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 351 African Politics

### 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**

**SALLY DWYER-MCNULTY**, Ph.D., *Coordinator*

An interdepartmental program including 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 or focus area such as Latin America and the Caribbean, African Diaspora, of Jewish Studies. Concentrations should be approved by the Coordinator. A 3-credit senior capping experience then unifies these perspectives upon the American Experience.

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## **REQUIREMENTS FOR A BACHELOR OF ARTS IN AMERICAN STUDIES**

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 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 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 US Constitutional Law: National Powers	
POSC 211 American State & Local 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 321 Contemporary Political Theory	
POSC 251 Comparative Political Systems: Great Britain and Western Europe	
POSC 252 Comparative Political Systems: CIS and Eastern Europe	
POSC 113 International Relations	
POSC 350 Latin American Politics	
POSC 236 Politics of Developing Areas	
POSC 355 Comparative Political Systems: Middle East	
POSC 290 International Law and Organization	

CMPT 103 Technology for the 21st Century	3 cr	
REST 201 Religion in America	3 cr	
POSC 477 Capping: Law & Morality OR		
HIST 477 Capping Course	<u>3 cr</u>	
<b>Total Credit Requirement for a Major in American Studies</b>		54 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)
Fine Arts	0 cr	(fulfilled by major field req.)
History	0 cr	(fulfilled by major field req.)
Literature	0 cr	(fulfilled by major field req.)
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
		9 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		28 cr
4.0 Electives		<u>38 cr</u>
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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:	3 cr
	PHIL 340 Marx and Marxism	
	PHIL 342 American Social Thought	
	POSC 105 Origins of American Legal System	
	POSC 110 American National Government	
	POSC 300 Constitutional Law: Civil Rights & Liberties	
	POSC 210 US Constitutional Law: National Powers	
	POSC 211 American State & Local Politics	
	POSC 212 Political Parties and Pressure Groups	
	POSC 312 (also listed as HIST 312) History of the American Presidency	
	HIST 308 Rock 'n' Roll in US History	
	HIST 309 American Colonial Experience	

HIST 316 America and the Movies  
 HIST 320 American Diplomatic History  
 HIST 325 History of American Feminism  
 HIST 332 Women and Religion in America  
 HIST 345 Sex, Disease, and Death in America  
 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.

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN AMERICAN STUDIES

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
ENG 210 American Literature I	3 cr
PHIL 101 Philosophical Perspectives	3 cr
HIST 101 Themes of Modern History	<u>3 cr</u>
	16 cr

#### SPRING

HIST 226 American History I	3 cr
ENG 211 American Literature I	3 cr
POSC 110 American National Government	3 cr
Core/LS Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

American Studies – Fine Arts	3 cr
HIST 227 American History II	3 cr
REST 201 Religion in America	3 cr
Core/LS Elective	3 cr
Core/LS Elective	<u>3 cr</u>
	15 cr

#### SPRING

American Studies – Political Science	3 cr
CMPT 103 Technology for 21st Century	3 cr
PHIL 240 American Pragmatism	3 cr
Core/LS Elective	3 cr
Core/LS Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

Core/LS Elective	3 cr
American Studies – American Literature	3 cr
American Studies – American History Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

American Studies – POSC International	3 cr
Core/LS Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

HIST 477 Capping	3 cr
American Studies - Literature (non-American)	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>2 cr</u>
	14 cr

#### SPRING

American Studies – History (non-American)	3 cr
PHIL 342 American Social Thought	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

## APPLIED MATHEMATICS

JOSEPH KIRTLAND, 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, medicine, computer science, finance, actuarial science, operations research, industrial mathematics, 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

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

For the proposed curriculum in the Financial/Actuarial track below, Lab Science I and Lab Science II may be comprised of any one of the following four options:

1. Physics Option – Any two of the following three physics lecture/lab combinations (taken in any order):
  - PHYS 211 General Physics I (3 cr) and PHYS 213 Physics Lab I (1 cr)
  - PHYS 212 General Physics II (3 cr) and PHYS 214 Physics Lab II (1 cr)

- PHYS 221 Modern Physics I (3 cr) and PHYS 222 Modern Physics Lab (1 cr)
- 2. Chemistry Option – The following two chemistry lecture/lab combinations (taken in the order below):
  - CHEM 111 General Chemistry I (3 cr) and CHEM 115 General Chemistry Laboratory I (1 cr)
  - CHEM 112 General Chemistry II (3 cr) and CHEM 116 General Chemistry Laboratory II (1 cr)
- 3. Biology Option – The following two biology courses (taken in the order below):
  - BIOL 130 General Biology I (4 cr)
  - BIOL 131 General Biology II (4 cr)
- 4. Programming Option - The following two computer science courses (taken in the order below) and the following data analysis course (taken at any time)<sup>1</sup>:
  - CMPT 120 Introduction to Programming (4 cr)
  - CMPT 220 Software Development (4 cr)
  - DATA 220 Introduction to Data Analysis (4 cr)

***Applied Mathematics Foundation Courses (36 credits) \****

MATH 241, 242, 343 Calculus I-III	12 cr
MATH 210 Linear Algebra	3 cr
MATH 310 Introduction to Mathematical Reasoning	3 cr
MATH 321 Differential Equations	3 cr
MATH 330 Probability and Statistics	3 cr
MATH 410 Abstract Algebra	3 cr
MATH 420 Mathematical Analysis I	3 cr
MATH 422 Applied Mathematics	3 cr
MATH 477 Math Capping Course	3 cr

***Applied Mathematics Upper-Level Electives (6 credits) \****

Choose 2 courses from:	6 cr
MATH 331 Applied Statistics	
MATH 393 Special Topics in Mathematics I	
MATH 394 Special Topics in Mathematics II	
MATH 411 Abstract Algebra II	
MATH 412 Computational Linear Algebra	
MATH 421 Mathematical Analysis II	
MATH 423 Partial Differential Equations	
MATH 424 Complex Analysis	
MATH 430 Operations Research	
MATH 440 Numerical Analysis	
MATH 441 Combinatorics	
MATH 451 Elementary Topology	

***Related Fields***

DATA 220 Intro to Data Analysis OR CMPT 120 Introduction to Programming	4 cr
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***Interdisciplinary Tracks***

**Chemistry Track (19 cr)**

Lab Science I – Physics Option (see description above)	4 cr
Lab Science II – Physics Option (see description above)	4 cr
CHEM 111 General Chemistry I with CHEM 115 Gen. Chemistry Lab I	4 cr
CHEM 112 General Chemistry II with CHEM 116 Gen. Chemistry Lab II	4 cr
Select One:	
CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 362 Quantum and Statistical Mechanics	3 cr

**Biology Track (19-20 cr)**

BIOL 130 General Biology I	4 cr
BIOL 131 General Biology II	4 cr
CHEM 111 General Chemistry I with CHEM 115 Gen. Chemistry Lab I	4 cr
CHEM 112 General Chemistry II with CHEM 116 Gen. Chemistry Lab II	4 cr
Select One:	
Any 300- or 400-level BIOL course	3-4 cr

**Computer Science Track (18-20 cr)**

Lab Science I - Programming Option (see description above)	4 cr
Lab Science II - Programming Option (see description above)	4 cr
CMPT 221 Software Development II	4 cr
Any two 300- or 400-level CMPT or DATA courses	6-8 cr

**Financial/Actuarial Track (20 cr)**

Lab Science I (see description above)	4 cr
Lab Science II (see description above)	4 cr

ECON 103 Principles of Microeconomics	3 cr	
ECON 104 Principles of Macroeconomics	3 cr	
ACCT 203 Financial Accounting	3 cr	
BUS 320 Financial Management	3 cr	
MATH 331 Applied Statistics	0 cr	**

\* While several of the 300-400 level mathematics courses are offered each semester, many of these courses are offered only annually or biennially. Please visit the Department of Mathematics page at the Marist College web site for the current schedule of course offerings.

\*\* May be fulfilled by Applied Mathematics upper-level elective course.

1 The base curricula requires either CMPT 120 or DATA 220

## 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		36 cr
1.1	Additional Upper-Level Mathematics courses		6 cr
1.2	Interdisciplinary Tracks		18-20 cr
2.0	Course Requirements in Related Fields		<u>4 cr</u>
<b>Total Credit Requirement for a Major in Applied Mathematics</b>			64-66 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	3 cr	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway†		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>			37 cr
4.0	General Electives		<u>17-19 cr</u>
<b>Total Credit Requirement for Graduation</b>			120 cr

† Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.



## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

### FRESHMAN YEAR

#### FALL

MATH 241 Calculus I	4 cr
DATA 220 Intro Data OR CMPT 120 Intro Prog.	4 cr
FYS 101 First Year Seminar	3 cr
ENG 120 Writing for College	4 cr
	<hr/>
	15 cr

### SOPHOMORE YEAR

#### FALL

MATH 343 Calculus III	4 cr
MATH 210 Linear Algebra	3 cr
Track Requirement	4 cr
Core/LS	3 cr
	<hr/>
	14 cr

### JUNIOR YEAR

#### FALL

MATH 300/400-level Requirement	3 cr
MATH 300/400-level Requirement	3 cr
Track Requirement	3-4 cr
Core/LS or General Elective	3 cr
Core/LS or General Elective	3 cr
	<hr/>
	15-16 cr

### SENIOR YEAR

#### FALL

MATH 300/400-level Requirement	3 cr
MATH 300/400-level Requirement	3 cr
Track Requirement, Track Elective or Core/LS	3-4 cr
Core/LS or General Elective	3 cr
Core/LS or General Elective	3 cr
	<hr/>
	15-16 cr

#### SPRING

MATH 242 Calculus II	4 cr
PHIL 101 Philosophical Perspectives	3 cr
Track Requirement or Core Dist.	3-4 cr
Core/LS	3 cr
Core/LS (if no 4-cr Track Req.)	0-3 cr
	<hr/>
	14-16 cr

#### SPRING

MATH 310 Intro Math Reasoning	3 cr
MATH 321 Differential Equations	3 cr
Track Requirement	4 cr
Core/LS	3 cr
Core/LS	3 cr
	<hr/>
	16 cr

#### SPRING

MATH 300/400-level Elective	3 cr
MATH 300/400-level Elective	3 cr
Track Requirement	3-4 cr
Core/LS or General Elective	3 cr
Core/LS	3 cr
	<hr/>
	15-16 cr

#### SPRING

MATH 477 Capping	3 cr
Track Elective or General Elective	3 cr
Core/LS or General Elective	3 cr
General Elective	3 cr
General Elective	0-3 cr
	<hr/>
	12-15 cr

Please see the documentation (page 176) 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 176.

## ART AND DIGITAL MEDIA

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

### MISSION:

The Department of Art and Digital Media 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 in Italy, England, France, Spain, Iceland, Netherlands, Greece, and Japan.

### FLORENCE, ITALY BRANCH CAMPUS

The Department of Art and Digital Media 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
- B.F.A. Interior Design [only available in Florence]
- 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

Minors in Studio Art, Photography, Graphic Design 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.

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## 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	
	CMPT 103 Technology for the 21st Century	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>
	<b>Total Credit Requirement for Concentration in Studio Art</b>		42 cr
2.0	Course requirements in Related Fields: None		
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		

<b>Total Core/Liberal Studies Requirement</b>	40 cr
4.0 Electives	<u>38 cr</u>
<b>Total Credit Requirement for Graduation</b>	120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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	
CMPT 103 Technology for the 21st Century	3 cr	
ART 477 Capping Course	3 cr	
		18 cr
1.1 Selection of five courses in Art History	15 cr	
1.2 Alternate Discipline	<u>9 cr</u>	
Each student must take three courses in one of the following alternate disciplines: Foreign Language (French, German, Italian, or Spanish), History, Literature, or Studio Art. (If the student plans to pursue graduate work in art history, the alternate discipline should be a foreign language.)		<u>24 cr</u>

<b>Total Credit Requirement in Art History</b>	42 cr
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2.0 Course Requirements in Related Fields: None		
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by major field req.)
History	0-3 cr	(may be fulfilled by major field req.)
Literature	0-3 cr	(may be fulfilled by major field req.)
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		15-21 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		

<b>Total Core/Liberal Studies Requirement</b>	34-40 cr
4.0 Electives	<u>38-44 cr</u>
<b>Total Credit Requirement for Graduation</b>	120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements.

See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA WITH A CONCENTRATION IN GRAPHIC DESIGN

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

1.0	Art Foundation Requirements		<u>27 cr</u>
	ART 101 Fundamentals of Art & Design	3 cr	
	ART 110 Basic Drawing	3 cr	
	ART 201 3D Design	3 cr	
	ART 231 Introduction to Digital Media	3 cr	
	ART 160 History of Western Art I	3 cr	
	ART 180 History of Western Art II	3 cr	
	ART XXX 200 level or above Art History	3 cr	
	ART 477 Capping Course	3 cr	
	ART 478 Senior Thesis: Portfolio	3 cr	
1.2	Digital Media Foundation		<u>12 cr</u>
	ART 211 Digital Layout & Design	3 cr	
	ART 235 Digital Animation I	3 cr	
	ART 320 Digital Photography I	3 cr	
	ART 323 Designing for the Web	3 cr	
1.3	Graphic Design Concentration (choose 5 courses)		<u>15 cr</u>
	ART 215 Graphic Design I: Typography and Design	3 cr	
	ART 315 Graphic Design II: Publication and Design	3 cr	
	ART 415 Graphic Design III: Advanced Typography	3 cr	
	ART 326 Digital Illustration	3 cr	
	ART 321 Digital Painting	3 cr	
	ART 322 Multimedia Authoring	3 cr	
	ART 420 Digital Photography II	3 cr	
	<b>Total Credit Requirement in Digital Media</b>		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>
	<b>Total Credit Requirement for a Major in Digital Media: Graphic Design</b>		69 cr
	*Internships and related field requirements must be approved by the department.		
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	3 cr	
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		

<b>Total Core/Liberal Studies Requirement</b>	40 cr
4.0 Electives	<u>11 cr</u>
<b>Total Credit Requirement for Graduation</b>	120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA WITH A CONCENTRATION IN ANIMATION

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

1.0 Art Foundation Requirements		<u>27 cr</u>
ART 101 Fundamentals of Art & Design	3 cr	
ART 110 Basic Drawing	3 cr	
ART 201 3D Design	3 cr	
ART 231 Introduction to Digital Media	3 cr	
ART 160 History of Western Art I	3 cr	
ART 180 History of Western Art II	3 cr	
ART XXX 200 level or above Art History	3 cr	
ART 477 Capping Course	3 cr	
ART 478 Senior Thesis: Portfolio	3 cr	
1.2 Digital Media Foundation		<u>12 cr</u>
ART 211 Digital Layout & Design	3 cr	
ART 235 Digital Animation I	3 cr	
ART 320 Digital Photography I	3 cr	
ART 323 Designing for the Web	3 cr	
1.3 Animation Concentration (choose 5 courses)		<u>15 cr</u>
ART 321 Digital Painting	3 cr	
ART 322 Multimedia Authoring	3 cr	
ART 431 3D Modeling and Visualization	3 cr	
ART 432 3D Animation	3 cr	
ART 435 Digital Animation II	3 cr	
ART 445 Digital Animation III	3 cr	
<b>Total Credit Requirement in Digital Media</b>		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.

15 cr

### Total Credit Requirement for a Major in Digital Media: Animation

69 cr

\*Internships and related field requirements must be approved by the department.

3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by major field req.)
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	

Natural Science	3 cr	
Social Science	3 cr	
		21 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		

**Total Core/Liberal Studies Requirement** 40 cr

4.0 Electives 11 cr

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA WITH A CONCENTRATION IN DIGITAL ART

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

1.0 Art Foundation Requirements		<u>27 cr</u>
ART 101 Fundamentals of Art & Design	3 cr	
ART 110 Basic Drawing	3 cr	
ART 201 3D Design	3 cr	
ART 231 Introduction to Digital Media	3 cr	
ART 160 History of Western Art I	3 cr	
ART 180 History of Western Art II	3 cr	
ART XXX 200 level or above Art History	3 cr	
ART 477 Capping Course	3 cr	
ART 478 Senior Thesis: Portfolio	3 cr	
1.2 Digital Media Foundation		<u>12 cr</u>
ART 211 Digital Layout & Design	3 cr	
ART 235 Digital Animation I	3 cr	
ART 320 Digital Photography I	3 cr	
ART 323 Designing for the Web	3 cr	
1.3 Digital Arts Concentration (choose 5 courses)		<u>15 cr</u>
ART 321 Digital Painting	3 cr	
ART 322 Multimedia Authoring	3 cr	
ART 420 Digital Photography II	3 cr	
ART 435 Digital Animation II	3 cr	
ART 325 Visual Book	3 cr	
ART 326 Digital Illustration	3 cr	

**Total Credit 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.

15 cr

**Total Credit Requirement for a Major in Digital Media: Digital Arts** 69 cr

\*Internships and related field requirements must be approved by the department

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr

3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	3 cr	
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0	Electives		<u>11 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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	3 cr	
			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.		
	<b>Total Credit Requirement for Concentration in Studio Art</b>		69 cr
3.0	Core/Liberal Studies Requirement		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr

3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		

**Total Core/Liberal Studies Requirement** 40 cr

4.0 Electives 11 cr

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## 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
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Liberal Arts Elective	<u>3 cr</u>
	16 cr

#### SPRING

ART 110 Basic Drawing	3 cr
ART 180 History of Western Art II	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
Liberal Arts Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

Art Studio Concentration 1	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

Art Studio Concentration 2	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

Art Studio Elective 1	3 cr
Art History (200 Level or above)	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

Art Studio Concentration 3	3 cr
Art Studio Elective 2	3 cr
Art History (200 level or above)	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

Art Studio Elective 3	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

ART 477 Capping	3 cr
Art Studio Elective 4	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	2 cr
Core/LS	<u>3 cr</u>
	14 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
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Liberal Arts Elective	<u>3 cr</u>
	16 cr

#### SPRING

ART 110 Basic Drawing	3 cr
ART 180 History of Western Art II	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
Liberal Arts Elective	<u>3 cr</u>
	15 cr



**SOPHOMORE YEAR****FALL**

Art History Elective 1	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

Art History Elective 3	3 cr
Alternate Field Discipline 1	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

Art History Elective 5	3 cr
Alternate Field Discipline 3	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

Art History Elective 2	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

Art History Elective 4	3 cr
Alternate Field Discipline 2	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

ART 477 Capping	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	2 cr
Core/LS	<u>3 cr</u>
	14 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA****FRESHMAN YEAR****FALL**

ART 101 Fund. of Art & Design	3 cr
ART 231 Intro to Digital Media	3 cr
ART 160 History of Western Art I	3 cr
FYS 101 First Year Seminar	3 cr
Core/LS	<u>4 cr</u>
	16 cr

**SPRING**

ART 110 Basic Drawing	3 cr
ART 180 History of Western Art II	3 cr
Digital Media Foundation	3 cr
ENG 120 Writing for College	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

Major Concentration 1 of 5	3 cr
Digital Media Foundation	3 cr
ART 201 3D Design	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

Digital Media Foundation	3 cr
Digital Media Foundation	3 cr
Major Concentration 2 of 5	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

Major Concentration 3 of 5	3 cr
ART xxx 200 level or above Art History	3 cr
Related Field 1 of 5	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

Major Concentration 4 of 5	3 cr
Elective	3 cr
Related Field 2 of 5	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

Major Concentration 5 of 5	3 cr
ART 478 Senior Thesis	3 cr
Related Field 3 of 5	3 cr
Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

ART 477 Capping	3 cr
Related Field 4 of 5	3 cr
Related Field 4 of 5	3 cr
Elective	2 cr
Elective	3 cr
	<u>14 cr</u>

**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
ENG 120 Writing for College	3 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

**SPRING**

ART 231 Intro to Digital Media	3 cr
ART 180 History of Western Art II	3 cr
ART 201 3D Design	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

ART 203 Drawing II: Media and Techniques	3 cr
ART 105 Basic Sculpture	3 cr
Related Field Course 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
Related Field Course 2	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

Art Studio Elective 1	3 cr
Related Field Course 3	3 cr
Art History (200 Level or above)	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

Art Studio Elective 2	3 cr
Art Studio Elective	3 cr
Art History (200 Level or above)	3 cr
ART 207 Basic Printmaking	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

Art Studio Elective 4	3 cr
ART 478 Senior Thesis	3 cr
General Elective	3 cr
General Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

Art Studio Elective 5	3 cr
ART 477 Capping	3 cr
General Elective	3 cr
General Elective	2 cr
Core/LS	<u>3 cr</u>
	14 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>
<b>Total Credit Requirement for a Minor in Studio Art</b>	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>
<b>Total Credit Requirement for a Minor in Art History</b>	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	
<b>Total Credit Requirement for a Minor in Photography</b>	18 cr

**REQUIREMENTS FOR A MINOR IN GRAPHIC DESIGN**

Course Requirements (recommended sequence):	15 cr
ART 101 Fundamentals of Art and Design I	
ART 231 Introduction to Digital Media	
ART 211 Digital Layout and Design	

ART 215 Graphic Design I: Typography and Design	
ART 315 Graphic Design II: Publication Design	
Choose one [1] of the following courses:	<u>3 cr</u>
ART 320 Digital Photography I	
ART 322 Multimedia Authoring	
ART 323 Design for the Web	
ART 326 Digital Illustration	

**Total Credit Requirement for a Minor in Graphic Design**

18 cr

## ATHLETIC TRAINING

**MICHAEL E. POWERS, Ph.D., ATC, Program Director, Chairperson**

### MISSION:

The mission of the Athletic Training (ATP) 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, Inc. (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 ATP 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 ATP begins with a pre-professional phase which consists of introductory athletic training, biology, and chemistry courses in preparation for full acceptance into the ATP. Students are also required to complete 60 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 ATP 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 ATP are available in the Department of Athletic Training. Enrollment in the ATP is limited to allow an effective student-to-clinical-instructor ratio. Upon full acceptance into the ATP, 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 and can be found in the Athletic Training Student Policy and Procedures Manual. Students are required to purchase clothing and a watch to meet dress code requirements for the ATP. Any expenses related to traveling to and from clinical sites are the responsibility of the student. Fingerprinting and a criminal background check may also be required and all associated costs will be 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/athletic-training](http://www.marist.edu/science/athletic-training).

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ATHLETIC TRAINING

1.0	Course Requirements in Athletic Training	
	ATHT 104 Introduction to Athletic Training	3 cr
	ATHT 205 Basic Concepts in Athletic Training + Lab	3 cr
	ATHT 304 Therapeutic Modalities + Lab	3 cr
	ATHT 305 Therapeutic Interventions	3 cr
	ATHT 306 Therapeutic Exercise + Lab	3 cr
	ATHT 307 Principles of Strength Training and Conditioning	3 cr
	ATHT 310 Lower Extremity Assessment of Musculoskeletal Injuries + Lab	3 cr
	ATHT 311 Upper Extremity Assessment of Musculoskeletal Injuries + Lab	3 cr
	ATHT 330 Advanced Concepts in Athletic Training	3 cr
	ATHT 400 Athletic Training Administration and Strategies	3 cr
	ATHT 395, 396, 397, 398, 497, 498 Clinical Practicum I-VI	6 cr
	ATHT 477 Professional and Ethical Issues in Athletic Training	<u>3 cr</u>
		39 cr
2.0	Course Requirements in Related Fields	
	BIOL 130 General Biology I	4 cr
	BIOL 131 General Biology II	4 cr
	BIOL 201 Human Anatomy & Physiology I	4 cr
	BIOL 202 Human Anatomy & Physiology II	4 cr
	CHEM 111 General Chemistry I	3 cr
	CHEM 112 General Chemistry II	3 cr
	CHEM 115 General Chemistry Laboratory I	1 cr
	CHEM 116 General Chemistry Laboratory II	1 cr
	CMPT 103 Technology for the 21st Century	3 cr

HLTH 201/BIOL 203 Human Nutrition	3 cr	
HLTH 202 First Aid and CPR	3 cr	
HLTH 211/PSYC 211 Sport and Exercise Psychology	3 cr	
HLTH 300 Kinesiology	3 cr	
HLTH 301 Exercise Physiology	3 cr	
MATH 130 Intro to Statistics I	3 cr	
PSYC 101 Intro to Psychology	<u>3 cr</u>	
Credit Requirement in Related Fields		48 cr
<b>Total Credit Requirement for a Major in Athletic Training</b>		<b>87 cr</b>
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
		15 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		<b>34 cr</b>
4.0 Electives		0 cr
<b>Total Credit Requirement for Graduation</b>		<b>121 cr</b>

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## 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, CMPT, PSYC and MATH prefixes or equivalent.
3. Obtain a grade of C or better in all required courses for the Athletic Training Major.
4. Complete a minimum of 150 hours of clinical experience as a requirement for each Clinical Practicum course (ATHT 395, 396, 397, 398, 497, 498).
5. 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 Program. If deficiencies are not corrected during this time or if any new deficiencies arise, suspension from the Athletic Training Program will occur.

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ATHLETIC TRAINING

### FRESHMAN YEAR

#### FALL

BIOL 130 General Biology I	4 cr
CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Lab I	1 cr
FYS 101 First Year Seminar	4 cr
ATHT 104 Intro to Athletic Training	3 cr
	<u>15 cr</u>

#### SPRING

BIOL 131 General Biology II	4 cr
CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Lab II	1 cr
ENG 117 Writing for College	3 cr
HLTH 202 First Aid & CPR	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	17 cr

## SOPHOMORE YEAR

### FALL

ATHT 205 Basic Concepts in AT	3 cr
ATHT 395 Clinical Practicum I	1 cr
BIOL 201 Hum Anatomy & Physiology I	4 cr
CMPT 103 Technology for 21st Century	3 cr
Core/LS History	3 cr
	14 cr

### JUNIOR YEAR

#### FALL

ATHT 306 Therapeutic Exercise-AT	3 cr
ATHT 310 Lower Extremity Assessment	3 cr
ATHT 397 Clinical Practicum III	1 cr
HLTH 301 Exercise Physiology	3 cr
PSYC 101 Intro to Psychology	3 cr
Core/LS Literature	3 cr
	16 cr

### SENIOR YEAR

#### FALL

ATHT 330 Advanced Concepts in AT	3 cr
ATHT 400 AT Admin & Strategies	3 cr
ATHT 497 Clinical Practicum V	1 cr
PSYC 211 Sport & Exercise Psychology	3 cr
Core/LS Pathway #3	3 cr
	13 cr

### SPRING

ATHT 304 Therapeutic Modalities in AT	3 cr
ATHT 396 Clinical Practicum II	1 cr
BIOL 202 Hum Anatomy & Physiology II	4 cr
HLTH 300 Kinesiology	3 cr
MATH 130 Intro to Statistics I	3 cr
Core/LS Pathway #1	3 cr
	17 cr

### SPRING

ATHT 305 Therapeutic Interventions	3 cr
ATHT 307 Principles of Strength & Conditioning	3 cr
ATHT 311 Upper Extremity Assessment	3 cr
ATHT 398 Clinical Practicum IV	1 cr
BIOL 203 Human Nutrition	3 cr
Core/LS Pathway #2	3 cr
	16 cr

### SPRING

ATHT 477 Prof and Ethical Issues in Ath Training	3 cr
ATHT 498 Clinical Practicum VI	1 cr
Core/LS Ethics/Religious Studies	3 cr
Core/LS Fine Arts	3 cr
Core/LS Pathway #4	3 cr
	13 cr

## BIOLOGY

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

VICTORIA INGALLS, 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 BACHELOR OF SCIENCE IN BIOLOGY BIOLOGICAL SCIENCES CONCENTRATION

### 1.0 Course Requirements in Biology

BIOL 130 General Biology I <sup>1</sup>	4 cr
BIOL 131 General Biology II <sup>1,2</sup>	4 cr
BIOL 211 Plant Biology	4 cr
BIOL 320 Genetics	4 cr
BIOL 477 Biology Capping	3 cr
Biology Elective courses at the 300-400 level	14 cr

These elective credits must be selected from 300-400 level BIOL classes at Marist, not including internships or research, and include at least two 4-credit BIOL courses which have a laboratory component. All 300-400 level BIOL classes have as prerequisites a grade of C or higher in BIOL 130 & 131 General Biology I & II.

Upper-level BIOL classes that qualify as 4-credit classes with a lab:

BIOL 312 Microbiology
BIOL 340 Human and Comparative Vertebrate Anatomy
BIOL 328 Cell Biology
BIOL 360 Ecology

BIOL 420 Invertebrate Zoology  
 BIOL 421 Parasitology  
 BIOL 430 Developmental Biology  
 BIOL 435 Plant Physiology  
 BIOL 440 Advanced Human Physiology  
 BIOL 460 Biotechnology  
 BIOL 493 Molecular Biology

**Credit requirements in Biology**

33 cr

- 1 Students must earn a C or higher in BIOL 130 & 131, General Biology I & II. All 300-400 BIOL courses have as a prerequisite grades of C or higher in both BIOL 130 & 131.
- 2 BIOL 131 General Biology II when taken at Marist fulfills the public presentation requirement for the Core.

Students matriculated at Marist and majoring in Biology are expected to take all BIOL courses at Marist. Exceptions will be considered under special circumstances, as when students get abroad offerings pre-approved. Transfer students must complete a minimum of 12 credits in 300-400 level BIOL classes at Marist (not including internships or research). Students must earn a C or higher in both BIOL 130 General Biology I and BIOL 131 General Biology II and if they elect the full-year organic chemistry option, must earn at least a C in CHEM 111 and CHEM 112 General Chemistry I and II and CHEM 115 and CHEM 116 General Chemistry I and II Lab.

2.0 Course Requirements in Related Fields

PHIL 200 Ethics (or a Bioethics class)	3 cr
MATH 130 Introductory Statistics I	3 cr
MATH 241 Calculus I or MATH131 Introductory Statistics II	3-4 cr
CHEM 111 & 115 General Chemistry I & Lab	4 cr
CHEM 112 & 116 General Chemistry II & Lab	4 cr
Organic Chemistry option:	4-8 cr
CHEM 201 & 202 Principles of Organic Chemistry & Lab OR	
CHEM 211 & 212 Organic Chemistry I & Lab <sup>3</sup> AND	
CHEM 215 & 216 Organic Chemistry II & Lab <sup>3</sup>	

Related Fields Electives:

8 cr

At least one course must be a 4-credit class that has a lab and are not credits from research or internships or from a MATH class and are not used to satisfy other requirements of the major.

Choose from:

BIOL courses for which BIOL 130-131 are prerequisites and are not used to satisfy other requirements for the major.

Note: Students who take BIOL 201 and/or BIOL 202 for credit may not then take BIOL 340 and/or BIOL 440 for credit, and who take BIOL 340 and/or BIOL 440 for credit may not then take BIOL 201 and/or BIOL 202 for credit.

**BIOL 201 and/or 202 do NOT count as satisfying the requirements for BIOL classes at the 300-400 level.**

BIOL internships and research (4-credit maximum and do not count as the class with a lab) - note that all BIOL research credits require an oral presentation summarizing the accomplishments of the student's research at the end of the semester in which the credits were earned.

PHYS 201 & 202 College Physics I & II OR PHYS 211 & 212 General Physics I & II

PHYS 213 & 214 General Physics I & II Labs

CHEM courses for which CHEM 111-112 are prerequisites and are not used to satisfy other requirements for the major.

ENSC 210 & 212 Introduction to Geology & Lab (may take the lecture without the lab)

ENSC 230 Introduction to Geographic Info Systems

ENSC 310 & 309 Environmental Chemistry & Lab (may take the lecture without the lab)

ENSC 315 Natural History of the Hudson Valley

ENSC 313 Environmental Microbiology

ENSC 327 Freshwater Ecology

ENSC 330 Advanced GIS

ENSC 404 Toxicology

ANTH 101 Introduction to Physical Anthropology

MEDT courses numbered 200-400 worth 4 credits (only 4-credit courses)

MATH courses numbered above 131 and are not used to satisfy other requirements of the major

Any HLTH class that has BIOL 130-131 as a prerequisites

HLTH 202 or HLTH 206 (either, but not both)

Classes that qualify as 4-credit classes with a lab in the Related Fields area:

BIOL 201 Human Anatomy & Physiology I

BIOL 202 Human Anatomy & Physiology II

BIOL 312 Microbiology

BIOL 340 Human and Comparative Vertebrate Anatomy

BIOL 328 Cell Biology

BIOL 360 Ecology

BIOL 420 Invertebrate Zoology

BIOL 421 Parasitology

BIOL 430 Developmental Biology

BIOL 435 Plant Physiology  
 BIOL 440 Advanced Human Physiology  
 BIOL 460 Biotechnology  
 BIOL 493 Molecular Biology  
 CHEM 301 with CHEM 302 Principles of Biochemistry with the companion lab  
 CHEM 310 with CHEM 309 Environmental Chemistry with the companion lab  
 CHEM 355 Analytical Chemistry  
 CHEM 361 with CHEM 365 Thermodynamics and Kinetics with the companion lab  
 CHEM 366 with CHEM 362 Quantum and Statistical Mechanics with companion lab  
 CHEM 420 with CHEM 423 Biochemistry I with companion lab  
 CHEM 421 with CHEM 424 Biochemistry II with companion lab  
 CHEM 430 with CHEM 431 Advanced Inorganic Chemistry with companion lab  
 ENSC 210 with ENSC 212 Introduction to Geology with companion lab  
 ENSC 310 with ENSC 309 Environmental Chemistry with companion lab  
 ENSC 404 Environmental Toxicology  
 Any MEDT course worth 4 credits  
 PHYS 201 or 211 with PHYS 213 Physics I with companion lab  
 PHYS 202 or 213 with PHYS 214 Physics II with companion lab

**Credit requirements in Related Fields**

29-34 cr

3 The prerequisites for CHEM 211 Organic Chemistry I are a grade of C or higher in CHEM 111, 112, 115 & 116.

Credit Requirement in Biology: Biological Sciences Concentration:

62-67 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar

4 cr

ENG 120 Writing for College

3 cr

7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives

3 cr

Ethics, Applied Ethics or Religious Studies

0 cr

(fulfilled by major field req.)

Fine Arts

3 cr

History

3 cr

Literature

3 cr

Mathematics

0 cr

(fulfilled by major field req.)

Natural Science

0 cr

(fulfilled by major field req.)

Social Science

3 cr

15 cr

Pathway\*

12 cr

Courses addressing an interdisciplinary topic.

**Total Core/Liberal Studies Requirement**

34 cr

4.0 Electives

4 cr

19-24

**Total Credit Requirement for Graduation**

120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

In order to graduate in this major, the student must have a minimum overall 2.0 GPA in all Biology courses taken to satisfy the major, an overall 2.0 GPA in all course taken to satisfy the major, as well as the minimum cumulative 2.0 GPA.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BIOLOGY, HUMAN BIOLOGY CONCENTRATION

1.0 Course Requirements in Biology

BIOL 130 General Biology I<sup>1</sup>

4 cr

BIOL 131 General Biology II<sup>1,2</sup>

4 cr

BIOL 201 Human Anatomy & Physiology I

4 cr

BIOL 202 Human Anatomy & Physiology II

4 cr

BIOL 312 Microbiology	4 cr
BIOL 320 Genetics	4 cr
BIOL 477 Biology Capping	3 cr
BIOL 494-498 Biology Internship	1 cr
Biology Elective courses at the 300-400 level	<u>7 cr</u>

These elective credits must be selected from 300-400 level BIOL classes at Marist, not including internships or research, and are not used to satisfy other requirements for the major. At least one class must be a 4-credit BIOL course that has a laboratory component.

Students in this concentration may not take BIOL 340 and BIOL 440 as Biology Electives (but may request to substitute BIOL 340 and 440 for BIOL 201 & 202). All 300-400 level BIOL classes have as prerequisites a grade of C or higher in BIOL 130 & 131 General Biology I & II.

Upper-level BIOL classes that qualify as 4-credit classes with a lab:

BIOL 328 Cell Biology
BIOL 360 Ecology
BIOL 420 Invertebrate Zoology
BIOL 421 Parasitology
BIOL 430 Developmental Biology
BIOL 435 Plant Physiology
BIOL 460 Biotechnology
BIOL 493 Molecular Biology

### Credit requirements in Biology

35 cr

1 Students must earn a C or higher in BIOL 130 & 131, General Biology I & II. All 300-400 BIOL courses have as a prerequisite grades of C or higher in both BIOL 130 & 131.

2 BIOL 131 General Biology II when taken at Marist fulfills the public presentation requirement for the Core.

Students matriculated at Marist and majoring in Biology are expected to take all BIOL courses at Marist. Exceptions will be considered under special circumstances, as when students get abroad offerings pre-approved. Transfer students must complete a minimum of 12 credits in 300-400 level BIOL classes at Marist (not including internships or research). Students must earn a C or higher in both BIOL 130 General Biology I and BIOL 131 General Biology II and if they elect the full-year organic chemistry option, must earn at least a C in CHEM 111 and CHEM 112 General Chemistry I and II and CHEM 115 and CHEM 116 General Chemistry I and II Lab. Note: Students may request to take BIOL 340 & BIOL 440 instead of BIOL 201 and BIOL 202, but student who take BIOL 340 and/or BIOL 440 for credit may not take BIOL 201 and/or BIOL 202 for credit, and students who take BIOL 201 and/or BIOL 202 may not take BIOL 340 and/or BIOL 440 for credit.

### 2.0 Course Requirements in Related Fields

HLTH 110 Introduction to the Health Professions	1 cr
PHIL 200 Ethics (or a Bioethics class)	3 cr
MATH 130 Introductory Statistics I	3 cr
MATH 241 Calculus I or MATH131 Introductory Statistics II	3-4 cr
CHEM 111 & 115 General Chemistry I & Lab	4 cr
CHEM 112 & 116 General Chemistry II & Lab	4 cr
CHEM 201 & 202 Principles of Organic Chemistry & Lab	4 cr

Chemistry or Physics option:

CHEM 301 & 302 Principles of Biochemistry and Lab OR PHYS 201, 202, 213 & 214 College Physics and Physics Lab I and II OR PHYS 211, 212, 213 & 214 General Physics and Lab I and II	4-8 cr
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Related Fields Electives: Choose from:

9 cr

BIOL courses for which BIOL 130-131 are prerequisites and are not used to satisfy other requirements for the major.

Note: Students who take BIOL 201 and/or BIOL 202 for credit may not then take BIOL 340 and/or BIOL 440 for credit

BIOL internships and/or research (3-credit maximum) not used to satisfy other requirements of the major - note that all BIOL research credits require an oral presentation summarizing the accomplishments of the student's research at the end of the semester in which the credits were earned.

CHEM courses for which CHEM 111-112 are prerequisites and are not used to satisfy other requirements for the major.

HLTH 202 or 206 (not both)

Any HLTH class that has BIOL 130-131 as a prerequisites

MATH courses numbered above 131 and are not used to satisfy other requirements of the major

MEDT courses numbered 200-400

PHYS 201 & 202 College Physics I & II **OR** PHYS 211 & 212 General Physics I & II if not used to satisfy other requirements of the major (Students may not apply both to satisfy requirements of the major.)

PHYS 213 & 214 General Physics I & II Labs if not used to satisfy other requirements of the major

### Credit requirements in Related Fields

35-40 cr

### Credit Requirement in Biology: Human Biology Concentration:

70-75 cr



3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	3 cr	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics or Religious Studies	0 cr	(fulfilled by major field req.)
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
			15 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		34 cr
4.0	Electives		<u>11-16 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

In order to graduate in this major, the student must have a minimum overall 2.0 GPA in all Biology courses taken to satisfy the major, an overall 2.0 GPA in all course taken to satisfy the major, as well as the minimum cumulative 2.0 GPA.

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY, BIOLOGICAL SCIENCES CONCENTRATION

### FRESHMAN YEAR

<b>FALL</b>		<b>SPRING</b>	
BIOL 130 General Biology I <sup>1</sup>	4 cr	BIOL 131 General Biology II <sup>1</sup>	4 cr
CHEM 111 General Chemistry I	3 cr	CHEM 112 General Chemistry II	3 cr
CHEM 115 General Chemistry I Lab	1 cr	CHEM 116 General Chemistry II Lab	1 cr
FYS 101 First Year Seminar	4 cr	MATH 130 Introductory Statistics OR	
PHIL 101 Philosophical Perspectives	3 cr	MATH 241 Calculus I	3-4 cr
		ENG 120 Writing for College	3 cr
		Elective	0-1 cr
	<u>15 cr</u>		15 cr

### SOPHOMORE YEAR

<b>FALL</b>		<b>SPRING</b>	
BIOL 320 Genetics	4 cr	Upper-level BIOL	4 cr
BIOL 211 Plant Biology	4 cr	MATH 130 or 131 (if not taking (MATH 241)	3 cr
Core (technology)	3 cr	PHIL 200 Ethics (or bioethics course)	3 cr
Electives	3 cr	Core (social science)	3 cr
	<u>14 cr</u>	Elective credits	<u>3 cr</u>
			16 cr

### JUNIOR YEAR

<b>FALL</b>		<b>SPRING</b>	
CHEM 201 Principles Organic Chemistry <sup>3</sup>	3 cr	Related Field elective	4 cr
CHEM 202 Principles of Organic Chemistry Lab <sup>3</sup>	1 cr	Upper-level BIOL	3 cr
Upper-level BIOL	3 cr	Core (history)	3 cr
Pathway 1	3 cr	Pathway 2	3 cr
Electives credits	<u>4 cr</u>	Elective credits	<u>3 cr</u>
	14 cr		16 cr

**SENIOR YEAR****FALL**

Related Field elective	4 cr
Upper-level BIOL	4 cr
Pathway 3	3 cr
Core (Art)	3 cr
Elective credits	<u>1 cr</u>
	15 cr

**SPRING**

BIOL 477 Biology capping	3 cr
Core (literature)	3 cr
Pathway 4	3 cr
Elective credits	3 cr
	<u>15 cr</u>

- 1 Students must earn a C or higher in BIOL 130 & 131, General Biology I & II. All 300-400 BIOL courses have as a prerequisite grades of C or higher in BIOL 130 & 131.
- 2 If the student selects MATH 130 and 131 instead of MATH 130 and 241, they will need to take a 1 extra elective credit over the four years.
- 3 Students may elect to take CHEM 211, 212, 215 & 216 Organic Chemistry I and II with companion labs. Note that a grade of C or higher in CHEM 111, 112, 115, & 116 as prerequisites for entrance into CHEM 211 & 215.

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY, HUMAN BIOLOGY CONCENTRATION****FRESHMAN YEAR****FALL**

BIOL 130 General Biology I <sup>1</sup>	4 cr
CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry I Lab	1 cr
FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
	<u>15 cr</u>

**SPRING**

BIOL 131 General Biology II <sup>1</sup>	4 cr
CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry II Lab	1 cr
MATH 130 Intro Statistics or MATH 241 Calc I	3-4 cr
ENG 120 Writing for College	3 cr
HLTH 110 Intro to Health Profesiions	<u>1 cr</u>
	15-16 cr

**SOPHOMORE YEAR****FALL**

BIOL 312 Microbiology or BIOL 320 Genetics	4 cr
BIOL 201 Human Anatomy & Physiology I	4 cr
Core (history)	3 cr
Core (technology)	3 cr
Elective credit <sup>2</sup>	<u>0-1 cr</u>
	14-15 cr

**SPRING**

BIOL 320 Genetics or BIOL 312 Microbiology	4 cr
BIOL 202 Human Anatomy & Physiology II	4 cr
MATH 130 or 131 (if not taking MATH 241)	3 cr
Core (PSYC 101 recommended)	3 cr
Elective credits	<u>1 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

CHEM 201 Principles Organic Chemistry <sup>3</sup>	3 cr
CHEM 202 Principles of Organic Chemistry Lab <sup>3</sup>	1 cr
Upper-level BIOL	4 cr
Core (literature)	3 cr
Pathway 1	4 cr
Internship	<u>1 cr</u>
	15 cr

**SPRING**

CHEM 301 Principles of Biochemistry <sup>3</sup>	3 cr
CHEM 302 Principles of Biochemistry Lab <sup>3</sup>	1 cr
Related Field	3 cr
PHIL 200 Ethics (or Bioethics)	3 cr
Pathway 2	3 cr
Elective credits	<u>3 cr</u>
	16 cr

**SENIOR YEAR****FALL**

Related Field	3 cr
BIOL 477 Biology capping	3 cr
Pathway 3	3 cr
Core (Art)	3 cr
Elective credits	<u>3 cr</u>
	15 cr

**SPRING**

Related Field	3 cr
Upper-level BIOL	3 cr
Pathway 4	3 cr
Elective credits	5 cr
	<u>14 cr</u>

- 1 Students must earn a C or higher in BIOL 130 & 131, General Biology I & II. All 300-400 BIOL courses have as a prerequisite grades of C or higher in BIOL 130 & 131.
- 2 If the student selects MATH 130 and 131 instead of MATH 130 and 241, they will need to take a 1 extra elective credit over the four years.
- 3 Students may elect to take CHEM 211, 212, 215 & 216 Organic Chemistry I and II with companion labs. Note that a grade of C or higher in CHEM 111, 112, 115, & 116 as prerequisites for entrance into CHEM 211 & 215.

**REQUIREMENTS FOR A MINOR IN BIOLOGY**

## Required Courses:

BIOL 130 General Biology I	4 cr
BIOL 131 General Biology II	4 cr
CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry I Lab	1 cr

CHEM 112 General Chemistry II	3 cr	
CHEM 116 General Chemistry II Lab	<u>1 cr</u>	16 cr

#### Elective Biology Courses

Three courses selected from the following with at least one 300-400 level course that must have a lab:

BIOL 201 Human Anatomy and Physiology I	4 cr
BIOL 202 Human Anatomy and Physiology II	4 cr
BIOL 203 Human Nutrition	3 cr
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 & Practice	3 cr
BIOL 390 Special Topics in Biology I	1 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 Advanced Human Physiology	4 cr
BIOL 450 Biotechnology	4 cr
BIOL 493 Molecular Biology	4 cr

10 cr

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

26 cr

## 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 required internships in a clinical setting – provide focused information about and direct experience with the health-care system. While most internships will be served locally at Mid-Hudson Regional 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 <sup>1,2</sup>	8 cr
BIOL 201-202 Human Anatomy & Physiology I-II OR	
BIOL 340 a Human Comparative Anatomy	
and BIOL 440 Advanced Human Physiology <sup>3</sup>	8 cr
BIOL 320 Genetics	4 cr
BIOL 477 Biology Capping <sup>4</sup>	3 cr
HLTH 110 Introduction to the Health Professions	1 cr
BIOL 496 Biomedical Sciences Internship OR BIOL 480-483 Research	3 cr
CHEM 111, 112, 115, and 116 General Chemistry and Lab I-II <sup>5</sup>	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<sup>6</sup> 15 cr

Credit Requirement in Biomedical Sciences 66 cr

- 1 Students must earn a C or higher in BIOL130 & 112, General Biology I & II. All 300-400 BIOL courses have as a prerequisite grades of C or higher in both BIOL 130 & 131.
- 2 BIOL 131 General Biology II when taken at Marist fulfills the public presentation requirement for the Core.
- 3 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.
- 4 A Philosophy class in ethics (PHIL 200 or PHIL 346) is a prerequisite for BIOL 477
- 5 Students must earn a C or higher in CHEM 111, 112, 115 & 116 General Chemistry I & II and General Chemistry Lab I & II in order to take CHEM 211 & 215 Organic Chemistry I & II.
- 6 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, MEDT, BIOL 211, 300-400-level BIOL courses, CHEM courses for which CHEM 111, 112, 115, 116 are prerequisites, HLTH 202, HLTH courses for which BIOL 130-131 are prerequisites, PSYC 301-305 and MATH courses numbered above 130. Only 4 of these 7 credits may be Biology Research credits (BIOL 480-483). Required Biomedical Sciences courses cannot serve as Biomedical Sciences Electives. 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.

Students matriculated at Marist and majoring in Biomedical Sciences are expected to take all BIOL courses at Marist. Exceptions will be considered under special circumstances, as when students get abroad offerings pre-approved. Transfer students must complete a minimum of 12 credits in 300-400 level BIOL classes at Marist (not including internships or research). Students must earn a C or higher in both BIOL 130 General Biology I and BIOL 131 General Biology II and CHEM 111-112 General Chemistry I and II and CHEM 115-116 General Chemistry I and II Lab.

2.0 Course Requirements in Related Fields

Mathematics and Computer Science

- CMPT 103 Technology for the 21st Century OR
- EDUC 150 Technology for Educational Professionals, OR
- ART 231 Intro to Digital Media\*, OR COM 103 /
- MDIA 103 Digital toolbox, OR CMPT 120 Introduction to Programming, OR
- CMPT 300 Management Information Systems, OR
- ENSC 230 Introduction to Geographic Information Systems\*, OR
- FASH 245 Fashion CAD I \* 3 cr
- MATH 130 Introduction to Statistics I 3 cr
- MATH 241 Calculus I 4 cr

\* Prerequisite course needed

Credit Requirements in Related Fields 10 cr

**Total Credit Requirement for a Major in Biomedical Sciences** 76 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

- FYS 101 First Year Seminar 4 cr
  - ENG 120 Writing for College 3 cr
- 7 cr

3.2 DISTRIBUTION

Breadth

- PHIL 101 Philosophical Perspectives 3 cr
  - Ethics, Applied Ethics, or Religious Studies\*\* (Bioethics is recommended) 3 cr
  - \*\* a PHIL ethics class is a prerequisite for entry into BIOL 477 Biology Capping
  - Fine Arts 3 cr
  - History 3 cr
  - Literature 3 cr
  - Mathematics 0 cr (fulfilled by major field req.)
  - Natural Science 0 cr (fulfilled by major field req.)
  - Social Science 3 cr
- 18 cr

Pathway\*

12 cr

Courses addressing an interdisciplinary topic.

**Total Core/Liberal Studies Requirement**

37 cr

4.0 Electives

7 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

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

**FRESHMAN YEAR**

**FALL**

BIOL 130 Gen Biology I	4 cr
CHEM 111 Gen Chemistry I	3 cr
CHEM 115 General Chemistry I Lab	1 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Technology course	<u>3 cr</u>
	17 cr

**SPRING**

BIOL 131 Gen Biology II	4 cr
CHEM 112 Gen Chemistry II	3 cr
CHEM 116 General Chemistry II Lab	1 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	4 cr
HLTH 110 Intro to Health Professions	<u>1 cr</u>
	17 cr

**SOPHOMORE YEAR**

**FALL**

CHEM 211 Organic Chem I	3 cr
CHEM 215 Organic Chem I Lab	1 cr
PHYS 201-213 College Physics I & Lab	4 cr
MATH 130 Statistics I	3 cr
Core/LS Fine Arts	3 cr
	<u>14 cr</u>

**SPRING**

CHEM 212 Organic Chem II	3 cr
CHEM 216 Organic Chem II Lab	1 cr
PHYS 202-214 College Physics II & Lab	4 cr
Core/LS History	3 cr
Core/LS Pathway Course #1	3 cr
BIMS Internship	<u>1 cr</u>
	15 cr

**JUNIOR YEAR**

**FALL**

BIOL 201 Human Anatomy & Physiology I OR BIOL 440 Advanced Human Physiology	4 cr
Core/LS Literature	3 cr
Core/LS Pathway Course #2	3 cr
BIOL 320 Genetics OR 300-400 level BIOL course w/ lab	4 cr
BIMS Internship	1 cr
	<u>15 cr</u>

**SPRING**

BIOL 201 Human Anatomy & Physiology II OR BIOL 340 Human and Comparative Anatomy	4 cr
BIOL 320 Genetics OR 300-400 BIOL course w/lab	4 cr
Core/LS Social Science	3 cr
Core/LS Ethics/Applied/Ethics/Religious Studies (Bioethics Recommended)	3 cr
BIMS Internship	<u>1 cr</u>
	15 cr

**SENIOR YEAR**

**FALL**

300-400 level BIOL course w/Lab	4 cr
BIOL 477 Biology Capping	3 cr
Biomedical Sciences Elective	3 cr
Core/LS Pathway Course #3	3 cr
	<u>13 cr</u>

**SPRING**

Biomedical Sciences Electives	4 cr
Core/LS Pathway Course #4	3 cr
General Elective	3 cr
General Elective	3 cr
General Elective	<u>1 cr</u>
	14 cr

# BUSINESS ADMINISTRATION

JASON LEE, Ph.D., *Chairperson, Department of Management*

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

CAROL FRIEDMAN, M.B.A., *Chairperson, Department of Accounting, Economics and Finance*

## 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.

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## 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 103 Principles of Microeconomics	3 cr
ECON 104 Principles of Macroeconomics	3 cr
CMPT 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 (BUS 381 can be substituted)	3 cr
BUS 388 Operations Management	3 cr

### *The Area of Emphasis (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 422, BUS 420, BUS 421, ACCT 330)
- International Business (BUS 430, BUS 442, ECON 442) and one class chosen from the following list:
  - ECON 432
  - FREN 251
  - FREN 440
  - POSC 252
  - POSC 255
  - POSC 350
  - POSC 236
- Marketing (BUS 440, BUS 441, BUS 442, BUS 450)
- Human Resources (BUS 401, BUS 402, BUS 410, BUS 413)
- Entrepreneurship (BUS 364, BUS 423, BUS 424, BUS 425)
- Customized (by special arrangement with the student's advisor and department chair and approved by the dean.)

At the time of the declaration of Finance as the area of emphasis, the student must have already earned a grade of C or better in each of the following courses: ECON 103, ECON 104, ACCT 203, ACCT 204, MATH 115, MATH 130.

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 (13 credits):

CSIS 152 Excel	1 cr
CMPT 120 Introduction to Programming	4 cr
CMPT 308 Database Management	4 cr
CMPT 460 Decision Support and Business Intelligence Systems	4 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 Not-For-Profit Accounting	3 cr
ECON 421 Public Finance	3 cr
POSC 110 American National Government	3 cr
POSC 240 Introduction to Public Policy OR	
POSC 322 Policy Implementation	3 cr
POSC 304 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
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## **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	
	CMPT 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	12 cr	
	Integrative Capping Course	<u>3 cr</u>	
	Credit Requirement in Business		<u>39 cr</u>
	<b>Total Credit Requirement for a Major in Business Administration</b>		60-61 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	

Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	3 cr	
Social Science	<u>0 cr</u>	(fulfilled by major field req.)

18 cr

Pathway\* 12 cr  
 Courses addressing an interdisciplinary topic.

**Total Core/Liberal Studies Requirement** 37 cr

4.0 Electives\*\* 22-23 cr

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

\*\* 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: 18 cr

- ACCT 203 Financial Accounting
- ACCT 204 Managerial Accounting
- ECON 103 Principles of Microeconomics
- ECON 104 Principles of Macroeconomics
- BUS 320 Financial Management (Prerequisite MATH 130 Statistics)
- BUS 301 Human Resource Management OR
- BUS 340 Marketing Principles

Electives: 6 cr

- Select two 300-400 level courses in Business, Accounting\*\* or Economics\*\*\*
- OR FASH 365 OR FASH 455

**Total Credit Requirement for a Minor in Business** 24 cr

\* Subject to prerequisite requirements. Internship credits excluded.

\*\* Accounting majors are required to take BUS 388 Operations Management **and** one additional 300-400 level course in Accounting **or** Economics.

\*\*\* Economics majors are required to take two 300-400 level BUS or ACCT courses.

## 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 Philosophical Perspectives, Writing for College and First Year Seminar, these students should take their major courses right away, saving Core/LS and/or elective courses for flexibility when they are abroad. Some core/emphasis business courses are only offered in the fall or spring. Students are responsible for determining the semester in which the course is available.

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar OR	4 cr
ENG 120 Writing for College	3 cr
BUS 100 OR PHIL 101	3 cr
ECON 103 Princ. of Microeconomics*	3 cr
MATH 115 OR MATH 130	3 cr
Core/LS Distribution	<u>3 cr</u>

15 or 16 cr

#### SPRING

FYS 101 First Year Seminar OR	4 cr
ENG 120 Writing for College	3 cr
BUS 100 OR Phil 101	3 cr
ECON 104 Princ. of Macroeconomics**	3 cr
MATH 115 OR MATH 130	3 cr
Core/LS Distribution	<u>3 cr</u>

15 or 16 cr

### SOPHOMORE YEAR

#### FALL

ACCT 203 Financial Accounting	3 cr
BUS 202 Global Bus & Soc OR Elective	3 cr
BUS Core	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>

15 cr

#### SPRING

ACCT 204 Managerial Accounting	3 cr
BUS 202 Global Bus & Soc OR Elective	3 cr
BUS Core	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>

15 cr



**JUNIOR YEAR****FALL**

BUS Core	3 cr
BUS Core	3 cr
Core/LS Distribution	3 cr
PHIL 200 OR CMPT 300	3 cr
Internship/Elective	<u>3 cr</u>
	15 cr

**SPRING**

BUS Core	3 cr
BUS Core/Emphasis/Elective	3 cr
Core/LS Distribution	3 cr
PHIL 200 OR CMPT 300	3 cr
Internship/Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

BUS Core/Elective	3 cr
BUS Emphasis*	3 cr
BUS Core/Emphasis/Elective	3 cr
Core/LS Distribution	3 cr
Internship/Elective	<u>3 cr</u>
	15 cr

**SPRING**

BUS 477 Management Strategy	3 cr
BUS Emphasis*	3 cr
BUS Emphasis*	3 cr
Elective	2 cr
Internship/Elective	<u>3 cr</u>
	14 cr

**Business Foundation Courses:**

- BUS 100 Introduction to Business
- BUS 202 Global Environment of Business

**Business Core Emphasis Introductory Courses:**

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

**Business Core Courses:**

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

**Business Capping Course:**

- BUS 477 Management Strategy/Policy

**Business Core/LS Requirements:**

- History (2 Courses/6 Credits)
- Science (2 Courses/6 Credits)

\* Some emphasis courses are only offered once a year. Students are responsible for determining the semester in which the course is offered.

## CATHOLIC STUDIES MINOR

**JOHN KNIGHT, Ph.D.,** *Coordinator*

**JANET STIVERS, Ph.D.**

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 a 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 requirement.

If you have further questions, contact Dr. John Knight, 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 255 (Dual listed as CAST 201) Catholic Studies II: The Catholic Church in Modern Times | 3 cr        |
| REST 243 (Dual listed as CAST 202) Catholic Thought and Spirituality                        | <u>3 cr</u> |
|   | 9 cr        |
- B. Elective Courses 9 cr
- Students must elect at least one course from each of the first two groupings, 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 (History and Culture 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 Culture Studies

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

18 cr

## CHEMISTRY

**JOHN MORRISON GALBAITH, Pd.D.,** *Chairperson*

### MISSION:

The mission of the Department of Chemistry, Biochemistry, & Physics is to cultivate the intellectual autonomy of students while encouraging curiosity and the development of skills to be ethical, competent, and confident chemists and constructive members of the broader scientific community.

### 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 that 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

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

In support of our mission and goals, research-rich, challenging curricula engage 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.

### 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.S. 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

Note: A minimum of 60 credits in Liberal Arts is required. Students must earn a C or higher CHEM 111-112 General Chemistry I and II and CHEM 115-116 General Chemistry I and II Lab.

Core Courses: 38 cr

CHEM 111 General Chemistry I: Introduction to Inorganic Chemistry  
CHEM 112 General Chemistry II: Introduction to Physical Chemistry  
CHEM 115 General Chemistry Laboratory I  
CHEM 116 General Chemistry Laboratory II  
CHEM 203 Computational Chemistry  
CHEM 211 Organic Chemistry I  
CHEM 212 Organic Chemistry II  
CHEM 215 Organic Chemistry I Laboratory  
CHEM 216 Organic Chemistry II Laboratory  
CHEM 355 Analytical Chemistry  
CHEM 361 Physical Chemistry: Thermodynamics & Kinetics  
CHEM 362 Physical Chemistry: Quantum & Statistical Mechanics  
CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics  
CHEM 366 Experimental Physical Chemistry: Quantum & Statistical Mechanics  
CHEM 474 Research Methods in Chemistry I (Capping)  
CHEM 475 Research Methods in Chemistry II  
CHEM 476 Research Methods in Chemistry III

Two or more additional courses selected from the following: 6 cr

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

Students seeking ACS certification must take CHEM 420, 423, 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 Physics Laboratory I***	1 cr
PHYS 214 Physics Laboratory II***	<u>1 cr</u>

\*\*PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval

\*\*\*PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval

Credit Requirement in Related Fields 19 cr

**Total Credit Requirement for a Major in Chemistry** 63 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr

7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	0 cr (fulfilled by major field req.)
Social Science	<u>3 cr</u>

18 cr

Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic.	
<b>Total Core/Liberal Studies Requirement</b>	<b>37 cr</b>
4.0 Electives	<u>20 cr</u>
Recommended Course	
MATH 321 Differential Equations	
<b>Total Credit Requirement for Graduation</b>	<b>120 cr</b>

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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. Students must earn a C or higher CHEM 111-112 General Chemistry I and II, CHEM 115-116 General Chemistry I and II Lab, and BIOL 130-131 General Biology I and II.

1.0 Course Requirements in Chemistry	
Core Courses:	37 cr
CHEM 111 General Chemistry I: Introduction to Inorganic Chemistry	
CHEM 112 General Chemistry II: Introduction to Physical Chemistry	
CHEM 115 General Chemistry Laboratory I	
CHEM 116 General Chemistry Laboratory II	
CHEM 203 Computational Chemistry	
CHEM 211 Organic Chemistry I	
CHEM 212 Organic Chemistry II	
CHEM 215 Organic Chemistry Laboratory I	
CHEM 216 Organic Chemistry Laboratory II	
CHEM 355 Analytical Chemistry	
CHEM 361 Physical Chemistry: Thermodynamics & Kinetics	
CHEM 362 Physical Chemistry: Quantum & Statistical Mechanics	
CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics	
CHEM 474 Research Methods in Chemistry I (Capping)	
CHEM 475 Research Methods in Chemistry II	
CHEM 476 Research Methods in Chemistry III	
Additional courses:	8 cr
CHEM 420 Biochemistry I	
CHEM 421 Biochemistry II	
CHEM 423 Biochemistry Laboratory I	
CHEM 424 Biochemistry Laboratory II	
Students seeking ACS certification must also take:	
CHEM 430	
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 Physics Laboratory I***	1 cr
PHYS 214 Physics Laboratory II***	<u>1 cr</u>

\*\* PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval

\*\*\* PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval

Credit Requirement in Related Fields		28 cr
<b>Total Credit Requirement for a Major in Chemistry</b>		<b>73 cr</b>
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>3 cr</u>	18 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		<b>37 cr</b>
4.0 Electives		<u>10 cr</u>
Recommended Courses		
BIOL 315 Immunology		
BIOL 320 Genetics		
MATH 210 Linear Algebra		
<b>Total Credit Requirement for Graduation</b>		<b>120 cr</b>

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN CHEMISTRY

Note: A minimum of 90 credits in Liberal Arts is required. Students must earn a C or higher CHEM 111-112 General Chemistry I and II and CHEM 115-116 General Chemistry I and II Lab.

1.0 Course Requirements in Chemistry		
Core Courses:		35 cr
CHEM 111 General Chemistry I: Introduction to Inorganic Chemistry		
CHEM 112 General Chemistry II: Introduction to Physical Chemistry		
CHEM 115 General Chemistry Laboratory I		
CHEM 116 General Chemistry Laboratory II		
CHEM 203 Computational Chemistry		
CHEM 211 Organic Chemistry I		
CHEM 212 Organic Chemistry II		
CHEM 215 Organic Chemistry Laboratory I		
CHEM 216 Organic Chemistry Laboratory II		
CHEM 355 Analytical Chemistry		
CHEM 361 Physical Chemistry: Thermodynamics & Kinetics OR		
CHEM 362 Physical Chemistry: Quantum & Statistical Mechanics		
CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics OR		
CHEM 366 Experimental Physical Chemistry: Quantum & Statistical Mechanics		
CHEM 474 Research Methods in Chemistry I (Capping)		
CHEM 420 Biochemistry I		
CHEM 423 Biochemistry Laboratory 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 Physics Laboratory I***	1 cr	
	PHYS 214 Physics Laboratory II***	<u>1 cr</u>	
	** PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval		
	*** PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval		

Credit Requirement in Related Fields	16 cr
<b>Total Credit Requirement for a B.A. Major in Chemistry</b>	<b>51 cr</b>

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
		18 cr	
	Pathway*	<u>12 cr</u>	
	Courses addressing an interdisciplinary topic.		

<b>Total Core/Liberal Studies Requirement</b>	<b>37 cr</b>
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4.0	Electives	<u>32 cr</u>
	Recommended Course	
	MATH 210 Linear Algebra	

<b>Total Credit Requirement for Graduation</b>	<b>120 cr</b>
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\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN BIOCHEMISTRY

Note: A minimum of 90 credits in Liberal Arts is required. Students must earn a C or higher CHEM 111-112 General Chemistry I and II, CHEM 115-116 General Chemistry I and II Lab, and BIOL 130-131 General Biology I and II.

1.0	Course Requirements in Chemistry	
	Core Courses:	35 cr
	CHEM 111 General Chemistry I: Introduction to Inorganic Chemistry	
	CHEM 112 General Chemistry II: Introduction to Physical Chemistry	
	CHEM 115 General Chemistry Laboratory I	
	CHEM 116 General Chemistry Laboratory II	
	CHEM 203 Computational Chemistry	
	CHEM 211 Organic Chemistry I	
	CHEM 212 Organic Chemistry II	
	CHEM 215 Organic Chemistry Laboratory I	
	CHEM 216 Organic Chemistry Laboratory II	
	CHEM 355 Analytical Chemistry	

CHEM 361 Physical Chemistry: Thermodynamics & Kinetics  
 CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics  
 CHEM 474 Research Methods in Chemistry I (Capping)  
 CHEM 420 Biochemistry I  
 CHEM 423 Biochemistry Laboratory I

Credit Requirement in Chemistry 35 cr

2.0	Course Requirements in Related Field	
	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 315 Immunology	
	OR BIOL 320 Genetics	
	OR BIOL 325 Histology	
	OR BIOL 340 Human and Vertebrate Comparative Anatomy	
	OR BIOL 435 Plant Physiology	
	OR BIOL 440 Advanced Vertebrate Physiology	
	OR BIOL 493 Molecular Biology	
	OR CHEM 421 Biochemistry II	
	OR ENSC 404 Toxicology	
	OR MEDT 301 Clinical Microbiology I	
	OR MEDT 305 Clinical Chemistry I	
	OR MEDT 315 Hematology I	
	OR MEDT 340 Clinical Immunology	
	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 Physics Laboratory I***	1 cr
	PHYS 214 Physics Laboratory II***	<u>1 cr</u>

\*\*PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval

\*\*\*PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval

Credit Requirement in Related Fields 27-28 cr

**Total Credit Requirement for a B.A. Major in Biochemistry** 62-63 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr

7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	0 cr (fulfilled by major field req.)
Social Science	<u>3 cr</u>

18 cr

Pathway\*

Courses addressing an interdisciplinary topic.

12 cr

**Total Core/Liberal Studies Requirement** 37 cr

4.0 Electives

Recommended Courses

BIOL 315 Immunology

20-21 cr

**Total Credit Requirement for Graduation**

120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

**REQUIREMENTS FOR A MINOR IN CHEMISTRY**

CHEM 111 General Chemistry I: Introduction to Inorganic Chemistry	3 cr
CHEM 112 General Chemistry II: Introduction to Physical Chemistry	3 cr
CHEM 115 General Chemistry Laboratory I	1 cr
CHEM 116 General Chemistry Laboratory II	1 cr
CHEM 211 Organic Chemistry I (requires a C or higher in CHEM 111-112-115-116)	3 cr
CHEM 212 Organic Chemistry II	3 cr
CHEM 215 Organic Chemistry Laboratory I	1 cr
CHEM 216 Organic Chemistry Laboratory II	1 cr

Two courses chosen from two different groups. One of these courses must be accompanied by its corresponding lab course. 7-9 cr

Group 1: CHEM 355 Analytical Chemistry\* OR CHEM 310 Environmental Chemistry OR CHEM 474 Res. Methods in Chemistry I (Capping)\*

Group 2: CHEM 361 Thermodynamics & Kinetics\*\* OR CHEM 362 Quantum & Statistical Mechanics\*\*

Group 3: CHEM 430 Adv. Inorganic Chemistry OR CHEM 440 Adv. Organic Chemistry OR other advanced special topics courses as offered

Group 4: CHEM 301 Principles of Biochemistry OR CHEM 420 Biochemistry I

Group 5: CHEM 203 Computational Chemistry

\* Both have lab courses built in; no further lab would be required.

\*\* CHEM 361-362 require PHYS 211 (or 221) – 212; CHEM 362 requires 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 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Lab I	1 cr
MATH 241 Calculus I	4 cr
PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
	<hr/>
	15 cr

**SPRING**

CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Lab II	1 cr
MATH 210 Linear Algebra	3 cr
ENG 120 Writing for College	3 cr
Core/LS Pathway	3 cr
Core/LS Pathway	<u>3 cr</u>
	16 cr

**SOPHOMORE YEAR****FALL**

CHEM 203 Computational Chemistry	3 cr
CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
MATH 242 Calculus II	<u>4 cr</u>
	15 cr

**SPRING**

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	<u>3 cr</u>
	14 cr

**JUNIOR YEAR****FALL**

CHEM 355 Analytical Chemistry	4 cr
CHEM 362 Quantum & Stat Mechanics	3 cr
Core/LS Ethics	3 cr
Core/LS Fine Arts	3 cr
Elective	3 cr
	<hr/>
	16 cr

**SPRING**

CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 365 Expt Thermodynamics & Kinetics	1 cr
CHEM 366 Expt Quantum & Stat Mechanics	1 cr
CHEM 474 Research Methods in Chem I (Capping)	4 cr
Core/LS History	3 cr
Elective	<u>2 cr</u>
	14 cr

**SENIOR YEAR****FALL**

CHEM 475 Research Methods in Chem II	2 cr
CHEM Elective	3 cr
Core/LS Literature	3 cr
Elective	<u>6 cr</u>
	14 cr

**SPRING**

CHEM 476 Research Methods in Chem III	1 cr
CHEM Elective	3 cr
Core/LS Social Science	3 cr
Electives	<u>9 cr</u>
	16 cr



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

### FRESHMAN YEAR

#### FALL

CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Lab I	1 cr
BIOL 130 General Biology I	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

CHEM 203 Computational Chemistry	3 cr
CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
PHIL 101 Philosophical Perspectives	3 cr
	<u>      </u>
	14 cr

### JUNIOR YEAR

#### FALL

CHEM 355 Analytical Chemistry	4 cr
CHEM 420 Biochemistry I	3 cr
CHEM 423 Biochemistry Lab I	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	3 cr
Elective	<u>1 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

CHEM 362 Quantum & Stat Mechanics	3 cr
CHEM 475 Research Methods in Chem II	3 cr
Core/LS Fine Arts	3 cr
Core/LS History	3 cr
Electives	4 cr
	<u>      </u>
	15 cr

#### SPRING

CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Lab II	1 cr
BIOL 131 General Biology II	4 cr
MATH 242 Calculus II	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	15 cr

#### SPRING

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	3 cr
Elective	<u>1 cr</u>
	15 cr

#### SPRING

CHEM 421 Biochemistry II	3 cr
CHEM 424 Biochemistry Lab II	1 cr
CHEM 474 Research Methods in Chem I (Capping)	4 cr
BIOL 450 Biotechnology	4 cr
Core/LS Ethics	3 cr
	<u>      </u>
	15 cr

#### SPRING

CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 365 Expt Thermodynamics & Kinetics	1 cr
CHEM 476 Research Methods in Chem III	1 cr
Core/LS Literature	3 cr
Core/LS Social Science	3 cr
Elective	<u>4 cr</u>
	15 cr

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

### FRESHMAN YEAR

#### FALL

CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Lab I	1 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
	<u>      </u>
	15 cr

### SOPHOMORE YEAR

#### FALL

CHEM 203 Computational Chemistry	3 cr
CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
Core/LS Pathway	3 cr
	<u>      </u>
	14 cr

#### SPRING

CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Lab II	1 cr
MATH 242 Calculus II	4 cr
ENG 120 Writing for College	3 cr
Core/LS Pathway	3 cr
Elective	<u>1 cr</u>
	15 cr

#### SPRING

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	3 cr
Elective	<u>2 cr</u>
	16 cr

**JUNIOR YEAR****FALL**

CHEM 355 Analytical Chemistry	4 cr
Liberal Arts Elective OR	
CHEM 362 Quantum & Stat Mechics	3 cr
Core/LS Ethics	
Core/LS Fine Arts	3 cr
Liberal Arts Elective	3 cr
	<hr/>
	16 cr

**SPRING**

Liberal Arts Elective OR	
CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 365 Expt Thermodynamics & Kinetics OR	
CHEM 366 Expt Quantum & Stat Mechanics	1 cr
Core/LS History	3 cr
Core/LS Literature	3 cr
Core/LS Social Science	3 cr
Elective	<u>1 cr</u>
	14 cr

**SENIOR YEAR****FALL**

CHEM 420 Biochemistry I	3 cr
CHEM 423 Biochemistry I Lab	1 cr
Liberal Arts Elective	6 cr
Elective	<u>5 cr</u>
	15 cr

**SPRING**

CHEM 474 Research Methods in Chem I (Capping)	4 cr
Liberal Arts Elective	6 cr
Elective	5 cr
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	14 cr

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

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

**FRESHMAN YEAR****FALL**

CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Lab I	1 cr
BIOL 130 General Biology I	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

**SPRING**

CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Lab II	1 cr
BIOL 131 General Biology II	4 cr
MATH 242 Calculus II	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

CHEM 203 Computational Chemistry	3 cr
CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
PHIL 101 Philosophical Perspectives	3 cr
Elective	<u>1 cr</u>
	15 cr

**SPRING**

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	<u>3 cr</u>
	14 cr

**JUNIOR YEAR****FALL**

CHEM 420 Biochemistry I	3 cr
CHEM 423 Biochemistry I Lab	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	3 cr
Core/LS Ethics	3 cr
Core/LS Fine Arts	<u>3 cr</u>
	16 cr

**SPRING**

CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 365 Expt Thermodynamics & Kinetics	1 cr
Core/LS History	3 cr
Core/LS Literature	3 cr
Liberal Arts Elective	3 cr
Elective	<u>1 cr</u>
	14 cr

**SENIOR YEAR****FALL**

CHEM 355 Analytical Chemistry	4 cr
Core/LS Social Science	3 cr
Liberal Arts Elective	3 cr
Elective	<u>6 cr</u>
	16 cr

**SPRING**

CHEM 474 Research Methods in Chem I (Capping)	4 cr
Biology Elective	4 cr
Elective	6 cr
	<hr/>
	14 cr

## COGNITIVE SCIENCE MINOR

ANDREI A. BUCKAREFF, Ph.D., *Co-Director*

KRISTIN JAY, Ph.D., *Co-Director*

Cognitive Science is an interdisciplinary program that offers students the ability to study the nature of cognition and its importance in our lives. All students take four foundation courses (Introduction to Psychology, Philosophical Perspectives, Foundations of Cognitive Science, and Moral Cognition) and four distribution courses. The distribution courses come from Anthropology, Biology, Computer Science, English, Mathematics, Philosophy, and Psychology. In fulfilling the distribution

requirement, students must take courses in at least three of those disciplines. Of the courses in the distribution requirement, no more than one course can be at the 100-level, at least two courses must be 300-level or above, and no more than two courses (which must be 300-level or above) can be from the student's major field of study. Coursework for the Minor must be completed with a C average.

The Minor is appropriate for students interested in exploring different dimensions of cognition, including but not limited to the neurobiological underpinnings of cognitive processes, the role of cognition in the production of purposeful behavior and in making moral judgments, and cognition in non-human animals and computers. The Minor will also be useful in preparing interested students for graduate work in any of the various cognate disciplines that together comprise the field of cognitive science.

The Minor requires a total of 24 credits distributed as follows:

A. Foundation		
PHIL 101 Philosophical Perspectives	3 cr	
PSYC 101 Introduction to Psychology	3 cr	
PHIL 205 / PSYC 205 Foundations of Cognitive Sciences	3 cr	
PHIL 302 Moral Cognition	3 cr	12 cr
B. Distribution		12 cr
Students must take four courses in at least three different disciplines. No more than one course can be at the 100-level. At least two courses must be at the 300-level or above. No more than two courses (which must be 300-level or above) from the student's major field of study can be used to fulfill the distribution requirements. Courses must be chosen from:		
ANTH 101 Introduction to Physical Anthropology		
BIOL 232 Sex, Evolution, and Behavior		
BIOL 305 Animal Behavior		
CMPT 120 Introduction to Programming		
CMPT 404 Artificial Intelligence		
CMPT 412 Robotics		
CMPT 440 Formal Languages and Computability		
ENG 201 Introduction to Linguistics		
ENG 343 Theory of Mind: Cognitive Approaches to American Literature		
ENG 301 History of the English Language		
ENG 302 World Englishes		
MATH 130 Introductory Statistics I		
MATH 131 Introductory Statistics II		
MATH 310 Introduction to Mathematical Reasoning		
MATH 412 Computational Linear Algebra		
PHIL 203 Introduction to Logic		
PHIL 310 Symbolic Logic		
PHIL 324 Contemporary Analytic Philosophy		
PHIL 325 Contemporary Continental Philosophy		
PHIL 335 Metaphysics		
PHIL 336 Epistemology		
PHIL 345 Philosophy of Mind		
PHIL 338 Philosophy of Science		
PHIL 339 Philosophy of Language		
PHIL 334 Free Will		
PSYC 206 Psycho-Biological Sex Differences		
PSYC 301 Biopsychology and Lab		
PSYC 302 Neurobiology of Learning and Memory and Lab		
PSYC 303 Developmental Neuropsychology and Lab		
PSYC 305 Neurobiology and Neuropsychology of Learning Disabilities and Lab		
PSYC 306 Cognitive Neuroscience and Neuropsychology and Lab		
PSYC 307 Social Psychology of Modern Living + Lab		
PSYC 308 Human Memory and Lab		
PSYC 342 Cognitive Psychology		
PSYC 343 Sensation and Perception		

**Total Credit Requirement for a Minor in Cognitive Science**

24 cr

## COMMUNICATION

JOANNA D'AVANZO, B.F.A., *Chairperson*

### 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, Journalism, Public Relations, 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 for those students who wish to combine the study of communication with a major in another discipline.

**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 102 Introduction to Communication	3 cr
COM 103 Digital Toolbox	3 cr
COM 101 Public Presentations	3 cr
COM 200 Communication Research: Strategies and Methods	3 cr

**Communication Concentrations (18 credits)**

Communication majors are required to select one of five concentrations that will focus their study of communication on: advertising, communication studies, journalism, public relations, 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 220 Principles of Strategic Advertising
- COM 324 Research and Consumer Insights
- COM 329 Creative Problem Solving
- COM 314 Media Strategy
- COM 423 Strategic Advertising Campaign Development
- Select one:**
- COM 354 Visual Storytelling
- COM 358 Digital, Direct & Database Advertising
- COM 424 Branding

**Public Relations Concentration (18 cr)**

- COM 211 Fundamentals of Public Relations Theory & Practice
- COM 212 Public Relations Writing Tools
- COM 333 Applied Research and Analytics
- COM 418 Communication Campaign Management
- COM 419 Case Studies in Public Relations Management
- Select one:**
- COM 347 Reputation and Relationship Management
- COM 348 Intergrated Strategies, Tactics and Stakeholders

**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

**Sports Communication Concentration (18 cr)**

- COM 242 Introduction to Journalism
- 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

**Journalism Concentration (18 cr)**

- COM 242 Introduction to Journalism
- COM 243 Journalism Skills
- COM 466 Journalism Workshop
- Select one:**
- COM 236 News Editing
- COM 322 Newswriting
- COM 327 Magazine Writing
- COM 331 Broadcast Newswriting
- Select one:**
- COM 328 Magazine Layout & Design
- COM 332 Producing the Newscast
- COM 345 Photojournalism
- Select one:**
- COM 300 Mass Communication Law
- COM 341 Press in America
- COM 342 Readings in Journalism

### ***Communication Electives (15 credits)***

Each student is required to take five additional communication elective courses beyond their concentration requirements, two of which can be at the 200 level while the other three must be at the 300-400 level. A student, in consultation with a communication faculty advisor, will select five 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.

**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 (6 credits)***

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.

### **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 400 Gender, Culture, and Communication  
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 321 Contemporary Political Theory  
POSC 251 Comparative Political Systems I: Great Britain and Western Europe  
POSC 252 Comparative Political Systems: CIS and Eastern Europe  
POSC 271 Nationalism and Communism in China and Taiwan  
POSC 113 International Relations  
POSC 280 International Communication and Negotiation  
POSC 285 The History and Political Culture of Ireland  
POSC 325 Political Economy: East Asia  
POSC 350 Latin American Politics  
POSC 236 Politics of Developing Areas  
POSC 355 Comparative Political Systems: Middle East  
POSC 290 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.

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## **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	15 cr	
Communication Capping Course	<u>3 cr</u>	
Credit Requirement in Communication		48 cr
2.0 Course Requirements in Related Fields		
Foreign Language and/or Culture courses	<u>6 cr</u>	
Credit Requirement in Related Fields		<u>6 cr</u>
<b>Total Credit Requirement for a Major in Communication</b>		54 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		24 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		43 cr
4.0 General Electives		23 cr
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

#### 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

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## REQUIREMENTS FOR A MINOR IN COMMUNICATION

Note: Students with a communication major cannot also Minor in communication. Instead, students should declare a second concentration as part of their communication major. Students can only declare **one** communication Minor.

Choose one of the six (6) communication concentration areas: 18 cr

#### Advertising (18 cr)

- COM 102 Introduction to Communication
- COM 220 Principles of Strategic Advertising
- COM 324 Research and Consumer Insights
- COM 329 Creative Problem Solving
- COM 314 Media Strategy

**Select one:**

- COM 354 Visual Storytelling
- COM 358 Digital, Direct & Database Advertising
- COM 424 Branding

**Communication Studies (18 cr)**

- COM 101 Public Presentations
- COM 102 Introduction to Communication
- 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 (18 cr)**

- COM 101 Public Presentations
- COM 102 Introduction to Communication
- COM 200 Research Strategies and Methods
- Plus three Communications electives, two of which must be upper-level

**Journalism (18 cr)**

- COM 102 Introduction to Communication
- COM 242 Introduction to Journalism
- COM 243 Journalism Skills

**Select one:**

- COM 236 News Editing
- COM 322 Newswriting
- COM 327 Magazine Writing
- COM 331 Broadcast Newswriting

**Select one:**

- COM 328 Magazine Layout & Design
- COM 332 Producing the Newscast
- COM 345 Photojournalism

**Select one:**

- COM 300 Mass Communication Law
- COM 341 Press in America
- COM 342 Readings in Journalism

**Public Relations (18 cr)**

- COM 102 Introduction to Communication
- COM 211 Fundamentals of Public Relations Theory & Practice
- COM 212 Public Relations Writing Tools
- COM 333 Applied Research and Analytics
- COM 418 Communication Campaign Management

**Select one:**

- COM 419 Case Studies in Public Relations Management
- COM 422 Case Studies in Integrated Communication

**Sports Communication (18 cr)**

- COM 102 Introduction to Communication
- COM 242 Introduction to Journalism
- 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

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

**FRESHMAN YEAR**

**FALL**

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
COM 102 Introduction to Communication OR COM 101 Public Presentation	3 cr
COM 103 Digital Toolbox OR Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

**SPRING**

PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
COM 101 Public Presentations OR COM 102 Introduction to Communication	3 cr
COM 103 Digital Toolbox OR Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

## SOPHOMORE YEAR

### FALL

COM 200 Comm Research OR Core/LS	3 cr
COM Concentration	3 cr
COM Concentration OR COM Foreign Language/Culture	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<hr/>
	15 cr

### SPRING

Core/LS OR COM 200 Comm Research	3 cr
COM Concentration	3 cr
COM Foreign Language/Culture OR COM Concentration	3 cr
General Elective	3 cr
General Elective	3 cr
CRDV 100 Employment Practicum	<u>1 cr</u>
	16 cr

## JUNIOR YEAR

### FALL

Possible Semester Abroad COM Concentration OR COM Elective	3 cr
COM Concentration	3 cr
COM Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### SPRING

Possible Semester Abroad COM Elective OR COM Concentration	3 cr
COM Elective	3 cr
Core/LS	3 cr
COM Foreign Language/Culture	3 cr
General Elective	<u>1 cr</u>
	13 cr

## SENIOR YEAR

### FALL

Possible Internship COM Elective OR COM 401 Capping	3 cr
COM Elective OR COM Concentration	3 cr
Core/LS	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

### SPRING

Possible Internship COM 401 Capping OR COM Elective	3 cr
COM Concentration OR COM Elective	3 cr
General Electives OR COM Internship	9 cr
	<hr/>
	15 cr

## DUAL DEGREE: B.A. COMMUNICATION / M.A. INTEGRATED MARKETING COMMUNICATION

SUBIR SENGUPTA, Ph.D., *Program Director*

### ABOUT THE PROGRAM

Marist's dual-degree program is designed for students pursuing a B.A. in Communication with dual concentrations in Advertising and Public Relations (PR). While the undergraduate curriculum focuses both on the theory and practice of Advertising and Public Relations, the M.A. in Integrated Marketing Communication (IMC) curriculum provides students a management perspective. IMC, in practice, comprehensively addresses the strategic consistency across the functions of advertising, brand management, corporate communication, marketing, public relations and sales for the purpose of developing and maintaining long-term relationships with target audiences before, during and after the delivery of products and services.

The dual-degree program is ideal for those who wish to move into a leadership position in the fields of advertising, brand management, marketing, public relations, strategic communication or sales.

### CURRICULUM

The 120-credit, four-year B.A. in Communication curriculum is based on a strong foundation of core liberal arts and communication studies courses. Advertising and PR are both 18-credit concentrations offered within the B.A. in Communication major. Both concentrations offer a mix of theoretical and hands-on courses that prepare students for entry-level positions in the field. The 30-credit hour Master of Arts graduate degree program in IMC provides students with a cross-disciplinary educational experience that mirrors workplace dynamics in the once "siloeed" fields of advertising, brand management, corporate communication, marketing, public relations, strategic communication and sales. Students will learn to strategically approach and develop IMC plans aimed at successfully engaging diverse and global audiences.

Of the 30-credit M.A. in IMC curriculum, students will take four graduate courses (12 credits) as an undergraduate during the junior and senior years of study. The remaining six graduate courses (18 credits) will be taken during the fifth year of study to complete the M.A. in IMC requirements. The four graduate courses that students will take as an undergraduate will substitute for four specific, three-credit, undergraduate course requirements.

### FORMAT

In addition to the required undergraduate classes, students will enroll in one graduate course in the spring semester of their junior year, one in the fall semester of senior year, and two courses in the spring semester of their senior year. These four graduate courses will substitute for four specific undergraduate courses. On satisfactory completion of all undergraduate course requirements, students should be able to earn their B.A. in Communication degree at the end of their fourth year. In the fifth year, students will enroll in two graduate courses in the fall, two in the spring, and two in the summer. Students should be able to complete the dual-degree program, B.A. in Communication and M.A. in IMC, in the summer semester of their fifth year. It is important to note that while undergraduate classes are generally offered on-the-ground, all graduate-level courses are offered only in an online format. Furthermore, all graduate courses are offered in 8-week segments called rounds (R).

Note: If planned properly, students should not have to complete more than 138 credits (120 crs. in four years and 18 crs. in their fifth year, or 108 undergraduate credits and 30 graduate credits) to obtain both degrees.



## ADMISSION REQUIREMENTS

- Declared Communication major
- Declared dual concentration in Advertising and Public Relations
- Cumulative GPA of 3.0 overall
- Cumulative GPA of 3.2 in the major
- Completed application form
- Current resume
- Three letters of recommendation
- A personal statement outlining how the five-year program will help the applicant's career goals

## APPLICATION DEADLINES

November 15 of the applicant's Junior year. Review of applications received after the deadline cannot be guaranteed.

## REQUIREMENTS FOR DEGREE COMPLETION

The B.A. in Communication requires the successful completion of courses totaling a minimum of 120 credits, with a minimum of 30 credits completed at Marist, a minimum 2.0 cumulative GPA, the specified coursework for the student's major field, and a minimum 2.0 GPA in the student's major field. The M.A. in IMC is a 30-credit program; 12 credits will be completed as an undergraduate, and 18-credits as a graduate student in the fifth year. Students must maintain a 3.0 cumulative GPA, and a "C" or better in all required graduate courses in order to graduate.

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## SUMMARY OF REQUIREMENTS FOR A BACHELOR OF ARTS IN COMMUNICATION

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

1.0	Undergraduate Course Requirements in Communication		
	Foundation Courses:	15 cr	
	COM 101 Public Presentation		
	COM 102 Introduction to Communication		
	COM 103 Digital Toolbox		
	COM 200 Communication Research: Strategies & Methods		
	COM 401 Communication Capping		
	Concentration Courses	<u>27 cr</u>	
	COM 211 Fundamentals of Public Relations Theory & Practice		
	COM 212 Public Relations Writing Tools		
	COM 220 Principles of Strategic Advertising		
	COM 314 Media Strategy		
	COM 324 Research & Consumer Insight		
	COM 329 Creative Problem Solving		
	COM 333 Applied Research & Analytics		
	COM 418 Communication Campaign Management		
	COM 422 Case Studies in Integrated Communication		
	<b>Credit Requirement in Communication</b>		42 cr
2.0	Course Requirements in Related Fields		
	Foreign Language and/or Culture courses	<u>6 cr</u>	
	<b>Credit Requirement in Related Fields</b>		6 cr
3.0	Graduate Courses taken at the Undergraduate Level		
	COMI 500 Principles of IMC	3 cr	
	COMI 505 PR Management	3 cr	
	COMI 600 Advertising Management	3 cr	
	COMI 605 Brand Management	<u>3 cr</u>	
	<b>Total Graduate Courses Taken at the Undergraduate Level</b>		<u>12 cr</u>
	<b>Total Credit Requirement for a Major in Communication</b>		54 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	

Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	24 cr

Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		

**Total Core/Liberal Studies Requirement** 43 cr

4.0 General Electives 17 cr

**Total Credit Requirement for Graduation (B.A. in Communication)** 120 cr

5.0 Fifth Year Graduate Courses		
COMI 610 Social Media Strategies & Tactics	3 cr	
COMI 615 Global Consumer Insights	3 cr	
COMI 700 IMC Capstone	3 cr	
MBA 525 Marketing Foundation	3 cr	
MBA 535 Analytical Tools for Decision Making	3 cr	
MBA 605 Marketing Research	<u>3 cr</u>	<u>18 cr</u>

**Total Credit Requirement for Graduation (B.A. Communication & M.A. IMC)** 138 cr

## RECOMMENDED PROGRAM SEQUENCE FOR DUAL DEGREE B.A. COMMUNICATION / M.A. INTEGRATED MARKETING

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
COM 102 Introduction to Communication	3 cr
COM 103 Digital Toolbox	3 cr
Core/LS	<u>3 cr</u>
	16 cr

#### SPRING

PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
COM 101 Public Presentations	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

COM 200 Comm Research	3 cr
COM 220 Prin Strategic Advtg	3 cr
Core/LS	3 cr
Core/LS	3 cr
Pathway	<u>3 cr</u>
	15 cr

#### SPRING

COM 324 Research & Consumer Insights	3 cr
Pathway	3 cr
Pathway	3 cr
Pathway	3 cr
Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

COM 211 Fundamentals of PR	3 cr
COM 212 PR Writing Tools	3 cr
COM 314 Media Strategy	3 cr
COM 329 Creative Problem Solving	3 cr
Foreign Language/Culture	3 cr
Elective	<u>1 cr</u>
	16 cr

#### SPRING

COM 333 Applied Research & Analytics	3 cr
COMI 500 Principles of IMC	3 cr
Foreign Language/Culture	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>1 cr</u>
	16 cr

### SENIOR YEAR

#### FALL

COM 418 Com Campaign Mgmnt	3 cr
COM 422 Case Studies	3 cr
COMI 605 Brand Mgmnt (R2)	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

COM 401 Capping	3 cr
COMI 505 PR Mgmnt (R1)	3 cr
COMI 600 Advertising Mgmnt (R2)	3 cr
Elective	3 cr
	<u>12 cr</u>

**YEAR 5****FALL**

COMI 610 Social Media Strategies (R1)	3 cr
MBA 525 Marketing Foundations (R2)	<u>3 cr</u>
	6 cr

**SPRING**

COMI 615 Global Consumer Insights (R1)	3 cr
MBA 535 Analytical Tools for Decision Making (R2)	<u>3 cr</u>
	6 cr

**YEAR 5****SUMMER**

MBA 605 Marketing Research (R1)	3 cr
COMI 700 IMC Capstone (R2)	<u>3 cr</u>
	6 cr

## COMPUTER SCIENCE

**MATTHEW A. JOHNSON, M.S.,** *Chairperson*

**MISSION:**

The mission of the Department of Computing 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 Computing 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 business community that provide many students with experience in their chosen fields.

The Department of Computing 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 that are selected by the students to correspond to their personal and career interests.

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### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE WITH A CONCENTRATION IN SOFTWARE DEVELOPMENT

1.0	Course requirements in Computer Science		
	CMPT 120 Introduction to Programming	4 cr	
	CMPT 220 Software Development I	4 cr	
	CMPT 221 Software Development II	4 cr	
	CMPT 230 Software Systems and Analysis	4 cr	
	CMPT 306 Data Communications and Networks	4 cr	
	CMPT 308 Database Management	4 cr	
	CMPT 307 Internet networking	4 cr	
	CMPT 330 System Design	4 cr	
	CMPT 422 Computer Organization and Architecture	4 cr	
	CMPT 435 Algorithm Analysis and Design	3 cr	
	Concentration electives <sup>1</sup>	11 cr	
	CMPT 475 CS Project I	3 cr	
	CMPT 476 CS Project II	1 cr	
			54 cr
2.0	Course Requirements in Related Fields		
	BUS 100 Introduction to Business and Management	3 cr	
	MATH 130 Introduction to Statistics	3 cr	
	MATH 241 Calculus I	4 cr	
	MATH 205 Discrete Mathematics	4 cr	
			<u>14 cr</u>
<b>Total Credit Requirement for a Major in Computer Science with a Concentration in Software Development</b>			<b>68 cr</b>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr

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<sup>1</sup> Concentration electives for software development are: System Elective (4 credits)—choice of either CMPT 424 Operating Systems or CMPT 432 Design of Compilers; Language Elective (3 credits)—Choice of either CMPT 331 Theory of Programming Language or CMPT 440 Formal Language and Computability; Third Required Elective (3 credits)—choice of approved upper-level CMPT courses including CMPT 331, CMPT 333, CMPT 335, CMPT 404, CMPT 412, CMPT 414, CMPT 415, CMPT 424, CMPT 425, CMPT 432, CMPT 440, CMPT 446, and CMPT 467

3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0	Electives (and/or Internship)		<u>12 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE WITH A CONCENTRATION IN SOFTWARE DEVELOPMENT

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business and Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

### SOPHOMORE YEAR

#### FALL

CMPT 306 Data Communications and Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

CMPT 422 Computer Org. & Architecture	4 cr
Concentration elective	4 cr
CMPT 305 Technology, Ethics, and Society	3 cr
Core/LS	<u>4 cr</u>
	15 cr

#### SPRING

CMPT 435 Algorithm Analysis and Design	4 cr
Concentration elective	3 cr
Core/general elective	8 cr
	<u>15 cr</u>

### SENIOR YEAR

#### FALL

CMPT 475 CS Project I	3 cr
CMPT 476 CS Project II	1 cr
Core/LS	6 cr
Elective/Internship	<u>6 cr</u>
	16 cr

#### SPRING

Concentration elective	4 cr
Core/LS	3 cr
Elective/Internship	<u>5 cr</u>
	12 cr

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## REQUIREMENTS FOR A DEGREE IN COMPUTER SCIENCE WITH A CONCENTRATION IN GAME DESIGN AND PROGRAMMING

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

1.0	Course requirements in Computer Science	
	CMPT 120 Introduction to Programming	4 cr
	CMPT 220 Software Development I	4 cr

CMPT 221 Software Development II	4 cr	
CMPT 230 Software Systems and Analysis	4 cr	
CMPT 306 Data Communications and Networks	4 cr	
CMPT 308 Database Management	4 cr	
CMPT 307 Internetworking	4 cr	
CMPT 330 System Design	4 cr	
CMPT 422 Computer Organization and Architecture	4 cr	
CMPT 435 Algorithm Analysis and Design	3 cr	
Concentration courses <sup>2</sup>	11–12 cr	
CMPT 475 CS Project I	3 cr	
CMPT 476 CS Project II	1 cr	
		54–55 cr
<b>2.0 Course requirements in Related Fields</b>		
BUS 100 Introduction to Business and Management	3 cr	
MATH 130 Introduction to Statistics	3 cr	
MATH 241 Calculus I	4 cr	
MATH 205 Discrete Mathematics	4 cr	
PHYS 211 General Physics I	3 cr	
		<u>17 cr</u>
<b>Total Credit Requirement for a Major in Computer Science with a Concentration in Game Design and Programming</b>		71–72 cr
<b>3.0 Core/Liberal Studies Requirements</b>		
<b>3.1 FOUNDATION</b>		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
<b>3.2 DISTRIBUTION</b>		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>3 cr</u>	
		18 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		37 cr
<b>4.0 Electives (and/or Internship)</b>		<u>11 cr</u>
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

<sup>2</sup> Concentration courses for Game Design and Development: Students take CMPT 414 (Game Design and Programming I), CMPT 415 (Game Design and Programming II), and either CMPT 446 (Computer Graphics) or CMPT 404 (Artificial Intelligence).

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE WITH A CONCENTRATION IN GAME DESIGN AND PROGRAMMING

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business and Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

### SOPHOMORE YEAR

#### FALL

CMPT 306 Data Communications and Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

CMPT 422 Computer Org. & Architecture	4 cr
Concentration elective	4 cr
PHYS 211 General Physics I	3 cr
Core/LS	<u>3 cr</u>
	14 cr

#### SPRING

CMPT 435 Algorithm Analysis & Design	4 cr
Concentration elective	3-4 cr
Core/electives	7-8 cr
	<u>15 cr</u>

### SENIOR YEAR

#### FALL

CMPT 305 Technology, Ethics, and Society	3 cr
CMPT 475 CS Project I	3 cr
CMPT 476 CS Project II	1 cr
Core/LS	<u>9 cr</u>
	16 cr

#### SPRING

Concentration elective	4 cr
Core/Electives/Internship	9 cr
	<u>13 cr</u>

## REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

CMPT 120L Introduction to Programming	4 cr
CMPT 220L Software Development I	4 cr
CMPT 221L Software Development II	4 cr
MATH 205 Discrete Mathematics	4 cr
Two approved upper-level CMPT courses	6-8 cr

**Total Credit Requirement for a Minor in Computer Science**

22-24 cr

## B.S./M.S. PROGRAM IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

EITEL LAURIA, Ph.D., *Graduate Director, Department of Computing Technology*

In addition to its undergraduate major in Computer Science, the Department of Computing 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.

### FIVE-YEAR PROGRAM

The Five-Year program allows undergraduates to earn a B.S. and an M.S. degree in five years. In the current program, students apply in second semester junior year and if accepted, begin the five-year program in the first semester of what would have been their senior year. Students in the current program earn 143 credits.

The Five-Year program in the revised MSCS/SD program is modeled on the current program. The differences are only in the courses the students take and the number of credits in the revised program, which are 144 credits.

The table below gives the full five-year program, starting with freshman year. Starting in the fall of the senior year, students take Software Design & Dev instead of CS Project I.

In the spring of senior year, students take Database Mgt Sys and Track course 1 instead of CS Project II and the undergraduate Elective/Internship.  
 In the fall of the fifth year, students take Security Protocols, Networks, and Track course 2.  
 In the spring of the fifth year, students take Project and two graduate electives.  
 These details are in the table below. Note indicates the replacement graduate course for the undergraduate course and credits.

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

IMPORTANT NOTE: Updated requirements for students entering the program after that time will be reflected in future catalogs.

1.0	Undergraduate Course Requirements in Computer Science		
	CMPT 120 Introduction to Programming	4 cr	
	CMPT 220 Software Development I	4 cr	
	CMPT 221 Software Development II	4 cr	
	CMPT 230 Software Systems and Analysis	4 cr	
	CMPT 306 Data Communications and Networks	4 cr	
	CMPT 307 Internetworking	4 cr	
	CMPT 308 Database Management	4 cr	
	CMPT 330 System Design	4 cr	
	CMPT 422 Computer Organization and Architecture	4 cr	
	CMPT 435 Algorithm Analysis and Design	3 cr	
	Concentration electives	15 cr	
			54 cr
2.0	Course Requirements in Related Fields		
	BUS 100 Introduction to Business and Management	3 cr	
	MATH 130 Introduction to Statistics	3 cr	
	MATH 241 Calculus I	4 cr	
	MATH 205 Discrete Mathematics	4 cr	
			<u>14 cr</u>
<b>Total Credit Requirement for a Major in Computer Science with a Concentration in Software Development</b>			68 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>			40 cr
4.0	Graduate Courses taken at the Undergraduate Level		
	MSCS 510 Software Design and Development	4 cr	
	MSCS 542 Database Management Systems	4 cr	
	Track Course 1	4 cr	
<b>Total Graduate Courses Taken at an Undergraduate Level</b>			<u>12 cr</u>
<b>Total Undergraduate Credit Requirements</b>			120 cr
5.0	Fifth Year Graduate Courses		
	MSCS 630 Security Protocols	4 cr	
	MSCS 710 Project	4 cr	
	Track Course 2	4 cr	
			24 cr

6.0	MSCS Grad Electives (and/or Internship)	12 cr
<b>Total Requirement for Graduation</b>		<b>144 cr</b>

Tracks

Cloud Computing

MSCS 679 Parallel Processing	4 cr
MSCS 621 Cloud Computing 1	4 cr

Mobile Computin

MSCS 565 Game Development I	4 cr
MSCS 722 Enterprise Mobile Dev	4 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

**Important Note:** Updated requirements for students entering the program after that time will be reflected in future catalogs.

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Introduction to Business & Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

### SOPHOMORE YEAR

#### FALL

CMPT 306 Data Communication and Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core Fine Arts	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus 1	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core History	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

CMPT 422 Computer Organization	4 cr
CMPT 305 Technology, Ethics, and Society	3 cr
Concentration Elective	4 cr
Core Literature	3 cr
	<u>14 cr</u>

#### SPRING

CMPT 435 Algorithm Analysis and Design	3 cr
Concentration Elective	4 cr
Concentration Elective	3 cr
Core Social Science	3 cr
Core Science	<u>3 cr</u>
	16 cr

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

### SENIOR YEAR

#### FALL

MSCS 510 Software Design and Development	4 cr
Concentration Elective	4 cr
Core Pathway	<u>6 cr</u>
	14 cr

#### SPRING

MSCS 542 Database Management Systems	4 cr
Core Pathway	6 cr
Track I	<u>4 cr</u>
	14 cr

### FIFTH YEAR

#### FALL

MSCS 630 Security Protocols	4 cr
MSCS Grad Elective	4 cr
Track 2 course	<u>4 cr</u>
	12 cr

#### SPRING

MSCS 710 Project	4 cr
MSCS Grad Elective	4 cr
MSCS Grad Elective	<u>4 cr</u>
	12 cr



# CRIMINAL JUSTICE

ADDRAIN CONYERS, Ph.D., *Department Chair*

**MISSION:**

The Criminal Justice Department is dedicated to helping students think critically and apply criminological theory to practical experience in service to the justice community and society. Upon completion, students will have mastered the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry, including diversity and theories of criminology.

All courses focus on the study of crime and delinquency from a variety of perspectives: cause of crime, societal reaction, punishment and rehabilitation, as well as the philosophy and practice of social control and administration of justice. Students gain practical experience in the field where they apply criminological theory and provide service to the community. Emphasis is particularly placed on critical thinking and problem solving.

It is possible for students who plan carefully early in their college careers to double major in Criminal Justice and Psychology. Students who are interested in working with victims of crime and/or individuals who become involved in the criminal justice system may want to consider this option. For example, a possible career path might include working in a correctional facility and providing treatment counseling, which will require graduate work. To pursue this option, students should contact the Chair of either Criminal Justice or Psychology.

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## 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 202 Criminology CRJU 230 Policing in America CRJU 235 Corrections and Penology CRJU 302 Criminal Courts CRJU 306 Criminal Law and Procedure CRJU 305 Juvenile Justice and Delinquency CRJU 374 Criminal Justice Research Methods CRJU 477 Senior Seminar: Capping Course CRJU 496 Criminal Justice Internship I	30 cr
1.1.	One additional Criminal Justice course from: CRJU 314 Race and Crime CRJU 440 Cross Cultural Criminal Justice System	3 cr
1.2	Three additional Criminal Justice courses including but not limited to: CRJU 206 Criminal and Scientific Investigation CRJU 210 Cyber Crimes CRJU 221 Law and Society CRJU 242 Drug and Alcohol Use and Abuse CRJU 310 CJ Ethics CRJU 314 Race and Crime CRJU 348/PSYC 348 Psychological Perspectives on Criminal Behavior CRJU 350 Organized Crime CRJU 393 Special Topics CRJU 440 Cross Cultural Criminal Justice System CRJU 497-499 Internship II, III, IV	<u>9 cr</u>
	Credit Requirement in Criminal Justice	42 cr
2.0	Course Requirements in Related Fields MATH 130 Introductory Statistics I*	<u>3 cr</u>
	Credit Requirement in Related Fields	<u>3 cr</u>
	* Fulfills one Core/LS Math requirement	
	<b>Total Credit Requirement for a Major in Criminal Justice</b>	<b>45 cr</b>
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION FYS 101 First Year Seminar ENG 120 Writing for College	4 cr <u>3 cr</u>
		7 cr

3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0	Electives		<u>35 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENGL 120 Writing for College	3 cr
CRJU 101 Intro to Criminal Justice	3 cr
Core/LS History	<u>3 cr</u>
	16 cr

#### SPRING

CRJU 202 Criminology	3 cr
CRJU 230 Policing in America	3 cr
Core/LS Fine Arts	3 cr
Core/LS Literature	3 cr
Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

CRJU 302 Criminal Courts	3 cr
CRJU 235 Corrections & Penology	3 cr
Elective	3 cr
Elective	1 cr
Core/LS Science	3 cr
Core/LS Pathway	<u>3 cr</u>
	16 cr

#### SPRING

CRJU 306 Crim Law & Proc	3 cr
CRJU Elective	3 cr
MATH 130 Intro To Statistics	3 cr
Elective	3 cr
Core/LS Pathway	3 cr
	<u>15 cr</u>

### JUNIOR YEAR

#### FALL

CRJU 305 Juv Justice & Del	3 cr
CRJU Elective	3 cr
CRJU 496 Internship	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
	<u>15 cr</u>

#### SPRING (Study Abroad)

CRJU 314 Race and Culture OR	
CRJU 440 Cross Cult CJ Systems	3 cr
Core/LS Pathway	3 cr
Core/LS Social Science	3 cr
Elective	3 cr
Elective	<u>1 cr</u>
	13 cr

### SENIOR YEAR

#### FALL

CRJU Elective	3 cr
CRJU 374 Research Methods	3 cr
Core/LS Applied Ethics	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

CRJU 477 Capping	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

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## REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE

1.0	CRJU 101 Introduction to Criminal Justice	3 cr
	CRJU 230 Policing in America	3 cr
	CRJU 235 Corrections & Penology	3 cr
	CRJU 302 Criminal Courts	3 cr
	And two additional Criminal Justice courses (Excluding CRJU 496-499 Internship)	<u>6 cr</u>
	<b>Total Credit Requirement for a Minor in Criminal Justice</b>	18 cr

SEE THE RECOMMENDED PROGRAM SEQUENCE FOR DOUBLE MAJOR IN CRIMINAL JUSTICE/PSYCHOLOGY PRESENTED WITH THE PSYCHOLOGY MAJOR.

## CYBERSECURITY

**MATTHEW A. JOHNSON, M.S.**, *Chairperson, Dept. of Computing Technology*

### MISSION:

Marist's Department of Computing Technology's degree program in cybersecurity prepares students for lifelong careers in the study, design, development, and implementation of hardware, software, and software systems related to computer security. After completing this program, a student will:

- have received instruction in the theoretical foundations of cybersecurity, which will form a structure for specific skills that will be built throughout an individual's career
- have been introduced to current cybersecurity technologies and tools
- become 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 use of cybersecurity technology

The Department of Computing Technology is committed to providing its students with a broad range of opportunities both on and off the Marist campus, including internships in the business community that provide many students with experience in their chosen fields. The major in cybersecurity is designed to provide students with a broad background in many aspects of computer security. This foundation is then supplemented by advanced courses that are selected by the students to correspond with their personal and career interests.

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CYBERSECURITY

1.0	Course requirements in Cybersecurity	
	CMPT 120 Introduction to Programming	4 cr
	CMPT 220 Software Development I	4 cr
	CMPT 221 Software Development II	4 cr
	CMPT 230 Software Systems and Analysis	4 cr
	CMPT 306 Data Communications and Networks	4 cr
	CMPT 308 Database Management	4 cr
	CMPT 307 Internetworking	4 cr
	CMPT 330 System Design	4 cr
	CMPT 421 Computer Forensics	4 cr
	CMPT 416 Introduction to Cybersecurity	4 cr
	CMPT 417 Hacking and Penetration Testing	3 cr
	CMPT 479 Cybersecurity Project (Capping)	4 cr
	Two Cybersecurity technical electives chosen from	<u>8 cr</u>
	CMPT 436 Cryptography	
	CMPT 419 Network Security	
	CMPT 423 Network Visualizaiton	
	CMPT 418 Mobile Security	
	CMPT 360 Secure Database Design	
	Credit Requirements in Cybersecurity	55 cr
2.0	Course Requirements in Related Fields	
	BUS 100 Introduction to Business and Management	3 cr
	MATH 130 Introduction to Statistics	3 cr
	MATH 241 Calculus I	4 cr
	MATH 205 Discrete Mathematics	<u>4 cr</u>
	Credit Requirements in Related Fields	<u>14 cr</u>
	<b>Total Credit Requirements for a Major in Cybersecurity</b>	69 cr

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First-year Seminar	4 cr	
	ENG 120 Writing for College	3 cr	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	Philosophical Perspectives	3 cr	
	Ethics: CMPT 305 Technology, Ethics, and Society	3 cr	
	Science	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Literature	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Social Science	3 cr	
	Pathway*	12 cr	
			<u>33 cr</u>
	<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0	Electives (and/or Internship)		<u>11 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CYBERSECURITY

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business and Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	<u>4 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

CMPT 221 Software Development II	4 cr
CMPT 306 Data Communications and Networks	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

CMPT 305 Technology, Ethics & Society	3 cr
CMPT 416 Introduction to Cybersecurity	4 cr
CMPT 421 Computer Forensics	4 cr
Core/LS	3 cr
General Elective	<u>1 cr</u>
	15 cr

#### SPRING

CMPT Upper Level Cybersecurity Elective	4 cr
CMPT 417 Hacking/Pen Testing	3 cr
Core/LS	8 cr
	<u>          </u>
	15 cr

### SENIOR YEAR

#### FALL

CMPT 479 Cybersecurity Project (Capping)	4 cr
Core/LS	6 cr
General Elective/Internship	<u>3 cr</u>
	13 cr

#### SPRING

CMPT Upper Level Technical Cybersecurity Elective	4 cr
Core/LS	6 cr
General Elective/Internship	<u>5 cr</u>
	15 cr

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## REQUIREMENTS FOR A MINOR IN CYBERSECURITY

The Minor in cybersecurity focuses on applying information technology to improve the security of data processing, storage, and communications within organizations. This program is especially appropriate for technical professionals who wish to assume leadership roles in cybersecurity innovation. Developing a core skill set in cybersecurity will help individuals looking to make themselves more marketable in an increasingly technology-dependent world. The typical audience for the Minor includes individuals earning their B.S. degree in computer science or information technology and systems who wish to expand their information security knowledge and get hands-on experience with modern hacking and penetration testing tools. The Minor also provides necessary cybersecurity skills to students in related disciplines, such as criminal justice and pre-law.

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### MINOR IN CYBERSECURITY AREAS OF EMPHASIS:

Framework and key concepts based on established cybersecurity certifications  
Hands-on experience in cyber-defense tools and techniques  
Security governance and ethics  
Penetration testing of data center servers, storage, and networks  
Implementing data confidentiality, integrity, and authentication  
Managing mobile device and wireless security

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## REQUIREMENTS FOR A MINOR IN CYBERSECURITY

CMPT 120 Introduction to Programming	4 cr
CMPT 306 Data Communication and Networks	4 cr
CMPT 307 Internetworking	4 cr
CMPT 416 Introduction to Cybersecurity	4 cr
CMPT 417 Hacking and Penetration Testing	<u>3 cr</u>
CMPT 418 Mobile Security	4 cr

**Total Credit Requirement for a Minor in Cybersecurity** 23 cr

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## CYBERSECURITY CERTIFICATE

The Cybersecurity Certificate program consists of three online courses, all of which offer hands-on experience in a cloud-based virtual lab environment. Students will be able to practice common hacks and defense strategies, and learn how to scan websites and cloud environments for security vulnerabilities. Practical examples of recent security breaches will be discussed to illustrate applications of the course materials. Course materials were designed to cover requirements from the NSA, Department of Homeland Security, Department of Defense, and CISSP, among others.

Admission Requirements: HS diploma or equivalency. Recommended prerequisites include familiarity with introductory programming principles and data networking; there are no specific computer language requirements.

Requirements and Sequencing:

Students must pass each course with a "C" or better to attain certificates.

CMPT 416 Introduction to Cybersecurity	4 cr
CMPT 417 Hacking and Penetration Testing	<u>3 cr</u>
CMPT 418 Mobile Security	4 cr

11 cr

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## DATA SCIENCE AND ANALYTICS

**MATTHEW A. JOHNSON, M.S.**, *Chairperson, Dept. of Computing Technology*

### MISSION:

Data Science & Analytics builds on a core of computer science, information technology and systems, mathematics and statistics. Data Science is, in simple terms, the extraction of knowledge from data. Analytics is a sister term, used mostly in business settings to characterize the analysis of business data to describe, predict, and improve business performance. These disciplines include statistical analysis, machine learning, data mining, probabilistic modeling, computer programming, distributed and high performance computing, and database management. Graduates of the data science & analytics program develop a thorough understanding of the field, learn to manage data effectively, are prepared to apply statistical techniques for the analysis of data, and learn to explore data, communicate data analysis findings through visualizations and build models from data to describe phenomena and make predictions on future occurrences and events. Students in this program learn to develop large-scale data-mining applications, as well as implementing algorithms and designing, building and managing large, distributed data ("big data") systems.

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN DATA SCIENCE AND ANALYTICS

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

1.0 Course Requirements in Major Field	
CMPT 120 Introduction to Programming	4 cr
CMPT 220 Software Development I	4 cr

CMPT 435 Algorithm Analysis & Design	4 cr	
CMPT 308 Database Management	4 cr	
CMPT 428 Data & Information Mgmt	4 cr	
DATA 220 Introduction to Data Analysis	4 cr	
DATA 300 Data Visualization	3 cr	
DATA 440 Machine Learning	4 cr	
DATA 450 Data Mining & Predictive Analytics	3 cr	
DATA 477 Data Science Project (capstone)	3 cr	
MATH 241 Calculus I	4 cr	
MATH 242 Calculus II	4 cr	
MATH 343 Calculus III	4 cr	
MATH 205 Discrete Mathematics	4 cr	
MATH 210 Linear Algebra	4 cr	
MATH 330 Probability & Statistics	3 cr	
MATH 331 Applied Statistics	3 cr	
1.1 Choose two electives from:	6-7 cr	
CMPT 404 Artificial Intelligence	3 cr	
CMPT 460 Decision Support & Business Intelligence Systems	4 cr	
MATH 412 Computational Linear Algebra	3 cr	
MATH 430 Operations Research	3 cr	
Credit Requirement in Major Field	69-70 cr	
2.0 Course Requirements in Related Fields	<u>0 cr</u>	
<b>Total Credit Requirement for a Major in Data Science &amp; Analytics</b>		69-70 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	3 cr	
Credit Requirement in Foundation		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major req.)
Natural Science	3 cr	
Social Science	3 cr	
Credit Requirement in Distribution: Breadth		21 cr
Pathway**		
Courses addressing an interdisciplinary topic		<u>12 cr</u>
<b>Total Credit Requirement for Core/Liberal Studies</b>		40 cr
4.0 General electives and/or Internships	11-10 cr	
<b>Total Credit Requirement for Graduation</b>		120 cr

\*\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN DATA SCIENCE AND ANALYTICS

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 241 Calculus I	4 cr
DATA 220 Introduction to Data Analysis	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

#### SPRING

MATH 242 Calculus II	4 cr
CMPT 220 Software Development I	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
	<u>14 cr</u>

### SOPHOMORE YEAR

#### FALL

MATH 243 Calculus III	4 cr
MATH 205 Discrete Mathematics	4 cr
CMPT 308 Database Management	4 cr
Core/LS	3 cr
	<u>15 cr</u>

#### SPRING

CMPT 435 Algorithm Analysis & Design	4 cr
DATA 300 Data Visualization	3 cr
MATH 210 Linear Algebra	4 cr
Core/LS	3 cr
	<u>14 cr</u>

### JUNIOR YEAR

#### FALL

MATH 330 Probability & Statistics	3 cr
Major elective	3-4 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15-16 cr</u>

#### SPRING

DATA 450 Data Mining & Predictive Analytics	3 cr
MATH 331 Applied Statistics	3 cr
Major Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

### SENIOR YEAR

#### FALL

DATA 440 Machine Learning	4 cr
CMPT 428 Data & Information Mgmt	4 cr
Core/LS	3 cr
Elective/Internship	4 cr
	<u>15 cr</u>

#### SPRING

DATA 477 Data Science Project (caps)	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective/ Internship	7-6 cr
	<u>16-15 cr</u>

## REQUIREMENTS FOR A MINOR IN SCIENCE IN DATA SCIENCE AND ANALYTICS

CMPT 120 Introduction to Programming	4 cr
MATH 241 Calculus I	4 cr
DATA 220 Introduction to Data Analysis	4 cr
DATA 300 Data Visualization	3 cr
DATA 450 Data Mining & Predictive Analytics	<u>3 cr</u>

Total Credit Requirement for a Minor in Data Science

18 cr

## ECONOMICS

CAROL FRIEDMAN, M.B.A., *Chairperson*

### 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, Money and Banking, International Financial Policies and Issues, 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
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**The Technical and Analytical Foundation (12-13 credits)**

The following courses provide the economics major with the tools needed for economic analysis:

CMPT 103 Technology for the 21st Century	3 cr
MATH 130 Introductory Statistics I	3 cr
MATH 115 Calculus with Management Applications OR	
MATH 241 Calculus I	3-4 cr

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## 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 Field		
	CMPT 103 Technology for the 21st Century	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 Requirement in Related Fields		<u>9-10 cr</u>
	<b>Total Credit Requirement for a Major in Economics</b>		39-40 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0	Electives		<u>43-44 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.



## 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 303 Intermediate Microeconomic Theory	3 cr
ECON 304 Intermediate Macroeconomic Theory	3 cr

### Two courses from the following:

ECON 305 Environmental Economics	<u>6 cr</u>
ECON 310 Labor Economics	
ECON 315 Money and Banking	
ECON 320 Quantitative Methods in Economics and Business	
ECON 321 Public Finance	
ECON 340 Economic Development: Towards Global Equality	
ECON 422 Financial Markets and Industries	
ECON 432 International Financial Policies and Issues	
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

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
ECON 103 Principles of Microeconomics	3 cr
CMPT 103 Technology for 21st Century	3 cr
MATH 120 Precalculus OR Elective	3 cr
	<u>16 cr</u>

#### SPRING

PHIL 101 Philosophical Perspectives	3 cr
ECON 104 Principles of Macroeconomics	3 cr
MATH 241 Calculus I OR MATH 115 Calculus/Mgmt Applications	3-4 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15-16 cr

### SOPHOMORE YEAR

#### FALL

ECON 303 Intermediate Microeconomics	3 cr
MATH 130 Introductory Statistics	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

ECON 304 Intermediate Macroeconomics	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

Economics Elective	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

Economics Elective	3 cr
Economics Elective	3 cr
Elective (liberal arts)	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

Economics Elective	3 cr
Economics Elective	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

ECON 477 Contemporary Economic Issues	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective (liberal arts)	3 cr
Elective	<u>2 cr</u>
	14 cr

Some core/emphasis economics courses are only offered in the fall or spring. Students are responsible for determining the semester in which the course is available.

## EDUCATION

EDWARD J. SULLIVAN, Ed.D., *Associate Dean for Teacher Education*

### MISSION:

Preparing innovative, inclusive educators who promote success and the social good.

The teacher education programs are designed to develop professionals committed to help all students learn. The programs of study integrate a strong liberal arts foundation with research-validated pedagogical knowledge. As members of a community of learners, candidates 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. Marist College is accredited and registered in New York State as an approved provider of teacher preparation programs.

**Childhood Education, grades 1-6, with Special Education Certification (dual certification).** 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 candidates 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.

**Birth through Grade 2 (B-2):** This is an elective program for Childhood Education/Students with Disabilities candidates. The B-2 program is three sequential courses that prepares candidates for eligibility for New York State B-2 certification as a teacher in pre-school, kindergarten, or the primary grades. The B-2 program also enhances the preparation of those seeking certification in Childhood Education/Students with Disabilities by focusing on early childhood education.

NOTE: The total number of credits may exceed the minimum of 120 undergraduate credits needed for graduation because it adds a complementary certification to the base program of Childhood/Students with Disabilities certification (both grades 1-6). The Birth through Grade 2 certification courses work well for the candidate who has room in their schedule that may be available through credits brought into Marist. The Birth through Grade 2 certification is for general education only and is not certification for Students with Disabilities, B-2.

Certain candidates may also choose to seek acceptance into the Five Year BS/MA Program, resulting in dual certification in Childhood Education, grades 1-6, with Special Education Certification and the MA in Educational Psychology. Contact the Director of Graduate Education Programs for information.

**Adolescence Education (grades 7-12):** This is a Five Year program combining the Bachelor's degree and a Master of Arts in Teaching. This program leads to dual New York State Initial Teaching Certification in an Adolescence Education content field (Biology, Chemistry, English, French, Mathematics, Social Studies/History, or Spanish) along with Students with Disabilities, both grades 7-12. Candidates achieve their Bachelor's degree (BA or BS) in their content field. In addition, candidates complete required undergraduate education courses and 12 credits of graduate level education courses as part of the undergraduate program.

The remaining 24 credits of the Master's program are taken in the following sequence: 6 credits of graduate work through a hybrid delivery system in the summer following undergraduate graduation, 12 credits in an on-ground setting for the fall semester, and 6 credits of full-time student teaching the following spring. Candidates must achieve a 3.0 GPA in each of their education courses at both the undergraduate and graduate levels. Candidates are accepted into the Five Year program upon being admitted to Marist. There is a formal review of their standing for the MAT Program in spring of their junior year.

The MAT (Masters of Arts in Teaching) is a 36-credit program.

To meet the requirements for initial certification in New York State, all teaching candidates must pass New York State qualifying assessments, successfully complete required workshops, (Dignity for All Students Act, Violence Education, Child Abuse, Autism) and also meet a foreign-language requirement.

### BACHELOR OF SCIENCE IN CHILDHOOD EDUCATION 1-6, WITH SPECIAL EDUCATION CERTIFICATION

#### ADMISSION TO THE PROGRAM

Those interested in this program register with the Education Department in the first semester of their first year to ensure timely completion of requirements necessary for admission to upper-level courses. Minimum requirements for the program are:

- 1) A grade-point average of 2.7 or higher
- 2) Grades of C+ or higher in required courses in the certification sequence

#### PROGRAM REQUIREMENTS

The following sections list the courses needed to satisfy: 1) the psychology major; 2) the course requirements in the certification sequence for Childhood Education, grades 1-6 with Special Education Certification; and 3) Core/Liberal Studies requirements. Upon completion of these courses and the certification requirements described previously, the candidate earns a BS degree in Psychology and is eligible for 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 Education Department.

Candidates who satisfactorily complete the Bachelor's degree in the major and all education program requirements, including the achievement of qualifying scores on the New York State assessments, and completion of required workshops, will be recommended for New York State Initial Certification in Childhood Education, grades 1-6, with Special Education Certification.

# REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CHILDHOOD EDUCATION 1-6, WITH SPECIAL EDUCATION CERTIFICATION

1.0	Course Requirements in Content Core (or Major)*		
	PSYC 101 Introduction to Psychology*	3 cr	
	PSYC 207 The Exceptional Child*	3 cr	
	PSYC 317 Child Development*	3 cr	
	PSYC 362 Measurement and Evaluation*	3 cr	
	PSYC 372 Psychoeducational Assessment of Educational Disabilities*	3 cr	
	PSYC 350 Psychological Research Methodology and Lab I	4 cr	
	PSYC 478 Capping Course/Psychological Systems	3 cr	
	EDUC 101 Foundations of Education*	3 cr	
	EDUC 377 Social & Emotional Learning Approach to Classroom Management for all students	3 cr	
	MATH 130 Introductory Statistics	<u>3 cr</u>	
	Credit Requirement in Content Core (of Major)		31 cr

\* These courses require a grade of C+ or better.

2.0	Required Courses in Certification Sequence:*		
	EDUC 102 Introduction to Teaching (taken during first year)	1 cr	
	EDUC 150 Technology for Educational Professionals Or		
	EDUC 180 Mathematical Concepts & Understanding for Elementary Students OR		
	MATH 180 Mathematical Concepts for Elementary School Teachers	3 cr	
	EDUC 115 Teaching English Language Learners	1 cr	
	EDUC 323 STEM I for Elementary Teaching: Science, Technology, Engineering, and Mathematics for General and Special Education	3 cr	
	EDUC 324 STEM II for Elementary Teaching: Science, Technology, Engineering, and Mathematics 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 & the Arts in the Social Studies Curriculum	3 cr	
	EDUC 352 Assessment and Remediation of Reading and Writing	3 cr	
	EDUC 373 Principles of Instruction for Students with Disabilities	3 cr	
	EDUC 374 Curriculum Strategies for Students with Disabilities	3 cr	
	EDUC 460 Educational Seminar	1 cr	
	EDUC 462 Student Teaching	12 cr	
	Other Field Requirements		
	HIST 218 History and Culture of the Mid-Hudson Valley OR		
	HIST 220 New York: The Empire State (Certification Requirement)	3 cr	
	SOC 150 Culture, Power and Education OR		
	EDUC 379 Culturally Responsive Education OR equivalent	3 cr	
	Foreign Language **	<u>3-6 cr</u>	

\* With the exception of EDUC 102, EDUC 460 and EDUC 462 (P/F grades), SOC 150/EDUC 379, and HIST 218 or HIST 220, 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	<u>48-51 cr</u>
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<b>Total Credit Requirement for a Major in Psychology with Dual Education Certification</b>	<b>79-82 cr</b>
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3.0 Core/Liberal Studies requirements

(NOTE: 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		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr

3.2 DISTRIBUTION  
Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	0 cr	(fulfilled by major field req.)
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	3 cr	
Social Science	<u>0 cr</u>	(fulfilled by major field req.)

15 cr

Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic.	

**Total Core/Liberal Studies Requirement** 34 cr

4.0 Electives 4-7 cr

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING DUAL CERTIFICATION (CHILDHOOD EDUCATION GRADES 1-6 AND STUDENTS WITH DISABILITIES)

### OPTION I –NOT GOING ABROAD

#### FIRST YEAR

##### FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
EDUC 101 Foundations of Ed	3 cr
PSYC 101 Intro to Psychology	3 cr
	<u>        </u>

16 cr

##### SPRING

HIST 218 Hist & Cult Hudson Valley OR	3 cr
HIST 220 The Empire State (Core: History)	
Core/LS (Science)	3 cr
EDUC 102 Intro to Teaching	1 cr
EDUC 180 Concepts in Elem. Math	3 cr
PSYC 207 Exceptional Child	3 cr
PSYC 317 Child Development	<u>3 cr</u>

16 cr

#### SOPHOMORE YEAR

##### FALL

EDUC 150 Technology for Educational Professionals	3 cr
Core/LS/Pathway (Literature)	3 cr
Foreign Language #1	3 cr
Core/LS/Pathway	3 cr
MATH 130 Intro to Statistics	<u>3 cr</u>

15 cr

##### SPRING

EDUC 350 Teach of Lang Arts	3 cr
PSYC 350 Research Methods	4 cr
PSYC 372 Psychoeducational Assessment	3 cr
EDUC 379 Culturally Responsive Ed OR equivalent	3 cr
Foreign Language #2	<u>3 cr</u>

16 cr

#### JUNIOR YEAR

##### FALL

EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
EDUC 323 STEM I	3 cr
EDUC 324 STEM II	3 cr
EDUC 373 Princ Inst Stu w/ Disabilities	3 cr
EDUC XXX Teaching English Language Learners	1 cr
Pathway	<u>3 cr</u>

16 cr

##### SPRING

EDUC 352 Assess & Rem of Reading & Writ	3 cr
EDUC 374 Curric Srtat Stu. w/ Disabilities	3 cr
EDUC 377 Social & Emotional Learning Approach	3 cr
Core/LS Pathway	3 cr
PSYC 362 Measurement & Evaluation	3 cr
EDUC 460 Educational Seminar	<u>1 cr</u>

16 cr

#### SENIOR YEAR

##### FALL

EDUC 462 Student Teaching	12 cr
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12 cr

##### SPRING

PSYC 478 Capping	3 cr
Core/LS (Ethics or Religious Studies)	3 cr
Core/LS (Fine Arts)	3 cr
Elective	1 cr
Core/LS/Pathway	<u>3 cr</u>

13 cr

**OPTION II –GOING ABROAD****FIRST YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120L Writing for College	3 cr
EDUC 101 Foundations of Education	3 cr
PSYC 101 Intro to Psychology	<u>3 cr</u>
	16 cr

**SPRING**

EDUC 150 Technology for Educational Professionals	3 cr
HIST 218 Hist & Cult Hudson Valley OR	3 cr
HIST 220 The Empire State (Core: History)	
MATH 130 Intro to Statistics	3 cr
PSYC 207 Exceptional Child	3 cr
PSYC 317 Child Development	3 cr
EDUC 102 Intro to Teaching	<u>1 cr</u>
	16 cr

**SOPHOMORE YEAR****FALL**

EDUC 180 Concepts in Elem Math OR	
MATH XXX Math Concepts	3 cr
PSYC 350 Research Methods	4 cr
Core/LS/Pathway	3 cr
Foreign Language #1	3 cr
Elective	<u>1 cr</u>
	14 cr

**SPRING**

Foreign Language #2	3 cr
EDUC 379 Culturally Responsive	3 cr
Education OR equivalent	
Core/LS (Fine Arts)	3 cr
Core/LS (Ethics or Religious Studies)	3 cr
Core/LS(/Pathway)	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

EDUC 350 Teach of Lang Arts	3 cr
PSYC 362 Measurement & Evaluation	3 cr
PSYC 372 Psychoeducational Assessment	3 cr
Core/LS/Pathway (Science #2)	3 cr
Core/LS/Pathway (Literature #2)	3 cr
	<u>15 cr</u>

**SPRING**

EDUC 323 STEM I	3 cr
EDUC 324 STEM II	3 cr
EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
EDUC 373 Princ Inst Stu w/ Disabilities	3 cr
Core/Pathway	3 cr
EDUC XXX Teaching English Language Learners	<u>1 cr</u>
	16 cr

**SENIOR YEAR****FALL**

EDUC 352 Assess & Remed of Read/Writing	3 cr
EDUC 374 Curric Strat Stu w/ Disabilities	3 cr
EDUC 377 Social & Emotional Learning Approach	3 cr
PSYC 478 Capping Course	3 cr
EDUC 460 Educational Seminar	1 cr
Core/Pathway, as needed	<u>3 cr</u>
	16 cr

**SPRING**

EDUC 462 Student Teaching	12 cr
	<u>12 cr</u>

**BIRTH THROUGH GRADE 2 ELECTIVE PROGRAM – INITIAL CERTIFICATION, B-2**

**Birth through Grade 2 (B-2):** This is an elective program for Childhood Education/Students with Disabilities candidates. The B-2 program is three sequential courses that prepares candidates for eligibility for New York State B-2 certification as a teacher in pre-school, kindergarten, or the primary grades. The B-2 program also enhances the preparation of those seeking certification in Childhood Education grades 1-6, with Special Education Certification focusing on early childhood education.

This elective certification program consists of three sequential courses. Candidates usually begin to take these courses after their first year. The courses are:

- EDUC 340 Introduction to Early Childhood Education\*\*\* (course offered only in the fall semester)
- EDUC 341 Developmentally Appropriate Practice in Early Childhood Education\*\*\* (course offered only in the Spring semester)
- EDUC 440 Early Childhood Education (Birth through Grade 2) Student Teaching (course offered in the Spring semester and includes 20 days of student teaching that begins upon the completion of Final Exam Week)

\*\*\*With the exception of Student Teaching (P/F), a grade of C+ or higher is required in the other two courses.

Candidates seeking Birth through Grade 2 certification must successfully achieve a qualifying score on the New York State Content Specialty Test for Early Childhood.

Candidates pursuing the B-2 certification program must be registered in the Childhood Education grades 1-6, with Special Education Certification.

**5 YEAR B.A. – B.S. /MAT (MASTER OF ARTS IN TEACHING) PROGRAM FOR DUAL CERTIFICATION IN ADOLESCENCE EDUCATION (GRADES 7-12)**

For highly motivated future teachers, this program leads to dual New York State Initial Teaching Certification in an Adolescence Education content field (Biology, Chemistry, English, French, Mathematics, Social Studies/History, or Spanish) along with Students with Disabilities, both grades 7-12. Candidates achieve their Bachelor's Degree (BA or BS) in their content field and become eligible for teaching certification by completing pedagogical coursework and student teaching at the Masters' level.

Candidates begin their 36 credit MAT (Masters of Arts in Teaching) program during their undergraduate senior year by taking 12 credits. The remaining 24 credits of the Master's program are taken in the following sequence: 6 credits of graduate work through a hybrid delivery system in the summer following undergraduate graduation, 12 credits in an on-ground setting for the fall semester, and 6 credits of full-time student teaching the following spring. A candidate's undergraduate performance is formally reviewed for the MAT program in spring of their junior year.

The Five Year BA – BS/ MAT program is a cohort-based program and is structured for candidates who graduate with their B.A. or B. S. degree in spring. The Education Department at Marist College is accredited and registered in New York State as an approved teacher preparation program.

### ACCEPTANCE TO THE PROGRAM

Those seeking Adolescence Education teaching certification in an academic major content field are assigned an education advisor as well as a content faculty advisor. The candidate is to meet with both advisors to design their program of study and ensure that they will meet the requirements for Formal Review of Progress in their junior year, based on the following minimum guidelines:

- Complete an application form
- Have a minimum overall 3.0 GPA for undergraduate studies prior to taking the MAT courses
- Submit two recommendations from faculty that are familiar with the academic performance and personality of applicant
- Submit Graduate Record Exam (GRE) score for review prior to full-time graduate studies, if New York requires.

### PROGRAM REQUIREMENTS

A candidate must maintain a minimum overall GPA of 3.0 and no more than one grade of C+ in education courses. If at any time the candidate's GPA falls below 3.0, or has more than one grade in the range of C in graduate courses, the candidate will be notified of his/her being subject to academic review. Academic review will result in assignment of probationary status or dismissal.

A candidate on probation is expected to take immediate steps to raise his or her GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above. Only one grade of C- or lower is allowed in the MT graduate part of the program.

A candidate is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the candidate will be dismissed from the program. Graduate candidates are held accountable for the following professional dispositions stated in accordance with our Conceptual Framework and teaching standards:

- (1) The candidate values learning.
- (2) The candidate thinks critically and solves problems using evidence.
- (3) The candidate conducts himself/herself as a reflective professional.
- (4) The candidate collaborates and communicates respectfully.
- (5) The candidate deals with others fairly and equitably.
- (6) The candidate commits to individual development and learning for all.

Any dispositions that are in obvious deviation from the teacher candidate dispositions stated in accordance with our Conceptual Framework and teaching standards may result in assignment of probationary status or dismissal. Any candidate who does not demonstrate the dispositions necessary to assume the responsibilities of a classroom teacher will be subject to review by the Educator Preparation Provider Candidate Review Board (EPPCRB) and may be placed on probation or dismissed from the program. The candidate will be informed of any decision or recommendation by the EPPCRB.

### NEW YORK STATE CERTIFICATION

A candidate must successfully complete the Five Year BA – BS/MAT program in order to be eligible for initial teaching certification in both their content field and in Students with Disabilities (both grades 7 - 12). In addition to successfully completing the BA – BS/MAT academic program, the candidate must also pass required New York State assessments and mandated workshops (Dignity for All Students Act, Violence Education, Child Abuse, Autism).

Required courses in the undergraduate program leading to initial teaching certification\*:

There are two sets of course requirements leading to dual certification in the student's content area (Biology, Chemistry, English, French, History, Mathematics, or Spanish) and Students with Disabilities.

#### ***Set #1 are the following Education courses that are taken as an undergraduate:***

PSYC 101L Introduction to Psychology	3 cr (credits fulfill Core LS social science)
PSYC 207L Exceptional Child	3 cr
PSYC 318L Psychology of the Adolescent	3 cr
PSYC 372L Psychoeducational Assessment of Educational Disabilities	3 cr
EDUC 101L Foundations of Education	3 cr
EDUC 102N Introduction to Teaching	1 cr
EDUC 150N Technology for Education Professionals	3 cr
EDUC 373N Principles of Instruction for Students with Disabilities	3 cr
EDUC 379L Culturally Responsive Education	
OR approved substitute	3 cr
EDUC 410N Participation and Observation	1 cr
Foreign Language**	3-6 cr

#### **Total Education**

29-32 cr

**Set #2 courses** are required by the New York State Education Department for a teacher of students with disabilities to provide a broader background of content in English Language Arts, Mathematics, Science, and Social Studies. The content of these courses should relate to the curriculum taught in secondary education (middle and high schools). Six credits are required in each of the following content areas: English, Mathematics, Science, and Social Studies. Many of these credits are fulfilled by the candidate's major field or careful planning of Core/Pathway courses.

\* with the exception of EDUC 102 Introduction to Teaching, EDUC 410 Observation and Participation, and foreign language a grade of C+ or better is required in all courses.

\*\*six credits of introductory foreign language or three credits of an intermediate foreign language.

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## RECOMMENDED PROGRAM SEQUENCE FOR CERTIFICATION REQUIREMENTS IN ADOLESCENCE EDUCATION (GRADES 7-12)

EDUC 101L Foundations of Education	3 cr
EDUC 102N Introduction to Teaching	1 cr
EDUC 150N Techology for Education Professionals	3 cr
EDUC 373N Principles of Instruction for Students w/Disabilities	3 cr
EDUC 379L Culturally Responsive Education OR approved substitute	3 cr
EDUC 410N Participation Observation	3 cr
PSYC 101L Intro to Psychology (for Social Sciences)	3 cr
PSYC 207L The Exceptional Child	3 cr
PSYC 318L Psychology of Adolescent	3 cr
PSYC 372L Psychoeducational Assessment of Educational Disabilities	3 cr
Foreign Language I	3 cr
Foreign Language II	3 cr
NYSED content required course (2)	6 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 initial New York State certification in Adolescence 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 in the Masters' year.

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## REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: BIOLOGY (GRADES 7-12) AND STUDENTS WITH DISABILITIES (GRADES 7-12)

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: Biology (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 115 of the 2020-2021 catalog.

### PROGRAM REQUIREMENTS

Formal Review of Progress into the Five Year BA – BS/MAT (Bachelor and Masters degrees) program is based on the following:

- A BIOL (major field) grade-point average of 2.7 or higher with no grade below a C (average calculated based only on BIOL courses that can be applied to the BIOL major). NOTE: transfer students must take 12 credits in upper-level BIOL classes at Marist
- An overall science GPA of 2.5 or higher with no grade below a C (BIOL major field and related field requirements – this includes the required CHEM and MATH courses along with the BIOL courses required for the major)
- Grades of C+ or higher in all required courses for the education certificate (see Education Requirements)

Prior to Formal Review of Progress, the student must successfully complete at least 10 credits in upper-level BIOL courses (transfer students must successfully complete at least 8 credits in upper-level BIOL courses at Marist).

Prior to Review of Progress, the student must successfully complete all BIOL courses required by the major (transfer students must successfully complete at least 12 credits in upper-level BIOL courses at Marist).

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

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## RECOMMENED SEQUENCE FOR BACHELOR OF SCIENCE/MAT IN BIOLOGY WITH ADOLESCENCE EDUCATION

### FIRST YEAR

#### FALL

ENG 120L Writing for College	3 cr
PSYC 101L Intro to Psych./Core: Social Science	3 cr
PHIL101L Philosophical Perspectives	3 cr
BIOL 130L General Biology I	4 cr
CHEM 111L General Chemistry I	4 cr
CHEM 115L General Chemistry I Lab	4 cr
	<u>17 cr</u>

#### SPRING

EDUC 101L Foundations of Education	3 cr
EDUC 102N Introduction to Teaching	1 cr
FYS 101L First Year Seminar	4 cr
BIOL 131L General Biology II	4 cr
CHEM 112L General Chemistry II	4 cr
CHEM 116L General Chemistry II Lab	4 cr
	<u>16 cr</u>

**SOPHOMORE YEAR****FALL**

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
Core: History	3 cr
BIOL 211L Plant Biology	4 cr
MATH 241L Calculus	4 cr
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	17 cr

**JUNIOR YEAR****FALL**

PSYC 372L Psychoed. Assmnt of Ed. Disabilities	3 cr
Foreign Language I	3 cr
Core: Fine Arts	3 cr
BIOL 321L Evolution	3 cr
CHEM 201L Intro to Organic Chemistry	3 cr
CHEM 202L Organic Chemistry Lab	<u>1 cr</u>
	16 cr

**SENIOR YEAR****FALL**

BIOL 201L Human Anatomy and Physiology I	4 cr
BIOL 477L Capping	3 cr
BIOL 360L Ecology	4 cr
MATA 506N Methods for Inclusive Sec. Ed. I	2 cr
MATA 507N Clin. Exp. for Incl. Sec. Ed. I	1 cr
MATA 510N Curric. Strat for Stu. w/Disabilities	<u>3 cr</u>
	17 cr

**YEAR 5 – HYBRID****SUMMER**

MATA 631N Literacy in Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Emotional Needs	<u>3 cr</u>
	6 cr

**YEAR 5****FALL**

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng.	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

**SPRING**

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation	1 cr
Core: Literature	3 cr
BIOL 320L Genetics	4 cr
MATH 130L Introduction to Statistics	3 cr
BIOL L course at 300 or 400 level	<u>3 cr</u>
	17 cr

**SPRING**

EDUC 373N Prin. of Instruc. for Stu. w/Disabilities	3 cr
EDUC 379N Culturally Responsive Education OR approved substitute	3 cr
Core: Ethics - Bioethics	3 cr
Foreign Language II	3 cr
BIOL 312L Microbiology	<u>4 cr</u>
	16 cr

**SPRING**

BIOL 202L Human Anatomy and Physiology II Pathway	4 cr
NYSED content req. - History	3 cr
MATA 565N Data-Based Decision Making for Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	<u>3 cr</u>
	16 cr

**SPRING**

MATA 680N Stu. Tchg. Practicum	<u>6 cr</u>
	6 cr

**CHEMISTRY EDUCATION**

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: Chemistry (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.

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**REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION  
IN ADOLESCENCE EDUCATION: CHEMISTRY (GRADES 7-12)  
AND STUDENTS WITH DISABILITIES (GRADES 7-12)**

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: Chemistry (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.



# RECOMMENDED SEQUENCE FOR BACHELOR OF ARTS/MAT IN CHEMISTRY WITH ADOLESCENCE EDUCATION

## FIRST YEAR

### FALL

EDUC 102N Introduction to Teaching	1 cr
FYS 101L First Year Seminar	4 cr
PSYC 101L Intro to Psych./Core: Social Science	3 cr
CHEM 111L General Chemistry I	3 cr
CHEM 115L General Chemistry Lab	1 cr
MATH 241L Calculus	<u>4 cr</u>
	16 cr

## SOPHOMORE YEAR

### FALL

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
Core: History	3 cr
CHEM 211L Organic Chemistry	3 cr
CHEM 215L Organic Chemistry Lab	1 cr
PHYS 211L General Physics I	3 cr
PHYS 213L Physics Lab I	<u>1 cr</u>
	17 cr

## JUNIOR YEAR

### FALL

PSYC 372L Psychoed. Assmnt. of Ed. Disabilities	3 cr
Core: Fine Arts	3 cr
Foreign Language I	3 cr
CHEM 355L Analytical Chemistry	4 cr
Pathway #1	3 cr
	<u>        </u>
	16 cr

## SENIOR YEAR

### FALL

Core: Ethics	3 cr
CHEM 420L Biochemistry I	3 cr
CHEM 420L Biochemistry I Lab	1 cr
CHEM 362L Quantum & Stat Mechanics <sup>1</sup> OR Pathway #2	3 cr
MATA 506N Meth. for Incl. Secondary Ed. I	2 cr
MATA 507N Clin. Exp. for Meth. for Incl. Sec Ed. I	1 cr
MATA 510N Curric. Strat for Students w/Disabilities	3 cr
	<u>        </u>
	16 cr

## YEAR 5 – HYBRID

### SUMMER

MATA 631N Literacy in the Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Environmental Needs	<u>3 cr</u>
	6 cr

## YEAR 5

### FALL

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng.	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

### SPRING

EDUC 101L Foundations of Education	3 cr
ENG 120L Writing for College	3 cr
PHIL 101L Philosophical Perspectives	3 cr
MATH 242L Calculus II	4 cr
CHEM 112L General Chemistry II	3 cr
CHEM 116L General Chemistry Lab	<u>1 cr</u>
	17 cr

### SPRING

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation	1 cr
Core: Literature	3 cr
CHEM 212L Organic Chemistry II	3 cr
CHEM 216L Organic Chemistry Lab II	1 cr
PHYS 212L General Physics II	3 cr
PHYS 214L General Physics Lab II	<u>1 cr</u>
	15 cr

### SPRING

EDUC 373N Prin. of Instruc. for Stu. w/Disabilities	3 cr
EDUC 379N Culturally Responsive Education OR approved substitute	3 cr
Foreign Language II	3 cr
CHEM 203 Computational Chemistry	3 cr
CHEM 474L Research Methods in Chem	<u>4 cr</u>
	16 cr

### SPRING

CHEM 361L Thermodynamics & Kinetics <sup>1</sup> OR Pathway #2	3 cr
Pathway #3	3 cr
NYSED content req. – History	3 cr
MATA 565N Data-Based Decision Making for Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	3 cr
CHEM 365L Expt. Thermo & Kinetics OR CHEM 366L Expt. Quantum	<u>1 cr</u>
	16 cr

<sup>1</sup> To earn the BA in Chemistry, students must take either CHEM 361 and CHEM 365 OR CHEM 362 and CHEM 366.

## ENGLISH EDUCATION

### REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: ENGLISH (GRADES 7-12) AND STUDENTS WITH DISABILITIES (GRADES 7-12)

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: English (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.

### RECOMMENDED SEQUENCE FOR BACHELOR OF ARTS/MAT IN ENGLISH WITH ADOLESCENCE EDUCATION

#### FIRST YEAR

##### FALL

EDUC 101L Foundations of Education	3 cr
FYS 101L First Year Seminar	4 cr
PHIL 101L Philosophical Perspectives	3 cr
Foreign Language I	3 cr
English Foundation course #1	3 cr
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	16 cr

##### SPRING

EDUC 102N Introduction to Teaching	1 cr
PSYC 101L Intro. to Psych./Core: Social Science	3 cr
ENG 120L Writing for College	3 cr
Core: History	3 cr
English Foundation course #2	3 cr
English Foundations course #3	<u>3 cr</u>
	16 cr

#### SOPHOMORE YEAR

##### FALL

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
Core: Science	3 cr
English Foundation course #4	3 cr
English 300 level (200 level for Writing Concentration) L	<u>3 cr</u>
	15 cr

##### SPRING

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation	1 cr
Foreign Language II	3 cr
Core: Fine Arts	3 cr
English 300 level (200 level for Writing Concentration) L	3 cr
English 300 level	<u>3 cr</u>
	16 cr

#### JUNIOR YEAR

##### FALL

PSYC 372L Psychoed. Assmnt. of Ed. Disabilities	3 cr
Core: Math	3 cr
NYSED content req. – History	3 cr
English 300 level	3 cr
English 300 level	<u>3 cr</u>
	15 cr

##### SPRING

EDUC 373N Prin. of Instruc. for Stu w/Disabilities	3 cr
EDUC 379N Culturally Responsive Education OR approved substitute	3 cr
English 300 level	3 cr
English 300 level	3 cr
NYSED content req. – Science	<u>3 cr</u>
	15 cr

#### SENIOR YEAR

##### FALL

Pathway	3 cr
English 300 level	3 cr
English 300 level	3 cr
MATA 506N Methods for Inclusive Secondary Ed. I	2 cr
MATA 507N Clin. Exp. for Incl. Secondary Ed. I	1 cr
MATA 510N Curric. Strat for Students w/Disabilities	<u>3 cr</u>
	15 cr

##### SPRING

English 300 level	3 cr
ENG 477L Capping	3 cr
NYSED Content req. - Math	3 cr
MATA 565N Data-Based Decision Making for Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	<u>3 cr</u>
	15 cr

#### YEAR 5 – HYBRID

##### SUMMER

MATA 631N Literacy in the Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Environmental Needs	<u>3 cr</u>
	6 cr

#### YEAR 5

##### FALL

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng.	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

##### SPRING

MATA 680N Student Teaching Practicum	6 cr
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	6 cr

## FRENCH EDUCATION

### REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: FRENCH (GRADES 7-12) AND STUDENTS WITH DISABILITIES (GRADES 7-12)

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: French (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.

### RECOMMENDED SEQUENCE FOR BACHELOR OF ARTS/MAT IN FRENCH WITH ADOLESCENCE EDUCATION

#### FIRST YEAR

##### FALL

FYS 101L First Year Seminar	4 cr
ENG 120L Writing for College	3 cr
PSYC 101L Intro. to Psychology/Core: Social Science	3 cr
PHIL 101L Philosophical Perspectives	3 cr
FREN 201L Workshop in Writing	3 cr
	<u>        </u>
	16 cr

#### SOPHOMORE YEAR

##### FALL

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
Core: Math	3 cr
FREN 250L French Culture & Thought: Prob./Per.	3 cr
FREN 305L Studies in French Film & Literature	<u>3 cr</u>
	15 cr

#### JUNIOR YEAR

##### FALL

Core: Fine Arts	3 cr
French courses	<u>12 cr</u>
	15 cr

#### SENIOR YEAR

##### FALL

EDUC 373N Prin. of Instruc. for Stu. w/Disabilities	3 cr
NYSED content req. – Science	3 cr
FREN 477L Capping	3 cr
MATA 506N Methods for Inclusive Secondary Ed. I	2 cr
MATA 507N Clin. Exp.. for Incl. Secondary Ed. I	1 cr
MATA 510N Curr. Strat for Stud. w/Disabilities	<u>3 cr</u>
	15 cr

#### YEAR 5 – HYBRID

##### SUMMER

MATA 631N Literacy in the Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Emotional Needs	<u>3 cr</u>
	6 cr

#### YEAR 5

##### FALL

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng.	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

##### SPRING

EDUC 101L Foundations of Education	3 cr
EDUC 102N Introduction to Teaching	1 cr
Core: Science	3 cr
Core: History	3 cr
FREN 202L Workshop in Oral Expression	3 cr
NYSED content req. – History	<u>3 cr</u>
	16 cr

##### SPRING

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation	1 cr
Pathway	3 cr
Pathway	3 cr
FREN 251L Contemporary France	3 cr
NYSED content req. – Math	<u>3 cr</u>
	16 cr

##### SPRING

EDUC 379L Culturally Responsive Ed. or French sub.	3 cr
Core: Ethics L	3 cr
French courses L	<u>9 cr</u>
	15 cr

##### SPRING

PSYC 372L Psychoed. Assmnt. of Ed. Disabilities	3 cr
Pathway	3 cr
French Elective	3 cr
MATA 565N Data-Based Decision Making for Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	<u>3 cr</u>
	15 cr

##### SPRING

MATA 680N Student Teaching Practicum	6 cr
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6 cr

# HISTORY EDUCATION

## REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: SOCIAL STUDIES/HISTORY (GRADES 7-12) AND STUDENTS WITH DISABILITIES (GRADES 7-12)

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: Social Studies/History (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.

## RECOMMENDED SEQUENCE FOR BACHELOR OF ARTS/MAT IN HISTORY WITH ADOLESCENCE EDUCATION

### FIRST YEAR

#### FALL

FYS 101L First Year Seminar L	4 cr
ENG 120L Writing for College	3 cr
PSYC 101L Intro. to Psych./Core: Social Science	3 cr
HIST Any 226L, 227L, 248L, 249L, 252L	3 cr
POSC 110L	<u>3 cr</u>
	16 cr

#### SPRING

EDUC 101L Foundations of Education	3 cr
EDUC 102N Introduction to Teaching	1 cr
PHIL 101L Philosophical Perspectives	3 cr
Core: Literature L	3 cr
HIST Any 226L, 227L, 248L, 249L, 252L	3 cr
HIST Any 226L, 227L, 248L, 249L, 252L	<u>3 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
HIST Any 226L, 227L, 248L, 249L, 252L	3 cr
HIST 200L Latin America/Asia/Africa	3 cr
ECON 103L OR ECON 105L	3 cr
	15 cr

#### SPRING

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation	1 cr
Core: Fine Arts	3 cr
Foreign Language I	3 cr
HIST 200L Latin America/Asia/Africa	3 cr
Elective	<u>3 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

PSYC 372L Psychoed. Assmnt. of Ed. Disabilities	3 cr
Foreign Language II	3 cr
Core: Science	3 cr
Core: Math	3 cr
HIST Latin America/Asia/Africa	<u>3 cr</u>
	15 cr

#### SPRING

EDUC 373N Prin. of Instruc. for Stu. w/Disabilities	3 cr
EDUC 379N Culturally Responsive Education OR approved substitute	3 cr
Core: Ethics	3 cr
HIST Elective (300 level)	3 cr
HIST 497L or HIST Elective (300 Level)	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

History Elective (200 level) or HIST 413	3 cr
NYSED content req. - Science	3 cr
HIST 477L Capping	3 cr
MATA 506N Methods for Inclusive Secondary Ed. I	2 cr
MATA 507N Clin. Exp. for Incl. Secondary Ed. I	1 cr
MATA 510N Curric. Strat for Students w/Disabilities	<u>3 cr</u>
	15 cr

#### SPRING

Pathway	3 cr
HIST elective (300 level)	3 cr
NYSED content req. – Math	3 cr
MATA 565N Data-Based Decision Making for Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	<u>3 cr</u>
	15 cr

### YEAR 5 – HYBRID

#### SUMMER

MATA 631N Literacy in the Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Emotional Needs	<u>3 cr</u>
	6 cr

### YEAR 5

#### FALL

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng.	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

#### SPRING

MATA 680N Student Teaching Practicum	6 cr
	—
	6 cr

## MATHEMATICS EDUCATION

**MISSION:** 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. In partnership with the Education Department in the School of Social & Behavioral Sciences, the Department of Mathematics has established a mathematics major curriculum that leads to provisional New York State certification in Adolescence Education with a specialization in Mathematics. This curriculum, approved by the New York State Education Department, includes courses in mathematics, as well as courses designed to prepare candidates for a secondary school teaching career. A supervised student teaching experience, arranged by the Education Department, is included in the program's fifth year.

### REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: MATHEMATICS (GRADES 7-12) AND STUDENTS WITH DISABILITIES (GRADES 7-12)

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: Mathematics (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.

### RECOMMENDED SEQUENCE FOR BACHELOR OF ARTS/MAT IN MATHEMATICS WITH ADOLESCENCE EDUCATION

#### FIRST YEAR

##### FALL

EDUC 102N Introduction to Teaching	1 cr
FYS 101L First Year Seminar	4 cr
PSYC 101L Intro to Psych./Core: Social Science	3 cr
MATH 241L Calculus I	4 cr
CMPT 120L Intro to Programming or DATA 220L	<u>4 cr</u>
	16 cr

##### SOPHOMORE YEAR

##### FALL

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
Core: Science	3 cr
MATH 343L Calculus III	4 cr
MATH 210L Linear Algebra	3 cr
	<u>16 cr</u>

##### JUNIOR YEAR

##### FALL

PSYC 372L Psychoed. Assmnt. of Ed. Disabilities	3 cr
Pathway	3 cr
Foreign Language I	3 cr
MATH 450L Fund. Concepts of Geometry	3 cr
(required for teacher certification: offered in odd years)	
MATH 300/400 requirement	3 cr
MATH 300/400 requirement	<u>3 cr</u>
	15 cr

##### SENIOR YEAR

##### FALL

NYSED content req. – Science	3 cr
MATH 450L Fund. Concepts of Geometry	3 cr
(required for teacher certification: offered in odd years)	
MATH 300/400 requirement	3 cr
MATA 506N Methods for Inclusive Secondary Ed. I	2 cr
MATA 507N Clin. Exp. for Incl. Secondary Ed. I	1 cr
MATA 510N Curric. Strat for Stu. w/Disabilities	<u>3 cr</u>
	15 cr

##### YEAR 5 – HYBRID

##### SUMMER

MATA 631N Literacy in the Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Emotional Needs	<u>3 cr</u>
	6 cr

##### SPRING

EDUC 101L Foundations of Education	3 cr
ENG 120L Writing for College	3 cr
PHIL 101L Philosophical Perspectives	3 cr
Core: Literature	3 cr
MATH 242L Calculus II	<u>4 cr</u>
	16 cr

##### SPRING

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation	1 cr
Core: Ethics	3 cr
Core: History	3 cr
Core: Fine Arts	3 cr
MATH 310L Intro. to Math Reasoning	<u>3 cr</u>
	16 cr

##### SPRING

EDUC 373N Prin. of Instruc. for Stu. w/Disabilities	3 cr
EDUC 379N Culturally Responsive Education OR approved substitute	3 cr
Foreign Language II	3 cr
MATH 300/400 requirement	3 cr
MATH 300/400 requirement	3 cr
	<u>15 cr</u>

##### SPRING

Pathway	3 cr
MATH 477L Capping	3 cr
NYSED content req. – History	3 cr
MATA 565N Data-Based Decision Making or Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	3 cr
	<u>15 cr</u>

**YEAR 5****FALL**

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng.	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

**SPRING**

MATA 680N Student Teaching Practicum	6 cr
	<u>6 cr</u>

**SPANISH EDUCATION****REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: SPANISH (GRADES 7-12) AND STUDENTS WITH DISABILITIES (GRADES 7-12)**

Marist College offers a state-approved Five Year BA – BS/MAT (Bachelor and Masters degrees) program leading to initial teacher certification in Adolescence Education: Spanish (Grades 7-12) and Students with Disabilities (Grades 7-12). Candidates seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that candidates seek such advisement early in their college careers, during their first year if possible. Education and related field requirements for Adolescence Education certification can be found on page 117 of the 2020-2021 catalog.

**RECOMMENDED SEQUENCE FOR BACHELOR OF ARTS/MAT IN SPANISH WITH ADOLESCENCE EDUCATION****FIRST YEAR****FALL**

FYS 101L First Year Seminar	4 cr
ENG 120L Writing for College	3 cr
PSYC 101L Intro. to Psych./Core: Social Science	3 cr
PHIL 101L Philosophical Perspectives	3 cr
SPAN 201L or SPAN 106L Foundations in Structure and Use of Spanish Language	3 cr
	<u>16 cr</u>

**SPRING**

EDUC 101L Foundations of Education	3 cr
EDUC 102N Introduction to Teaching	1 cr
Core: Science	3 cr
Core: History	3 cr
Core: Math	3 cr
SPAN 202L Foundations in Spanish	<u>3 cr</u>
	16 cr

**SOPHOMORE YEAR****FALL**

EDUC 150N Technology for Educational Professionals	3 cr
PSYC 207L The Exceptional Child	3 cr
Core: Ethics	3 cr
SPAN 250L Cultures of Spain	3 cr
SPAN 360L or SPAN 315L	3 cr
	<u>15 cr</u>

**SPRING**

PSYC 318L Psychology of Adolescent	3 cr
EDUC 410N Participation & Observation Pathway	1 cr
SPAN 260L Cultures of Latin America	3 cr
SPAN 315L Exp. of Hispanic Literature or SPAN 325L Spanish in a Digital Age	3 cr
NYSED content req. – History	<u>3 cr</u>
	16 cr

**JUNIOR YEAR****FALL**

Field Experience/Internship related to location abroad L	1 cr
Core: Fine Arts	3 cr
Spanish courses	<u>12 cr</u>
	16 cr

**SPRING**

NYSED content req.– Math	3 cr
Spanish courses	9 cr
EDUC 379L Culturally Responsive Ed. or Spanish sub	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

EDUC 373N Prin. of Instruc. for Stu. w/Disabilities Pathway	3 cr
SPAN 270L or SPAN Upper Level Literature (core literature but no spec. ed. certify)	3 cr
MATA 506N Methods for Inclusive Secondary Ed. I	2 cr
MATA 507N Clin. Exp. for Incl. Secondary Ed. I	1 cr
MATA 510N Curric. Strat for Stu. w/Disabilities	<u>3 cr</u>
	15 cr

**SPRING**

PSYC 372L Psychoed. Assmnt. of Ed. Disabilities	3 cr
SPAN 477L Capping	3 cr
NYSED content req. – Science	3 cr
MATA 565N Data-Based Decision Making for Curr. and Instruc.	3 cr
MATA 630N Literacy for Inclusive Sec. Ed.	3 cr
	<u>15 cr</u>

**YEAR 5 – HYBRID****SUMMER**

MATA 631N Literacy in the Content Areas	3 cr
MATA 640N Learning Environments to Support Students' Social & Emotional Needs	<u>3 cr</u>
	6 cr

## YEAR 5

### FALL

MATA 605N Educational Assessment & Evaluation	3 cr
MATA 606N Methods for Inclusive Secondary Ed. II	3 cr
MATA 610N Transitions & Community-Based Lrng	3 cr
MATA 660N Research: Theory & Application	<u>3 cr</u>
	12 cr

### SPRING

MATA 680N Student Teaching Practicum	<u>6 cr</u>
	6 cr

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## 5 YEAR B.S. PSYCHOLOGY/M.A. EDUCATIONAL PSYCHOLOGY PROGRAM

This program is an extension of the Marist undergraduate Dual Certificate Program in Childhood Education, grades 1-6, with Special Education Certification. Outstanding, academically successful (minimum of 3.2 GPA), and highly motivated Marist undergraduate candidates in Psychology and the Dual-Certificate education program may consider applying to the five-year program which combines the Childhood Education, grades 1-6, with Special Education Certification program with the M.A. in Educational Psychology program. Marist candidates in the five-year program will receive a B.S. in Psychology, earn a New York State Initial Teaching Certificate in Childhood Education, grades 1-6, with Special Education Certification as well as an M.A. in Educational Psychology. The five-year program is a 36-credit graduate program. In this program candidates complete 12 credits of graduate courses starting in the spring semester of their junior year, prior to the completion of the B.S. degree program. Student teaching will be completed in the spring semester of their senior year as part of the B.S. degree requirement. The remaining 24 credits of graduate course work are completed in the fifth year, with graduate student status. Admission to this program is granted to qualified applicants in the fall semester of their junior year. The program is a cohort-based program and fits only for undergraduate candidates who graduate with their Bachelor's degree in spring. Inquiry about admission should be made to the Director of Graduate Education Programs Dr. Kathleen Vigil, (Kathleen.vigil@marist.edu). Application should be submitted in the fall semester of the junior year or as announced by the Education Department.

## ENGLISH

EILEEN CURLEY, Ph.D., *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, theatre, 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 academic wing and production laboratory for the English Department's Concentration in Theatre and Theatre Minor. Open to students of all majors and minors, the Theatre Program produces two mainstage productions per year in conjunction with the student theatre club, MCCTA, and offers several Theatre Scholarships to incoming freshmen. In addition to a host of theatre courses each offered semester, students opportunities include professional workshops and lectures, the Alpha Psi Omega National Theatre Honor Society, the HuMarists improv troupe, and alumni networking through events such as the Marist Theatre Alumni Hall of Fame Induction. Additionally, the campus theatre club, MCCTA, produces several productions a year, including a musical, a comedy or drama, and an original play competition and festival. A Summer Pre-College Theatre Institute is available for high school students.

### WRITING PROGRAM

The Writing Program includes not only the variety of courses offered by the English Department's Concentration in Writing and the Minors in Professional and Creative Writing, 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. The Program also offers writing assistance and tutoring opportunities through The Writing Center. 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 students' writing and analytical skills in a number of different forms (creative writing, technical and professional communication, rhetoric and composition, and multimodal and digital composition). Students in the writing concentration gain hands-on experience and apply course concepts in authentic writing situations by participating in community-based learning courses and by completing internships with business, media, and civic organizations.

### **CONCENTRATION IN THEATRE**

The theatre concentration offers the student the opportunity to study theatre in classrooms and working studios. The play is studied for its literary qualities and also as a blueprint for production. Coursework covers a range of disciplinary subjects, including drama, acting, stagecraft, directing and special topics courses. Students may also take cognate courses offered across campus as part of their concentration electives, permitting them to draw upon specializations offered in The School of Communications.

Internships in the broad arena of theatre-related activities are possible during the summers and the academic year.

### **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.

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## **REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH**

### ***Concentration in Literature***

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

1.0	Major Foundation Courses: ENG 150 Intro to Theatre ENG 270 Classics of Western Literature I ENG 271 Classics of Western Literature II ENG 222 Introduction to Professional Writing or ENG 280 Introduction to Creative Writing	12 cr
1.2	Upper-Level Distribution (all courses at 300 level or higher) (Must be chosen in consultation with academic advisor) Any six literature courses at the 300-level or above, including at least one of each of the following: 1 ethnic, global, or foreign language literature course 1 junior/senior research seminar	18 cr
1.3	Theory Course at the 300-level or higher	3 cr
1.4	Writing Electives 2 writing courses at the 300-level or higher, of which one may be a three-credit internship or a 300-level Theatre course	6 cr
1.5	Capping Course ENG 477	<u>3 cr</u>
<b>Credit Requirement for the Concentration in Literature</b>		<b>42 cr</b>

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

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>
<b>Total Credit Requirement for a Major in English</b>		<b>45-48 cr</b>
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION FYS 101 First Year Seminar ENG 120 Writing for College	4 cr <u>3 cr</u> 7 cr



3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	0 cr	(fulfilled by major field req.)
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0	Electives		<u>35-38 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

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

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

### *Concentration in Writing*

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

1.0	Major Foundation Courses:	12 cr
	ENG 150 Intro to Theatre	
	ENG 270 Classics of Western Literature I or	
	ENG 271 Classics of Western Literature II	
	ENG 185 Writing as a Discipline	
	ENG 222 Introduction to Professional Writing or	
	ENG 280 Introduction to Creative Writing	
1.1	Writing Concentration Foundation Course:	3 cr
	ENG 218 Grammar, Style, and Editing	
1.2	Upper-Level Writing Requirement	15 cr
	1 theory course at the 300-level or higher	
	4 writing courses at the 300-level or higher, one of which	
	may be a three-credit writing internship	
1.3	Upper-Level Literature Requirement	9 cr
	Three literature courses at the 300-level or higher	
1.4	Capping Course	<u>3 cr</u>
	ENG 477	
	<b>Credit Requirement for the Concentration in Writing</b>	42 cr

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

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>

**Total Credit Requirement for a Major in English** 45-48 cr

3.0 Core/Liberal Studies Requirements

3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	0 cr	(fulfilled by major field req.)
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0	Electives		<u>35-38 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

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

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

### *Concentration in Theatre*

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

1.0	Major Foundation Courses:	12 cr
	ENG 150 Introduction to Theatre	
	ENG 222 Introduction to Professional Writing or	
	ENG 280 Introduction to Creative Writing	
	ENG 270 Classics of Western Literature	
1.1	Theatre Arts Requirement	15 cr
	Any five 200-400 level theatre arts courses:	
	ENG 227 Acting I	
	ENG 228 Stagecraft	
	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 435 Theatre in the Round	
	ENG 451 Theatre Workshop	
	Appropriate Special-Topics Course	
1.2	Dramatic Literature Requirement	9 cr
	Any three 300-400 level dramatic literature courses	
	ENG 325 Shakespeare	
	ENG 366 British Drama	
	ENG 367 US Drama	
	ENG 356 Global Drama	
	ENG 363 Modern Drama	
	Appropriate Special-Topics Course	

1.3	Electives Choose any two of the following: ENG 227 Acting I ENG 228 Stagecraft 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 325 Shakespeare ENG 349 Acting III ENG 350 Directing ENG 356 Global Drama ENG 363 Modern Drama ENG 366 British Drama ENG 367 U.S. Drama ENG 435 Theatre in the Round ENG 451 Theatre Workshop COM 103/MDIA 103 Digital Toolbox COM 212 Public Relations Writing Tools MDIA 201 Writing for Media MDIA 301 Screenwriting for Film and Television MDIA 304 Audio Production MDIA 305 Lighting and Cinematography Appropriate Special-Topics Course Theatre Internship	6 cr
1.4	Capping Course ENG 477	<u>3 cr</u>
<b>Credit Requirement for the Concentration in Theatre</b>		42 cr
<i>Notes: (a) A student may substitute a maximum of one 3-credit course in Independent Research for a required upper-level course.</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	3-6 cr
<b>Total Credit Requirement for a Major in English</b>		45-48 cr
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION FYS 101 First Year Seminar ENG 120 Writing for College	4 cr <u>3 cr</u> 7 cr
3.2	DISTRIBUTION Breadth PHIL 101 Philosophical Perspectives Ethics, Applied Ethics, or Religious Studies Fine Arts History Literature Mathematics Natural Science Social Science	3 cr 3 cr 0 cr (fulfilled by major field req.) 3 cr 0 cr (fulfilled by major field req.) 3 cr 3 cr <u>3 cr</u> 18 cr
	Pathway* Courses addressing an interdisciplinary topic.	12 cr
<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0	Electives	<u>35-38 cr</u>
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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 117 of this catalog.

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### REQUIREMENTS FOR A MINOR IN ENGLISH LITERATURE

- |     |   |              |
|-----|---|--------------|
| 1.0 | Foundation Courses  | 6 cr         |
|     | Any two 200-level literature courses<br>(not to include writing workshops or theatre arts courses)      |              |
| 2.0 | Any four 300-400 level literature courses<br>(not to include writing workshops or theatre arts courses) | <u>12 cr</u> |

**Total Credit Requirement for a Minor In English Literature** 18 cr

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### REQUIREMENTS FOR A MINOR IN THEATRE

- |     |   |             |
|-----|---|-------------|
| 1.0 | Required Courses  | 15 cr       |
|     | ENG 150 Introduction to Theatre<br>ENG 227 Acting I<br>ENG 228 Stagecraft<br>ENG 350 Directing<br>ENG 356 Global Drama  |             |
|     | Any two Theatre electives:  | <u>6 cr</u> |
|     | ENG 241 Acting II<br>ENG 310 Workshop in Playwriting<br>ENG 325 Shakespeare<br>ENG 349 Acting III<br>ENG 363 Modern Drama<br>ENG 366 British Drama<br>ENG 367 U.S. Drama<br>ENG 435 Theatre in the Round<br>ENG 451 Theatre Workshop<br>Appropriate Special-Topics course<br>Theatre Internship |             |

**Total Credit Requirement for a Minor in Theatre** 21 cr

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### REQUIREMENTS FOR A MINOR IN PROFESSIONAL WRITING

- |     |  |              |
|-----|--|--------------|
| 1.0 | Foundation Courses   | 6 cr         |
|     | ENG 218 Grammar, Style, and Editing<br>ENG 222 Intro to Professional Writing   |              |
| 2.0 | Upper-Level Writing Requirements<br>Four (4) of the following courses:<br>ENG 312 Business Writing<br>ENG 313 Writing in the Digital Age<br>ENG 352 Technical Writing<br>ENG 380 Nonfiction Workshop<br>Special Topics (in Writing)<br>Independent Study in Writing<br>Professional Writing Internship | <u>12 cr</u> |

**Total Credit Requirement for a Minor in Professional Writing** 18 cr

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### 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 1 cr

**Total Credit Requirement for a Minor in Creative Writing 19 cr**

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ENGLISH (LITERATURE)

### FRESHMAN YEAR

<b>FALL</b>		<b>SPRING</b>	
FYS 101 First Year Seminar	4 cr	Core/LS	3 cr
PHIL 101 Philosophical Perspectives	3 cr	Core/LS	3 cr
ENG 120 Writing for College	3 cr	Core/LS	3 cr
English Foundation Course	3 cr	English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>	English Foundation Course	<u>3 cr</u>
	16 cr		15 cr

### SOPHOMORE YEAR

<b>FALL</b>		<b>SPRING</b>	
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Foreign Language	3 cr	Foreign Language	3 cr
Upper Level Literature	3 cr	Upper Level Literature	3 cr
Elective or minor	<u>3 cr</u>	Upper Level Workshop	<u>3 cr</u>
	15 cr		15 cr

### JUNIOR YEAR

<b>FALL</b>		<b>SPRING</b>	
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Elective	3 cr
Upper Level Theory	3 cr	Upper Level Literature	3 cr
Upper Level Literature	3 cr	Elective	3 cr
Elective	<u>3 cr</u>	Elective	<u>3 cr</u>
	15 cr		15 cr

### SENIOR YEAR

<b>FALL</b>		<b>SPRING</b>	
Core/LS	3 cr	ENG 477 English Capping	3 cr
Elective	3 cr	Upper Level Literature	3 cr
Elective	3 cr	Elective	3 cr
Upper Level Workshop	3 cr	Elective	3 cr
Upper Level Seminar	<u>3 cr</u>	Elective	<u>2 cr</u>
	15 cr		14 cr

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ENGLISH (THEATRE)

### FRESHMAN YEAR

<b>FALL</b>		<b>SPRING</b>	
FYS 101 First Year Seminar	4 cr	Core/LS	3 cr
PHIL 101 Philosophical Perspectives	3 cr	Core/LS	3 cr
ENG 120 Writing for College	3 cr	Core/LS	3 cr
English Foundation Course	3 cr	English Foundation Course	3 cr
Theatre Arts Course	<u>3 cr</u>	Theatre Arts Course	<u>3 cr</u>
	16 cr		15 cr

### SOPHOMORE YEAR

<b>FALL</b>		<b>SPRING</b>	
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Foreign Language	3 cr	Foreign Language	3 cr
Upper Level Dramatic Literature	3 cr	Theatre Elective	3 cr
English Foundation Course	<u>3 cr</u>	Theatre Arts Course	<u>3 cr</u>
	15 cr		15 cr

**JUNIOR YEAR****FALL**

Core/LS	3 cr
Core/LS	3 cr
Upper Level Dramatic Literature	3 cr
Theatre Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

Core/LS	3 cr
Elective	3 cr
Upper Level Dramatic Literature	3 cr
Theatre Arts Course	3 cr
Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

Theatre Arts Course	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

ENG 477 English Capping	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	14 cr

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

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>
	16 cr

**SPRING**

Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

Core/LS	3 cr
Core/LS	3 cr
Foreign Language	3 cr
Upper Level Literature	3 cr
Writing Foundation	<u>3 cr</u>
	15 cr

**SPRING**

Core/LS	3 cr
Core/LS	3 cr
Foreign Language	3 cr
Upper Level Workshop	3 cr
Upper Level Literature	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

Core/LS	3 cr
Core/LS	3 cr
Upper Level Workshop	3 cr
Upper Level Theory	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

**SPRING**

Elective	3 cr
Elective	3 cr
Upper Level Workshop	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

Core/LS	3 cr
Elective	3 cr
Elective	3 cr
Upper Level Literature	3 cr
Upper Level Workshop	<u>3 cr</u>
	15 cr

**SPRING**

ENG 477 English Capping	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>2 cr</u>
	14 cr

**ENVIRONMENTAL SCIENCE & POLICY**

**RICHARD S. FELDMAN, Ph.D., Chair**

**MISSION:**

The Department of Environmental Science & Policy educates students to become professionals ready to understand and solve society's challenging environmental issues. Concentrations — Science, and Policy — allow for different areas of emphasis. Within each concentration, students can choose from a wide range of courses to build a strong foundation in both the applied and theoretical aspects of their area of expertise. The program allows students the flexibility to pursue their individual related passion, whether that interest is in the scientific, political, economic, legal, social, or natural resource realm of environmental issues.

Located in the scenic and historic Hudson Valley, our curriculum offers numerous opportunities for hands-on study at nearby field sites. Some courses include labs taught on the Hudson River aboard our recently acquired 28' research vessel.

The curriculum extends beyond coursework through internship and research opportunities included in our major requirements. These opportunities expose students to different environmentally-focused career paths and prepare them to be competitive candidates either in the professional sector or in graduate school.

As a result of combining our curriculum with extensive individual guidance and attention from faculty, the Department has gained a reputation among employers in both government and private sectors for molding students into citizens with a high-level of environmental consciousness and scientific talent who are well-prepared for challenging environmental careers; and employers extol the level of knowledge and skills our students can and have demonstrated fresh out of college.

The curriculum's flexibility also allows students who wish to pursue graduate studies to schedule a comprehensive undergraduate research experience, which has a very successful record of placing students in excellent graduate programs. Some features of the program are: extensive hands-on field or laboratory experience utilizing the most up-to-date laboratory equipment, regional and national conference presentation opportunities, and placement guidance into graduate school.

The interdisciplinary nature of our curriculum is also well-suited to accommodate dual majors and minors, and is particularly beneficial to students interested in: biology, zoology, ecology, geology, hydrology, climatology, botany, social sciences, health sciences, liberal arts, business, international affairs, and many other areas of studies.

NOTE: Please refer to <http://www.marist.edu/science/environmental/> for current information about the program.

#### CURRICULUM:

The Environmental Science and Policy **Environmental Assessment Concentration** prepare students for a career investigating the short-term and long-term effects of proposed plans, policies, and programs prior to their implementation. Students also learn ways to minimize, mitigate, or eliminate the potential hazards that existing and proposed actions may incur. Highlights of the concentration include extensive field and laboratory experience, learning to produce environmental impact statements, and earning an OSHA certification. A focus on incorporating up-to-date equipment as well as relevant certification leaves students highly competitive in both the government and private sectors.

Students enrolled in the Environmental Science and Policy **Science Concentration** can expect a rigorous and stimulating curriculum ideally suited for students interested in further graduate study in the sciences. Our program provides the academic preparation for in-depth understanding of environmental considerations pertaining to the effects of human activity on the dynamics and interrelationships of complex ecosystems, physical earth systems, and the health and well-being of humans and other organisms. Whether a student's personal career interest lies in field-work, conducting laboratory research, being actively involved in environmental concerns, or continuing his/her education with graduate studies, our program's coursework, combined with internships or faculty-mentored scholarly undergraduate research, provides the diversity necessary to thoroughly prepare our students to pursue their desired goals.

The Environmental Science and Policy's **Policy Concentration** is designed for students interested in a policy-oriented approach to environmental problems, but who wish to be well-versed in the science behind the policies. This concentration requires an in-depth exploration of an additional area of interest such as: economics, environmental law, social science, politics, or resource management, to name a few. Career preparation is enhanced through the requirement of completing either a professional internship or scholarly research mentored by a faculty member.

NOTE: Please refer to <http://www.marist.edu/science/environmental/> for current information about the program.

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## 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 125 Field and Lab Experience	1 cr	
	ENSC 202 Environmental Politics and Policy	3 cr	
	ENSC 210 Intro to Geology	3 cr	
	ENSC 212 Intro to Geology Lab	1 cr	
	ENSC 230 Intro to GIS	3 cr	
	ENSC 310 Environmental Chemistry	3 cr	
	ENSC 309 Environmental Chemistry Laboratory	1 cr	
	ENSC 315 Natural History of the Hudson Valley	3 cr	
	ENSC 330 Advanced GIS	3 cr	
	ENSC 360 Ecology: Principles & Practice	4 cr	
	ENSC 380 Principles of Environmental Assessment	3 cr	
	ENSC 404 Environmental Toxicology	4 cr	
	ENSC 318 Climate Change Seminar	1 cr	
	ENSC 440 Research I AND		
	ENSC 441 Research II OR		
	ENSC 398 Internship AND	6 cr	
	ENSC 399 Internship		
	ENSC 477 Environmental Science and Policy Capping	<u>3 cr</u>	
	Credit Requirement in Environmental Science		45 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 111 General Chemistry I	3 cr	
	CHEM 115 General Chemistry Laboratory I	1 cr	
	CHEM 112 General Chemistry II	3 cr	
	CHEM 116 General Chemistry Laboratory II	1 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 241 Calculus I	4 cr	
POSC 110 American National Government	3 cr	
		34 cr
Related Field Elective Credits (at least 7 credits from the courses below)		
BIOL 312 Microbiology	4 cr	
BIOL/ENSC 435 Plant Physiology	4 cr	
ENSC 306 Environmental Health	3 cr	
ENSC 327 Freshwater Ecology	3 cr	
ENSC 308 Intro to Occupational Safety and Health	3 cr	
ENSC 404 Toxicology	4 cr	
ENSC 420 Environmental Planning	3 cr	
ENSC 425 Environmental Law	3 cr	
ENSC 426 Environmental Investigation and Remediation	3 cr	
PHYS 201 College Physics I	3 cr	
		<u>7 cr</u>
Credit Requirement in Related Fields		41 cr
<b>Total Credit Requirement for a Major in Environmental Science &amp; Policy, Science Concentration</b>		<b>86 cr</b>
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
		15 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		<b><u>34 cr</u></b>
<b>Total Credit Requirement for Graduation</b>		<b>120 cr</b>

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

† May replace with CHEM 211-212 Organic Chemistry I-II and CHEM 215-216 Laboratory I-II

\* Not all 200-level BIOL courses qualify; consult with advisor.

The Environmental Science and Policy Concentration is designed for environmentally-conscious students interested in a science-oriented approach to environmental problems, who wish to enhance that knowledge with an in-depth exploration of an additional area of interest such as: economics, environmental law, social science, or politics, to name a few. The concentration provides a strong foundation while accommodating each student with much flexibility to create a program well-suited to his/her individual interests. Career preparation is enhanced with the requirement of internships, providing real-world experience, and scholarly research mentored by a faculty member.



# 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 125 Field and Lab Experience	1 cr	
	ENSC 202 Environmental Politics and Policy	3 cr	
	ENSC 230 Intro to GIS	3 cr	
	ENSC 305 Environmental Economics	3 cr	
	ENSC 306 Environmental Health	3 cr	
	ENSC 330 Advanced GIS	3 cr	
	ENSC 360 Ecology: Principles & Practice	4 cr	
	ENSC 380 Principles of Environmental Assessment	3 cr	
	ENSC 318 Climate Change Seminar	1 cr	
	ENSC 420 Environmental Planning	3 cr	
	ENSC 425 Environmental Law	3 cr	
	ENSC 440 Research I AND		
	ENSC 441 Research II OR		
	ENSC 398 Internship AND	6 cr	
	ENSC 399 Internship		
	ENSC 477 Environmental Science and Policy Capping	<u>3 cr</u>	
	Credit Requirement in Environmental Science		42 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 115 Calculus with Management Applications†	3 cr	
	ECON 103 Principles of Microeconomics	3 cr	
	POSC 110 American National Government	3 cr	
	POSC 240 Intro to Public Policy	3 cr	
			27 cr
	Approved Related Field Elective Credits (200 level or above)**		
	BIOL 211 Plant Biology	4 cr	
	ENSC 315 Natural History of Hudson Valley	3 cr	
	ENSC/BIOL 327 Freshwater Ecology	3 cr	
	ENSC 308 Intro to Occupational Safety and Health	3 cr	
			<u>13 cr</u>
	One additional 100 level POSC course may be taken, and is required for a Minor in Political Science.		
	Credit Requirement in Related Fields		<u>40 cr</u>
	<b>Total Credit Requirement for a Major in Environmental Science &amp; Policy, Policy Concentration</b>		<b>82 cr</b>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth*		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	0 cr	(fulfilled by major field req.)
			15 cr

Pathway\* 12 cr  
 Courses addressing an interdisciplinary topic.

**Total Core/Liberal Studies Requirement** 34 cr

4.0 Electives 4 cr

**Total Credit Requirement for Graduation** 120 cr

† May replace with MATH 241 Calculus I or MATH 131 Introduction to Statistics II

\*Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

\*\* Not all 200-level courses qualify; consult with advisor.

### THREE MINORS:

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## 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 102 Intro to Chemistry Lab	1 cr
OR	
CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Laboratory I	1 cr
CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Laboratory II	1 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC/BIOL 360 Ecology: Principles & Practice	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 305 Natural History of the Hudson Valley	3 cr
ENSC 306 Environmental Health	3 cr
ENSC 309 Environmental Chemistry Lab <sup>1</sup>	1 cr
ENSC 310 Environmental Chemistry <sup>1</sup>	3 cr
ENSC/BIOL 327 Freshwater Ecology	3 cr
ENSC 380 Principles of Environmental Assessment	3 cr
ENSC 340 Epidemiology	3 cr
ENSC 404 Environmental Toxicology	4 cr
BIOL 211 Plant Biology	4 cr
BIOL 420 Invertebrate Zoology	4 cr
BIOL/ENSC 435 Plant Physiology	4 cr

6 cr

**Total Credit Requirement for a Minor in Environmental Science** 25-29 cr

<sup>1</sup> Prerequisite courses required beyond those listed under Required Courses

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## 2) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL POLICY

### Required Courses

ENSC 101 Intro to Environmental Issues <sup>2</sup>	3 cr
ENSC/POSC 202 Environmental Politics & Policy <sup>3</sup>	3 cr
ENSC 230 Intro to Geographic Info Systems	3 cr
ENSC/ECON 305 Environmental Economics <sup>1,3</sup>	3 cr
ENSC/POSC 420 Environmental Planning <sup>1,3</sup>	3 cr
ENSC 425 Environmental Law	<u>3 cr</u>

18 cr

Electives	<u>3 cr</u>
Options:	
a. Choose three elective credits related to the Minor with approval of Chair of Environmental Science & Policy	
ENSC 210 Intro to Geology	3 cr
ENSC 212 Intro to Geology Lab	3 cr
ENSC 230 Intro to GIS	3 cr
ENSC 306 Environmental Health	3 cr
ENSC 309 Environmental Chemistry <sup>1</sup>	3 cr
ENSC 310 Environmental Chemistry Laboratory <sup>1</sup>	3 cr
ENSC 315 Natural History of Hudson Valley	3 cr
ENSC 327 Freshwater Ecology	3 cr
ENSC 308 Intro to Occupational Safety and Health	3 cr
ENSC 404 Environmental Toxicology	3 cr
BIOL 211 Plant Biology	3 cr
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

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### 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 306 Environmental Health	3 cr
ENSC 313 Environmental Microbiology <sup>1</sup>	3 cr
ENSC 315 Natural History of Hudson Valley	3 cr
ENSC/BIOL 327 Freshwater Ecology <sup>1</sup>	3 cr
ENSC/CHEM 310 Environmental Chemistry <sup>1</sup>	3 cr
ENSC/BIOL 360 Ecology: Principles and Practice <sup>1</sup>	4 cr
ENSC 308 Intro to Occupational Safety and Health	3 cr
ENSC 404 Environmental Toxicology <sup>1</sup>	4 cr
BIOL 211 Plant Biology <sup>1</sup>	4 cr
Social Sciences and Humanities	
ENSC/POSC 202 Environmental Politics & Policy	3 cr
ENSC/ECON 305 Environmental Economics <sup>1</sup>	3 cr
ENSC/POSC 420 Environmental Planning <sup>1</sup>	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 <sup>1</sup>	3 cr
POSC/GBST 103 Intro to Global Studies	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.

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## RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY, SCIENCE CONCENTRATION

### FRESHMAN YEAR

#### FALL

FYS 101 Freshman Year Seminar	4 cr
BIOL 130 General Biology I	4 cr
CHEM 111 General Chemistry I	3 cr
CHEM 115 General Chemistry Laboratory I	1 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC 125 Field & Laboratory Experience	<u>3 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

BIOL 211 Plant Biology	4 cr
ENSC 230 Introduction to GIS	3 cr
CHEM 201 Intro to Organic Chemistry I	3 cr
CHEM 202 Intro to Organic Chemistry I Lab	1 cr
POSC 110 American National Government	3 cr
Breadth	3 cr
	<u>        </u>
	17 cr

### JUNIOR YEAR

#### FALL

ENSC 315 Natural History of the Hudson Valley	3 cr
ENSC 360 Ecology: Principles & Practice	4 cr
MATH 241 Calculus I	4 cr
Related Field Elective	3 cr
	<u>        </u>
	14 cr

### SENIOR YEAR

#### FALL

ENSC 440 Research I or ENSC 398 Internship I	3 cr
Related Field Elective	3-4 cr
Breadth	3 cr
Pathway	<u>6 cr</u>
	15-16 cr

#### SPRING

PHIL 101 Philosophical Perspectives	3 cr
BIOL 131 General Biology II	4 cr
CHEM 112 General Chemistry II	3 cr
CHEM 116 General Chemistry Laboratory II	1 cr
ENG 120 Writing for College	3 cr
	<u>        </u>
	14 cr

#### SPRING

ENSC 202 Environmental Politics & Policy	3 cr
ENSC 210 Intro to Geology	3 cr
ENSC 212 Intro to Geology Lab	1 cr
ENSC 310 Environmental Chemistry	3 cr
ENSC 309 Environmental Chemistry Lab	1 cr
MATH 130 Intro to Statistics I	3 cr
Elective	<u>1 cr</u>
	14 cr

#### SPRING

ENSC 380 Principles of Env Assessment	3 cr
ENSC 318 Climate Change Seminar	1 cr
Related Field Elective	3-4 cr
Breadth	6 cr
Pathway	<u>3 cr</u>
	16-17 cr

#### SPRING

ENSC 441 Research II OR ENSC 399 Internship II	3 cr
ENSC 404 Environmental Toxicology	4 cr
ENSC 477 Env Sci & Policy Capping	3 cr
Pathway	<u>3 cr</u>
	13 cr

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## RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY, POLICY CONCENTRATION

### FRESHMAN YEAR

#### FALL

FYS 101 Freshman Year Seminar	4 cr
BIOL 130 General Biology I	4 cr
CHEM 101 Intro to Chemistry	3 cr
CHEM 102 Intro to Chemistry Lab	1 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC 125 Field & Lab Exp	<u>1 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

ENSC 230 Introduction to GIS	3 cr
MATH 130 Intro to Statistics I	3 cr
POSC 110 American National Government	3 cr
Breadth	3 cr
Free Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

ENSC 360 Ecology: Principles & Practice	4 cr
ENSC 305 Environmental Economics	3 cr
POSC 240 Intro to Public Policy	3 cr
Related Field Elective	3-4 cr
Pathway	<u>3 cr</u>
	16-17 cr

#### SPRING

PHIL 101 Philosophical Perspectives	3 cr
BIOL 131 General Biology II	4 cr
ENG 120 Writing for College	3 cr
MATH 115 Calculus with Management	3 cr
Breadth	3 cr
	<u>        </u>
	16 cr

#### SPRING

ENSC 202 Environmental Politics & Policy	3 cr
ENSC 306 Environmental Health	3 cr
ECON 103 Microeconomics	3 cr
Related Field Elective	3-4 cr
Advanced GIS	<u>3 cr</u>
	15-16 cr

#### SPRING

ENSC 380 Prin of Env Assessment	3 cr
ENSC 420 Environmental Planning	3 cr
ENSC 318 Climate Change Seminar	1 cr
Breadth	3 cr
Pathway	<u>3 cr</u>
	13 cr

**SENIOR YEAR****FALL**

ENSC 440 Research I OR	3 cr
ENSC 398 Internship I	
Related Field Elective	3-4 cr
Pathway	3 cr
Free Elective	3 cr
	<hr/>
	12-13 cr

**SPRING**

ENSC 441 Research II OR	3 cr
ENSC 399 Internship II	
ENSC 425 Environmental Law	3 cr
ENSC 477 Env Sci & Policy Capping	3 cr
Free Elective	3 cr
Pathway	<u>3 cr</u>
	15 cr

**FASHION DESIGN**

JENNIFER FINN, B.S., *Department Chair*

**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. Internships are an integral part of the learning experience in the Fashion Program, as is the effective use of technology, including computer-aided design and industry-specific software.

The Fashion Program for Fashion Design features a comprehensive curriculum leading to the Bachelor of Fine Arts degree. 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 Runway Show. Fashion Design Majors may pursue a Minor in Fashion Merchandising or Product Development.

**REQUIREMENTS FOR A BACHELOR OF FINE ARTS IN FASHION DESIGN**

Portfolio Requirement: Students wishing to enter the Fashion Design concentration 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 Fashion in Culture & Commerce	3 cr
FASH 130 Fashion Figure Drawing	1 cr
FASH 140 Fashion Design I: Drawing & Color*	3 cr
FASH 126 Creative Process	3 cr
FASH 200 Textiles: Studies & Applications	3 cr
FASH 210 Design Studio Techniques*	3 cr
FASH 230 Apparel Development I*	3 cr
FASH 231 Apparel Development II*	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
FASH 240 Fashion Design II: Presentation*	3 cr
FASH 245 Digital Fashion Design I	3 cr
FASH 268 Digital Fashion Design II	3 cr
FASH 300 Product Development	3 cr
FASH 310 Apparel Development III*	3 cr
FASH 345 Fashion Design III: Design Workshop*	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Employment Seminar	1 cr
FASH 478 Fashion Design Capping I: Portfolio Development*	3 cr
FASH 479 Fashion Design Capping II: Collections I*	3 cr
FASH 480 Fashion Design Capping III: Collection II*	<u>3 cr</u>

Credit Requirement in Fashion Design 56 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

Credit Requirement in Related Fields 6 cr

Fashion Design students are strongly encouraged to take additional courses in Art History, particularly ART 366 History of 20th Century Art.

\* Minimum grade of C required for: FASH 140, 210, 230, 231, 240, 310, 345, 478, 479, 480

**Total Credit Requirement for a Major in Fashion Design** 62 cr

**3.0 Core/Liberal Studies Requirements**

3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0	Electives		<u>18 cr</u>
	<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF FINE ARTS IN FASHION DESIGN

### FRESHMAN YEAR

#### FALL

FASH 100 Fashion in Culture & Commerce	3 cr
FASH 126 Creative Process	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Core Distribution	3 cr
	<u>        </u>
	16 cr

#### SPRING

FASH 200 Textiles: Studies & Appl	3 cr
FASH 210 Design Studio Techniques	3 cr
ART 281 History of Costume	3 cr
Core Distribution	3 cr
PHIL 101 Philosophical Perspectives	3 cr
FASH 130 Fashion Figure Drawing	<u>1 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

FASH 140 Fash Design I: Draw & Color	3 cr
FASH 230 Apparel Development I	3 cr
FASH245 Digital Fashion Design	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
Elective	3 cr
	<u>        </u>
	15 cr

#### SPRING

FASH 240 Fashion Design II: Presentation I	3 cr
FASH 231 Apparel Development II	3 cr
FASH 268 Digital Fashion Design II	3 cr
FASH 300 Product Development	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Fashion Employment Seminar	<u>1 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

FASH 310 Apparel Development III	3 cr
FASH 345 Fash Design III: Design Workshop	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

FASH 478 Fashion Design Capping I: Port. Dev.	3 cr
FASH 479 Fashion Design Capping II: Collections I	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
ART160/180 History of Art	<u>3 cr</u>
	15 cr

#### SPRING

FASH 480 Fashion Design Capping III: Collections II	3 cr
Core Distribution	3 cr
Core Distribution (if needed)	3 cr
Elective	<u>3 cr</u>
	12 cr

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## REQUIREMENTS FOR A MINOR IN FASHION MERCHANDISING

The Merchandising Minor provides a foundation in retailing, buying, or marketing.

Required Courses (3 credits each): 9 cr  
FASH 100 Fashion in Culture & Commerce  
FASH 265 Principles of Retailing  
FASH 304 Merchandise Planning & Control

Select three courses (3 credits each) from the following menu: 9 cr  
FASH 200 Textiles: Studies & Applications  
FASH 245 Fashion Digital Design I  
FASH 266 Writing for Fashion  
FASH 235 Trend Forecasting  
FASH 295 Fashion Show Production  
FASH 306 Sustainability  
FASH 315 Retail Entrepreneurship  
FASH 355 Buying, Planning & Allocation  
FASH 455 Global Merchandising Strategies

**Total Credit Requirement for a Minor in Fashion Merchandising** 18 cr

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## REQUIREMENTS FOR A MINOR IN PRODUCT DEVELOPMENT

*Prerequisite:* Permission of the Fashion Department Chair

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 318 Apparel Supply Chain Management  
FASH 300 Product Development

Select three courses (3 credits each) from the following list: 9 cr  
FASH 267 Textile Design  
FASH 325 Private Label Development  
FASH 341 Fashion Branding & Licensing  
FASH 370 Knitwear Design  
FASH 415 Advanced Fashion PDM Software  
FASH 455 Global Merchandising Strategies

**Total Credit Requirement for a Minor in Product Development** 18 cr

## 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. Internships are an integral part of the learning experience in the Fashion Program, as is the effective use of technology, including computer-aided design and industry-specific software.

The Fashion Program for Fashion Merchandising features a comprehensive curriculum leading to the Bachelor of Science Degree. Students may choose from three concentrations — the Business concentration, Product Development concentration, or Fashion Promotion concentration.

The Business concentration focuses on the planning, procurement, and marketing aspects of the fashion business. Students learn to research target markets, analyze business results, manage the supply chain, and develop strategies that effectively meet the needs of consumers. The Product Development concentration explores the development of private label or branded merchandise, supply chain management, and the use of product data management techniques. The Fashion Promotion concentration is geared toward the student seeking a career in fashion public relations or advertising, event production or on-line promotion. A capping course is required for all senior Merchandising students. The capstone project requires that the student relate his/her knowledge of fashion merchandising and program concentration, related courses and the core, often in collaboration with major fashion companies. Fashion Merchandising students may also pursue a Product Development Minor.

# REQUIREMENTS FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A BUSINESS CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required. This may require utilizing some elective credits.

1.0	Course Requirements in Fashion Merchandising with a Business Concentration		
	FASH 100 Fashion in Culture & Commerce	3 cr	
	FASH 200 Textiles	3 cr	
	FASH 235 Trend Forecasting & Analysis	3 cr	
	FASH 245 Digital Fashion Design I	3 cr	
	FASH 265 Retailing Principles & Practices	3 cr	
	FASH 300 Product Development	3 cr	
	FASH 304 Merchandise, Planning & Control	3 cr	
	FASH 355 Buying, Planning & Allocation	3 cr	
	FASH 381 History of Modern Fashion	3 cr	
	FASH 400 Employment Seminar	1 cr	
	FASH 455 Global Merchandising Strategies	3 cr	
	FASH 477 Merchandise Capping	<u>3 cr</u>	
	<b>Credit Requirement in Fashion Merchandising with a Business Concentration</b>		<b>34 cr</b>
2.0	Course Requirement in Related Fields		
	ART 281 History of Costume	3 cr	
	COM 102 Introduction to Communication	3 cr	
	COM 220 Introduction to Strategic Advertising	3 cr	
	BUS 320 Financial Management	3 cr	
	BUS 340 Principles of Marketing	3 cr	
	ACCT 203 Financial Accounting	3 cr	
	ACCT 204 Managerial Accounting	3 cr	
	ECON 103 Principles of Microeconomics	3 cr	
	ECON 104 Principles of Macroeconomics	<u>3 cr</u>	
	<b>Credit Requirement in Related Fields</b>		<b><u>27 cr</u></b>
	<b>Total Credit Requirement for a Major in Fashion Merchandising with a Business Concentration</b>		<b>61 cr</b>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	First Year Seminar	4 cr	
	Writing for College	3 cr	
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by related field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics (MATH 130 Intro to Statistics**)	3 cr	
	Natural Science	3 cr	
	Social Science	0 cr	(fulfilled by related field req.)
	Pathway*	<u>12 cr</u>	
	Courses addressing an interdisciplinary topic		
	<b>Total Core/Liberal Studies Requirements</b>		<b>37 cr</b>
4.0	Electives		22 cr
	<b>Total Credit Requirement for Graduation</b>		<b>120 cr</b>

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

\*\* Prerequisite for BUS 320 Financial Management.



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## RECOMMENDED PROGRAM SEQUENCE BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A BUSINESS CONCENTRATION

### FRESHMAN YEAR

#### FALL

FASH 100 Fashion Culture & Commerce	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 College Writing	3 cr
PHIL 101 Philosophical Perspectives	3 cr
ECON 103 Principles of Microeconomics	<u>3 cr</u>
	16 cr

#### SPRING

FASH 200 Textiles	3 cr
COM 102 Intro to Communications	3 cr
ECON 104 Principles of Macroeconomics	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

FASH 265 Principles of Retailing	3 cr
FASH 245 Digital Fashion Design I	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
FASH 400 Employment Seminar	<u>1 cr</u>
	16 cr

#### SPRING

COM 220 Intro to Strategic Advertising	3 cr
FASH 235 Trend Forecasting	3 cr
FASH 304 Merch Planning & Control	3 cr
Elective	3 cr
Core Distribution	3 cr
	<u>15 cr</u>

### JUNIOR YEAR

#### FALL

FASH 300 Product Development	3 cr
FASH 355 Buying, Planning Allocation	3 cr
Core Distribution	3 cr
ART 281 History of Costume	3 cr
ACCT 203 Financial Accounting	<u>3 cr</u>
	15 cr

#### SPRING

FASH 381 History of Modern Fashion	3 cr
ACCT 204 Managerial Accounting	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

BUS 320 Financial Management	3 cr
FASH 455 Global Merchandising Strategies	3 cr
Core Distribution (if needed)	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

FASH 477 Fashion Capping	3 cr
BUS 340 Marketing Principles	3 cr
Core Distribution (if needed)	3 cr
Electives	3 cr
Electives	<u>3 cr</u>
	15 cr

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH PRODUCT DEVELOPMENT CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required. This may require utilizing some elective credits.

#### 1.0 Course Requirements in Fashion Merchandising with a Product Development Concentration

FASH 100 Fashion in Culture & Commerce	3 cr
FASH 200 Textiles	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
FASH 245 Digital Fashion Design I	3 cr
FASH 268 Digital Fashion Design II	3 cr
FASH 265 Retailing Principles & Practices	3 cr
FASH 300 Product Development	3 cr
FASH 304 Merchandise Planning & Control	3 cr
FASH 306 Sustainability in Fashion	3 cr
FASH 318 Apparel Supply Chain Management	3 cr
FASH 325 Private Label Development	3 cr
FASH 341 Branding & Licensing	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Employment Seminar	1 cr
FASH 415 Advanced PDM Software	3 cr
FASH 455 Global Merchandising Strategies	3 cr
FASH 477 Fashion Product Development Capping	<u>3 cr</u>

Credit Requirement in Fashion Merchandising with a Product Development Concentration

49 cr

#### 2.0 Course Requirement in Related Fields

ART 281 History of Costume	3 cr
COM 102 Introduction to Communication	3 cr
COM 220 Intro to Strategic Advertising	<u>3 cr</u>

Credit Requirement in Related Fields	<u>9 cr</u>	
<b>Total Credit Requirement for a Major in Fashion Merchandising with a Product Development Concentration</b>		58 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
First Year Seminar	4 cr	
Writing for College	3 cr	
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by related field req.)
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	3 cr	
Pathway*	<u>12 cr</u>	
Courses addressing an interdisciplinary topic		
<b>Total Core/Liberal Studies Requirements</b>		<u>40 cr</u>
4.0 Electives		<u>22 cr</u>
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED SEQUENCE FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A PRODUCT DEVELOPMENT CONCENTRATION

### FRESHMAN YEAR

#### FALL

FASH 100 Fashion Culture & Commerce	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 College Writing	3 cr
PHIL 101 Philosophical Perspectives	3 cr
COM 102 Intro to Communications	<u>3 cr</u>
	16 cr

#### SPRING

FASH 200 Textiles	3 cr
FASH 245 Digital Fashion Design	3 cr
FASH 265 Retailing Principles & Practices	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

FASH 268 Digital Fashion Design II	3 cr
FASH 235 Trend Forecasting	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
FASH 400 Employment Seminar	<u>1 cr</u>
	16 cr

#### SPRING

FASH 300 Product Development	3 cr
FASH 304 Merchandise Planning & Control	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
	<u>15 cr</u>

### JUNIOR YEAR

#### FALL

FASH 341 Branding & Licensing	3 cr
COM 220 Intro to Strategic Advertising	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

FASH 318 Apparel Supply Chain Management	3 cr
FASH 325 Private Label	3 cr
ART 281 History of Costume	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

FASH 305 Sustainability	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 415 Web PDM	3 cr
Core Distribution (if needed)	3 cr
Elective	3 cr
	<hr/>
	15 cr

**SPRING**

FASH 455 Global Merchandising Strategies	3 cr
FASH 477 Fashion Capping	3 cr
Core Distribution (if needed)	3 cr
Electives	3 cr
Electives	3 cr
Electives	<u>3 cr</u>
	15 cr

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## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A FASHION PROMOTION CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required. This may require utilizing some elective credits.

Project Requirement: Students wishing to enter the Fashion Merchandising major must submit the required project.

1.0	Course Requirements in Fashion Merchandising with a Fashion Promotion Concentration		
	FASH 100 Fashion in Culture & Commerce	3 cr	
	FASH 200 Textiles	3 cr	
	FASH 245 Digital Fashion Design I	3 cr	
	FASH 265 Retailing Principles & Practices	3 cr	
	FASH 235 Fashion Trend Forecasting & Analysis	3 cr	
	FASH 300 Product Development	3 cr	
	FASH 341 Branding & Licensing	3 cr	
	FASH 381 History of Modern Fashion	3 cr	
	FASH 400 Employment Seminar	1 cr	
	FASH 455 Global Merchandising Strategies	3 cr	
	FASH 477 Fashion Merchandising Capstone	3 cr	
	<u>Student will choose 3 courses from the following (3 crs each):</u>	<u>9 cr</u>	
	FASH 261 Event Planning		
	FASH 269 Visual Merchandising		
	FASH 266 Writing for Fashion		
	FASH 295 Fashion Show Production		
	FASH 306 Sustainability in Fashion		
	FASH 315 Retail Entrepreneurship		
	FASH 367 Advanced Fashion Show Production		
	Credit Requirement in Fashion Merchandising with a Fashion Promotion Concentration		40 cr
2.0	Course Requirement in Related Fields		
	ART 281 History of Costume	3 cr	
	COM 102 Introduction to Communication	3 cr	
	COM 103 Digital Toolbox	3 cr	
	COM 211 Fundamentals of PR Theory & Practice	3 cr	
	COM 220 Intro to Strategic Advertising	3 cr	
	<u>Students will choose 2 courses from the following: (3 crs each):</u>	<u>6 cr</u>	
	COM 333 Applied Research Analytics		
	COM Special Topics		
	COM 348 Integrated Strategies, Tactics and Shareholders		
	Credit Requirement in Related Fields		<u>21 cr</u>
	<b>Total Credit Requirement for a Major in Fashion Merchandising with a Fashion Promotion Concentration</b>		61 cr
3.1	FOUNDATION		
	First Year Seminar	4 cr	
	Writing for College	3 cr	
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by related field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	

Natural Science	3 cr
Social Science	3 cr

Pathway*	12 cr
Courses addressing an interdisciplinary topic	

**Total Core/Liberal Studies Requirements** 40 cr

4.0 Electives 19 cr

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## RECOMMENDED SEQUENCE FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A FASHION PROMOTION CONCENTRATION

### FRESHMAN YEAR

#### FALL

FASH 100 Fashion Culture & Commerce	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 College Writing	3 cr
PHIL 101 Philosophical Perspectives	3 cr
COM 102 Intro to Communications	<u>3 cr</u>
	16 cr

#### SPRING

FASH 200 Textiles	3 cr
COM 103 Digital Toolbox	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

FASH 245 Digital Fashion Design	3 cr
FASH 265 Retailing Principles & Practices	3 cr
COM 211 Fundamentals of PR	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
	<u>    </u>
	15 cr

#### SPRING

FASH 281 Trend	3 cr
FASH 400 Employment Seminar	1 cr
COM 220 Intro to Strategic Advertising	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

FASH 300 Product Development	3 cr
ART 281 History of Costume	3 cr
Fashion Menu Choice 1	3 cr
Elective	4 cr
	<u>    </u>
	13 cr

#### SPRING

FASH 341 Branding & Licensing	3 cr
FASH 381 History of Modern Fashion	3 cr
COM 333 Applied Research Analytics	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

FASH 455 Global Merchandising Strategies	3 cr
Fashion Menu Choice 2	3 cr
COM Menu Choice 1	3 cr
COM Menu Choice 2	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

#### SPRING

Fashion Menu Choice 3	3 cr
FASH 477 Fashion Capping	3 cr
Core Distribution	3 cr
Electives	6 cr
	<u>    </u>
	15 cr

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## REQUIREMENTS FOR A MINOR IN PRODUCT DEVELOPMENT

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 318 Production & Sourcing in the Apparel Industry	
FASH 300 Product Development	

Select three courses (3 credits each) from the following list:	9 cr
FASH 267 Textile Design	

FASH 325 Private Label Development  
 FASH 341 Fashion Branding & Licensing  
 FASH 379 Knitwear Design  
 FASH 415 Advanced Fashion PDM Software  
 FASH 455 Global Merchandising Strategies

**Total Credit Requirement for a Minor in Product Development**

18 cr

## FRENCH

**CLAIRE KEITH, Ph.D.,** *Chairperson and French Coordinator*

### 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.

Students majoring in French should be aware that at least one semester of study in a French Immersive environment is necessary to be able to meet the ACTFL proficiency guidelines used by the department in the final assessment of the Capping course and final Capping Oral Presentation.

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, Aix-en-Provence or Grenoble, featuring multiple housing options and opportunity for community service involvement. Programs in Senegal and Morocco 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 251 Contemporary France	3 cr	
	FREN 305 Studies In French Film and Literature	3 cr	
	FREN 310 French Grammar and Composition I OR		
	FREN 311 French Grammar and Composition II	<u>3 cr</u>	15 cr
2.0	Approved courses in tracks		
	<u>Single Major track</u>		
	FREN 250 French Culture & Thought OR		
	FREN 325 French in a Digital Age	3 cr	
	FREN 310 French Grammar and Composition I OR		
	FREN 311 French Grammar and Composition II	3 cr	
	FREN 315 French Literature of Africa and the Caribbean OR		
	FREN 322 Seminar In Francophone Studies OR		
	FREN 330 Modern Literary Perspective: the 20th and 21st Century	3 cr	
	FREN 345 Interdisciplinary Unit	3 cr	
	FREN 440 French for Current Affairs	3 cr	
	One upper-level course in French Literature or Culture OR	3 cr	
	FREN 394 Internship in French**		
	FREN 477 Capping	3 cr	21 cr
	<u>Double Major Track</u>		
	FREN 250 French Culture & Thought OR		
	FREN 310 French Grammar and Composition I OR		
	FREN 325 French in Digital Age	3 cr	
	FREN 315 French Literature of Africa and the Caribbean OR		
	FREN 322 Seminar In Francophone Studies OR		
	FREN 330 Modern Literary Perspective: the 20th and 21st Century	3 cr	
	FREN 311 French Grammar and Composition II OR		

FREN 345 Interdisciplinary Unit	3 cr	
FREN 440 French for Current Affairs OR		
FREN 397 Internship in French**	3 cr	
FREN 477 Capping	<u>3 cr</u>	
		<u>15 cr</u>
		15-21 cr
<b>Total Credit Requirement for a Major in French</b>		30-36 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth*		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	0 cr	(fulfilled by major field req.)
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		21 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0 Electives		<u>44-50 cr</u>
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

\*\* Replacing upper level course with FREN 394 requires prior departmental approval for qualifying students.

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## 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 OR	
FREN 310 French Grammar and Composition I OR	
FREN 325 French in a Digital Age	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 310 French Grammar & Composition I OR	
FREN 311 French Grammar & Composition II OR	
FREN 322 Seminar in Francophone Studies OR	
FREN 397 Internship In French OR	
FREN 440 French for Current Affairs	<u>3 cr</u>

**Total Credit Requirement for a Minor in French** 18 cr

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## REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: FRENCH (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: French (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the 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 117 of this catalog.

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

Single & Double Track (additional Single Track courses marked with \*)

### FRESHMAN YEAR

#### FALL

FREN 201	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Elective	<u>3 cr</u>
	16 cr

#### SPRING

FREN 202	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

FREN 250	3 cr
FREN 305 (Core Lit)	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

FREN 251	3 cr
Core/LS	3 cr
Core/LS	3 cr
Ethics	3 cr
Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR (Marist Abroad France)

#### FALL

FREN 310	3 cr
FREN 311* or elective	3 cr
FREN 315	3 cr
FREN 345	3 cr
FREN upper level *	<u>3 cr</u>
	15 cr

#### SPRING

FREN 440 OR FREN 394	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

Elective or FREN 477 Capping course	3 cr
Core/LS	3 cr
Electives	<u>9 cr</u>
	15 cr

#### SPRING

FREN 477 Capping Course	3 cr
Electives	12 cr
	<u>15 cr</u>

## GAMES AND EMERGING MEDIA

KAREN SCHRIER, Ed.D., *Director*

### MISSION:

The Games and Emerging Media major provides a strong practical and theoretical understanding of game design, development, and writing, as well as an understanding of the history, culture, and business of games. In addition, we research, develop, and design other emerging forms of media—including virtual reality, 3-D environments, and mobile applications—as well as media that have yet to be imagined. Depending on their interests, students develop a wide variety of skills, such as in design, programming, writing, production, art, animation, prototyping, public speaking, and research. Our interdisciplinary approach to games encourages creativity, innovation, exploration, and empathy.

Students choose between two concentration areas: (1) Technical Development & Programming and (2) Design, Writing, & Culture. All students begin the program with a shared interdisciplinary foundation in game design, production, and development, and then concentrate in their respective specializations. Within each concentration there is additional flexibility. Students spend their final year working in teams to develop a portfolio of games and other media. Students also have the opportunity to join the Play Innovation Lab, where they can develop and research games and other media, and participate in game-related events, workshops, and career preparation activities.

## REQUIREMENTS FOR A BACHELOR OF SCIENCE IN GAMES AND EMERGING MEDIA: CONCENTRATION IN TECHNICAL DEVELOPMENT AND PROGRAMMING

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

1.0	Course Requirements in Games & Emerging Media	
	CMPT 120 Introduction to Programming	4 cr
	CMPT 220 Software Development I	4 cr
	CMPT 221 Software Development II	4 cr
	CMPT 230 Software System & Analysis	4 cr
	CMPT 414 Game Design & Programming I	4 cr
	GAME 101 Introduction to Games	3 cr
	GAME 301 Business of Games	3 cr
	GAME 480 Game Studio	3 cr

GAME 481 Capping	3 cr	
MDIA 103 Digital Toolbox	3 cr	
		35 cr
Select any three, in any combination		
GAME 201 Colloquium in Games (can be taken 3 times)		
GAME 202 Lab Practicum in Games (can be taken 3 times)		
CRDV 100 Employment Practicum		
		3 cr
Select one from the following:		4 cr
CMPT 306 Data Comm & Networks		
CMPT 308 Data Management		
Select three from the following:		10-12 cr
CMPT 330 System Design		
CMPT 404 Artificial Intelligence		
CMPT 415 Game Design & Programming II		
CMPT 435 Algorithms Analysis and Design		
CMPT 446 Computer Graphics		
GAME 401 Human Computer Interaction		
Select 7-9 credits from the following:		<u>7-9 cr</u>
MDIA 101 Introduction to Media Studies		
MDIA 110 Intro to Design		
MDIA 201 Writing for Media		
MDIA 203 Video Production		
MDIA 210 Interactive Media I		
MDIA 302 Editing		
MDIA 304 Audio Production		
MDIA 310 Interactive II		
MDIA 311 Media Theory and Methods		
MDIA 312 Online Culture		
MDIA 313 Storytelling Across Media		
MDIA 314 Game Design I		
MDIA 316 Ethics and Gaming		
MDIA 320 History of Electronic Media		
MDIA 410 Game Design II		
MDIA 411 Topics in Interactive Media		
MDIA 431 3D Modeling and Visualization		
MDIA 432 Animation		
GAME 401 Human Computer Interaction		
Credit Requirements in Games & Emerging Media		61 cr
2.0 Course Requirements in Related Fields		
MATH 205 Discrete Mathematics	4 cr	
PHYS 211 General Physics I	<u>3 cr</u>	
Credit Requirement in Related Fields		<u>7 cr</u>
<b>Total Credit Requirement for a Major in Games &amp; Emerging Media</b>		68 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by related field req.)
Natural Science	0 cr	(fulfilled by related field req.)
Social Science	<u>3 cr</u>	
		18 cr



Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic	
<b>Total Core/Liberal Studies Requirement</b>	37 cr
4.0 Electives	<u>15 cr</u>
Includes 6 credits of Internship	
<b>Total Credit Requirement for Graduation</b>	120 cr

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## SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN GAMES & EMERGING MEDIA: CONCENTRATION IN DESIGN, WRITING AND CULTURE

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

1.0 Course Requirements in Games & Emerging Media		
CMPT 120 Introduction to Programming	4 cr	
GAME 101 Introduction to Games	3 cr	
GAME 301 Business of Games	3 cr	
GAME 480 Game Studio	3 cr	
GAME 481L Capping	3 cr	
MDIA 103 Digital Toolbox	3 cr	
MDIA 201 Writing for Media	3 cr	
MDIA 210 Interactive Media I	3 cr	
MDIA 314 Game Design I	3 cr	
MDIA 316 Ethics and Gaming	3 cr	
		31 cr
Select any three, in any combination:		3 cr
GAME 201 Colloquium in Games (can be taken 3 times)	1 cr	
GAME 202 Lab Practicum in Games (can be taken 3 times)	1 cr	
CRDV 100 Employment Practicum	1 cr	
Select six from the following:		18-19 cr
MDIA 101 Introduction to Media Studies		
MDIA 110 Intro to Design		
MDIA 203 Video Production		
MDIA 302 Editing		
MDIA 304 Audio Production		
MDIA 310 Interactive II		
MDIA 311 Media Theory and Methods		
MDIA 312 Online Culture		
MDIA 313 Storytelling Across Media		
MDIA 320 History of Electronic Media		
MDIA 410 Game Design II		
MDIA 411 Topics in Interactive Media		
MDIA 431 3D Modeling and Visualization		
MDIA 432 Animation		
GAME 401 Human Computer Interaction		
Select 15-16 credits from the following:		15-16 cr
CMPT 220 Software Development I		
CMPT 221 Software Development II		
CMPT 230 Software System & Analysis		
CMPT 414 Game Design & Programming I		
CMPT 306 Data Comm & Networks		
CMPT 308 Data Management		
CMPT 330 System Design		
CMPT 404 Artificial Intelligence		
CMPT 415 Game Design & Programming II		
CMPT 435 Algorithms		
CMPT 446 Computer Graphics		
GAME 401 Human Computer Interaction		
MATH 205 Discrete Mathematics		
PHYS 211 General Physics		
<b>Total Credit Requirement for a Major in Games &amp; Emerging Media</b>		68 cr

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		

**Total Core/Liberal Studies Requirement** 40 cr

4.0 Electives 12 cr  
Includes 6 credits of Internship

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A MINOR IN GAMES AND EMERGING MEDIA

CMPT 120 Introduction to Programming	4 cr
GAME 101 Introduction to Games	3 cr
MDIA 103 Digital Toolbox	3 cr
	<u>10 cr</u>

Select 12 credits from the following: 12 cr

- CMPT 220 Software Development I
- CMPT 414 Game Design & Programming I
- CMPT 415 Game Design & Programming II
- GAME 401 Human Computer Interaction
- MDIA 210 Interactive Media I
- MDIA 314 Game Design I
- MDIA 316 Ethics and Gaming
- MDIA 431 3D Modeling and Visualization
- MDIA 410 Game Design II

**Total Credit Requirement for a Minor in Games and Emerging Media** 22 cr

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN GAMES AND EMERGING MEDIA: TECHNICAL DEVELOPMENT AND PROGRAMMING

### FRESHMAN YEAR

#### FALL

GAME 101 Introduction to Games	3 cr
FYS 101 First Year Seminar	4 cr
CMPT 120 Introduction to Programming	4 cr
Core/LS: Math 205	4 cr
	<u>15 cr</u>

#### SPRING

CMPT 220 Software Development I	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
MDIA 103 Digital Toolbox	3 cr
Core/LS: Physics	<u>3 cr</u>
	16 cr

**SOPHOMORE YEAR****FALL**

CMPT 221 Software Development II	4 cr
CMPT 230 Software Sys and Analysis	4 cr
Core/LS	3 cr
GAME 201 Colloquium in Games	1 cr
Pathway Elective	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

Core/LS	3 cr
MDIA 301 Business of Games	3 cr
Pathway Elective	3 cr
GAME 201 Colloquium in Games	1 cr
Core/LS	3 cr
Elective	<u>2 cr</u>
	15 cr

**SENIOR YEAR****FALL**

GAME 481 Capping	3 cr
CMPT 414 Game Programming I	4 cr
GAME 480 Game Studio	3 cr
CMPT 306 Data Comm & Networking OR	
CMPT 308L Data Management	<u>4 cr</u>
	14 cr

**SPRING**

MDIA 314 Game Design I	3 cr
Core/LS	3 cr
Pathway Elective	3 cr
Concentration Elective	4 cr
GAME 201 Colloquium in Games	<u>1 cr</u>
	14 cr

**SPRING**

Core/LS: Ethics and Gaming	3 cr
Concentration Elective	4 cr
Pathway Elective	3 cr
Elective	3 cr
Employment Practicum	1 cr
	<u>14 cr</u>

**SPRING**

Elective	3 cr
Concentration Elective	4 cr
Concentration Elective	4 cr
Elective/ Internship	<u>6 cr</u>
	17 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN GAMES AND EMERGING MEDIA: DESIGN, WRITING & CULTURE****FRESHMAN YEAR****FALL**

GAME 101 Introduction to Games	3 cr
FYS 101 First Year Seminar	4 cr
MDIA 103 Digital Toolbox	3 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	<u>3 cr</u>
	16 cr

**SPRING**

Core/LS	3 cr
CMPT 120 Introduction to Programming	4 cr
MDIA 110 Introduction to Design	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

**SOPHOMORE YEAR****FALL**

CMPT 220 Software Development I	3 cr
MDIA 210 Interactive Media I	4 cr
Core/LS: Math 205	4 cr
MDIA 201 Writing for Media	1 cr
Pathway Elective	3 cr
GAME 201 Colloquium in Games	<u>1 cr</u>
	16 cr

**SPRING**

MDIA 314 Game Design I	3 cr
Core/LS	3 cr
Pathway Elective	3 cr
Concentration Elective	3 cr
CMPT 221 Software Development II	4 cr
	<u>16 cr</u>

**JUNIOR YEAR****FALL**

Core/LS	3 cr
MDIA 301 Business of Games	3 cr
Pathway Elective	3 cr
GAME 201 Colloquium in Games	1 cr
Concentration Elective	3 cr
	<u>13 cr</u>

**SPRING**

MDIA 316 Ethics and Gaming	3 cr
Concentration Elective	3 cr
Pathway Elective	3 cr
Concentration Elective	3 cr
Employment Practicum	1 cr
	<u>13 cr</u>

**SENIOR YEAR****FALL**

GAME 481 Capping	3 cr
GAME 480 Game Studio	3 cr
Elective	3 cr
Concentration Elective	3 cr
Concentration Elective	<u>3 cr</u>
	15 cr

**SPRING**

Elective	3 cr
Concentration Elective	3 cr
MDIA 410 Game Design II	3 cr
Internship	6 cr
	<u>15 cr</u>

## GLOBAL STUDIES MINOR

CLAIRE KEITH, Ph.D., *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 and Cultures 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 for post-graduation work in international fields.

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### 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 2020-2021 catalog.

Coursework:

GBST/POSC/CSCU 103 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

**Total Credits**

18 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 and Cultures 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

#### **Internships**

INTERNSHIPS in any discipline may be eligible for GBST approval as an elective if a component of significant global relevance can be documented. Please contact the GBST coordinator to obtain approval.

#### **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 ACCT 204)  
BUS 442 International Marketing (prerequisite: BUS 100 or ACCT 204, BUS 340, BUS 382)

#### **Computer Technology**

CMPT 305 Technology, Ethics and Society

#### **Communication**

COM 325 Intercultural Communication (prerequisite: Junior standing)  
COM 400 Gender, Culture and Communication (prerequisite: Junior standing)  
COM 488 Comparative Communication Systems (prerequisite: Junior standing)

#### **Criminal Justice**

CRJU 350 Organized Crime  
CRJU 377 Politics of Crime and Terrorism (prerequisite: CRJU 101 or POSC 101)  
CRJU 440 Cross Cultural Criminal Justice Systems (prerequisites: CRJU 370; Criminal Justice majors with senior standing)

### **Economics**

ECON 150 Economics of Social Issues  
ECON 305 Environmental Economics (prerequisite: ECON 103)  
ECON 340 Economic Development: Towards Global Equality (prerequisite: ECON 103, 104, or 150)  
ECON 432 International Financial Policies and Issues (prerequisites: ECON 103 and 104)  
ECON 442 International Economics (prerequisites: ECON 103 and 104)

### **Education**

EDUC 379 Culturally Responsive Education

### **Environmental Science**

ENSC 101 Introduction to Environmental Issues  
ENSC 202 Environmental Politics and Policy  
ENSC 230 Introduction to Geographic Information (prerequisite: ENSC 101)  
ENSC 340 Epidemiology

### **English**

ENG 201 Introduction to Linguistics  
ENG 302 Structure of English/World Englishes  
ENG 353 Ethnic American Literature  
ENG 370 Modern Jewish Literature  
ENG 373 Literature of the Holocaust

### **Fashion Merchandising**

FASH 306 Sustainability in Fashion  
FASH 455 Global Merchandising Strategies (prerequisite: FASH 265)

### **Foreign Language and Culture**

All foreign language, culture, and civilization courses, including foreign literature in translation courses.

### **Global Studies**

GBST 392, 393 Special Topics  
GBST 394-398 Internships in Global Studies (one to three credits)

### **History**

HIST 206 Afghanistan and its Wars  
HIST 242 Introduction to the African Diaspora  
HIST 252 Modern Europe  
HIST 255 Catholic Church in Modern Times  
HIST 262 History of Russia: The Russian Revolution  
HIST 263 Eastern Europe and Russia from 1928 to the Present  
HIST 267 Women in Asia  
HIST 269 Modern Asia  
HIST 271 Modern China  
HIST 274 Modern Latin America  
HIST 280 Modern Africa  
HIST 285 The History and Political Culture of Ireland  
HIST 313 The Vietnam War (prerequisite: six credits in history)  
HIST 318 Drug Trade in Asia (prerequisite: six credits in history)  
HIST 320 American Diplomatic History (prerequisite: six credits in history)  
HIST 349 Modern Germany: Between Dictatorship and Democracy  
HIST 355 History and Politics of the Modern Middle East (prerequisite: six credits in history)  
HIST 375 Race Relations in Latin American History (prerequisite: six credits in history)

### **Honors**

HONR 340-343 Honors Seminar in Global Engagement

### **Media Arts**

MDIA 326 Race & Ethnicity in Film  
MDIA 422 Topics in Global Cinema (topic must be pre-approved by GBST coordinator)

### **Music**

Music 226 Music Cultures of the World

### **Philosophy**

PHIL 301 Environmental Ethics  
PHIL 325 Contemporary Continental Philosophy  
PHIL 340 Marx and Marxism

### **Political Science**

POSC 111 Introduction to Comparative Politics  
POSC 113 International Relations  
POSC 202 Environmental Politics and Policy (prerequisites: POSC 110 and ENSC 101)  
POSC 213 Politics of Human Rights (prerequisite: POSC 112 or 113)  
POSC 236 Politics of Developing Areas (prerequisite: POSC 111)  
POSC 251 European Politics (prerequisite: POSC 111 or 113)  
POSC 271 Nationalism and Communism in China and Taiwan  
POSC 280 Model United Nations (prerequisite: POSC 111 or 113)  
POSC 285 The History and Political Culture of Ireland (Dual listed as HIST 325) (prerequisite: POSC 111)  
POSC 290 International Law and Organization  
POSC 321 Contemporary Political Theory  
POSC 325 Political Economy: The Rise of the Asia-Pacific  
POSC 350 Latin American Politics  
POSC 351 African Politics  
POSC 355 History and Politics of the Modern Middle East

### **Psychology**

PSYC 222 Community Psychology  
PSYC 330 Culture and Psychology (prerequisite: PSYC 101)

### **Religious Studies**

REST 209 World Religions  
REST 215 Religions of India: Hinduism, Buddhism, Islam  
REST 219 Sociology of Religion  
REST 230 Religion and Politics  
REST 231 Social Ethics and Economics  
REST 232 Religion and Culture  
REST 315 Global Liberation Theology  
REST 320 Public Praxis I

### **Sociology**

SOC 219 Sociology of Religion

Other courses to be approved in advance by the Global Studies Steering Committee.

## **HISTORY**

NICHOLAS MARSHALL, Ph.D., *Chairperson*

### **MISSION:**

The History Major enables students to make sense of the world that they are inheriting. In order to accomplish this task, students must be grounded in their own historical experience, which should be placed within an emerging international context. In addition, they should recognize the ongoing tensions over the nature of identity: ethnicity, sexuality, class, gender, race, and nationality. To this end, we train students to analyze issues that engage 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 Department systematically exposes students to a variety of areas: the United States, Europe, and those of 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. Additionally, the study and understanding of history 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 careers in adolescent and secondary education as well as graduate studies, professional schools, doctoral programs, or law school. 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 occur 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.

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## **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 226 American History to 1877	3 cr
	HIST 227 American History since 1877	3 cr
	HIST 477 Capping Course	3 cr
	CMPT 103 Technology for the 21st Century	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 206 Afghanistan and its Wars		
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 Colonial Latin America		
HIST 274 Modern Latin America		
HIST 280 Modern Africa		
HIST 313 The Vietnam War		
HIST 318 Drug Trade in Asia		
HIST 355 History and Politics of the Modern Middle East		
HIST 375 Race and Ethnicity in Latin America		
(Or another non-U.S., non-European history class to be approved by Chairperson)		
One course from:	3 cr	
HIST 413 FDR Research Seminar		
HIST 497 Public History Internship (required for Public History Concentration)		
History Electives taken at the 300-level seminar courses	9 cr	
Choose one of the following:	<u>6 cr</u>	
Standard History Major:		
History Electives	6 cr	
Public History Concentration:		
HIST 205 Introduction to Public History	3 cr	
HIST 496 Public History Internship II	3 cr	
<b>Credit Requirement in History</b>		45 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	0 cr	(fulfilled by major field req.)
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		21 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		40 cr
4.0 Electives		<u>35 cr</u>
<b>Total Credit Requirement for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## 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 History/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 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 117 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 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 206 Afghanistan and its Wars		
	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 Colonial Latin America		
	HIST 274 Modern Latin America		
	HIST 280 Modern Africa		
	HIST 313 The Vietnam War		
	HIST 318 Drug Trade in Asia		
	HIST 355 History and Politics of the Modern Middle East		
	HIST 375 Race and Ethnicity In Latin America		
	(Or another non-U.S., non-European history class to be approved by Chairperson)		
	One course from:	3 cr	
	HIST 413 FDR Research Seminar		
	HIST 497 Public History Internship		
	History Electives	9 cr	
	(Six credits must be taken at the 300 level-seminar course)		
	<b>Credit Requirement in History</b>		<b>36 cr</b>
2.0	Course Requirements in Related Fields		
	ECON 103 Prin Microeconomics, ECON 104 Prin of Macroeconomics		
	OR ECON 105 Economics of Social Issues	3 cr	
	POSC 110 American National Government	<u>3 cr</u>	
	Credit Requirement in Related Fields		6 cr
3.0	Required Courses in the Certification Sequence*		
	PSYC 101 Introduction to Psychology	3 cr	
	(prerequisite for upper-level psychology courses)		
	PSYC 207 Exceptional Child (or EDUC 372 Inclusive Adolescence Ed)	3 cr	
	PSYC 318 Psychology of the Adolescent	3 cr	
	EDUC 101 Foundations of Education	3 cr	
	EDUC 150 Technology for Educational Professionals	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	1 cr	
	(taken concurrently with Content Methods)		
	EDUC 420 Methods of Teaching in Secondary Schools	3 cr	



EDUC 464 Student Teaching in the Secondary Schools	12 cr
Foreign Language***	3-6 cr

\* With the exception of Student Teaching (P/F), a grade of C+ or better is required in all courses in this certification sequence.

\*\*\* 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** 40-43 cr

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	0 cr	(fulfilled by major field req.)
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		

**Total Core/Liberal Studies Requirement** 37 cr

4.0 Electives 2-5 cr

**Total Credit Requirement for Graduation** 124 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

**FRESHMAN YEAR**

<b>FALL</b>		<b>SPRING</b>	
FYS 101 First Year Seminar	4 cr	CMPT 103	3 cr
ENG 120 Writing for College	3 cr	HIST 226, 227, 248, 249, or 252	3 cr
PHIL 101 Philosophical Perspectives	3 cr	HIST 226, 227, 248, 249 or 252	3 cr
HIST 226, 227, 248,249, or 252	3 cr	Core/LS	3 cr
Core/LS	<u>3 cr</u>	Core/LS	<u>3 cr</u>
	16 cr		15 cr

**SOPHOMORE YEAR**

<b>FALL</b>		<b>SPRING</b>	
HIST 226, 227, 248, 249, or 252	3 cr	HIST 200 Latin America/Asia/Africa	3 cr
HIST 200 Latin America/Asia/Africa	3 cr	HIST 200 Latin America/Asia/Africa	3 cr
Core/LS	3 cr	Core/LS	3 cr
Elective	3 cr	Elective	3 cr
Elective	<u>3 cr</u>	Elective	<u>3 cr</u>
	15 cr		15 cr

**JUNIOR YEAR**

<b>FALL</b>		<b>SPRING</b>	
HIST Elective (200 level)	3 cr	HIST Elective (300 level)	3 cr
HIST Elective (200 level)	3 cr	HIST Elective (300 level)	3 cr
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Elective	<u>3 cr</u>	Elective	<u>3 cr</u>
	15 cr		15 cr

**SENIOR YEAR****FALL**

HIST 477	3 cr
HIST Elective (300 level) or HIST 413	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

HIST 497 or HIST Elective (300 level)	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>2 cr</u>
	14 cr

**REQUIREMENTS FOR A MINOR IN HISTORY**

HIST 248, HIST 249, HIST 252, or HIST 263 (or another European course approved by the Chairperson)	3 cr
HIST 218, HIST 220, HIST 226, HIST 227, or HIST 228 (or another American course approved by the Chairperson)	3 cr
HIST 242, HIST 267, HIST 268, HIST 269, HIST 270, HIST 271, HIST 273, HIST 274, HIST 280, HIST 318, HIST 355, HIST 375 (or another non-US, non-European history course to be approved by Chairperson)	<u>3 cr</u>
Any three HIST courses	9 cr

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

18 cr

**HONORS IN CORE/LIBERAL STUDIES**MARY STONE, Ph.D., *Director*

The Marist Honors Program has as its mission developing scholars, leaders and global citizens. In keeping with the overall mission of the College, which espouses an ideal dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century, Marist's Honors Program will provide opportunities for academic excellence, leadership, cultural enrichment, and global engagement. 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. 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. Students interested in admission should contact the Program Director.

**REQUIREMENTS FOR HONORS IN CORE/LIBERAL STUDIES**

All students must take a minimum of 18 credit hours of Honors coursework to successfully complete this program of study.

1.0	Foundation Year courses:	7 cr
	FYSH 101 Honors First-Year Seminar	4 cr
	ENGH 120 Honors Writing for College	3 cr
1.1	Selection of one of the four Honors Seminars:	3 cr
	HONR 360/361 Honors Seminar in Philosophical & Moral Foundations	3 cr
	HONR 370/371 Honors Seminar in Scientific & Quantitative Analysis	3 cr
	HONR 380/381 Honors Seminar in Expression & Creativity	3 cr
	HONR 390/391 Honors Seminar in Individual & Society	3 cr
1.2	Selection of one of the four Honors Civic & Service Learning Seminars:	3 cr
	HONR 365/366 Honors Seminar in Philosophical & Moral Foundations	3 cr
	HONR 375/376 Honors Seminar in Scientific & Quantitative Analysis	3 cr
	HONR 385/386 Honors Seminar in Expression & Creativity	3 cr
	HONR 395/396 Honors Seminar in Individual & Society	3 cr
1.3	Honors-by-contract requirement:	4 cr
	HONR 401 Honors-by-Contract	1 cr*
1.4	Research requirements:	4 cr
	HONR 420 Honors Thesis Project	3 cr
	HONR 495 Honors Senior Seminar	1 cr

**Total Credit Requirements for Honors in Core/Liberal Studies**

21 cr

\*The credit hour will be linked to an existing non-honors course.

## 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	
	ENSC 315 Natural History of the Hudson 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 Environmental Politics & Policy	
	POSC 211 American State & Local Politics	
	<b>Total Credit Requirement for a Minor in Hudson River Valley Regional Studies</b>	<b>18 cr</b>

## INFORMATION TECHNOLOGY AND SYSTEMS

MATTHEW A. JOHNSON, M.S., *Chairperson*

### MISSION:

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

#### *Concentration in Information Technology*

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

1.0	Course requirements in Major Field	
	CMPT 120 Introduction to Programming	4 cr
	CMPT 220 Software Development I	4 cr

CMPT 221 Software Development II	4 cr	
CMPT 230 Software Systems and Analysis	4 cr	
CMPT 306 Data Communications and Networks	4 cr	
CMPT 308 Database Management	4 cr	
CMPT 307 Internetworking	4 cr	
CMPT 321 Architecture of Hardware and System Software	3 cr	
CMPT 330 System Design	4 cr	
CMPT 410 Systems Administration	4 cr	
CMPT 420 Internet Security	4 cr	
CMPT 430 Technology Entrepreneurship	3 cr	
CMPT 477 ITS Project I	3 cr	
CMPT 478 ITS Project II	1 cr	
Platform technology elective*	3-4 cr	
ITS Upper-level electives **	6-8 cr	
<b>2.0 Course Requirements in Related Fields</b>		
BUS 100 Introduction to Business and Management	3 cr	
MATH 130 Introduction to Statistics	3 cr	
MATH 205 Discrete Mathematics	4 cr	
MATH 241 Calculus I	4 cr	
<b>Total Credit Requirement for a Major in ITS/Information Systems</b>		73-76 cr
<b>3.0 Core/Liberal Studies Requirements</b>		
<b>3.1 FOUNDATION</b>		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
<b>3.2 DISTRIBUTION</b>		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr (fulfilled by major field req.)	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	21 cr
Pathway***		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		40 cr
<b>4.0 Electives and/or internship</b>	<u>4-7 cr</u>	
<b>Total Credit Requirement for Graduation</b>		120 cr

\* This is a CMPT course selected from those that teach a specific hardware and/or software platform. Such courses include those covering UNIX and z/OS.

\*\* Elective Courses (6-8 credits) Information Technology majors extend their study of Information Technology by selecting two additional Computing Technology (CMPT) courses, both 300 level or above, in consultation with their faculty advisor. By selecting various combinations of courses, students can

- broaden their exposure to include the technologies in Enterprise Computing, E-commerce or Data Centers,
- focus on a particular Technology area that reflects their interests and career aspirations, or
- emphasize further study of Information Technology topics.

NOTE: For elective credits, the following exclusions apply - CMPT 300, CMPT 305, and internship credits.

\*\*\*Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

## Concentration in Information Systems

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

1.0	Course requirements in Major Field		
	CMPT 120 Introduction to Programming	4 cr	
	CMPT 220 Software Development I	4 cr	
	CMPT 221 Software Development II	4 cr	
	CMPT 230 Software Systems and Analysis	4 cr	
	CMPT 306 Data Communications and Networks	4 cr	
	CMPT 308 Database Management	4 cr	
	CMPT 307 Internetworking	4 cr	
	CMPT 321 Architecture of Hardware and System Software	3 cr	
	CMPT 330 System Design	4 cr	
	CMPT 428 Data and Information Management	4 cr	
	CMPT 460 Decision Support and Business Intelligence Systems	4 cr	
	CMPT 477 ITS Project I	3 cr	
	CMPT 478 ITS Project II	1 cr	
	CMPT Upper-level electives *	3-4 cr	
2.0	Course Requirements in Related Fields		
	ACCT 203 Financial Accounting	3 cr	
	BUS 100 Introduction to Business and Management	3 cr	
	BUS 340 Marketing Management	3 cr	
	ECON 103 Principles of Microeconomics OR		
	ECON 104 Principles of Macroeconomics	3 cr	
	MATH 130 Introduction to Statistics	3 cr	
	MATH 205 Discrete Mathematics	4 cr	
	MATH 241 Calculus I	<u>4 cr</u>	
<b>Total Credit Requirement for a Major in ITS/Information Systems</b>			73-74
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr (fulfilled by major field req.)	
	Natural Science	3 cr	
	Social Science	0 cr (fulfilled by major field req.)	
			18 cr
	Pathway**		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>			37 cr
4.0	Electives and/or internship		<u>9-10 cr</u>
<b>Total Credit Requirement for Graduation</b>			120 cr

\* Elective Courses (3-4 credits) Information Systems majors extend their study of Information Systems by selecting two additional Computing Technology (CMPT) courses, 300 level or above, in consultation with their faculty advisor. By selecting various combinations of courses, students can

- broaden their exposure to include the technologies in Enterprise Computing, E-commerce or Data Centers,
- focus on a particular Systems area that reflects their interests and career aspirations, or
- emphasize further study of Information Systems topics.

NOTE: For elective credits, the following exclusions apply – CMPT 300, CMPT 305, and internship credits.

\*\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS (INFORMATION TECHNOLOGY)

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business & Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

### SOPHOMORE YEAR

#### FALL

CMPT 306 Data Communications & Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

CMPT 305 Technology, Ethics, and Society	3 cr
CMPT ITS Upper-level elective	3-4 cr
CMPT 321 Arch of Hardware & Sys Software	3 cr
Core/electives	<u>5-6 cr</u>
	15 cr

#### SPRING

CMPT 420 Internet Security	4 cr
Platform technology elective	3-4 cr
Core/electives	7-8 cr
	<u>15 cr</u>

### SENIOR YEAR

#### FALL

CMPT 410 Systems administration	4 cr
CMPT 430 Technology Entrepreneurship	3 cr
CMPT 477 ITS Project I	3 cr
CMPT 478 ITS Project II	1 cr
Core/electives	<u>3 cr</u>
	13 cr

#### SPRING

ITS Upper-level elective	3-4 cr
Core/electives	9-10 cr
	<u>13 cr</u>

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS (INFORMATION SYSTEMS)

### FRESHMAN YEAR

#### FALL

CMPT 120 Intro to Programming	4 cr
MATH 130 Intro to Statistics	3 cr
BUS 100 Intro to Business & Mgmt	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Sys & Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

### SOPHOMORE YEAR

#### FALL

CMPT 306 Data Comm & Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core L/S	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core L/S	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

CMPT Upper Level Elective	3-4 cr
CMPT 321 Arc Hardware & Software	3 cr
ECON 103/104 Micro/Macro-economics	3 cr
Core L/S	3 cr
Core L/S	<u>3 cr</u>
	15-16 cr

#### SPRING

ACCT 203 Financial Accounting	3 cr
CMPT 460 Decision Support & Business Intel Sys	4 cr
CMPT 305 Technology, Ethics and Society	3 cr
Core L/S	3 cr
General Elective	<u>3 cr</u>
	16 cr

### SENIOR YEAR

#### FALL

CMPT 477 ITS Project I	3 cr
CMPT 478 ITS Project II	1 cr
CMPT 428 Data & Infor Management	4 cr
Core L/S	3 cr
Core L/S	<u>3 cr</u>
	14 cr

#### SPRING

BUS 340 Marketing Management	3 cr
Core L/S	3 cr
General Elective	3 cr
General Elective	<u>3-4 cr</u>
	12-13 cr

# B.S./M.S. PROGRAM IN INFORMATION SYSTEMS

EITEL LAURIA, Ph.D., *Graduate Director, Department of Computing Technology*

In addition to its undergraduate major in Information Technology and Systems, the Department of Computing Technology also offers a Master of Science in Information Systems (MSIS) Degree which currently includes three concentrations: Information Systems Management, Business Analytics, and Computer Networks & Security.

The Department recognizes that for some outstanding undergraduate ITS 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.

Selected undergraduate ITS Students pursuing the concentration in Information Systems can join the Five-Year Program with a concentration in Information Systems Management and Business Analytics.

Selected undergraduate ITS Students pursuing the concentration in Information Technology can join the Five-Year Program with a concentration in Computer Networks & Security.

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 156 credits (120 + 36), those undergraduate ITS Students pursuing the concentration in Information Systems who are admitted to this program will be required to take only 144 credits to complete the concentration in Information Systems Management and Business Analytics, or 24 additional credits that can be completed in two semesters, normally the fall and spring following their undergraduate studies. Likewise, those undergraduate ITS Students pursuing the concentration in Information Technology who are admitted to this program will be required to take only 144-145 credits, to complete the dual concentration in Computer Networks & or 24-25 additional credits that can be completed in two semesters, normally the fall and spring following their undergraduate studies.

The five-year program is not appropriate for all students. Qualification occurs in the sixth semester. A cumulative GPA of 3.0 is required for acceptance into 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 ITS faculty member early in their studies at Marist, but no later than the beginning of their fourth semester.

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

### *Concentration in Information Systems Management and Business Analytics*

1.0	Course Requirements in Major Field		
	CMPT 120 Introduction to Programming	4 cr	
	CMPT 220 Software Development I	4 cr	
	CMPT 221 Software Development II	4 cr	
	CMPT 230 Software Systems and Analysis	4 cr	
	CMPT 306 Data Communications & Networks	4 cr	
	CMPT 308 Database Management	4 cr	
	CMPT 307 Internetworking	4 cr	
	CMPT 321 Architecture of Hardware and System Software	3 cr	
	CMPT 330 System Design	4 cr	
	CMPT 428 Data and Information Management	4 cr	
	Four credit ITS Upper-Level elective	4 cr	
	CMPT 477 ITS Project I	3 cr	
	CMPT 478 ITS Project II	1 cr	
2.0	Course Requirements in Related Fields		
	ACCT 203 Financial Accounting	3 cr	
	BUS 100 Introduction to Business and Management	3 cr	
	BUS 340 Marketing Management	3 cr	
	ECON 103 Principles of Microeconomics OR		
	ECON 104 Principles of Macroeconomics	3 cr	
	MATH 130 Introduction to Statistics	3 cr	
	MATH 205 Discrete Mathematics	4 cr	
	MATH 241 Calculus I	<u>4 cr</u>	
	<b>Total Credit Requirement for a Major in Data Science &amp; Analytics</b>		70 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	

Mathematics	0 cr (fulfilled by major req.)	
Natural Science	3 cr	
Social Science	<u>0 cr</u> (fulfilled by major req.)	
		18 cr
Pathway*		
Courses addressing an interdisciplinary topic		<u>12 cr</u>
<b>Total Credit Requirement for Core/Liberal Studies</b>		37 cr
4.0 Undergraduate General electives and/or Internships		4 cr
5.0 Graduate Courses taken at Undergraduate Level		
MSIS 527 Systems & Inf. Concepts in Organizations	3 cr	
MSIS 545 Into to Data Analysis & Comp. Stats	3 cr	
MSIS 645 Data Mining & Pred. Analytics	<u>3 cr</u>	
		<u>9 cr</u>
<b>Total Four-Year Credit Requirement **</b>		120 cr
6.0 Fifth-Year Graduate Courses		
MSIS 620 Emerging Technologies	3 cr	
MSIS 730 Information Systems Policy	3 cr	
MSIS 637 Decision Support Systems	3 cr	
MSIS 621 Enterprise Architectures	3 cr	
MSIS 720 Capstone Project	3 cr	
MSIS/MSCS/MBA approved electives	<u>9 cr</u>	
<b>Total Graduate Credits, Fifth Year</b>		<u>24 cr</u>
<b>Total Credit Requirement for Completing Five-Year B.S./M.S Program **</b>		144 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

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

### *Concentration in Computer Networks and Security*

1.0 Course Requirements in Major Field		
CMPT 120 Introduction to Programming	4 cr	
CMPT 220 Software Development I	4 cr	
CMPT 221 Software Development II	4 cr	
CMPT 230 Software Systems and Analysis	4 cr	
CMPT 306 Data Communications & Networks	4 cr	
CMPT 308 Database Management	4 cr	
CMPT 307 Internetworking	4 cr	
CMPT 321 Architecture of Hardware and System Software	3 cr	
CMPT 330 System Design	4 cr	
CMPT 410 Systems Administration	4 cr	
CMPT 420 Internet Security	4 cr	
CMPT 430 Technology Entrepreneurship	3 cr	
CMPT 477 ITS Project I	3 cr	
CMPT 478 ITS Project II	1 cr	
Platform technology elective	3-4 cr	
CMPT Upper-level elective	4 cr	
2.0 Course Requirements in Related Fields		
BUS 100 Introduction to Business and Management	3 cr	
MATH 130 Introduction to Statistics	3 cr	
MATH 205 Discrete Mathematics	4 cr	
MATH 241 Calculus I	<u>4 cr</u>	
<b>Total Credit Requirement for a Major in Data Science &amp; Analytics</b>		71-72 cr



3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics (CMPT 305 Technology, Ethics, and Society recommended)	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr (fulfilled by major req.)	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	21 cr
	Pathway*		
	Courses addressing an interdisciplinary topic		<u>12 cr</u>
<b>Total Credit Requirement for Core/Liberal Studies</b>			40 cr
4.0	Undergraduate General electives and/or Internships		0 cr
5.0	Graduate Courses taken at Undergraduate Level		
	MSIS 527 Systems & Inf. Concepts in Organizations	3 cr	
	MSIS 601 Network Design & Implement	3 cr	
	MSIS/MSCS/MBA approved electives	<u>3 cr</u>	9 cr
<b>Total Four-Year Credit Requirement **</b>			120-121 cr
6.0	Fifth-Year Graduate Courses		
	MSIS 602 Network Security	3 cr	
	MSIS 730 Information Systems Policy	3 cr	
	MBA 667 Accounting	3 cr	
	MSIS 603 Network Virtualization	3 cr	
	MSIS 720 Capstone Project	3 cr	
	MSIS/MSCS/MBA approved electives	<u>9 cr</u>	24 cr
<b>Total Graduate Credits, Fifth Year</b>			<u>24 cr</u>
<b>Total Credit Requirement for Completing Five-Year B.S./M.S. Program **</b>			144-145 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

## RECOMMENDED PROGRAM SEQUENCE FOR A 5-YEAR B.S./M.S. PROGRAM IN INFORMATION TECHNOLOGY & SYSTEMS (INFORMATION SYSTEMS MANAGEMENT AND BUSINESS ANALYTICS)

### FRESHMAN YEAR

#### FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Introduction to Business & Mgmt.	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

#### SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems & Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

### SOPHOMORE YEAR

#### FALL

CMPT 306 Data Communication & Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

CMPT 321 Arch. of Hardware & Software	3 cr
ECON 303/304 Micro/Macro Economics	3 cr
CMPT 305 Technology, Ethics, & Society	3 cr
Upper level Elective	4 cr
Core/LS	<u>3 cr</u>
	16 cr

**SENIOR YEAR****FALL**

CMPT 477 ITS Project I	3 cr
CMPT 478 ITS Project II	1 cr
MSIS527 Systems & Inf. Concepts in Org.	3 cr
MSIS 545 Into to Data Analysis & Comp. Stats.	3 cr
Core/LS	<u>3 cr</u>
	13 cr

**FIFTH YEAR (Graduate)****FALL**

MSIS 620 Emerging Technologies	3 cr
MSIS 730 Information Systems Policy	3 cr
MSIS 637 Decision Support Systems	3 cr
MSIS/MSCS/MBA approved elective	<u>3 cr</u>
	12 cr

**SPRING**

ACCT 203 Financial Accounting	3 cr
CMPT 428 Data & Information Mgmt	4 cr
BUS 340 Marketing Mgmt	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

**SPRING**

MSIS 645 Data Mining & Pred. Analytics	3 cr
Core/LS	3 cr
Core/LS	3 cr
General Elective or Internship	4 cr
	<u>13 cr</u>

**SPRING**

MSIS 720 Capstone Project	3 cr
MSIS 621 Enterprise Architectures	3 cr
MSIS/MSCS/MBA approved elective	3 cr
MSIS/MSCS/MBA approved elective	<u>3 cr</u>
	12 cr

**REQUIREMENTS FOR A 5-YEAR B.S./M.S. PROGRAM IN INFORMATION TECHNOLOGY & SYSTEMS (COMPUTER NETWORKS AND SECURITY)****FRESHMAN YEAR****FALL**

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Introduction to Business & Mgmt.	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

**SPRING**

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems & Analysis	4 cr
MATH 205 Discrete Mathematics	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

**SOPHOMORE YEAR****FALL**

CMPT 306 Data Communication & Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

CMPT 321 Arch. of Hardware & Software	3 cr
CMPT Platform Elective	3-4 cr
CMPT 305 Technology, Ethics, & Society	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15-16 cr

**SPRING**

CMPT 420 Internet Security	4 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

**SENIOR YEAR****FALL**

CMPT 477 ITS Project I	3 cr
CMPT 478 ITS Project II	1 cr
CMPT 410 Systems Administration.	4 cr
MSIS527 Systems & Inf. Concepts in Org.	3 cr
CMPT 430 Technology Entrepreneurship	<u>3 cr</u>
	14 cr

**SPRING**

CMPT Upper Level Elective	4 cr
MSIS 601 Network Design & Implement.	3 cr
MSIS/MSCS/MBA approved elective	3 cr
Core/LS	3 cr
	<u>13 cr</u>

**FIFTH YEAR (Graduate)****FALL**

MSIS 602 Network Security	3 cr
MSIS 730 Information Systems Policy	3 cr
MBA 667 Accounting	3 cr
MSIS/MSCS/MBA approved elective	<u>3 cr</u>
	12 cr

**SPRING**

MSIS 720 Capstone Project	3 cr
MSIS 603 Network Virtualization	3 cr
MSIS/MSCS/MBA approved elective	3 cr
MSIS/MSCS/MBA approved elective	<u>3 cr</u>
	12 cr

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## REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY

CMPT 120 Introduction to Programming	4 cr
CMPT 220 Software Development I	4 cr
CMPT 221 Software Development II	4 cr
CMPT 306 Data Communications and Networks	4 cr
CMPT 307 Internetworking	4 cr
MATH 205 Discrete Mathematics	4 cr

**Total Credit Requirement for a Minor in Information Technology** 24 cr

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## REQUIREMENTS FOR A MINOR IN ENTERPRISE COMPUTING

CMPT 120L Introduction to Programming	4 cr
CMPT 220 Software Development I	4 cr
CMPT 315 Introduction to z/OS and Major Subsystems	4 cr
Select 3 electives from the following:	
CMPT 316N z/OS Networking	3 cr
CMPT 317N z/OS Security	3 cr
CMPT 451N z/OS Advanced Topics	3 cr
CMPT 452N z/OS RAS and PD	3 cr
CMPT 455N DB2 Fundamentals	3 cr
CMPT 456N z/OS Performance Fundamentals	3 cr
CMPT 453N z/OS Emerging Technologies	3 cr
CMPT 454N z/OS Installation	3 cr

**Total Credit Requirement for a Minor in Enterprise Computing** 21 cr

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## REQUIREMENTS FOR A MINOR IN INFORMATION SYSTEMS

CMPT 120L Introduction to Programming	4 cr
BUS 100N Introduction to Business and Management	3 cr
CMPT 230L Software Systems and Analysis	4 cr
CMPT 306 Data Communications	4 cr
CMPT 330L System Design	4 cr
CMPT 308L Database Management	4 cr

**Total Credit Requirement for a Minor in Information Systems** 23 cr

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## CYBERSECURITY CERTIFICATE

The Cybersecurity Certificate program consists of three online courses, all of which offer hands-on experience in a cloud-based virtual lab environment. Students will be able to practice common hacks and defense strategies, and learn how to scan websites and cloud environments for security vulnerabilities. Practical examples of recent security breaches will be discussed to illustrate applications of the course materials. Course materials were designed to cover requirements from the NSA, Department of Homeland Security, Department of Defense, and CISSP, among others.

Admission Requirements: HS diploma or equivalency. Recommended prerequisites include familiarity with introductory programming principles and data networking; there are no specific computer language requirements.

Requirements and Sequencing:

Students must pass each course with a "C" or better to attain certificates.

CMPT 416 Introduction to Cybersecurity	4 cr
CMPT 417 Hacking and Penetration Testing	3 cr
CMPT 418 Mobile Security	4 cr

11 cr

## DATA CENTER FACILITIES MANAGEMENT ASSOCIATE AND PROFESSIONAL CERTIFICATES

The Data Center Facilities Management Associate and Professional Certificate programs provide training in critical infrastructure design, management, and problem-solving acumen. While learning relevant, job-related skills, participants earn undergraduate credits that can be applied toward a fully online bachelor's degree at Marist College. The program provides participants with essential knowledge and skills in facilities management, infrastructure, power, cooling, data communication, project management and cloud computing.

Admission Requirements: HS diploma or equivalency

### Associate Certificate in Data Center Facilities Management

Requirements:

Students must pass each course with a “C” or better to attain certificates.

CMPT130 Information Technology and Systems Concepts	3 cr
CMPT 482 Introduction to Facilities Management	3 cr
CMPT 487 Advanced Facilities Management	3 cr
	9 cr

### Professional Certificate in Data Center Facilities Management

Requirements:

Successful completion of the Associate Certificate in Data Center Facilities Management (above) plus:

Students must pass each course with a “C” or better to attain certificates.

CMPT 306 Data Communication and Networks	4 cr
CMPT 309 Project Management	3 cr
CMPT 483 Cloud Infrastructure and Services	4 cr
	20 CR

## INFORMATION TECHNOLOGY MANAGEMENT MINOR

DANIEL SZPIRO, Ph.D., *Dean*

The minor in Information Technology (IT) Management addresses critical skills for any manager to contribute to the success of an organization. The courses within the minor offer a comprehensive foundation in key management skills as well as courses focused on the specific managerial issues and challenges with respect to information technology. Students enrolled in an undergraduate degree program offered through the School of Professional Programs (i.e., the Management Studies major and the Professional Studies major) may find the inclusion of this minor in their degree studies as an important means to distinguish themselves when seeking new employment or working to advance their careers.

### REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY MANAGEMENT

ORG 100 Exploring Business and Management OR	
ORG 101 Managing and Leading in Organizations	3 cr
ORG 202 Global Issues in Business and Society OR	
ORG 301 Managing Human Resources	3 cr
ORG 302 Behaviors in Organizations	3 cr
CMPT 130 Information Technology and Systems Concepts	3 cr
CMPT 300 Management and Information Systems	3 cr
CMPT 309 Project Management	<u>3 cr</u>

**Total Credit Requirement for a Minor in Information Technology Management** 18 cr

## ITALIAN

CLAIRE KEITH, Ph.D., *Chairperson*

MAUREEN MELITA, Ph.D., *Coordinator of Italian*

**MISSION:**

The B.A. in Italian provides the foundational skills for spoken and written proficiency as well as essential knowledge of Italian culture through the study of a broad range of topics such as Italian literature, history, and contemporary ideas. The minor provides students with a solid base for the many professions linked with international endeavors and helps to prepare students to work in Italian and Italian American communities and institutions here and abroad.

With the growing interest in Italian and Italian American studies at a national level, students of the Italian program will have the opportunity to expand their knowledge and language skills by integrating the major or minor into other fields, such as business, communications, economics, education, fashion, history, and political science, through interdisciplinary coursework that explores various theoretical and methodological approaches. The program strongly encourages students to fulfill their immersion experience through study abroad at Marist’s branch campuses in Italy or other venues available through the Marist International Programs (MIP).

Students majoring in Italian should be aware that at least one semester of study in an Italian immersive environment is necessary to be able to meet the ACTFL proficiency guidelines used by the department in the final assessment of the Capping course and final Capping Oral Presentation.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN ITALIAN

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

STUDY ABROAD REQUIREMENT: Students must complete a minimum of 15 credits of course work in the major at an Italy branch campus. Additional semester(s) of study are strongly encouraged. Other study abroad programs in Italian-speaking environments will be considered with advisor approval.

### 1.0 Course Requirements in Italian

Approved courses in tracks:

#### Single Major Track

ITAL 201 Advanced Italian I	3 cr	
ITAL 250 Civilizations of Italy	3 cr	
ITAL 281 Italian for Conversation	3 cr	
ITAL 282 Advanced Reading and Composition	3 cr	
ITAL 477 Capping Course	3 cr	
Additional upper-level Italian courses at the 300 level or higher, as approved by advisor. At least one elective course must be in literature.	<u>21 cr</u>	36 cr

#### Double Major Track

ITAL 201 Advanced Italian I	3 cr	
ITAL 250 Civilizations of Italy	3 cr	
ITAL 281 Italian for Conversation	3 cr	
ITAL 282 Advanced Reading and Composition	3 cr	
ITAL 477 Capping Course	3 cr	
Additional upper-level Italian courses at the 300 level or higher, as approved by advisor. At least one elective course must be in literature.	<u>15 cr</u>	30 cr

NOTE: Internships carry elective credits and will not fulfill the above requirements.

### Total Credit Requirement for a Major in Italian

30-36 cr

### 2.0 Core/Liberal Studies Requirements

#### 2.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr

#### 2.2 DISTRIBUTION

##### Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	0 cr(fulfilled by major field req.)	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	21 cr

##### Pathway\*

Courses addressing an interdisciplinary topic.	<u>12 cr</u>	
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### Total Core/Liberal Studies Requirement

40 cr

### 3.0 Electives

44-50 cr

### Total Credit Requirement for Graduation

120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A MINOR IN ITALIAN

1.0 ITAL 201 Advanced Italian I	3 cr
ITAL 250 Civilizations of Italy	3 cr

ITAL 281 Italian for Conversation	3 cr
ITAL 282 Advanced Reading and Composition	3 cr
<b>Italian Electives:</b>	<u>6 cr</u>
Two Italian courses selected with advisement at 300 level or higher.	
At least one elective course must be in literature.	

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

18 cr

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

### FRESHMAN YEAR

#### FALL

ITAL 201 Advanced Italian I	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Elective	<u>3 cr</u>
	16 cr

#### SPRING

ITAL 281 Italian Conversation I	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

ITAL 282 Advanced Reading and Composition	3 cr
ITAL 300 or 400 Language/Literature	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

ITAL 250 Civilizations of Italy	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Literature	3 cr
ITAL 300 or 400 Level Language	3 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

ITAL 300 or 400 Level Elective	3 cr
Electives	<u>12 cr</u>
	15 cr

#### SPRING

ITAL 477 Capping Course	3 cr
Electives	<u>11 cr</u>
	14 cr

## 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: 12 cr
- 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 303 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 humanities and 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 (especially English, French and Spanish) by integrating work in the fields of Business, Communications, Economics, Education, Environmental Science, History, Political Science, and Sociology with interdisciplinary coursework that explores various theoretical and methodological approaches.

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## REQUIREMENTS FOR A MINOR 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	
	POSC 350 Latin American Politics	
	SOC 336 Social Inequality	
	SPAN 260 Cultures of Latin America	
	SPAN 154 Civilization of Hispanics in the United States OR	
	SPAN 270 Cultures of Hispanics in the U.S.	
	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 cr</u>
	Credit Requirement in Related Fields	9-15 cr
	NOTE: All courses taken at the University of Havana (Cuba) count towards this minor.	
	<b>Total Credit Requirement in Latin American/Caribbean Studies</b>	21-27 cr

### Current course offerings acceptable for the Latin American/Caribbean Studies Minor:

#### Anthropology:

ANTH 233 Native Americans

#### Art:

ART 255 Pre-Columbian Art

#### Business:

BUS 202 Global Business and Society

BUS 430 International Trade Management (prerequisite BUS 100 or ACCT 204)

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 Seminar in Art of Culture: contingent on appropriate course topic

#### Media Arts:

MDIA 442 Topics in Global Cinema (Brazilian Cinema)

#### 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 Cultures 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 270 Cultures of Hispanics in the U.S. (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 History of Latin America to 1830  
 HIST 274 History of Latin America since 1830  
 HIST 375 Race and Ethnicity in Latin America

**Political Science:**

POSC 213 Politics of Human Rights  
 POSC 113 International Relations  
 POSC 236 Politics of Developing Areas  
 POSC 350 Latin American Politics

**Philosophy and Religion:**

REST 219 Sociology of Religion  
 REST 225 Global Liberation Theology

**Social Work:**

SOCW 395 Social Work with Diverse Populations

**Sociology:**

SOC 336 Social Inequality

Other courses may fulfill the 3 elective requirements if approved by the Latin American/Caribbean Studies Coordinator.

## MANAGEMENT STUDIES

DANIEL A. SZPIRO, Ph.D., *Dean*

**MISSION:**

The Management Studies major is a program designed for adult learners (i.e., students who are typically working full-time and managing family responsibilities while studying) interested in earning a business-related degree in order to help achieve their career goals. The program allows adult learners to complete a compact yet comprehensive set of courses that cover the critical suite of general management skills. At the same time, the Management Studies major, which leads to the award of a Bachelor of Science degree, is still accessible for students who also bring transfer credits with them into the program. Students applying to and enrolled in undergraduate programs offered by the School of Professional Programs may be eligible to have academic credit awarded for work successfully completed in courses recommended for credit by the American Council on Education (ACE). Please contact the School of Professional Programs for further information.

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### REQUIREMENTS FOR A BACHELOR OF SCIENCE IN MANAGEMENT STUDIES

1.0	Course Requirements in Management Studies	
	ORG 100 Exploring Business and Management	3 cr
	ORG 202 Global Issues in Business and Society	3 cr
	MGMT 205 Topics in Accounting	3 cr
	MGMT 206 Topics in Economics *	3 cr
	ORG 301 Managing Human Resources	3 cr
	ORG 302 Behaviors in Organizations	3 cr
	MGMT 320 Introduction to Financial Management	3 cr
	ORG 321 Issues in Leadership	3 cr
	ORG 340 Foundations of Marketing	3 cr
	MGMT 388 Topics in Operations Management	3 cr
	MGMT 477 Strategic Management and Policy (Capping)	<u>3 cr</u>

**Credit Requirements in Management Studies**

33 cr



2.0	Course Requirements in Related Fields MATH 130 Introductory Statistics I**	3 cr	
<b>Credit Requirements in Related Fields</b>			3 cr
* Fulfills one Core/LS Social Science requirement			
** Fulfills one Core/LS Math requirement			
<b>Total Credit requirement in Management Studies</b>			36 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar**	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
** Students who transfer in 24 or more earned credits are exempt from the First Year Seminar			
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics (fulfilled by major field requirement)	0 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
	Credit Requirements in Distribution: Breadth Pathway***		21 cr
	Courses addressing an interdisciplinary topic		<u>12 cr</u>
*** Students who transfer in 36 or more earned credits are exempt from the Pathway requirement			
<b>Total Credit Requirements for Core/Liberal Studies</b>			40 cr
4.0	General electives and/or internships		<u>44 cr</u>
<b>Total Credit Requirement for Graduation</b>			120 cr

## MATHEMATICS

JOSEPH KIRTLAND, Ph.D., *Chairperson*

### MISSION:

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, Operating 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.

Mathematics majors pursuing certification for Adolescence Education should refer to the Mathematics Education section of the catalog.

## 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 Introduction to Mathematical 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 Capping Course	3 cr

1.1	Additional Upper-Level Mathematics Courses	9 cr
	MATH 321 Differential Equations	
	MATH 331 Applied Statistics	
	MATH 393 Special Topics in Mathematics I	
	MATH 394 Special Topics in Mathematics II	
	MATH 411 Abstract Algebra II	
	MATH 412 Computational Linear Algebra	
	MATH 421 Mathematical Analysis II	
	MATH 422 Applied Mathematics	
	MATH 423 Partial Differential Equations	
	MATH 424 Complex Analysis	
	MATH 430 Operations Research	
	MATH 440 Numerical Analysis	
	MATH 441 Combinatorics	
	MATH 450 Fundamental Concepts of Geometry	
	MATH 451 Elementary Topology	
	MATH 452 Foundations of Mathematics	
	Credit Requirement in Mathematics	39 cr
2.0	Course Requirements in Related Fields	
	DATA 220 Introduction to Data Analysis OR	4 cr
	CMPT 120 Introduction to Programming	
	<b>Total Credit Requirement for a Major in Mathematics</b>	<b>43 cr</b>
3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	FYS 101 First Year Seminar	4 cr
	ENG 120 Writing for College	<u>3 cr</u>
		7 cr
3.2	DISTRIBUTION	
	Breadth	
	PHIL 101 Philosophical Perspectives	3 cr
	Ethics, Applied Ethics, or Religious Studies	3 cr
	Fine Arts	3 cr
	History	3 cr
	Literature	3 cr
	Mathematics	0 cr (fulfilled by major field req.)
	Natural Science	3 cr
	Social Science	<u>3 cr</u>
		21 cr
	Pathway**	<u>12 cr</u>
	Courses addressing an interdisciplinary topic.	
	<b>Total Core/Liberal Studies Requirement</b>	<b>40 cr</b>
4.0	Electives	<u>37 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

\* While several of the 300-400 level mathematics courses are offered each semester, many of these courses are offered only annually or biennially. Please visit the Department of Mathematics page at the Marist College web site for the current schedule of course offerings.

\*\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

#### HONORS IN MATHEMATICS

Up to approximately 10% of the graduating seniors in Mathematics or Applied Mathematics will be awarded Honors in Mathematics 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. Students who wish to be considered for Honors in Mathematics should begin planning during the junior year, and then complete the items below under the guidance of a faculty project advisor during the senior year.

- Have the advisor present a project proposal to the Mathematics Department for formal approval (ideally at the start of the senior year).

- Conduct the research project as part of a 3- to 6-credit independent study.
- Present the results of the project in at least one approved public forum.
- Present the results of the project in written form (i.e., an Honors thesis) by the last day of final exams in the spring semester.

For more details please contact the Department Chair or visit the Department of Mathematics page at the Marist College web site.

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

### FRESHMAN YEAR

FALL		SPRING	
MATH 241 Calculus I	4 cr	MATH 242 Calculus II	4 cr
DATA 220 Intro Data OR CMPT 120 Intro. Prog.	4 cr	PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr	Core/LS	3 cr
ENG 120 Writing for College	3 cr	Core/LS	3 cr
	<u>15 cr</u>	Core/LS	<u>3 cr</u>
			16 cr

### SOPHOMORE YEAR

FALL		SPRING	
MATH 343 Calculus III	4 cr	MATH 310 Intro Math Reasoning	3 cr
MATH 210 Linear Algebra	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	General Elective	3 cr
General Elective	<u>3 cr</u>	General Elective	<u>3 cr</u>
	16 cr		15 cr

### JUNIOR YEAR

FALL		SPRING	
MATH 300/400-level Requirement	3 cr	MATH 300/400-level Elective	3 cr
MATH 300/400-level Requirement	3 cr	MATH 300/400-level Elective	3 cr
Core/LS	3 cr	Core/LS	3 cr
General Elective	3 cr	General Elective	3 cr
General Elective	<u>3 cr</u>	General Elective	<u>3 cr</u>
	15 cr		15 cr

### SENIOR YEAR

FALL		SPRING	
MATH 300/400-level Requirement	3 cr	MATH 477 Capping Course	3 cr
MATH 300/400-level Elective	3 cr	General Elective	3 cr
Core/LS	3 cr	General Elective	3 cr
General Elective	3 cr	General Elective	4 cr
General Elective	<u>3 cr</u>		
	15 cr		<u>13 cr</u>

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## REQUIREMENTS FOR A MINOR IN MATHEMATICS

MATH 241, 242, 343, Calculus I-III	12 cr
<b>Select Any Two:</b>	
MATH 210 Linear Algebra	3 cr
MATH 205 Discrete Mathematics	4 cr
MATH 310 Introduction to Mathematical Reasoning	3 cr
MATH 321 Differential Equations	3 cr

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

18-19 cr

## MEDIA STUDIES AND PRODUCTION

SUE LAWRENCE, Ph.D., *Chairperson, Film, TV, Games, and Interactive Media Department*

### MISSION:

The B.A. in Media Studies and Production fosters critical thinking, strong hands-on skills, and creativity in the study and production of media. Drawing from a strong liberal arts foundation, Media Studies and Production integrates the history, theory, and analysis of visual culture with production experience and internship opportunities in the areas of television, film, interactive media, and game design. It prepares students for fulfilling careers in a wide-range of media industries.

The program offers concentrations in Film & Television and Interactive Media & Game Design, as well as three minors in Digital Video Production, Interactive Media, and Cinema Studies.

Opportunities for internships are readily available. The strong alumni network of the School of Communication and the Arts ensures that students intern in some of the top media organizations in the Northeast, including the major television networks, film studios, public relations firms, radio stations, game studios, design firms, technology companies, nonprofit and human-service agencies, and Fortune 500 companies. This on-the-job training prepares graduates to enter this exciting and ever-changing profession.

**OBJECTIVES:**

The goals and objectives of the B.A. in Media Studies and Production are:

1. To develop students' understanding of media theory and the ability to translate this knowledge successfully into practice through the gathering, evaluating, and synthesizing of information from various sources.
2. To develop students' ability to communicate effectively in writing and through various forms of media technologies.
3. To develop students' creative, innovative, aesthetic, and critical skills in producing visual, audio, and/or written works of excellence.

**MINORS**

The program also includes minors in Digital Video Production, Interactive Media, and Cinema Studies for students outside Media Studies and Production who are interested in combining the study or the production of media with other disciplines. Students in Media Studies and Production cannot complete these minors. Students can, however, declare a double concentration in Film & Television and Interactive Media & Game Design.

***Foundation Courses (6 credits)***

Students majoring in Media Studies and Production are required to take two foundation courses. These courses will be taken during the freshman year.

MDIA 101 Introduction to Media Studies	3 cr
MDIA 103 Digital Toolbox	3 cr

***Concentrations (33 credits)***

Media Studies and Production majors are required to select one of two concentrations: Film & Television or Interactive Media & Game Design. The courses that make up the concentration requirements provide both focus and depth of study.

***Interactive Media & Game Design Concentration***

MDIA 110 Intro to Design  
 MDIA 201 Writing for Media  
 MDIA 210 Interactive Media I  
 MDIA 310 Interactive Media II  
 MDIA 311 Media Theory and Methods

**Select two:**

MDIA 312 Online Culture  
 MDIA 313 Storytelling Across Media  
 MDIA 316 Ethics and Gaming  
 MDIA 320 History of Electronic Media  
 MDIA 411 Topics in Interactive Media (can be taken up to three times under different topics)

**Select four:**

MDIA 203 Video Production  
 MDIA 302 Editing  
 MDIA 304 Audio Production  
 MDIA 314 Game Design I  
 MDIA 410 Game Design II  
 MDIA 432/Art 432 3D Animation  
 Any approved Digital Media courses offered through the Art department

***Film & Television Concentration***

MDIA 120 Art of Film  
 MDIA 201 Writing for Media  
 MDIA 203 Video Production

**Select one:**

MDIA 321 Television Theory and Criticism  
 MDIA 322 Film Theory and Criticism

**Select three:**

MDIA 320 History of Electronic Media  
 MDIA 323 Film and History  
 MDIA 324 Experimental Film and Video  
 MDIA 325 Documentary  
 MDIA 326 Race and Ethnicity in Film  
 MDIA 331 Current Issues in Television (can be taken up to three times under different topics)  
 MDIA 332 Current Issues in Film (can be taken up to three times under different topics)  
 MDIA 335 Gender and Media  
 MDIA 339 Film and Literature  
 MDIA 421 Topics in Television (can be taken up to three times under different topics)  
 MDIA 422 Topics in Global Cinema (can be taken up to three times under different topics)

**Select four.** One must be at the 400 level:

MDIA 301 Screenwriting for Film and Television  
 MDIA 302 Editing  
 MDIA 304 Audio Production  
 MDIA 305 Lighting and Cinematography  
 MDIA 306 Media Performance  
 MDIA 401 Advanced Screenwriting  
 MDIA 402 Advanced Post Production

### **Electives (6 credits)**

Each student is required to take two additional elective courses at any level drawn from Media Arts or Communication. These courses could be selected to allow a greater depth in investigating subjects encountered in the foundation or concentration requirements. Alternatively, these courses could be designed to broaden a student's understanding of subjects beyond the student's specialized concentration.

Note: Internships carry non-liberal-arts elective credits and will not fulfill the above requirements.

### **Capping Course (3 credits)**

MDIA 480 Capping

## **REQUIREMENTS FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION**

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

1.0	Course Requirements in Media Studies and Production		
	Foundation Courses	6 cr	
	Concentration Courses	33 cr	
	Electives	6 cr	
	Capping Course	3 cr	

**Total Credit Requirement in Media Studies and Production** 48 cr

3.0 Core/Liberal Studies Requirements

### 3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr

### 3.2 DISTRIBUTION

#### Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		<u>24 cr</u>

#### Pathway\*

Courses addressing an interdisciplinary topic.	<u>12 cr</u>	
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**Total Core/Liberal Studies Requirement** 43 cr

3.0 General Electives and Internship 29 cr

**Total Credit Requirement for Graduation** 120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

### **Internships**

0-14 credits

Students may take up to 14 general elective non-liberal arts credits in internships during fall, spring, and summer semesters only. Students may enroll in more than one internship. International internships are available through application to the Marist International Program (MIP). 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 Digital Video Production (15 credits)****Two required courses:**

MDIA 103 Digital Toolbox  
 MDIA 203 Video Production

**Select three:**

MDIA 201 Writing for Media  
 MDIA 301 Screenwriting for Film and Television  
 MDIA 302 Editing  
 MDIA 304 Audio Production  
 MDIA 305 Lighting and Cinematography  
 MDIA 306 Media Performance  
 MDIA 402 Advanced Post Production  
 MDIA 403 Multi-Camera Production  
 MDIA 405 Digital Filmmaking

**Requirement for a Minor in Interactive Media (15 credits)****Two required courses:**

MDIA 103 Digital Toolbox  
 MDIA 210 Interactive Media I

**Select three:**

MDIA 201 Writing for Media  
 MDIA 310 Interactive Media II  
 MDIA 311 Media Theory and Methods  
 MDIA 312 Online Culture  
 MDIA 313 Storytelling Across Media  
 MDIA 314 Game Design I

**Requirements for a Minor in Cinema Studies (15 credits)****Two required courses:**

MDIA 120 Art of Film  
 MDIA 322 Film Theory and Criticism

**Select three:**

MDIA 323 Film and History  
 MDIA 324 Experimental Film and Video  
 MDIA 325 Documentary  
 MDIA 326 Race and Ethnicity in Film  
 MDIA 332 Current Issues in Film (can be taken up to three times under different topics)  
 MDIA 335 Gender and Media  
 MDIA 339 Film and Literature  
 MDIA 422 Topics in Global Cinema (can be taken up to three times with new topics)  
 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

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## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION: FILM AND TELEVISION CONCENTRATION

**FRESHMAN YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
MDIA 103 Digital Toolbox	3 cr
MDIA 120 Art of Film	<u>3 cr</u>
	16 cr

**SPRING**

MDIA 102 Introduction to Media Studies	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

MDIA 201 Writing for Media	3 cr
MDIA 203 Video Production	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

MDIA Theory/History/Analysis	3 cr
MDIA Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

MDIA 321 Film Theory and Criticism	3 cr
MDIA Production	3 cr
MDIA Production	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

MDIA Theory/History/Analysis	3 cr
MDIA Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

MDIA Production	3 cr
MDIA Theory/History/Analysis	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>3 cr</u>
	15 cr

**SPRING**

MDIA 480 Capping	3 cr
MDIA Production	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>2 cr</u>
	14 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION: INTERACTIVE MEDIA AND GAME DESIGN CONCENTRATION****FRESHMAN YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
MDIA 103 Digital Toolbox	3 cr
MDIA 120 Art of Film	<u>3 cr</u>
	16 cr

**SPRING**

MDIA 102 Introduction to Media Studies	3 cr
MDIA 110 Introduction to Design	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SOPHOMORE YEAR****FALL**

MDIA 201 Writing for Media	3 cr
MDIA 210 Interactive Media I	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**SPRING**

MDIA 310 Interactive Media II	3 cr
MDIA Production	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

**JUNIOR YEAR****FALL**

MDIA 311 Media Theory and Methods	3 cr
MDIA Production	3 cr
MDIA Production	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

**SPRING**

MDIA Theory/History/Analysis	3 cr
MDIA Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**SENIOR YEAR****FALL**

MDIA Production	3 cr
MDIA Theory/History/Analysis	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>3 cr</u>
	15 cr

**SPRING**

MDIA 480 Capping	3 cr
MDIA Elective	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>2 cr</u>
	14 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION: DOUBLE CONCENTRATION IN FILM & TELEVISION AND INTERACTIVE MEDIA & GAME DESIGN****FRESHMAN YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
MDIA 103 Digital Toolbox	3 cr
MDIA 120 Art of Film (Core/LS)	<u>3 cr</u>
	16 cr

**SPRING**

MDIA 102 Introduction to Media Studies	3 cr
MDIA 110 Introduction to Design	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

## SOPHOMORE YEAR

### FALL

MDIA 201 Writing for Media	3 cr
MDIA 203 Video Production	3 cr
MDIA 210 Interactive Media I	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### SPRING

MDIA 321 Film Theory and Criticism	3 cr
MDIA 310 Interactive Media II	3 cr
MDIA Theory/History/Analysis*	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

## JUNIOR YEAR

### FALL

MDIA 311 Media Theory and Methods	3 cr
MDIA 302 Editing	3 cr
MDIA 304 Audio Production	3 cr
MDIA Theory/History/Analysis*	3 cr
Core/LS	<u>3 cr</u>
	15 cr

### SPRING

MDIA Theory/History/Analysis*	3 cr
MDIA Theory/History/Analysis*	3 cr
Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

## SENIOR YEAR

### FALL

MDIA Production**	3 cr
MDIA Theory/History/Analysis*	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>3 cr</u>
	15 cr

### SPRING

MDIA 480 Capping	3 cr
MDIA Production**	3 cr
MDIA Production**	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>2 cr</u>
	14 cr

\* Three courses from Film & Television and two from Interactive Media & Game Design

\*\* Two courses from Film & Television and one from Interactive Media & Game Design

## MEDICAL TECHNOLOGY

TERRANCE PASKELL, M.A., M.L.S., (ASCP) CM, *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.

Medical technologists assist physicians in the diagnosis and treatment of diseases by performing tests on tissue, blood and other body fluids. Medical lab technicians most commonly work in hospitals or doctors' offices.

### OBJECTIVES:

THE PROGRAM OF STUDY IN MEDICAL TECHNOLOGY IS DESIGNED TO ACHIEVE THE FOLLOWING OBJECTIVES:

- To educate students to perform competently as entry-level medical technologists.
- To develop students' problem-solving skills and leadership qualities in preparation for educational and supervisory positions in medical technology.
- To cultivate students' 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 regional 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 affiliated medical laboratories 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, while under the direction and supervision of Marist College faculty.

The Marist program is formally affiliated with ten medical centers: MidHudson Regional Hospital of Westchester Medical Center, Poughkeepsie, NY; Vassar Brothers Medical Center, Poughkeepsie, NY; Putnam Hospital Center, Carmel, NY; Orange Regional Medical Center, Middletown, NY; the Veterans Affairs Hudson Valley Health Care System, Castle Point, NY; Health Alliance of Westchester Medical Center Health Network, Mary's Ave. and Broadway campuses in Kingston, NY; St. Luke's Cornwall Hospital, Newburgh, NY; Columbia Memorial Hospital, Hudson, NY; Sharon Hospital, Sharon, CT; and Memorial Sloan Kettering Cancer



Center (MSKCC), New York, NY. All of these facilities are located within commuting distance of the College (except MSKCC, a voluntary rotation site) 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 with no grade below a C to participate in the clinical portion of the program. A grade of C or better is required in each clinical course (I and advanced). 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 70 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>

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## 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/Immunoematology I	4 cr	
	MEDT 345 Clinical Microscopy I	1 cr	
	MEDT 350 Clinical Foundations in Medical Laboratory Sciences	1 cr	
	MEDT 402 Advanced Clinical Microbiology	3 cr	
	MEDT 403 Advanced Clinical Microbiology Lab	2 cr	
	MEDT 406 Advanced Clinical Chemistry	3 cr	
	MEDT 407 Advanced Clinical Chemistry Lab	2 cr	
	MEDT 411 Advanced Hematology	3 cr	
	MEDT 412 Advanced Hematology Lab	2 cr	
	MEDT 441 Advanced Clinical Immunology/Immunoematology	3 cr	
	MEDT 442 Advanced Clinical Immunology/Immunoematology Lab	2 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		46 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 111 & 115 General Chemistry I and Lab	4 cr	
	CHEM 112 & 116 General Chemistry II and Lab	4 cr	
	CHEM 201 Principles of Organic Chemistry OR		
	CHEM 211 Organic Chemistry I AND		
	CHEM 212 Organic Chemistry II	3-6 cr	
	MATH 130 Introductory Statistics I	3 cr	
	CMPT 103 Technology for the 21st Century	3 cr	
	PHIL 200 Ethics or Bioethics	3 cr	
	Credit Requirement in Related Fields		<u>39-42 cr</u>
	<b>Total Credit Requirement for a Major in Medical Technology</b>		85-88 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 CR
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies*	0 cr	(fulfilled by related field req.)
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)

Natural Science 0 cr (fulfilled by major field req.)  
 Social Science 3 cr

15 cr

Pathway\*

12 cr

Courses addressing an interdisciplinary topic.

**Total Core/Liberal Studies Requirement**

37 cr

4.0 Electives

0-1 cr

Recommended Elective Courses:

BIOL 450 Biotechnology 4 cr  
 BIOL 320 Genetics 4 cr  
 MATH 241 Calculus I 4 cr  
 PHYS 201 College Physics I 3 cr  
 PHYS 213 Physics I Lab 1 cr

**Total Credit Requirement for Graduation**

120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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**RECOMMENDED PROGRAM SEQUENCE FOR A MEDICAL TECHNOLOGY MAJOR**

**FRESHMAN YEAR**

**FALL**

BIOL 130 General Biology I 4 cr  
 CHEM 111 General Chemistry I 3 cr  
 CHEM 115 General Chemistry I Lab 1 cr  
 CMPT 103 Technology for 21st Century 3 cr  
 ENG 120 Writing for College 3 cr  
 \_\_\_\_\_  
 14 cr

**SPRING**

BIOL 131 General Biology II 4 cr  
 CHEM 112 General Chemistry II 3 cr  
 CHEM 116 General Chemistry II Lab 1 cr  
 FYS 101 First Year Seminar 4 cr  
 PHIL 101 Philosophical Perspectives 3 cr  
 Elective 1 cr  
 16 cr

**SOPHOMORE YEAR**

**FALL**

MEDT 260 Methods in Med Tech 4 cr  
 CHEM 201 Principles of Organic Chemistry 3 cr  
 BIOL 312 Microbiology 4 cr  
 MATH 130 Intro to Statistics 3 cr  
 \_\_\_\_\_  
 14 cr

**SPRING**

MEDT 301 Clinical Microbiology I 4 cr  
 MEDT 315 Hematology 4 cr  
 BIOL 315 Immunology 3 cr  
 Core/LS 3 cr  
 MEDT 350 Clinical Found. Med. Lab. Sci. 1 cr  
 15 cr

**JUNIOR YEAR**

**FALL**

Core/LS 4 cr  
 MEDT 402 Adv Clinical Microbiology 3 cr  
 MEDT 403 Adv Clinical Microbiology Lab 2 cr  
 PHIL 200 Ethics or Bioethics 3 cr  
 MEDT 411 Advanced Hematology 3 cr  
 MEDT 412 Advanced Hematology Lab 2 cr  
 16 cr

**SPRING**

MEDT 305 Clinical Chemistry I 4 cr  
 MEDT 340 Clinical Immunology/Immunohematology I 4 cr  
 MEDT 345 Clinical Microscopy I 1 cr  
 Core/LS 3 cr  
 Core/LS 3 cr  
 \_\_\_\_\_  
 15 cr

**SENIOR YEAR**

**FALL**

MEDT 445 Clinical Microscopy II 1 cr  
 MEDT 406 Advanced Clinical Chemistry 3 cr  
 MEDT 407 Advanced Clinical Chemistry Lab 2 cr  
 MEDT 441 Adv Clinical Immunology/Immunohematology 3 cr  
 MEDT 442 Adv Clinical Immunology/Immunohematology Lab 2 cr  
 Core/LS 3 cr  
 14 cr

**SPRING**

BIOL 421 Parasitology 4 cr  
 MEDT 477 Topics in Medical Technology (Capping) 3 cr  
 Core/LS 3 cr  
 Core/LS 3 cr  
 Core/LS 3 cr  
 \_\_\_\_\_  
 16 cr

\*\*Affiliate Medical Laboratory-Based Course Includes Outpatient and Inpatient Phlebotomy (1 week)

## 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. The New York State Department of Education does not recognize certification in only one area for licensure.

### Medical Technology Discipline Course Requirements for the Structured Programs

#### Immunohematology

BIOL 315 Immunology  
MEDT 340 Clinical Immunohematology I  
MEDT 441 Advanced Clinical Immunology/Immunohematology  
MEDT 442 Advanced Clinical Immunology/Immunohematology Lab  
MEDT 315 Hematology I

#### Clinical Microbiology

BIOL 312 Microbiology  
BIOL 421 Parasitology  
MEDT 301 Clinical Microbiology I  
MEDT 402 Advanced Clinical Microbiology  
MEDT 403 Advanced Clinical Microbiology Lab

#### Hematology

MEDT 260 Methods in Med Tech  
MEDT 315 Hematology I  
MEDT 411 Advanced Hematology  
MEDT 412 Advanced Hematology Lab  
MEDT 345 Clinical Microscopy I  
MEDT 445 Clinical Microscopy II

#### Clinical Chemistry

MEDT 305 Clinical Chemistry I  
MEDT 406 Advanced Clinical Chemistry  
MEDT 407 Advanced Clinical Chemistry Lab  
MEDT 345 Clinical Microscopy I  
MEDT 445 Clinical Microscopy II

Methods in Medical Technology (MEDT 260) is highly recommended for all but only required for the Hematology structured program. 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, are complemented by an advanced lecture series on campus. Medical technology majors will be given first priority for internship placement if there is an insufficient number of internship slots due to increased class sizes.

## MEDIEVAL AND RENAISSANCE STUDIES MINOR

### JANINE LARMON PETERSON, PH.D., COORDINATOR

Medieval and Renaissance Studies is an interdisciplinary program that offers students the ability to study the culture, history, literature, music, philosophy, politics, and religious traditions of the late antique through the early modern period. Students choose five electives from at least three different fields: English, Fine Arts (Art History and Music), History, Modern Languages and Cultures, Philosophy, Political Science, and Religious Studies. Many of these courses also fulfill Core curriculum requirements. In addition, students must fulfill a language requirement.

The minor is appropriate for students interested in investigating the antecedents of modernity; in identifying enduring cultural and philosophical issues, themes, and problems; in considering “medievalism,” or how the period is portrayed in current media and why; and in comparing and contrasting past and contemporary society. The minor takes an inclusive and global approach of the time period and so complements courses in a variety of disciplines by examining the basis for current concepts of race, gender, class, disability, fashion, politics, and globalization, among other topics. The integration of study abroad into coursework is strongly encouraged. Courses that may be applied to the minor include the following regular offering, as well as designated special topics and study abroad courses.

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## REQUIREMENTS FOR A MINOR IN MEDIEVAL AND RENAISSANCE STUDIES

All students must take a minimum of five courses distributed throughout at least three of the following fields: English, Fine Arts (Art History and Music), History, Modern Languages and Cultures, and Philosophy & Religious Studies. The minor also requires students to take one foreign language course at any level. All courses in the minor must be completed with a C or better. Study abroad is strongly encouraged.

- 1.0. Required Courses 3 cr  
Students must take one course in any foreign language at any level

## 2.0 Elective Courses

15 cr

Students must take five electives from the following courses or other language courses distributed throughout at least three fields:

ART 160 History of Western Art I  
ART 180 History of Western Art II  
ART 224 17th Century Art  
ART 230 Greek & Roman Art  
ART 245 Medieval Art  
ART 281 History of Costume  
ART 380 Renaissance Art  
ENG 150 Intro to Theatre  
ENG 212 English Literature I  
ENG 221 Themes in Shakespeare  
ENG 270 Classics of Western Literature  
ENG 301 History of the English Language  
ENG 320 English Drama I  
ENG 324 Chaucer  
ENG 325 Shakespeare  
ENG 329 17th Century Literature  
ENG 330 Medieval Literature  
ENG 331 Renaissance Literature  
ENG 361 Ancient Roman and Early Christian Literature  
FREN 250 French Culture & Thought  
HIST 242 Introduction to the African Diaspora  
HIST 247 Ancient Rome  
HIST 248 Medieval Europe  
HIST 249 Early Modern Europe  
HIST 255 Catholic Church in Modern Times  
HIST 268 Traditional Asia  
HIST 273 Colonial Latin America  
HIST 314 History of Witchcraft and Sorcery  
HIST 348 French Revolution  
ITAL 250 Civilization of Italy  
SPAN 150 Civilization of Spain  
SPAN 250 Cultures of Spain  
SPAN 420 Medieval Spanish Literature  
SPAN 424 Cervantes  
SPAN 425 Literature of the Golden Age  
MUS 340 Baroque Masters  
MUS 344 Medieval and Renaissance Music  
PHIL 210 Ancient Philosophy  
PHIL 211 Modern Philosophy  
PHIL 321 Medieval Philosophy  
POSC 112 Introduction to Political Theory  
POSC 232 Classical Political Thought  
REST 203 Christianity  
REST 204 Judaism  
REST 243 Catholic Thought and Spirituality  
REST 245 Jesus and Discipleship  
REST 300 Judeo-Christian Scriptures  
REST 361 Ancient Roman and Early Christian Literature

**Total Credit Requirement for a Minor in Medieval and Renaissance Studies**

18 cr

## 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 ( <i>Symphonic and Athletic Bands</i> )	Marist College Chamber Singers ( <i>auditioned concert choir</i> )
Marist College Brass Ensemble	Marist College Chapel Choir
Marist College Flute Ensemble	Marist College Freshmen Women's Choir
Marist College Guitar Ensemble	Marist College Gospel Choir
Marist College Handbell Choir	Marist College Singers ( <i>mixed concert choir</i> )
Marist College Jazz Ensemble (" <i>The Jazz Foxes</i> ")	Marist College Singers Men ( <i>male concert choir</i> )
Marist College Jazz Quartet	Marist College Singers Women ( <i>female concert choir</i> )
Marist College Percussion Ensemble	Marist College Sirens ( <i>female a cappella ensemble</i> )
Marist College String Orchestra	Marist College Time-Check ( <i>male a cappella ensemble</i> )
Marist College Wind Symphony ( <i>Select Wind Ensemble</i> )	Marist College Women's Select Choir ( <i>auditioned women's concert choir</i> )
Marist College Woodwind Ensemble	

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**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
<b>Total Credit Requirement for a Minor in Music (Instrumental Track)</b>	<b>21 cr</b>

## ORGANIZATIONAL COMMUNICATION MINOR

DANIEL SZPIRO, Ph.D., *Dean*

The minor in Organizational Communication addresses critical skills for any manager to contribute to the success of an organization. The courses within the minor offer a comprehensive foundation and examination of the nature and application of communication in organizations. Students enrolled in an undergraduate degree program offered through the School of Professional Programs (i.e., the Management Studies major and the Professional Studies major) may find the inclusion of this minor in their degree studies as an important means to distinguish themselves when seeking new employment or working to advance their careers.

### REQUIREMENTS FOR A MINOR IN ORGANIZATIONAL COMMUNICATION

COM 102 Introduction to Communication	3 cr
COM 203 Interpersonal Communication	3 cr
COM 211 Fundamentals of Public Relations Theory and Practice	3 cr
COM 270 Organizational Communication	3 cr
COM 302 Persuasion	3 cr
COM 325 Intercultural Communication	<u>3 cr</u>
<b>Total Credit Requirement for a Minor in Organizational Communication</b>	<b>18 cr</b>

## ORGANIZATIONAL LEADERSHIP MINOR

DANIEL SZPIRO, Ph.D., *Dean*

The minor in Organizational Leadership addresses critical skills for any manager to contribute to the success of an organization. The courses within the minor offer a comprehensive foundation and examination of the nature and application of leadership in organizations. Students enrolled in an undergraduate degree program offered through the School of Professional Programs (i.e., the Management Studies major and the Professional Studies major) may find the inclusion of this minor in their degree studies as an important means to distinguish themselves when seeking new employment or working to advance their careers.

### REQUIREMENTS FOR A MINOR IN ORGANIZATIONAL LEADERSHIP

ORG 101 Managing and Leading in Organizations	3 cr
ORG 202 Global Issues in Business and Society	3 cr
ORG 302 Behaviors in Organizations	3 cr
ORG 321 Issues in Leadership	3 cr
ORG 322 Leadership in the Global Workplace	3 cr
ORG 421 Strategic Leadership and Innovation	<u>3 cr</u>

**Total Credit Requirement for a Minor in Organizational Leadership** 18 cr

## PARALEGAL PROGRAM CERTIFICATE

ANNAMARIA MACIOCIA, 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
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	
<b>Total Paralegal Course Credits</b>	24 cr
Additional course credits	36 cr
(Non-degree holders admitted to the program)	

**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

JOSEPH CAMPISI, 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 (Philosophical Perspectives, and Ethics) and electives in philosophy or in philosophy and religious studies.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN PHILOSOPHY

A Philosophy Major must take thirty-three credits in Philosophy or in Philosophy & related fields (in the case of one particular concentration). At least three courses must be taken at the 300 level or higher. Substitutions for the following requirements can only be made with the approval of the Chair of the Department of Philosophy and Religious Studies.

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

- 1.0 Required Courses in Philosophy
- 1.1 Foundation courses: six (6) courses 18 cr
  - PHIL 101 Philosophical Perspectives
  - PHIL 203 or PHIL 310 Logic requirement
  - PHIL 200 Ethics
  - PHIL 210 Ancient Philosophy
  - PHIL 211 Modern Philosophy
  - PHIL 243 Knowledge & Reality
- 1.2 Choose one of the following Concentrations: 12 cr
  - 1.2.1 General Philosophy (12 credits):
    - Choose any additional 4 PHIL courses
  - 1.2.2 Religious Studies (12 credits):
    - REST 107 Intro. To Religion
    - REST 331 Philosophy of Religion.
    - Choose any additional 2 REST courses
  - 1.2.3 Ethics & Society (12 credits):
    - Choose any 4 of the following courses
    - PHIL 213 Foundations of American Social Thought
    - PHIL 233 Philosophy of Education
    - PHIL 234 Social & Political Philosophy
    - PHIL 235 Philosophy & Technology
    - PHIL 237 Aesthetics
    - PHIL 301 Environmental Ethics
    - PHIL 302 Moral Cognition
    - PHIL 332 Philosophy of History
    - PHIL 333 Philosophy & Film
    - PHIL 334 Free Will
    - PHIL 340 Marx & Marxism
    - PHIL346 Bioethics
    - PHIL 347 Contemporary Moral Problems
    - PHIL 348 Ethics of Food
    - PHIL 349 Philosophy of Gender
  - 1.2.4 Philosophy, Politics & Law (12 credits): :
    - PRLG 101 or POSC 110
    - PHIL 234 or POSC 112
    - Choose any 2 of the following courses:
    - PHIL 213 Foundations of American Social Thought
    - PHIL 233 Philosophy of Education
    - PHIL 301 Environmental Ethics
    - PHIL 302 Moral Cognition
    - PHIL 334 Free Will
    - PHIL 340 Marx & Marxism (cross-listed with POSC 340\*)
    - PHIL 346 Bioethics
    - PHIL 349 Phil. of Gender
    - PHIL 340 Marx & Marxism (cross-listed with POSC 340\*)
    - REST 230 Religion & Politics



REST 333 Religion & the Constitution  
 POSC 202 Environmental Politics & Policy\*  
 POSC 210 Constitutional Law\*  
 POSC 213 Politics & Human Rights\*  
 POSC 214 Gender & the Law\*  
 POSC 218 American Political Thought\*  
 POSC 232 Classical Political Thought\*  
 POSC 233 Modern Political Thought\*  
 POSC 240 Intro to Public Policy\*  
 POSC 300 US Constitutional Law: Civil Rights & Liberties\*  
 POSC 310 Race & Political Thought\*  
 POSC 320 Feminist Political Thought\*  
 POSC 321 Contemporary Political Theory\*  
 POSC 360 Congress Today\*  
 PRLG 210 Intro to Legal Research & Writing\*  
 \*Course with prerequisite

1.3 Philosophy Capping course PHIL477	3 cr	
<b>Total Credit Requirement in Philosophy</b>		33 cr
2.0 Course Requirements in Related Fields CMPT 103 Technology for the 21st Century	3 cr	
<b>Total Credit Requirement in Related Fields</b>		3 cr
<b>Total Credit Requirement for a major in Philosophy</b>		36 cr
3.0 Core/Liberal Studies Requirements (for undergraduate programs)		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	0 cr (fulfilled by major field req.)	
Ethics, Applied Ethics, or Religious Studies	0 cr (fulfilled by major field req.)	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	18 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>		37 cr
4.0 Electives		<u>47 cr</u>
<b>Total Credit Requirements for Graduation</b>		120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

### FRESHMAN YEAR

#### FALL

PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Core History	3 cr
Core Mathematics	<u>3 cr</u>
	16 cr

#### SPRING

Philosophy Foundation Course	3 cr
CMPT 103 Technology for 21st Century	3 cr
Core Literature	3 cr
Core Natural Science	3 cr
Core Fine Arts	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

Philosophy Foundation Course	3 cr
Philosophy Foundation Course	3 cr
Core Social Science	3 cr
Core/LS Pathway Course #1	3 cr
General Elective	<u>3 cr</u>
	15 cr

#### SPRING

Philosophy Foundation Course	3 cr
Philosophy Foundation Course	3 cr
Core/LS Pathway Course #2	3 cr
Core/LS Pathway Course #3	3 cr
General Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

Philosophy Concentration Course	3 cr
Core/LS Pathway Course #4	3 cr
Elective LAS Course	3 cr
Elective LAS Course	3 cr
General Elective	<u>3 cr</u>
	15 cr

#### SPRING

Philosophy Concentration Course	3 cr
Elective LAS Course	3 cr
Elective LAS Course	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

PHIL 477 Capping	3 cr
Philosophy Concentration Course	3 cr
Elective LAS Course	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

#### SPRING

Philosophy Concentration Course	3 cr
Elective LAS Course	3 cr
Elective LAS Course	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

## REQUIREMENTS FOR A MINOR IN PHILOSOPHY

1.0	Foundation Course	3 cr
	PHIL101 Philosophical Perspectives	3 cr
	Choose any one (1) of the following	
	PHIL200 Ethics	
	PHIL301 Environmental Ethics	
	PHIL302 Moral Cognition	
	PHIL346 Bioethics	
	PHIL347 Contemporary Moral Problems	
	PHIL348 Ethics of Food	
3.0	Electives	<u>12 cr</u>
	Choose any four (4) additional PHIL courses	

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

18 cr

Note: six (6) credits must be taken at the 300 level

## PHYSICAL EDUCATION

TIMOTHY MURRAY, M.A., *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 licensed by an approved program of licensing or be a certified teacher of Physical Education. Marist has been approved as a certifying institution and is providing the courses leading to an initial temporary coaching license 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; students must take either PHED 401 (Movement in Sports) or HLTH 300 (Kinesiology); students must take 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
  - PHED 391 Track Coaching
4. Child Abuse and Violence Abuse Workshops: in accordance with Section 801.4 completion of a study in child abuse identification and reporting, and school violence prevention and intervention. All candidates license shall have completed at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment in accordance with the requirements of sections 3003(4) and 3004 of the Education Law and completed at least two clock hours of coursework or training in school violence prevention and intervention, as required by section 3004 of the Education Law. Additional workshop includes: Training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention and Intervention (DASA Training).

Check with the local BOCES for course offerings or go to the following links to find an online class:

<http://www.highered.nysed.gov/tcert/certificate/ca.html> (child abuse identification)

<http://www.highered.nysed.gov/tcert/certificate/save.html> (SAVE)

<http://www.highered.nysed.gov/tcert/certificate/dasa.html> (DASA Training)

To gain the temporary coaching license the applicant must submit evidence of acceptable first aid and CPR courses (see above) and concussion training course (Every 2 years).

[http://www.cdc.gov/concussion/HeadsUp/online\\_training.html](http://www.cdc.gov/concussion/HeadsUp/online_training.html) (Concussion Training)

<http://www.njhslearn.com/electiveDetail.aspx?courseID=38000>

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 license, which is not issued by Marist College. It is also the student's responsibility to take appropriate steps to renew the temporary license every year for three years. After the third year the student can then apply for a professional coaching license, which is valid for three years.

Please refer to the following websites for information about contacting the New York State Education Department:

<http://www.nysed.gov/curriculum-instruction/athletics-and-coaching>

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/coaching-course-njhssecond-pathwayguideline-1-6-17-fdraft.pdf>

**Total Credit Requirement for a Certificate in Coaching**

10 / 11 cr

## POLITICAL SCIENCE

JOANNE MYERS, Ph.D, *Chairperson*

### MISSION:

The Political Science Department at Marist College sees its mission as one of enabling students to make sense of the political world and issues they are inheriting, instilling in them an interest in politics, political systems and institutions on all levels, in short, in political life and giving them the tools so they might enable the world to be a better place. We do so by offering a foundation in the four discipline subfields of political science – American government, political theory, comparative politics and international relations. The major is designed with flexibility so that students can develop their own interests in at least two subfields as they grow as scholars.

Our goal is to assist and mentor students so they are able to think analytically and critically about political problems, both historical and contemporary, issues and ethical dilemmas. Students learn to read primary texts; collect, analyze and interpret data (especially utilizing the resources at the Marist Institute for Public Opinion (MIPO)), distinguish facts that are pertinent to their elegant arguments and communicate – both written and orally, effectively and persuasively. By grappling with the great issues of our time and of the past, the faculty guide students to appreciate the dynamic interplay of theory, methodology and practice in understanding the political world.

We are committed to helping our students become skilled and proficient communicators. We all recognize that learning to write well is important in the field of political science. To this end, we all emphasize not only the quantity and variety of writing assignments, but the quality of the finished work. Likewise, we also emphasize the ability to craft a good solid argument both orally and in writing. While the classroom is at the heart of the liberal arts education, we also recognize that learning is not limited to the time in class or within the walls of the classroom itself. One of the department's goals is to turn the entire world into our classroom by taking advantage of the unique opportunities we have at Marist and beyond, including The Marist Institute For Public Opinion (Marist Institute), the FDR Presidential Library, town meetings, academic conferences, the Model United Nations, internships, the Albany Semester, the Washington Semester, Marist Abroad, Pre-law and the American Bar Association approved Paralegal programs. Consistent with the mission of Marist, Political Science challenges students to confront the perennial values and issues involved in politics. The department aims to prepare students for responsible citizenship in our changing world, and to assist students in developing lifelong learning skills and a broad grounding in a liberal arts education. Our students should be well prepared for graduate or law school, the workplace – including public service, non-profits, the media, and corporations – and in the communities in which they reside.

# 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 110 American National Government		3 cr
POSC 111 Intro Comparative Politics		3 cr
POSC 112 Intro Political Theory		3 cr
POSC 113 International Relations		3 cr
POSC 235 Political Research Methods		4 cr
One 200-Level Political Theory Course from:		3 cr
POSC 218 American Political Theory		
POSC 232 Classical Political Thought		
POSC 233 Modern Political Thought		
One 200-Level Global Politics Course from:		3 cr
POSC 213 Politics of Human Rights		
POSC 236 Politics of Developing Areas		
POSC 251 European Politics		
POSC 252 Comparative Politics of Eastern Europe/Russia		
POSC 271 Nationalism and Communism in China and Taiwan		
POSC 280 Model United Nations		
POSC 290 International Law and Organization		
POSC 325 International Political Economy		
One 200-Level American Politics Course from:		3 cr
POSC 202 Environmental Politics & Policy		
POSC 210 US Constitutional Law		
POSC 211 American State & Local Politics		
POSC 212 Citizens and Political Organizations		
POSC 214 Gender & the Law		
POSC 240 Introduction to Public Policy		
POSC 289 Public Opinion & Politics		
300-Level Course Requirement:		6 cr
Students must take two 300-level courses, one in each of two subfields – American Politics, Political Theory, Global Politics:		
American Politics:		
POSC 300 US Constitutional Law: Civil Rights & Liberties		
POSC 302 Political Social Movements		
POSC 304 Public Administration		
POSC 312 History of the American Presidency		
POSC 322 Policy Implementation		
POSC 338 Political Communication & Politics		
POSC 342 Survey Research & Data Analysis		
POSC 360 Congress Today		
POSC 303 Politics of Prejudice		
Political Theory:		
POSC 310 Race & Political Thought		
POSC 320 Feminist Political Thought		
POSC 321 Contemporary Political Theory		
POSC 340 Marx and Marxism		
Global Politics:		
POSC 325 International Political Economy		
POSC 350 Latin American Politics		
POSC 351 African Politics		
POSC 355 Comparative Politics of the Middle East		
Political Science Electives		15 cr
No more than 6 credits can come from:		
POSC 102, 103, 105, 217, 221, 266, 285		
No more than 6 internship credits can be used.		
POSC 477 Capping: Law & Morality		<u>3 cr</u>

49 cr

2.0	Related Fields		
	CMPT 103 Technology for 21st Century OR		
	ENSC 230 Intro to GIS		<u>3 cr</u>
<b>Total Credit Requirement for a Major in Political Science</b>			52 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	3 cr	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
<b>Total Core/Liberal Studies Requirement</b>			40 cr
4.0	Electives		<u>28 cr</u>
<b>Total Credit Requirement for Graduation</b>			120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

A minor in Political science is 21 credits. Students must take a 100-level course in two of the three major subfields (American Politics, Global Politics, and Political Theory). A student must take at least one 200-level course in two of the three subfields. The student must complete 9 elective credits, and a minimum of 3 credits must be at the 300-level or higher. No more than one of those courses may come from the restricted course list in the elective requirements section.

One course at the 100-level from two of the following subfields: 6 cr

Political Theory:

POSC 112 Introduction to Political Theory

Global Politics:

POSC 111 Introduction to Comparative Politics

POSC 113 International Relations

American Politics:

POSC 110 American National Government

One course from two of the following subfields: 6 cr

Political Theory:

POSC 218 American Political Theory

POSC 232 Classical Political Thought

POSC 233 Modern Political Thought

Global Politics:

POSC 213 Politics of Human Rights

POSC 236 Politics of Developing Areas

POSC 251 European Politics

POSC 252 Comparative Politics of Eastern Europe/Russia

POSC 271 Nationalism and Communism in China and Taiwan

POSC 280 Model United Nations

POSC 290 International Law and Organization

POSC 325 International Political Economy

American Politics:

- POSC 202 Environmental Politics & Policy
- POSC 210 US Constitutional Law
- POSC 211 American State & Local Politics
- POSC 212 Citizens and Political Organizations
- POSC 214 Gender & the Law
- POSC 240 Introduction to Public Policy
- POSC 289 Public Opinion & Politics

Three Elective Courses in Political Science  
(one course must be at the 300 level)

9 cr

**Total Credit Requirements for the Minor**

21 cr

## OPTIONS FOR POLITICAL SCIENCE MAJORS

- Marist Abroad Program – contact Director
- Legislative Internship – see Political Science Internship Coordinator
- Paralegal Certificate Program – see page 189
- Teacher Education Program – see page 117
- Participation in Washington or Albany Semester Program – see Political Science Internship Coordinator
- Political Science Internships – see Political Science Internship Coordinator

## RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE

(Public-Affairs Track: Consult with Advisors for International Track)

### FRESHMAN YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
POSC 110 American National Government	3 cr
POSC 113 International Relations	<u>3 cr</u>
	16 cr

#### SPRING

Core/LS History	3 cr
Core/LS Literature	3 cr
POSC 111 Intro Comparative Politics	3 cr
POSC 112 Intro Political Theory	3 cr
CMPT 103 Technology 21st Century	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

POSC 200 Level (American Politics)	3 cr
POSC 200 Level (Global Politics)	3 cr
Core/LS Math	3 cr
Core/LS Fine Arts	3 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING

POSC 200 Level (Political Theory)	3 cr
POSC 235 Political Research Methods	4 cr
Core/LS Science	3 cr
Core/LS Ethics	3 cr
Core/LS	<u>3 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

POSC 300 Level	3 cr
POSC Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

POSC 300 Level	3 cr
POSC Elective	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

POSC 477 Capping: Law & Morality	3 cr
POSC Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

POSC Elective	3 cr
POSC Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>1 cr</u>
	13 cr

## PROFESSIONAL STUDIES

DANIEL A. SZPIRO, Ph.D., *Dean*

JOEL T. BALDOMIR, Ph.D., *Faculty Director*

### MISSION:

Recognizing that programs designed for traditional college students do not always meet the educational needs and career-related goals of adult learners (i.e., students who are typically working full-time and managing family responsibilities while studying), Marist offers a Bachelor's degree program designed for adult learners. The Professional Studies major provides the flexibility to tailor an education experience that meets an adult learner's personal and professional objectives while earning either a Bachelor of Arts or Bachelor of Science degree.

A Professional Studies major has three main components: the major credit component, the core credit component, and the elective credit component.

The first example of the flexibility of the Professional Studies major is reflected in the major credit component of the program. The major credit component requires a minimum of 45 credits. Of these 45 credits, all but 12 upper level credits (i.e., 300 and 400 level courses) can be transferred in from another college. Any remaining transfer credits may be applied to the core and elective credit components following general college guidelines. Earning a Bachelor's degree with a Professional Studies major allows students the flexibility, with advisement, to design their major credit component. The major credit component can be divided between 2 or 3 areas of study or concentrations, each with a minimum of 12 and a maximum of 24 credits. Some popular areas of study and concentration within the Professional Studies major are (but not limited to) the following:

- American Studies
- Behavioral Studies
- Data Center Facilities Management
- Enterprise Computing
- Information Technology Management
- Management Studies
- Organizational Communication
- Organizational Leadership
- Paralegal Certificate
- Professional Administration
- Project Management
- Public Management

Students can choose courses from the many additional areas of study offered by Marist and design a unique program based on their own previous experience and personal and professional goals.

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## REQUIREMENTS FOR A BACHELOR'S DEGREE IN THE PROFESSIONAL STUDIES MAJOR

1.0 Professional Studies Major Credit Component 45 cr

A minimum of forty-five (45) credits must be selected from a minimum of two different academic concentrations/areas of study. If a student chooses 3 concentrations/areas of study, each must have a minimum of 12 credits. If a student chooses 2 concentrations/areas of study, then each must have a minimum of 21 credits. Of the total 45 credits, at least 21 of those credits must be upper-level courses, usually designated as 300-400 level courses, taken at Marist.

### Professional Studies Concentrations (min 15 credits)

#### Behavioral Studies

- PSYC 101L Introduction to Psychology
- Three - seven additional courses in Psychology (i.e., with PSYC prefix)

#### Information Technology Management

- ORG 100N Exploring Business & Management
- ORG 301N Managing Human Resources
- CMPT 130L Information Technology & Systems Concepts
- CMPT 300L Management & Information Systems
- CMPT 309L Project Management
- Optional: 1-3 selected ORG and/or COM courses

#### Management Studies

- ORG 100N Exploring Business & Management
- ORG 202N Global Issues in Business & Society
- MGMT 205N Topics in Accounting
- ORG 301N Managing Human Resources
- ORG 321L Issues in Leadership
- Optional: 1-3 selected ORG and/or COM and/or ECON and/or MGMT courses

#### Organizational Communication

- COM 102L Introduction to Communication
- COM 203L Interpersonal Communication
- COM 211L Fundamentals of Public Relations Theory & Practice
- COM 270L Organizational Communication
- COM 302L Persuasion
- Optional: 1-3 additional COM courses

## Organizational Leadership

- ORG 101N Managing and Leading in Organizations
- ORG 302N Behaviors in Organizations
- ORG 321L Issues in Leadership
- ORG 322L Leadership in the Global Workplace
- ORG 421L Strategic Leadership and Innovation
- Optional: 1-3 selected ORG and/or COM courses

1.1 Transfer Credits applicable to areas of study.

All but 12 upper level credits may be transferred into the major from another institution.

Additional transfer credits can be applied to the core and/or elective credit component following general institutional guidelines. Students applying to and enrolled in undergraduate programs offered by the School of Professional Programs may be eligible to have academic credit awarded for work successfully completed in courses recommended for credit by the American Council on Education (ACE). Please contact the School of Professional Programs for further information.

### Total Credit Requirement for a Major in Professional Studies

45 cr

#### 2.0 Core/Liberal Studies Requirements

##### 2.1 FOUNDATION

FYS 101 First Year Seminar**	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr

\*\*Students who transfer in 24 or more earned credits are exempt from the First Year Seminar

##### 2.2 DISTRIBUTION

###### Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		24 cr

###### Pathway\*\*\*

Courses addressing an interdisciplinary topic.	<u>12 cr</u>	
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\*\*\*Students who transfer in 36 or more earned credits are exempt from the Pathway requirement.

### Total Core/Liberal Studies Requirement

43 cr

#### 3.0 Electives

32 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 Professional 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

#### Advisement:

Once an accepted student notifies Enrollment Services they intend to enroll, the student is contacted by an academic advisor in the School of Professional Programs. The advisor assists the student in developing a degree plan and enrolls the student for their first semester courses. Every student is assigned a designated academic advisor to assist with course selection for every subsequent semester.

Degree Plans may be revised and reassessed at any point; any course change must be approved by the Assistant Dean for the School of Professional Programs.



# PSYCHOLOGY

C. RYAN KINLAW, Ph.D., *Chairperson*

## MISSION:

The psychology major at Marist provides a rich and rewarding educational experience within a strong liberal arts tradition. Psychology courses explore psychological theory as well as the application of psychological principles. The range of application varies from experiences in psychological research courses, where students actually conduct research, to developmental 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 supported by field/service learning experiences that are available 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 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.

## ***Childhood Education, Grades 1-6, with Special Education Certification***

Psychology majors have the opportunity to participate in a teacher certification program, which integrates a strong professional studies sequence in Childhood Education, grades 1-6, and Students with Disabilities with their academic major and the Core/Liberal Studies program.

Graduates of this program earn a B.S. Degree in Psychology and complete requirements for Childhood Education, grades 1-6, with Special Education 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 Criminal Justice and Psychology. Students who are interested in working with victims of crime and or individuals who become involved in the criminal justice system may want to consider this option. For example, a possible career path might include working in a correctional facility and providing treatment counseling, which will require graduate work. To pursue this option, students should contact the Chair of either Criminal Justice or Psychology.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY

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

1.0	Foundation Courses Specific to the Psychology Major		
	PSYC 101 Intro to Psychology	3 cr	
	PSYC 350 Psyc Research Methodology AND Lab I	4 cr	
	PSYC 351 Psyc Research Methodology AND Lab II	4 cr	
	PSYC 478 Capping Course	<u>3 cr</u>	14 cr
1.1	Breadth of Psychology Major Requirements	16 cr	
	Students must complete 16 credits by choosing 5 courses from no less than 4 of the following 5 categories; one must be a 4-credit lab course:		16 cr
	Developmental Psychology (PSYC 317, 318, 321, 323)		
	Biological Psychology (PSYC 206, 210, 211, 301-305)		
	Sociocultural Psychology (PSYC 215, 220, 222, 307, 330, 331, 340, 385)		
	Learning and Cognition (PSYC 205, 306, 308, 315, 342, 343)		
	Clinical, Counseling and School Psychology (PSYC 201, 202, 203, 207, 208, 311, 332, 348, 362, 372)		
1.2	Life after Marist, Personalize your Major		
	Students must complete an additional 6 credits in the major.	6 cr	
	These credits may be any combination of the following:		6 cr
	Field work (PSYC 487 and PSYC 488) and/or		
	Independent research (PSYC 485) and/or		
	Psychology electives beyond the 16 required for breadth of discipline.		
	Students should consult their academic advisors to determine which plan best suits their career aspirations (e.g., graduate school plans).		
2.0	Course Requirements in Related Fields (Should be completed freshman year)		
	CMPT 103 Technology for the 21st Century	3 cr	
	MATH 130 Intro to Statistics	<u>3 cr</u>	
			<u>6 cr</u>
<b>Total Credit Requirement for a Major in Psychology</b>			42 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr

3.2	DISTRIBUTION	
	Breadth	
	PHIL 101 Philosophical Perspectives	3 cr
	Ethics, Applied Ethics, or Religious Studies	3 cr
	Fine Arts	3 cr
	History	3 cr
	Literature	3 cr
	Mathematics	0 cr (fulfilled by major field req.)
	Natural Science	3 cr
	Social Science	<u>0 cr</u> (fulfilled by major field req.)
		18 cr
	Pathway*	<u>12 cr</u>
	Courses addressing an interdisciplinary topic.	
	<b>Total Core/Liberal Studies Requirement</b>	37 cr
4.0	Electives	<u>41 cr</u>
	<b>Total Credit Requirement for Graduation</b>	120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Core Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

## RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS

### FIRST YEAR

#### FALL

PSYC 101 Introduction to Psychology	3 cr
PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
	<u>13 cr</u>

#### SPRING

MATH 130 Intro to Statistics	3 cr
CMPT 103 Technology for 21st Century	3 cr
Psychology Elective	3 cr
Core/LS Breadth	3 cr
Core/LS Breadth	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

PSYC 350 Psychology Research	
Methodology & Lab I	4 cr
Psychology Elective	3 cr
Core/LS Pathway	3 cr
Core/LS Breadth	3 cr
Elective	<u>3 cr</u>
	16 cr

#### SPRING

PSYC 351 Psychology Research	
Methodology & Lab II	4 cr
Psychology Elective	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

PSYC 301, 302, 303, 304, 305, 306, 307, or 308	4 cr
Elective	2 cr
Psychology Elective	3 cr
Core/LS Breadth	3 cr
Core/LS Pathway	<u>3 cr</u>
	15 cr

#### SPRING

Core/LS Breadth	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

Note: Either semester junior year would be a good time to travel abroad.

### SENIOR YEAR

#### FALL

PSYC 487, 488, 485 or Psych Elective	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

PSYC 487, 488, 485 or Psych Elective	3 cr
PSYC 478	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

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## RECOMMENDED PROGRAM SEQUENCE FOR DOUBLE MAJOR IN CRIMINAL JUSTICE/ PSYCHOLOGY MAJORS

### FIRST YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
PSYC 101 Intro to Psych (Core/LS Breadth)	3 cr
CRJU 101 Introduction to CRJU	<u>3 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

PSYC 350 Research Methods I	4 cr
CRJU 202 Criminology	3 cr
CRJU 230 Policing	3 cr
Core L/S – Breadth	3 cr
Core L/S – Pathway	<u>3 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

CRJU 302 Courts	3 cr
CRJU 306 Criminal Law & Procedure I	3 cr
Elective	3 cr
Core L/S – Breadth	3 cr
PSYC 301, 302, 303, 304, 305, 306, 307, or 308	<u>4 cr</u>
	16 cr

### SENIOR YEAR

#### FALL

PSYC 478 Capping	3 cr
PSYC 487 Field Work	3 cr
CRJU Elective	3 cr
CRJU 314 or CRJU 440	3 cr
Core L/S – Breadth	<u>3 cr</u>
	15 cr

#### SPRING

MATH 130 (Core L/S – Breadth)	3 cr
CMPT 103 Technology for 21st Century	3 cr
PSYC Elective	3 cr
CRJU 235 Corrections and Penology	3 cr
Core/LS Breadth	<u>3 cr</u>
	15 cr

#### SPRING

PSYC 351 Research Methods II	4 cr
CRJU 305 Juvenile Justice & Delinquency	3 cr
PSYC Elective	3 cr
Core L/S – Breadth	3 cr
Elective	<u>3 cr</u>
	16 cr

#### SPRING

PSYC Elective	3 cr
Core L/S – Pathway	3 cr
Core L/S – Pathway	3 cr
Elective	3 cr
	12 cr

#### SPRING

CRJU 477 Senior Seminar Capping	3 cr
CRJU 496 Intern I	3 cr
Elective	3 cr
Elective	3 cr
Core L/S – Pathway	<u>3 cr</u>
	15 cr

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## REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

PSYC 101 Intro to Psychology	3 cr
Any five additional PSYC courses selected from no less than three of the following five elective categories:	15 cr
Developmental (PSYC 317, 318, 321, 323)	
Biological Psychology (PSYC 206, 210, 211, 301-305)	
Sociocultural Psychology (PSYC 215, 220, 222, 307, 330, 331, 340, 385)	
Learning and Cognition (PSYC 205, 306, 308, 315, 342, 343)	
Clinical, Counseling and School Psychology (PSYC 201, 202, 203, 207, 208, 311, 332, 348, 362, 372)	

**Total Credit Requirement for a Minor in Psychology** 18 cr

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## RELATED MINOR: COGNITIVE SCIENCE

Psychology majors often choose to minor in Cognitive Science. Some psychology courses can be applied to the minor. See Cognitive Science Minor.

# RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING DUAL CERTIFICATION (CHILDHOOD EDUCATION, GRADES 1-6, AND SPECIAL EDUCATION)

## OPTION I – NOT GOING ABROAD

### FIRST YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
EDUC 101 Foundations of Ed	3 cr
PSYC 101 Intro to Psychology	3 cr
	16 cr

#### SPRING

HIST 218 Hist & Cult Hudson Valley OR HIST 220 The Empire State (Core: History)	3 cr
Core/LS (Science)	3 cr
EDUC 102 Intro to Teaching	1 cr
EDUC 180 Concepts in Elem. Math OR MATH 192 Math Concepts	3 cr
PSYC 207 Exceptional Child	3 cr
PSYC 317 Child Development	<u>3 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

EDUC 150 Technology for Educational Professionals	3 cr
Core/LS (MATH 130 Intro to Statistics)	3 cr
Core/LS/Pathway (Literature)	3 cr
Foreign Language #1	3 cr
MATH 130 Intro to Statistics	<u>3 cr</u>
	15 cr

#### SPRING

EDUC 350 Teach of Lang Arts	3 cr
PSYC 350 Research Methods	4 cr
PSYC 372 Psychoeducational Assessment	3 cr
EDUC 379 Culturally Responsive Ed OR equivalent Core/LS/Pathway Core: Fine Arts	3 cr
Foreign Language #2	<u>3 cr</u>
	16 cr

### JUNIOR YEAR

#### FALL

EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
EDUC 323 STEM I	4 cr
EDUC 324 STEM II	3 cr
EDUC 373 Princ Inst Stu w/ Disabilities Pathway	3 cr
EDUC 192 Teaching English Lang Lrnrs	<u>1 cr</u>
	16 cr

#### SPRING

EDUC 352 Assess & Rem of Reading & Writ	3 cr
EDUC 374 Curric Stat Stud w/ Disabilities	3 cr
EDUC 377 Social & Emotional Learning Approach to Classroom Management for ALL Students	3 cr
Core/LS Pathway	3 cr
PSYC 362 Measurement & Evaluation	3 cr
PSYC 479 Educational PSYC Seminar	<u>1 cr</u>
	16 cr

### SENIOR YEAR

#### FALL

EDUC 462 Student Teaching	12 cr
	12 cr

#### SPRING

PSYC 478 Capping	3 cr
Core/LS (Ethics or Religious Studies)	3 cr
Core/LS or Elective	3 cr
Core/LS or Elective	3 cr
Core/LS/Pathway	<u>3 cr</u>
	15 cr

## OPTION II – GOING ABROAD

### FIRST YEAR

#### FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120L Writing for College	3 cr
EDUC 101 Foundations of Education	3 cr
PSYC 101 Intro to Psychology	<u>3 cr</u>
	16 cr

#### SPRING

EDUC 150 Technology for Education Professionals	3 cr
HIST 218 Hist & Cult Hudson Valley OR HIST 220 The Empire State (Core: History)	3 cr
MATH 130 Intro to Statistics	3 cr
PSYC 207 Exceptional Child	3 cr
PSYC 317 Child Development	3 cr
EDUC 102 Intro to Teaching	<u>1 cr</u>
	16 cr

### SOPHOMORE YEAR

#### FALL

EDUC 180 Concepts in Elem Math OR MATH 192 Math Concepts	3 cr
PSYC 350 Research Methods	4 cr
Core/LS Science or Pathway	3 cr
Foreign Language #1	<u>3 cr</u>
	16 cr

#### SPRING

Foreign Language #2	3 cr
EDUC 379 Culturally Responsive Education	3 cr
Core/LS (Fine Arts)	3 cr
Core/LS (Ethics or Religious Studies)	3 cr
Core/LS Literature	3 cr
	15 cr

**JUNIOR YEAR****FALL**

EDUC 350 Teach of Lang Arts	3 cr
PSYC 362 Measurement & Evaluation	3 cr
PSYC 372 Psychoeducational Assessment	3 cr
Core/LS/Pathway (Science #2)	3 cr
Core/LS/Pathway (Literature #2)	<u>3 cr</u>
	15 cr

**SPRING**

EDUC 323 STEM I	3 cr
EDUC 324 STEM II	3 cr
EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
EDUC 373 Princ Inst Stu w/ Disabilities	3 cr
Core/Pathway/Elective	3 cr
EDUC 192 Teaching English Lang. Lrns	<u>1 cr</u>
	16 cr

**SENIOR YEAR****FALL**

EDUC 352 Assess & Remed of Read/Writing	3 cr
EDUC 374 Curric Strat Stu w/ Disabilities	3 cr
EDUC 377 Social & Emotional Learning Approach To Classroom Management for ALL Students	3 cr
PSYC 478 Capping Course	3 cr
EDUC 460 Educational Seminar	1 cr
Core/LS/Pathway/Elective	<u>3 cr</u>
	16 cr

**SPRING**

EDUC 462 Student Teaching	12 cr
	<u>12 cr</u>

**PUBLIC HISTORY CONCENTRATION**

STEVEN GARABEDIAN, 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>
	<b>Total Requirement for a Concentration in Public History</b>	18-21 cr
2.0	Recommended Course:	
	HIST 205 Introduction to Public History	3 cr

**PUBLIC PRACTICE MINOR**

MARTIN B. SHAFFER, Ph.D., *Coordinator*

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**

<b>One from the following:</b>	3 cr
POSC 213 Politics of Human Rights	
PHIL 200 Ethics	
REST 225 Global Liberation Theology	

**Affluence and Poverty**

<b>Two from the following:</b>	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 & Local Politics  
 POSC 240 Intro to Public Policy  
 POSC 113 International Relations  
 POSC 338 Political Communication and Politics  
 POSC 236 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 Perspectives on Social Institutions  
 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

## RELIGION

**GEORGINNA ULARY, Ph.D.,** *Chairperson*  
**ROSS ENOCHS, Ph.D.,** *Coordinator*

**MISSION:**

The Religion Major is designed to equip students to pursue a variety of critical scholarly inquiries into the nature of religion and the relation of religious phenomena to other phenomena within a broader cultural setting. The Major will provide students with an introduction to the history, scriptures, rituals, doctrines, and ethics of ancient, Western and Eastern religions.

## REQUIREMENTS FOR A BACHELOR OF ARTS IN RELIGION

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

- 1.0 Course Requirements in Religion
  - 1.1 Foundation Courses
    - REST 107 Intro to Religion 3 cr
    - REST 201 Religion in America 3 cr
    - REST 209 World Religions 3 cr
  - 1.2 Jewish and Christian Traditions
    - One course from: 3 cr
      - REST 203 Christianity
      - REST 204 Judaism
      - REST 243 Catholic Thought & Spirituality
  - 1.3 Religions outside the Jewish and Christian Traditions
    - One course from: 3 cr
      - REST 215 Religions of India: Hinduism, Buddhism, and Islam
      - REST 216 Ancient Greek Religion
  - 1.4 Religious Ethics
    - One 200-level course and one 300-level course from: 6 cr
      - REST 230 Religion and Politics

REST 231 Social Ethics and Economics  
 REST 244 Prisons, Praxis and Prisoners  
 REST 245 Jesus and Discipleship  
 REST 320 Public Praxis I  
 REST 325 Public Praxis II  
 REST 330 Religion In Contemporary Modern Life  
 REST 335 Marriage and the Family From Religious Perspectives  
 REST 392 Special Topics courses on Ethics

1.5	Scripture			
	One course from	3 cr		
	REST 300 Judeo Christian Scriptures			
	REST 371 Hebrew Bible as Classic Literature			
1.6	Philosophical and Theological Methodology			
	One course from	3 cr		
	REST 315 Global Liberation Theology			
	REST 331 Philosophy of Religion			
1.7	Elective			
	One additional REST course	3 cr		
1.8	Capping			
	REST 477 Capping Course	3 cr		
<b>Total Credit Requirement in Religion</b>				33 cr
2.0	Course Requirements in Related Fields			
	CMPT 103 Technology for the 21st Century	3 cr		
<b>Total Credit Requirement in Related Fields</b>				3 cr
<b>Total Credit Requirement for a Major in Religion</b>				36 cr
3.0	Core/Liberal Studies Requirements			
3.1	FOUNDATION			
	FYS 101 First Year Seminar	4 cr		
	ENG 120 Writing for College	<u>3 cr</u>		7 cr
3.2	DISTRIBUTION			
	Breadth			
	PHIL 101 Philosophical Perspectives	3 cr		
	Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)	
	Fine Arts	3 cr		
	History	3 cr		
	Literature	3 cr		
	Mathematics	3 cr		
	Natural Science	3 cr		
	Social Science	<u>3 cr</u>		21 cr
	Pathway*			<u>12 cr</u>
	Courses addressing an interdisciplinary topic.			
<b>Total Core/Liberal Studies Requirement</b>				40 cr
4.0	Electives			<u>44 cr</u>
<b>Total Credit Requirement for Graduation</b>				120 cr

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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

### FRESHMAN YEAR

#### FALL

PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
REST 107 Intro to Religion	3 cr
Core/LS	3 cr
	16 cr

#### SPRING

REST 201 Religion in America	3 cr
REST 209 World Religions	3 cr
Core/LS Science	3 cr
Core/LS Fine Arts	3 cr
Elective	3 cr
	15 cr

### SOPHOMORE YEAR

#### FALL

REST 203, 204 or 243	3 cr
Core/LS Social Science	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
	15 cr

#### SPRING

REST 215 or REST 216	3 cr
Core/LS History	3 cr
Core/LS Literature	3 cr
CMPT 103 Technology for 21st Century	3 cr
Elective	3 cr
	15 cr

### JUNIOR YEAR

#### FALL

200 Level Religious Ethics course	3 cr
REST 300 or REST 371	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
	15 cr

#### SPRING

300-Level Religious Ethics course	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
	15 cr

### SENIOR YEAR

#### FALL

REST 315 or REST 331	3 cr
Core/LS Pathway	3 cr
REST Elective	3 cr
Elective	3 cr
Elective	3 cr
	15 cr

#### SPRING

REST 477 Capping	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
Elective	2 cr
	14 cr

## 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.

## SOCIAL WORK AND SOCIOLOGY

**DARIA V. HANSSEN, Ph.D., LCSW, Chairperson**

### MISSION:

The Marist College Social Work Program is dedicated to preparing generalist social work practitioners committed to promoting the well-being of all people and their communities, through an integrated curriculum design grounded in the core values, ethics, and traditions of the profession and that provides the opportunity to master professional knowledge and skills. The Program fosters collaborative relationships with the diverse human services community in the Hudson River Valley to enrich student learning both in the classroom and in the field. The program challenges faculty and students to become social work leaders in the development of a more just society locally and globally.

The Marist College BSW Program has a curriculum which is grounded in the profession's purpose and values, informed by the program's context and is driven by the mission of the institution. The BSW Program curriculum prepares its graduates for entry level generalist practice through the mastery of the 9 Social Work Program Competencies (SWPC) and 31 behaviors as required by the Council on Social Work Education (CSWE). The goal of competency-based education is to ensure that students can successfully integrate and apply the competencies in practice with individuals, families, groups, organizations, and communities. Competencies are measurable practice behaviors that are based on social work knowledge, values, and skills. The total social work curriculum provides opportunities in the classroom and in a range of field education experiences for students to master the practice skills necessary to perform as competent and ethical generalist social work practitioners.

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/](http://www.marist.edu/sbs.social/).

*The minimum requirements for students to be admitted and continue in the Social Work Program:*

- 1.) A grade-point average of 2.5 or higher
- 2.) Grades of C+ or higher in required Social Work and Sociology courses.

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## 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: Preparation for Practice	1 cr	
	SOCW 395 Social Work with Diverse Populations	3 cr	
	SOCW 475 Social Work Methods II	3 cr	
	SOCW 478 Senior Integrative Seminar/Capping	3 cr	
	SOCW 484 Field Practicum and Seminar in Social Work I	5 cr	
	SOCW 485 Field Practicum and Seminar in Social Work II	<u>5 cr</u>	
	Credit Requirement in Sociology and Social Work		50 cr
2.0	Course Requirements in Related Fields		
	PSYC 101 Introduction to Psychology	3 cr	
	ECON 150 Economics of Social Issues	3 cr	
	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>
	<b>Total Credit Requirement for a Major in Social Work</b>		62 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	0 cr (fulfilled by major field req.)	
	Social Science	<u>0 cr</u> (fulfilled by major field req.)	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	<b>Total Core/Liberal Studies Requirement</b>		37 cr

4.0 Electives	<u>21 cr</u>
<b>Total Credit Requirement for Graduation</b>	<b>120 cr</b>

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.

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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
ENG 120 Writing for College	3 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	13 cr

#### SPRING

PSYC 101 Intro to Psychology	3 cr
CMPT 103 Technology 21st Century	3 cr
Core/LS History	3 cr
Core/LS Philosophical Perspectives	3 cr
General Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

SOCW 230 Intro to Social Work	3 cr
ECON 150 Economics of Social Issues	3 cr
POSC 110 American Nat'l Gov't	3 cr
Core/LS Math	3 cr
Core/LS	<u>3 cr</u>
	15 cr

#### SPRING (Recommended semester for Study Abroad)

Core/LS Fine Arts	3 cr
General Elective	3 cr
Core/LS Literature	3 cr
SOC 336 Social Inequality	3 cr
Core Pathway/Distribution	<u>3 cr</u>
	15 cr

### JUNIOR YEAR

#### FALL

SOCW 330 Soc Serv Theory/Pract	3 cr
SOCW 345 Hum Beh Soc Environ	3 cr
SOC 440 Social Theory	3 cr
Core/LS	3 cr
General Elective	3 cr
	<u>15 cr</u>

#### SPRING

SOCW 344 Social Welfare Policies & Analysis	3 cr
SOCW 383 Social Work Methods I	3 cr
SOCW 382 Junior Field Education: Prep for Practice	1 cr
SOCW 395 Social Work w/Diverse Populations	3 cr
Core Pathway/Distribution	3 cr
General Elective	<u>3 cr</u>
	16 cr

### SENIOR YEAR

#### FALL

SOC 480 Social Research Methods	3 cr
SOCW 475 Social Work Methods II	3 cr
SOCW 484 Field Pract. & Sem. Social Work I	5 cr
General Elective	3 cr
General Elective	<u>2 cr</u>
	16 cr

#### SPRING

SOC 341 Social Change	3 cr
SOCW 478 Senior Integrative Sem/Capping	3 cr
SOCW 485 Field Pract. & Sem. in Social Work II	5 cr
General Elective	3 cr
General Elective	<u>1 cr</u>
	15 cr

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## 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 or from the following	3 cr
HIST 130 Intro to Women's, Gender, and Sexuality Studies	
SPAN 154 Cultures of Hispanics in the United States	
MDIA 325 Documentary Film	
MDIA 326 Race, Ethnicity & Film	
MDIA 335 Gender & the Media	
POSC 303 Politics of Prejudice	
ENSC 101 Introduction to Environmental Issues	

**Total Credit Requirement for a Minor in Sociology** 18 cr

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## REQUIREMENTS FOR A MINOR IN SOCIAL WORK

SOC 101 Introduction to Sociology	3 cr
SOCW 230 Introduction to Social Work	3 cr
Three other courses in Social Work or two courses in SW and SPAN 295 Spanish for the Human Services	<u>9 cr</u>

**Total Credit Requirement for a Minor in Social Work**

15 cr

## SPANISH

**CLAIRE KEITH, 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 and Cultures 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.

Students majoring in Spanish should be aware that at least one semester of study in a Spanish immersive environment is necessary to be able to meet the ACTFL proficiency guidelines used by the department in the final assessment of the Capping course and final Capping Oral Presentation.

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

- (1) Marist International Programs, featuring individual placement, generally during the junior year, in Spain (Madrid, Granada) or Latin America (Argentina, Chile, and Cuba among others).
- (2) Bilingual Education concentration.
- (3) Secondary school teacher certification.
- (4) Latin American and Caribbean 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.

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## REQUIREMENTS FOR A BACHELOR OF ARTS IN SPANISH

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

### 1.0 REQUIRED COURSES IN SPANISH

1.1 Foundations in Structure and Use of Spanish Language	9 cr
Any three courses from:	
SPAN 106 Intermediate Spanish II	
SPAN 201 Spanish: Communicating in the Spanish-speaking World	
SPAN 202 Spanish: Fiction and Expression.	
SPAN 210 Spanish for Heritage Speakers I	
SPAN 211 Spanish for Heritage Speakers II	
SPAN 281 Conversation and Culture I	
SPAN 305 Advanced Intensive Spanish I	
SPAN 306 Advanced Intensive Spanish II	
SPAN 312 Spanish in the Workplace	
SPAN 360 Spanish Composition and Conversation I	
SPAN 361 Spanish Composition and Conversation II	
SPAN 410 Spanish Composition I	
SPAN 411 Spanish Composition II	
SPAN 412 Advanced Conversational Spanish I	
SPAN 413 Advanced Conversational Spanish II	
1.2 Foundations in Cultures of the Spanish Speaking World:	9 cr
SPAN 250 Cultures of Spain *	
SPAN 260 Cultures of Latin America *	
SPAN 270 Cultures of Hispanics in the US *	
1.3 Literature and Film	6 cr
SPAN 315 The Experience of Hispanic Literature *	
And any one course from:	

SPAN 330 Themes in Spanish Cinema  
 SPAN 335 Themes in Latin American Cinema  
 SPAN 370 Latin American Women Writers  
 SPAN 392 Special Topics in Spanish I  
 SPAN 420 Medieval Spanish Literature  
 SPAN 421 Spanish Literature of the 18th and 19th Centuries  
 SPAN 422 Contemporary Spanish Literature  
 SPAN 424 Cervantes  
 SPAN 425 Literature of the Golden Age  
 SPAN 430 Spanish American Literature I  
 SPAN 431 Spanish American Literature II  
 SPAN 433 Literature of the Hispanic Caribbean  
 SPAN 480 Seminar

1.4 Applied Spanish courses 9 cr

Any three courses from:

SPAN 312 Spanish in the Workplace  
 SPAN 325 Spanish in a Digital Age  
 SPAN 393 Special Topics in Spanish II  
 SPAN 396 Internship in Spanish (3cr) \*\*  
 SPAN 415 Spanish Translation Techniques

OR:

Any three-credit combination from these courses:

SPAN 189 Language Learner's Toolkit 1cr. (May be repeated with departmental approval.) \*\*\*  
 SPAN 203 Spanish Practicum 1cr. (May be repeated with departmental approval) \*\*\*  
 SPAN 394 Internship in Spanish (1 cr) \*\*\*  
 SPAN 395 Internship in Spanish (2cr) \*\*\*

1.5 Capping 3 cr

Span 477 Spanish Capping \*

\* All Foundation courses as well as SPAN 315 Experience of Hispanic Literature and SPAN 477 Spanish Capping must be taken on campus.

\*\* Only 3 cr of an internship will be counted towards the 9 cr required Applied Spanish courses. Students who wish to pursue internship combinations greater than 3 cr may count those credits as general electives.

\*\*\* If three variations of the one-credit courses is taken, they may fulfill a three-credit requirement towards the Spanish major or minor in the Applied Languages category. If only one or two of these one-credit units is taken, they can be used as enrichment electives in Spanish and as general electives towards the 120 cr requirement of the BA. Or they may be combined with a one or two-credit internship.

**Total Credit Requirement for a Major in Spanish 36 cr**

2.0 Course Requirements in Related Fields: None

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar 4 cr

ENG 120 Writing for College 3 cr 7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives 3 cr

Ethics, Applied Ethics, or Religious Studies 3 cr

Fine Arts 3 cr

History 3 cr

Literature 0 cr (fulfilled by major field req.)

Mathematics 3 cr

Natural Science 3 cr

Social Science 3 cr 21 cr

Pathway\*

Courses addressing an interdisciplinary topic. 12 cr

**Total Core/Liberal Studies Requirement 40 cr**

4.0 Electives 44 cr

**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.

STUDY ABROAD: While only 15 credits maximum from abroad are accepted in Spanish for the Major, students can still benefit from, and are encouraged to spend an entire year abroad, given the possibility of taking Core courses in certain Spanish programs.

\* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

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## 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 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 117 of this catalog. Passing score on the OPI at a minimum of advanced low-level proficiency or fulfilling a departmental remediation plan is required for the student/candidate to be recommended for certification.

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## REQUIREMENTS FOR A MINOR IN SPANISH

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

### 1.0 REQUIRED COURSES FOR A MINOR IN SPANISH

1.1 Foundations in Structure and Use of Spanish Language 9 cr

Any THREE courses from:

- SPAN 106 Intermediate Spanish II
- SPAN 201 Spanish: Communicating in the Spanish-speaking World
- SPAN 202 Spanish: Fiction and Expression.
- SPAN 210 Spanish for Heritage Speakers I
- SPAN 211 Spanish for Heritage Speakers II
- SPAN 281 Conversation and Culture I
- SPAN 305 Advanced Intensive Spanish I
- SPAN 306 Advanced Intensive Spanish II
- SPAN 312 Spanish in the Workplace
- SPAN 360 Spanish Composition and Conversation I
- SPAN 361 Spanish Composition and Conversation II
- SPAN 410 Spanish Composition I
- SPAN 411 Spanish Composition II
- SPAN 412 Advanced Conversational Spanish I
- SPAN 413 Advanced Conversational Spanish II

1.2 Foundations in Cultures of the Spanish Speaking World: 6 cr

Any TWO courses from:

- SPAN 250 Cultures of Spain \*
- SPAN 260 Cultures of Latin America \*
- SPAN 270 Cultures of Hispanics in the US \*

1.3 Literature and Film 3 cr

SPAN 315 The Experience of Hispanic Literature \*

1.4 Applied Spanish courses 3 cr

Any ONE course from:

- SPAN 312 Spanish in the Workplace
- SPAN 325 Spanish in a Digital Age
- SPAN 393 Special Topics in Spanish II
- SPAN 396 Internship in Spanish (3cr)
- SPAN 415 Spanish Translation Techniques

OR:

Any ONE three-credit combination from these courses:

- SPAN 189 Language Learner's Toolkit 1cr. ( May be repeated with departmental approval.) \*\*
- SPAN 203 Spanish Practicum 1cr. (May be repeated with departmental approval)\*\*
- SPAN 394 Internship in Spanish (1 cr) \*\*
- SPAN 395 Internship in Spanish (2 cr) \*\*

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

21 cr

\* All Foundations courses as well as SPAN 315 Experience. of Hispanic Literature must be taken on campus.

\*\* If three variations of the one-credit courses are taken, they may fulfill a three-credit requirement towards the Spanish major or minor in the Applied Languages category. If only one or two of these one-credit units is taken, they can be used as enrichment electives in Spanish and as general electives towards the 120 cr requirement of the BA. Or they may be combined with a one or two-credit internship.

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

\* Regular Track (Track A)

### FRESHMAN YEAR

#### FALL

SPAN 201 or 281	3 cr
ENG 120 Writing for College	3 cr
FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
Elective or CSIS courses	<u>3 cr</u>
	16 cr

#### SPRING

SPAN 202 or 281	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

### SOPHOMORE YEAR

#### FALL

SPAN 250	3 cr
SPAN 360 or SPAN 315	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

SPAN 260	3 cr
SPAN 315 or SPAN 325	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR (Marist Abroad Madrid)

#### FALL

SPAN 300 or 400 Level Elective	3 cr
SPAN 300 or 400 Level Language	3 cr
Core/LS	3 cr
SPAN 300 or 400 Level Literature	3 cr
SPAN 300 or 400 Level Elective	<u>3 cr</u>
	15 cr

#### SPRING

SPAN 300 or 400 Level Elective	3 cr
SPAN 300 or 400 Level Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
SPAN 300 or 400 Level Elective	<u>3 cr</u>
	15 cr

### JUNIOR YEAR (On Campus)

#### FALL

SPAN 360 OR 270	3 cr
SPAN Literature	3 cr
SPAN Elective or General Elective	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

#### SPRING

SPAN 300 or 400 Level Elective	3 cr
SPAN Literature	3 cr
SPAN Elective or General Elective	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

### SENIOR YEAR

#### FALL

SPAN 270 or Spanish Literature	3 cr
Electives	<u>12 cr</u>
	15 cr

#### SPRING

SPAN 477 Capping Course	3 cr
Electives	<u>12 cr</u>
	15 cr

## WOMEN'S, GENDER, AND SEXUALITY STUDIES MINOR

**KRISTIN BAYER, PH.D., DIRECTOR**

Women's, Gender, and Sexuality Studies is a multidisciplinary academic program that focuses on gender and sexuality as a significant cultural and cognitive category. The minor in WGSS exposes students to the intellectual, political, and aesthetic contributions of women to human culture, and examines how gender and sexuality has influenced the lives, status, and opportunities of all people. Attention is paid to the ways in which gender and sexuality 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, sexuality, 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, Gender, and Sexuality 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 WGSS please see the Director.

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## REQUIREMENTS FOR A MINOR IN WOMEN'S, GENDER, AND SEXUALITY STUDIES

WMST 130/HIST 130 Introduction to Women's, Gender, and Sexuality Studies	3 cr
Five additional designated courses from at least two different disciplines	15 cr

18 cr

Regular offerings (Please see appropriate discipline for full description.)

BIOL 232 Sex, Evolution, and Behavior  
COM 350 Sex and Media  
COM 400 Gender, Culture and Communication  
ECON 200 Economics of Gender  
ENG 220 Literature and Gender  
HIST 232 U.S. Women's History  
HIST 267 Women in Asia  
HIST 314 Witchcraft and Sorcery in Pre-Modern Europe  
HIST 325 History of American Feminism  
HIST 332 Women and Religion in America  
WMST 385/MDIA 335 Gender and Media  
POSC 314 Gender and the Law  
POSC 303 Politics of Prejudice  
POSC 320 Feminist Political Thought  
PSY 206 Psycho-Biological Sex Differences  
PSY 331 Psychology of Women  
SOC 326 Domestic Violence Prevention  
SOC 336 Social Inequity  
SOC 341 Social Change  
SPAN 370 Latin American Women Writers

Other courses to be approved in advance by the Director.

## 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 semester.

*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 315

#### **Fraud Examination**

*Three Credits*

This is a broad-based theory course that will examine the history and nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolutions. Topics of study will include; but are not limited to: skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, asset misappropriations, financial/data analytics and elements of financial statement fraud corruption and money laundering.

*Prerequisites:* ECON 103, ECON 104, ACCT 203, ACCT 204

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. Offered every semester.

*Prerequisites:* ACCT 204, BUS 320

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.

*Prerequisite:* ACCT 204

ACCT 401

#### **Advanced Accounting**

*Three Credits*

A study in detail of partnerships, business combinations and consolidations. Specialized topics of consolidated financial statements including asset and inventory transfers and foreign currency are covered. 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 semester.

*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 301 or permission of instructor

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.

*Prerequisite:* ACCT 403

ACCT 405

### **Advanced Auditing**

*Three Credits*

This course examines the control and security of accounting information systems from an auditing perspective. Objectives include understanding the basics of how computing systems operate and the risk associated with those systems, types of physical and logical security controls, an auditor's objective of performing an audit of a computerized information system, and other areas of technological importance.

*Prerequisite:* ACCT 402

ACCT 451

### **Government and Not-For-Profit Accounting**

*Three Credits*

Examines accounting and reporting concepts and issues for non-business organizations. Accounting issues that are unique to these entities are emphasized (such as non-exchange transactions and lack of ownership interest). Accounting and reporting for state and local governments (determined by the GASB), charitable organizations (determined by the FASB) and the Federal government (determined by the FASAB) are included.

*Prerequisites:* Junior status, ACCT 301

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.

*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 historical 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. Two weekly one-hour sessions of audio and video practice in the Language Center are strongly encouraged. Closed to heritage speakers and students from countries where Arabic is commonly spoken. 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. Two weekly one-hour sessions of audio and video practice in the Language Center are strongly encouraged. Closed to heritage speakers and students from countries where Arabic is commonly spoken. 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 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 department 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. Offered when there is sufficient student interest, and may also be taken abroad.

ARAB 394-396

### **Internship in Arabic**

*One to Three Credits*

Open to students who have gained an Intermediate level of Arabic language or Heritage speakers of Arabic, with after formal interview and permission from the department Chair. Qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental pre-approval, students 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 Arabic; permission of Chairperson.

## **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, and mixed media. 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.

*Prerequisite:* ART 201 or permission of instructor

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. (Fulfills the Core/LS requirement for Fine Arts.)

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 year.

*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 211

### **Digital Layout and Design**

*Three Credits*

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, 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: Typography and Design**

*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.

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: Publication Design**

*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 year.

*Prerequisite:* ART 215

ART 320

### **Digital Photography**

*Three Credits*

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*

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*

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 year.

*Prerequisites:* ART 235, ART 320, or permission of instructor

ART 323

### **Designing for the Web**

*Three Credits*

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 325

### **Visual Book**

*Three Credits*

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 231 (recommended), or permission of instructor

ART 326

### **Digital Illustration**

*Three Credits*

This course is designed as an introduction to illustration, with an emphasis on improving both technical and conceptual skills. Assigned projects provide the opportunity to solve editorial, advertising and design-related problems. While use of digital media software is an important part of this class, it will also examine and review traditional drawing and painting methods and how their integration with digital art can be accomplished.

*Pre-requisite:* ART 231

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*

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*

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 415

### **Graphic Design III: Advanced Typography**

*Three Credits*

This class will investigate both a traditional and digital approach to typography in graphic communication. Students, guided by typographic history, will develop solutions to issues of communication giving special attention to design principles.

*Prerequisite:* ART 215N

ART 431

### **3D Modeling and Visualization**

*Three credits*

Dual Listed as MDIA 431

This course focuses on the creation of 3-dimensional computer generated models used for 2D and 3D printing, games, and animation. Students will explore the processes of this art form, including modeling, texturing, shading, rigging, scene layout, and rendering, in order to create meaningful and unique visualizations. Techniques for character rigging and simulating physical space will be explored for preparation of future animation projects. Offered every semester.

*Prerequisite:* ART 231L

ART 432

### **3D Animation**

*Three Credits*

Dual Listed as MDIA 430

This class focuses on the field of 3-dimensional animation used for video, multimedia programs, games, 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 mechanics of movement and the conception and the creation of animated forms, this course will introduce students to the principles of complex 3D animation and physical simulation techniques. Offered every fall.

*Prerequisite:* ART 235 and ART 431

ART 435

### **Digital Animation II: Special Projects and Techniques**

*Three Credits*

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 445

### **Digital Animation III**

*Three Credits*

This course is designed for advanced students in digital animation. It is a project-oriented course with hands-on experiences as an individual and team leader. Students will continue their exploration and increase the depth of their knowledge of animation, while creating both short and long animations, as well as researching and developing a presentation on one aspect of animation. This class will utilize lecture, demonstration, discussion, and hands-on experiences. Multimedia, and selections of classic and contemporary animated films will also be included. The course will require a significant amount of independent work. Each student will have three major projects: an animated credits sequence, a team-created animation, and a 5-minute (minimum) animation with sound.

*Prerequisite:* ART 435

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 242

### **17th Century Art**

*Three Credits LA*

This course focuses on the visual arts of Western Europe in the 17th and early 18th centuries – covering major artists such as Caravaggio, Bernini, Velazquez, Rubens, Rembrandt, Vermeer and Poussin. The course will examine images of everyday life, portraiture, landscape painting, the decoration of princely houses and palaces, and the representation of religious figures. These artistic endeavors will be placed in their cultural context by considering such topics as the relationship between patronage and the arts, the creation of academies and the intellectual and religious trends of Baroque Europe. (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 historic 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.

(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; 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 104

### **Introduction to Athletic Training**

*Two Credits – lecture*

*One Credit – laboratory*

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. This course will also introduce those interested in Athletic Training to the basic clinical techniques in dealing with prevention and management of athletic injuries and will include discussions on preventative wrapping and strapping, padding and bracing, and splinting and transportation.

ATHT 205

### **Basic Concepts in Athletic Training**

*Two Credits – lecture*

*One Credit – laboratory*

This course will cover the clinical examination and diagnosis and the acute care of injuries and illnesses with emphasis placed on emergency medical care. The entire body will be addressed within these 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 104 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 or permission of Program Director.

ATHT 305

### **Therapeutic Interventions in Athletic Training**

*Three credits*

This course will provide the student with an understanding in the application of various therapeutic interventions to treat injury and disease. The use of rehabilitation equipment and exercises, and appropriate therapeutic modalities associated with the rehabilitation of athletic injuries will be discussed.

*Prerequisites:* ATHT 304, HLTH 300

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 304, HLTH 300

ATHT 307

### **Principles of Strength Training and Conditioning**

*Two Credits LA – lecture*

*One Credit – laboratory*

This course takes a multi-faceted approach to the general science of strength training. Topics to be covered include exercise physiological concepts and applications, testing and evaluation, beginning and advanced flexibility and exercise techniques, program design, periodization, aerobic and anaerobic training considerations, nutrition, performance enhancing substances, exercise prescription for the strength athlete, and organization and administration of an exercise facility. This course will also provide a practical challenge to the student to apply scientific concepts and principles into the development of sports-specific training programs. The student will have the opportunity to create a complex training program for an athlete utilizing the concepts discussed in the course. In conjunction with other classes, students should have sufficient theoretical and practical knowledge to sit for the National Strength and Conditioning Associations (NSCA) Certified Strength and Conditioning Specialist (CSCS) or Certified Personal Trainer (NSCA-PT) exam.

*Prerequisites:* BIOL 201 & BIOL 202

ATHT 310

### **Lower Extremity Assessment of Musculoskeletal Injuries**

*Two Credits – lecture*

*One Credit – laboratory*

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 311

### **Upper Extremity Assessment of Musculoskeletal Injuries**

*Two Credits - lecture*

*One Credit - laboratory*

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 330

### **Advanced Concepts in Athletic Training**

*Three Credits*

Detailed coverage of advanced athletic injury evaluation techniques. Emphasis will also be placed on special athletic-related topics, common skin disorders, illnesses, pharmacology, casting and splinting, and youth sports.

*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. This course is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.

*Prerequisite:* ATHT 104 and acceptance into the professional phase of the Athletic Training Education Program, or permission of Program Director.

ATHT 477

### **Professional and Ethical Issues in Athletic Training**

*Three Credits*

This is the capping course in Athletic Training. A lecture and discussion-oriented study of current professional topics in athletic training including legal and ethical issues with case studies and problem solving emphasized. This course will also include a research component with an oral presentation.

*Prerequisite:* Acceptance into the professional phase of the Athletic Training Education Program, or permission of Program Director.

## **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. *Three-hour lecture. Note: This course may not be taken for credit by students who have completed BIOL 130.*

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, microbial taxonomy and classification, and cell division. *Three-hour lecture, three-hour laboratory per week.* Offered every fall.

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 and taxonomy. *Three-hour lecture, three-hour laboratory per week.* Offered every spring.

*Prerequisite:* BIOL 130

BIOL 201

### **Human Anatomy and Physiology I**

*Four Credits LA*

This course will acquaint students with the structure and function of the human body with emphasis on coordination and adjustment mechanisms. Specific topics include: tissue types, and the skeletal, muscular and nervous systems. Laboratory exercises are designed to facilitate identification of specific structures and functions in those topics. 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.* Offered every fall.

*Prerequisite:* BIOL 130 and 131

BIOL 202

### **Human Anatomy and Physiology II**

*Four Credits LA*

This course is a continuation of BIOL 201 and has a greater emphasis on homeostatic imbalances. Specific systems studied in this course include special senses, and the cardiovascular, respiratory, renal and reproductive systems. In laboratory, students will locate and identify specific structures and their functions in those systems. 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.* Offered every spring.

*Prerequisite:* BIOL 201

BIOL 203

### **Human Nutrition**

*Three credits*

Dual listed as HLTH 201

Human nutrition is intended for students majoring in biology, biochemistry, athletic training, and other health-related areas. This course introduces students to the basic concepts and physiological basis of nutrition. The course also covers dietary requirements and recommendations, nutrient composition of foods, assessment of nutritional status, physical activity, and relationship of human nutrition to health and disease, and global nutrition issues. Students who receive credit for BIOL 203 may not take HLTH 225.

*Prerequisites:* BIOL 130-131

BIOL 211

### **Plant Biology**

*Four Credits LA*

An introduction to the basic interrelationships of plant structure, function, growth, reproduction, physiology, hormonal regulation and response to external stresses are presented in an evolutionary and ecological context. Plant natural products, along with their poisonous, medicinal and therapeutic active constituents will be covered. The laboratory will introduce knowledge and methodologies from a number of different disciplines to provide students with an experimental approach from the organismal to the molecular level. *Three-hour lecture, three-hour laboratory per week.* Offered every fall.

*Prerequisites:* BIOL 130 and 131

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. Note: This course may not be taken for credit by students who have completed BIOL 131.*

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. Note: This course may not be taken by students who have completed BIOL 305.*

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. Note: This course may not be taken by students who have completed BIOL 201, BIOL 202, BIOL 340, and/or BIOL 440.*

BIOL 305

### **Animal Behavior**

*Three Credits LA*

A study of animal behavior from the ethological perspective. Topics include how behavior evolves, behavior genetics, sexual selection, mate selection, nepotism and inclusive fitness theory, parental behavior, reciprocal altruism, communication, foraging, antipredator strategies, territoriality, homing and navigation, and the history of the study of animal behavior including a review of interactions between learning and instinct. *Three-hour lecture per week.* Typically offered every spring.

*Prerequisites:* CHEM 111, 112, 115, 116 or equivalent and grade of C or higher in BIOL 130 and 131

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. *Three-hour lecture, three-hour lab per week.* Typically offered every semester.

*Prerequisites:* CHEM 111, 112, 115, 116 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.* Typically offered every spring.

*Prerequisites:* CHEM 111, 112, 115, 116 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.* Typically offered every semester.

*Prerequisites:* CHEM 111, 112, 115, 116 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 321

### **Evolution**

*Three Credits LA*

An examination of the unifying theory of all biology. Topics include the history of evolutionary thought, microevolution, population genetics, speciation,



macroevolution, the origin of life, critical periods in the evolution of life, phylogenetic methods, and Darwinian medicine. In addition, an examination of social Darwinism, scientific creationism, and a review of human evolution and the race concept will illustrate how one's culture and values influence scientific investigations. *Three-hour lecture per week*. Typically offered every fall.

*Prerequisites:* CHEM 111, 112, 115, 116 or equivalent and a grade of C or higher in BIOL 130 and 131; BIOL 320 is recommended but not required.

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 111, 112, 115, 116 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

### **Human and Comparative Vertebrate 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*. Typically offered every spring.

*Prerequisites:* CHEM 111, 112, 115, 116 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*. Typically offered every fall.

*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

BIOL 420

### **Invertebrate Zoology**

*Four Credits LA*

Invertebrate Zoology 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. *Three-hour lecture, three-hour field work/lab per week*.

*Prerequisite:* 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*. Typically offered every spring.

*Prerequisites:* CHEM 111, 112, 115, 116 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 430

### **Developmental Biology**

*Four Credits LA*

Basic principles of developmental biology, the process by which a fertilized egg divides and gives rise to all of the specialized cells and complex structures of an adult, multi-cellular organism. Lectures will emphasize the molecular, cellular, and genetic basis of animal development including topics such as sex determination, fertilization, early embryogenesis, stem cells, cell signaling, and cancer. Laboratory exercises explore both classical embryology and developmental genetics/genomics in model organisms such as amphibians, chicks, fruit flies and nematodes. *Three-hour lecture, three-hour laboratory per week*. Typically offered every fall.

*Prerequisites:* CHEM 111, 112, 115, 116 or equivalent and a grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor; BIOL 320 is recommended but not required.

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 111, 112, 115, 116 or equivalent and a grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor.

BIOL 440

### **Advanced Human 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 human physiology. 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*. Typically offered every fall.

*Prerequisites:* CHEM 111, 112, 115, 116 or equivalent and a grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor. A course in physics is recommended but not required.

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.* Typically offered every spring.

*Prerequisites:* CHEM 211-212 and CHEM 215-216 or CHEM 201-202, and grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor.

BIOL 477

### **Capping Course**

*Three Credits LA*

A capping course required for all Senior Biology, Biomedical Science and Biology Education majors. Topics vary. Offered every semester.

*Prerequisites:* PHIL 200, HONR 365, or a course in bioethics, senior status, a Philosophy Ethics course (preferably Bioethics) and a minimum of seven BIOL credits at the 300-400 level (not including internships or research).

BIOL 480-483

### **Research I–II–III**

*One – Three Credits*

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.

*Prerequisite:* 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, and junior/senior status, or permission of instructor.

BIOL 494-498

### **Biology Internship**

*One – Three Credits*

The internship is designed to be a pre-professional work-related experience at an off-campus location. The student intern will be supervised by an on-site professional and by the Biology and Biomedical Sciences Internship Coordinator. Internships must be approved by the Internship Coordinator and Career Services prior to their commencement. Forty-five hours per credit and completion of a journal.

*Prerequisites:* Second semester sophomore standing, a minimum science GPA of 2.7, CHEM 111, 112, 115, 116 or equivalent, and a grade of C or higher in BIOL 130 and 131. To be eligible for healthcare internships, students must have demonstrated that they adhere to ethical principles and have the disposition necessary to be an empathetic healthcare worker.

## **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 120

### **Financial Literacy**

*One credit*

This course is intended to make basic financial topics accessible to non-finance majors. It focuses on bank accounts, borrowing, budgeting, planning, investing, saving for retirement and taxes. At the end of the course, the student will have a working knowledge of these financial components. Offered every semester.

BUS 202

### **Business & Society in a Global Environment**

*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.

*Prerequisite:* BUS 100 or ACCT 204

BUS 310

### **Data Modeling for Business**

*Three Credits*

This course will teach you how to use Excel and other analytical tools to set up and answer a wide range of data analysis and business questions. This course is meant to prepare you to summarize, report, and analyze data in your upper level classes where analytical skills are expected. Offered every semester.

BUS 319

### **Ethical Decision Making in Business**

*Three Credits*

This course will expand upon the student's knowledge of theoretical ethics by applying these concepts to decision-making in organizations. Students will learn to evaluate ethical dilemmas set in the context of business organization and other socially relevant situations via vigorous in-class debate and interaction. Students will have an opportunity to develop critical analytic skills; persuasive argument development; oratory talents; and adaptability in ever changing, challenging situations.

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 or MATH 330, ECON 103 and ECON 104

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 364

### **Entrepreneurship**

*Three Credits*

This course focuses on entrepreneurship concepts and generally examines topics such as developing successful business ideas and creating, managing and growing an entrepreneurial firm. Topics related to developing successful business ideas may include: recognizing opportunities and generating ideas; conducting a feasibility analysis; writing a business plan; conducting an industry and competitor analysis; and developing effective business models. Topics related to creating an entrepreneurial firm may include: preparing a proper ethical and legal foundation; assessing the new venture's financial strength; assembling the new venture management team; and getting financial backing. Topics related to managing and growing an entrepreneurial firm may include: generating unique marketing ideas; dealing with intellectual property; analysis and preparation for growth; growth strategies; and franchising.

*Prerequisites:* BUS 100, junior or senior standing

*Recommended:* BUS 340, ACCT 204, BUS 386, and CMPT 105

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. Students who take BUS 380 cannot register for BUS 382.

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.

*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. Students who have received credit for BUS 380 may not register for BUS 382.

BUS 388

### **Operations Management**

*Three Credits*

This course presents topics common to production and service operations (e.g. quality management, location, logistics, forecasting, project management, inventory control, sales & operations planning, and scheduling). Real world business examples and certain systematic and analytical tools prerequisite (e.g.

optimization, statistical methods, simulation) in both goods-producing and service-oriented industries are incorporated into the delivery of the above topics. A data driven approach is presented by using examples that simulate specific business operational activities, with the aid of computers where applicable. The goal is to prepare planning and decision making. Offered every semester.

*Prerequisites:* MATH 115 or MATH 241; and MATH 130, ACCT 204 (can be taken as a corequisite)

*Recommended:* ECON 103, ECON 104

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.

*Prerequisites:* BUS 100 and 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 100, BUS 301, ECON 103, ECON 104

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.

*Prerequisites:* BUS 100, BUS 301

BUS 413

### **Advanced Topics In Human Resource Management**

*Three Credits*

This course provides an in-depth examination of the role of Human Resource Management as a strategic business partner and source of competitive advantage. This includes examination of methods for assessment, development and utilization of the human capital of the firm. It will explore analytic approaches, metrics, and outcome measures used to guide and support actions associated with a firm's strategy. In addition, Human Resource Information Systems as mechanisms to link goals to outcomes and manage large human resource programs and projects will be explored. Offered every spring.

*Prerequisites:* BUS 100, BUS 301

BUS 416

### **CFA® Level 1 Prep Class**

*Three Credits*

This course is highly recommended for those students who wish to sit for the Chartered Financial Analyst Level 1 Examination. It covers the CFA Institute's entire Body of Knowledge for the CFA Level 1 Examination, including Quantitative Methods, Financial Reporting, Derivatives, Ethics, etc. While students taking the class are not required to register for the CFA Institute's exam, they are strongly encouraged to do so. Admission is by permission of the instructor only.

*Prerequisites:* BUS 320

BUS 417

### **Structured Finance Modeling**

*Three Credits*

This course is intended for students who intend to pursue a career in fixed-income asset management, financial analysis, risk management, and in a financial rating agency. Participants will learn about the securitization process, and how asset-backed securities are conceived, structured and rated. They will learn how to evaluate a pool of collateral such as a portfolio of 100,000 auto loans, how to

generate the pool's expected cash flow streams, and how to build a cash flow waterfall that models the structure of an asset-backed security. Admission is by permission of the instructor only.

*Prerequisites:* BUS 320

BU 418

### **Derivatives and Risk Management**

*Three Credits*

This course introduces students to the practice of risk management through an exploration of the risk triad - the identification, measurement and management of the risks facing a firm. Students learn how to use derivatives such as futures, options and swaps to mitigate risk, and the comparative advantage of linear and nonlinear instruments. Option pricing is explored in depth, and students learn how to build spreadsheets models to analyze the options "greeks." In addition, the course addresses notorious failures of risk management through a series of case studies. This class is highly recommended for students who seek to work in investment banking and risk management.

*Prerequisite:* BUS 320

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, BUS 421, ACCT 330, ECON 422 and either MATH 115 or 241

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, and either MATH 115 or MATH 241. The faculty recommend that students take BUS 421 immediately after BUS 320.

BUS 423

### **Finance for Entrepreneurs**

*Three Credits*

This course focuses on the financial challenges entrepreneurs face. The topics include: bootstrapping techniques; startup financial forecasts; raising startup funds; crowdfunding techniques; customer acquisition costs; inventory management; receivables management; cash management; liability management; capitalization; valuations of closely held firms; and analysis of various industries. Offered in the fall.

*Prerequisites:* BUS 100 or Acct 204, BUS 320, Junior or Senior standing

BUS 424

### **Innovation Management and New Product Development**

*Three Credits*

This course focuses on developing new products and services, as well as managing the innovation process. The topics include: managing the innovation process and organizational knowledge; intellectual property; counterfeit products; strategic alliances and networks; research and development management; product and brand strategy; new product and service development; disruptive innovation; packaging development; and the role of market research in new product development. Offered in the spring.

*Prerequisites:* BUS 100 or Acct 204, Junior or Senior standing

BUS 425

### **Advanced Topics in Entrepreneurship**

*Three Credits*

This course provides an in depth examination of entrepreneurship topics. Topics may include: the driving forces of starting new businesses; purchasing an existing business; pricing and credit strategies; financing strategies; location, layout, and physical facilities; supply chain management; inventory management; staffing

challenges; succession and risk management. Offered in the spring.

*Prerequisites:* BUS 100 or Acct 204, BUS 364, Junior or Senior standing

BUS 426

### **Investment Practicum: Equities**

*Three Credits*

This is an experiential practicum, where students learn by doing. The course is focused around the management of The Greystone Equity Fund, a \$100,000 (actual dollars) Student Managed Investment Fund. Students will identify and research stocks that are potential investments for the Fund, will prepare written analyst research reports, and will present their recommendations to the class. Students are also responsible for monitoring and rebalancing the portfolio, subject to constraints laid out in the Investment Policy Statement, for reporting on the risk and performance of the portfolio, and will publish a Semi-Annual Report for the Fund. Offered every semester. *Admission is by permission of the instructor only.*

*Prerequisites:* BUS 320

BUS 427

### **Investment Practicum: Fixed Income**

*Three Credits*

This is an experiential practicum, where students learn by doing. The course is focused around the management of The Greystone Equity Fund, a \$100,000 (actual dollars) Student Managed Investment Fund. Students will identify and research fixed income instruments that are potential investments for the Fund, will prepare written analyst research reports, and will present their recommendations to the class. Students are also responsible for monitoring and rebalancing the portfolio, subject to constraints laid out in the Investment Policy Statement, for reporting on the risk and performance of the portfolio, and will publish a Semi-Annual Report for the Fund. Offered every semester. *Admission is by permission of the instructor only.*

*Prerequisites:* BUS 320

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 on-line) and analysis of the entire international trade framework for a chosen foreign country from the point of view of a medium-sized U.S. exporter. Offered in the Spring.

*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.

*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.

*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.

*Prerequisites:* BUS 100 or ACCT 204, BUS 340, BUS 382 or BUS 380

BUS 450

### **Marketing Policies & Problems**

*Three Credits*

Restricted to seniors, this advanced course brings together all the pieces of the marketing discipline, integrating them with the other functional areas of business. This course is focused on helping you become a strategic marketer, so that you can create, gain support for, and execute marketing plans that will build strong and enduring businesses. There are three main course objectives. By the end of the semester, you should be able to: Think strategically about marketing; Use key frameworks to analyze situations and make decisions; Understand how to create a strong marketing plan incorporating financial, operational, and marketing strategies. Quantitative and qualitative analytical skills are developed and used. A fuller understanding of the place of marketing within the firm and its interactions with the larger societal setting should result.

*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, BUS 388; 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. Career skills such as interviewing, resume and cover letter writing, and networking are also discussed. 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*

A basic introduction to chemistry emphasizing the language of chemistry, its fundamental concepts, and development of problem-solving skills. This course provides appropriate background for students with insufficient preparation in high school chemistry who may wish to take General Chemistry I-II. Two lectures per week.

CHEM 102

### **Introduction to Chemistry Laboratory**

*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

*Co-requisite: CHEM 101*

CHEM 111

### **General Chemistry I: Introduction to Inorganic Chemistry**

*Three 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 corequisite laboratory course will demonstrate the lecture material and emphasizes laboratory technique, data treatment, and report writing. Two lectures and one recitation per week.

*Corequisite: CHEM 115*

CHEM 112

### **General Chemistry II: Introduction to Physical Chemistry**

*Three 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 corequisite laboratory course emphasizes application of theoretical concepts to hands-on discovery. Two lectures and one recitation per week.

*Prerequisite:* CHEM 111

*Corequisite:* CHEM 116

CHEM 115

### **General Chemistry Laboratory I**

*One credit LA*

General Chemistry Laboratory I is an introduction to the chemical laboratory. Proper experimental technique, laboratory safety, data treatment, and report writing will be emphasized. One three-hour laboratory per week.

*Corequisite:* CHEM 111

CHEM 116

### **General Chemistry Laboratory II**

*One credit LA*

General Chemistry Laboratory II is the continuation of the chemical laboratory that was started in General Chemistry Laboratory I. Proper experimental technique, laboratory safety, data treatment, and report writing will be emphasized. One three-hour laboratory per week.

*Prerequisite:* CHEM 115

*Corequisite:* CHEM 112

CHEM 201

### **Principles of Organic Chemistry**

*Three Credits LA*

This one-semester course is designed to give students who are not oriented toward a chemistry graduate program, medical school, dental school, or veterinary school a basic understanding of the principles of organic chemistry. The course is designed to provide the content and analytical thinking skills needed to prepare students for nursing school, PA school, and other non-chemistry science graduate programs. Students study the structures, properties, and reactions of organic molecules. The topics of stereochemistry, stability, biologically relevant reactions, and reaction mechanisms are emphasized throughout the course. Two lectures per week.

*Prerequisites:* CHEM 111-112, CHEM 115-116

CHEM 202

### **Principles of Organic Chemistry Laboratory**

*One Credit LA*

Designed to accompany CHEM 201. Topics include separation techniques, physical and chemical properties of organic compounds, and an introduction to spectroscopy. One three-hour laboratory per week.

*Pre- or Corequisite:* CHEM 201

CHEM 203

### **Computational Chemistry**

*Three credits LA*

This course is intended to introduce students to the theory and application of a wide range of computational chemistry techniques. In the process, students will learn how the models are created and how they work (computer programming and operating systems), when they are reliable, and when they break down. Fulfills technology-intensive core requirement. Two lectures per week.

*Prerequisites:* CHEM 111-112, CHEM 115-116, MATH 241 as pre- or corequisite

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:* Grade of C or higher in CHEM 111-112 and CHEM 115-116; 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 year-long 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.

*Prerequisite:* CHEM 215 (for CHEM 216)

*Corequisite:* CHEM 211 (for CHEM 215); CHEM 212 (for CHEM 216)

CHEM 301

### **Principles of Biochemistry**

*Three Credits LA*

A one-semester course designed for life science majors requiring only one semester of biochemistry. We will cover concepts including pH, biological buffers, bioenergetics, nucleotides, amino acids, proteins, enzymes, carbohydrates, lipids, metabolism, and molecular biology. This course does not count towards the Chemistry or Biochemistry major; however, it does count towards the Chemistry minor.

*Prerequisite:* CHEM 201 or CHEM 211-212

*Recommended:* BIOL 130-131

CHEM 302

### **Principles of Biochemistry Laboratory**

*One Credit LA*

A laboratory course designed to expose students to basic biochemical techniques. Topics include analysis of amino acids and carbohydrates, as well as enzyme assay, protein purification, and electrophoresis. This course does not count towards the Chemistry or Biochemistry major; however, it does count towards the Chemistry minor.

*Prerequisite:* CHEM 202 or CHEM 215-216

*Corequisite:* CHEM 301

CHEM 309

### **Environmental Chemistry Laboratory**

*One Credit LA*

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.

*Prerequisites:* CHEM 111-112, CHEM 115-116, and CHEM 202 or CHEM 215-216

*Corequisite:* CHEM 310

CHEM 310

### **Environmental Chemistry**

*Three Credits LA*

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, 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. Two lectures plus one three-hour laboratory per week.

*Prerequisites:* CHEM 111-112 and CHEM 115-116

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. Some special topics like computational reaction dynamics, surface properties of materials, etc. Two lectures per week.

*Prerequisites:* CHEM 111-112 and CHEM 115-116, PHYS 211-212, or permission of instructor

*Pre- or Corequisite:* MATH 242

CHEM 362

### **Quantum & 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. Course topics include: wave mechanical studies of atomic and molecular structures, spectra, photochemical processes, and the transition from wave mechanics to bulk properties through statistical methods. Some special topics like computational chemistry, solid-state chemistry, etc. Two lectures per week.

*Prerequisites:* CHEM 111-112 and CHEM 115-116, PHYS 211-212, or permission of instructor

*Pre- or Corequisite:* MATH 242

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 & 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 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 420

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 211-212

CHEM 431

### **Advanced Inorganic Chemistry Laboratory**

*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 215-216

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 474

### **Research Methods in Chemistry I (Capping)**

*Four credits LA*

This course serves as the capping course for all chemistry and biochemistry majors. The course is an introduction to chemical research and the tools required for successfully conceiving, planning, and conducting a research project. Class sessions alternate between traditional classes and a group meeting format. Assignments emphasize writing, critical thinking and presentation skills as well as literature search strategies, critical evaluation of literature, experimental design, research ethics, and statistical data treatment. Two lectures plus one three-hour laboratory per week.

*Prerequisites:* CHEM 212, CHEM 216, and CHEM 355

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 474. 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 474

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

## **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. Closed to students from countries where Chinese is the official language. Offered annually.

CHIN 105-106

### **Intermediate Chinese I & II**

*Three Credits each LA*

These courses provide further intermediate-level communication skills in spoken and written Mandarin while preparing students to function and communicate more effectively in Modern Standard Mandarin-speaking environments. Students also study strategies for decoding the Chinese language with linguistic overview of more structures and characteristics of Mandarin Chinese. The study of authentic texts and various aspects of Chinese society and culture will also be included. Two weekly one-hour sessions of audio and video practice in the Language Center are strongly encouraged. Closed to students from countries where Chinese is the official language. Offered annually when there is sufficient student interest.

CHIN 392-393

### **Special Topics 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. Offered when there is sufficient student interest, and may also be taken abroad.

CHIN 394-396

### **Internship in Chinese**

*One to Three Credits*

Open to students who have gained an Intermediate level of Chinese language or Heritage speakers of Chinese, after formal interview and permission from the department Chair; Qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental pre-approval, students 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 Chinese; permission of Chairperson.

## **COMMUNICATION**

COM 101

### **Public Presentation**

*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, spring and summer (as necessary).

COM 102

### **Introduction to Communication**

*Three Credits LA*

This course surveys the theories of communication relevant to all contexts – from conversations between friends and family to presidential town halls on the Internet. It introduces students to essential concepts and fundamental theories that describe the process, function, natures, and effects of communication. Offered in fall and spring.

COM 103

### **Digital Toolbox**

*Three Credits LA*

Dual listed as MDIA 103

This course provides essential skills in digital media applications including developing text, still and moving images, information graphics, and audio files for Web-based presentation for a wide range of communication professions and serves as a foundation for more advanced courses involving Web-based production. 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 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.

*Prerequisite:* COM 102

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.

*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 as and when necessary.

COM 211

### **Fundamentals of Public Relations Theory & Practice**

*Three Credits LA*

This course is designed to help students develop an understanding of public relations from a theoretical and a strategic management perspective. Specifically, the course will help students trace the history and development of the field; critically assess the role of public relations in modern societies; develop an understanding of theoretical concepts and practical techniques of public relations in interpersonal and organizational communication; and evaluate the relationships between public relations, journalism, advertising, marketing, and other communication disciplines in modern societies. Offered in fall and spring.

*Prerequisite:* COM 102



COM 212

### **Public Relations Writing Tools**

*Three Credits LA*

This course introduces students to the theory, strategy and practical writing skills associated with entry-level public relations practice. Students will be exposed to different forms and styles of public relations writing and how these communication activities are guided by theory. Students will also gain an understanding of message development, placement and evaluation, particularly as they relate to various communication media. By the end of this course, students will have created a portfolio of professional writing samples. Offered in fall and spring.

*Prerequisite:* COM 102

COM 220

### **Introduction to Strategic Advertising**

*Three Credits LA*

This course is designed to educate students about the evolving field of strategic advertising. As the foundation course for the concentration, it combines practical application with the strong theoretical underpinnings that inform and guide practice. Specifically, this course will help students understand how advertising has evolved throughout history and its current role in integrated marketing communication (MC). In addition, students will explore the key elements involved in developing successful strategic advertising campaigns through hands-on projects and activities. Lastly, students will learn the critical management skills needed to succeed in this field, such as project management, client service and expository/persuasive business communication. Offered in fall, spring and summer (as necessary).

*Prerequisite:* Writing for College.

COM 236

### **News Editing**

*Three Credits LA*

This course introduces students to the principles and practice of editing for both print and digital formats. Students will learn to improve copy by strengthening writing clarity, cohesion, and organization. They will learn to write headlines and news photo cutlines, to design and lay out pages, and to use typography effectively. Offered in spring and as necessary.

*Prerequisite:* COM 242. May be taken concurrently with COM 103.

COM 242

### **Introduction to Journalism**

*Three Credits LA*

The purpose of this course is to develop an understanding of the philosophy, purpose, and function of news media in a democratic society. Students will be introduced to a range of core themes, including identifying story ideas, researching information, evaluating sources, interviewing, writing, and editing. Students will also be introduced to the fundamental ethical and legal concepts that underpin newswriting. Offered in fall and spring.

*Prerequisites:* ENG 120 or ENG 117, COM 102, and sophomore standing.

COM 243

### **Journalism Skills**

*Three Credits LA*

This course introduces students to the tools and skills needed to engage in quality journalism with audio and video in broadcast and multimedia environments. Emphasis is in mastering technical and aesthetic aspects of digital media. This course is ultimately intended to give students the technical ability to engage in citizen or one-man-band journalism, in which the journalist acts as reporter, videographer, editor, and publisher, as well as give students insight into what they may expect as entry-level employees in the "real world."

*Prerequisite:* COM 103

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 sports economy and the nationalistic function of sport. Speakers from various disciplines will help underscore the vast societal impact of sport. Offered in fall, spring and summer (as necessary).

*Prerequisites:* COM 102

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 as and when necessary.

*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 the following: 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 as necessary.

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 spring.

*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.

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 314

### **Media Strategy**

*Three Credits LA*

This course will focus on using traditional and new media to develop successful media strategies for all stages of the customer relationship cycle. Students explore media usage habits – what media consumers are using and how they use it – to provide guidance on the best ways to reach and dialogue with new and existing customers. Students learn techniques for developing, measuring and improving multi-touch communications strategies for acquiring new customers, retaining existing customers, encouraging repeat purchases and building long-term, profitable relationships. Offered in fall, spring and summer (as necessary).

*Prerequisite:* COM 220

COM 322

### **Newsriting**

*Three Credits LA*

This course will expand student skills in news reporting and writing. Assignments will provide practice in gathering news, evaluating information, and reporting on more complex issues. Newsriting in this course will move beyond the inverted pyramid style. Students will develop an understanding of the beat system and will practice writing a variety of news feature and analysis stories across multimedia platforms. Offered in fall, spring and summer (as necessary).

*Prerequisites:* COM 242, COM 103, and sophomore standing

COM 323

### **Public Affairs Reporting**

*Three Credits LA*

This course will focus on advanced and specialized public affairs and issues news reporting. Employing sophisticated methods, including public records searches, computer-assisted reporting and archival research, students will develop and polish their reporting and gain a greater understanding of how news is constructed in relation to institutions and people in public life. Offered in spring.

*Prerequisites:* COM 236, COM 242, and sophomore standing

COM 324

### **Research and Consumer Insight**

*Three Credits LA*

This course educates students about the function of agency Account Planners. Students learn to uncover and utilize significant consumer insights to develop effective marketing and integrated communication strategies. Students will delve beyond consumer functional needs to understand the consumer's deeper needs. They will learn research techniques that will allow them to probe deeply into consumer motivations and desires. The student will learn how to probe and better understand consumer behavior, using relevant theories in this study of decision making. By the conclusion of class, each student will create and administer an original piece of consumer research, progressing from development through evaluation transforming researching consumer insights into consumer-focused strategy. Offered in fall and spring.

*Prerequisite:* COM 220

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 327

### **Magazine writing**

*Three Credits LA*

This course will explore the techniques used in writing feature articles for magazines. Students will read and write extensively, and practice such writing concepts as voice, tone, character building, dialog, and pacing. Emphasis will be placed on writing for a specific audience and the skills of idea generation and pitch writing, with attention to journalistic ethics. Offered in fall.

*Prerequisites:* COM 242, COM 103, and sophomore standing

COM 328

### **Magazine Layout and Design**

*Three Credits*

Students will focus on the graphic design and typography issues involved in magazine layout. Students will explore the skills needed to create continuity and variety across a range of pages, present different kinds of information in context-appropriate formats, and develop brand identity and continuity. Students will practice the professional computer design skills needed for page layout and image manipulation. Students will develop a series of professional portfolio pieces including feature layouts, news section layouts and information graphics. Offered in spring and as necessary.

*Prerequisites:* COM 242, COM 103, and sophomore standing

COM 329

### **Creative Problem Solving**

*Three Credits LA*

This course explores how to creatively solve strategic communication problems through words and images by rediscovering each student's creative ability. Students will learn to recognize the insights needed to go from strategy to ideas; to recognize an idea that is a solution to a problem; to evaluate the execution of the idea and its potential value in solving the problem; and, using that evaluation, to formulate new and better ideas, executions and campaigns. Students will explore their creative side through practical application. By the end of this course, students create a beginner's portfolio of advertising communication. Offered in fall and spring.

*Prerequisite:* COM 324

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 or PHIL 200

COM 331

### **Broadcast News Writing**

*Three Credits LA*

This course introduces students to newsriting for radio, television and other audio-visual media. Students will explore and analyze a range of current radio and television newscasts. They will learn to write for the ear and to pair words and pictures effectively. They will learn to select and interview sources for broadcast. Students will also explore the ethical and legal questions unique to these media. Offered in fall.

*Prerequisites:* COM 242, COM 103, and sophomore standing

COM 332

### **Producing the Newscast**

*Three Credits*

Students will learn how to produce broadcast news packages and stories, exploring both studio and field production. They will learn to recognize and conceptualize professional quality audio and visual news stories, to plan a comprehensive newscast and to write a logical line-up of stories. They will gain experience in reporting on live events and interviews. Offered as necessary.

*Prerequisites:* COM 331, COM 103, and sophomore standing

COM 333

### **Applied Research and Analytics**

*Three Credits LA*

Students will acquire an understanding of the major approaches informing the study of audience segmentation and analysis. In so doing they will identify the relationship between theory and applied research focusing on academic and professional strategic communication research. Students will also explore the impact of opinions and attitudes on communication messaging and interpretation, and develop the ability to evaluate, analyze, interpret, and present research findings in a theoretically grounded approach to strategic communication. Offered in fall and spring.

*Prerequisites:* COM 211, COM 200 and sophomore standing or with permission of instructor

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 as necessary.

*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 news media through a series of readings, including exemplary literary reporting, scholarly and theoretical articles about journalism, press criticism and notable legal decisions pertaining to the press. Students will learn to become critical consumers of the news and be able to understand the role of the press in society. Offered as necessary.

*Prerequisite:* Sophomore standing

COM 345

### **Photojournalism**

*Three Credits LA*

This course offers an introduction to photojournalism, with training in digital news photography and editing. The course provides experience in shooting and editing news photos, for both digital and online formats. Discussion of appropriate ethical practices in handling digital photos will be covered. Offered in fall.

*Prerequisites:* COM 242, COM 103, and sophomore standing

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 347

### **Reputation and Relationship Management**

*Three Credits LA*

This seminar course introduces students to a growing and increasingly important practice area within the public relations profession. Students will gain an understanding of the theoretical perspectives related to environmental scanning/surveillance and the strategic management of events, trends and issues as well as their impact on an organization's relationships with key stakeholder groups. In addition, students will apply theory to practice by learning how to make, justify and assess the impact of organizational decisions on corporate image, reputation and trust. Offered in fall and spring.

*Prerequisite:* COM 211

COM 348

### **Integrated Strategies, Tactics, and Stakeholders**

*Three Credits LA*

The aim of this course is to focus on organizations' engagement with customers and other stakeholders as part of a cross-functional communication strategy. Students will examine the relationship between the messages that organizations can (and do) use, situation and critical stakeholders—often with competing and mutually exclusive interests—that an organization speaks to when managing situations ranging from routine to crisis. Students will develop a strong knowledge of the current theory and research in strategic stakeholder communication and engage in a project to apply this knowledge. Offered in fall.

*Prerequisite:* COM 211

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 354

### **Visual Storytelling**

*Three Credits*

Storytelling is the main focus of advertising. What better way to make an idea stick than by creatively combining visuals that have impact and elicit emotion. Through this course, students will understand how to develop compelling targeted strategic narratives using visuals that clearly and emotionally communicate a creative idea. Students will learn how to write and execute from a creative brief and will focus on formulating effective ideas to communicate the brand message through new media, nontraditional and traditional media. The course begins with understanding the conceptualization process, moves through design, and ends with a beginner's portfolio of visually effective advertising. Offered in fall and spring.

*Prerequisite:* COM 329

COM 358

### **Digital, Direct & Database Advertising**

*Three credits LA*

This course is designed to educate students on the critical components of digital, direct, and database advertising in order to develop successful advertising campaigns that will lead to ongoing product purchases and long-term, profitable customer relationships. Specifically, the course uses data to develop effective on-to-one advertising campaigns that "reach the person at the right time with the right message in the right way." It includes customer segmentation analysis, customized value propositions, offers, messaging, media strategy, metrics/measurement, campaign response, and budget analysis.

Offered in spring

*Prerequisite:* COM 324

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 and critique the symbiotic relationship between sport and media. Reviews different areas of the sports communication industry and the societal effects and impact of sports media and ethics on industry. Offered in fall, spring and summer (as necessary).

*Prerequisites:* COM 102

COM 400

### **Gender, Culture and Communication**

*Three Credits LA*

This course explores the dynamics between gender, communication, and culture in today's society. Areas studied will include the following: 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 200

COM 406, COM 408, COM 409

### **Advanced Internship in Communication**

*Nine, Twelve, or Fifteen Credits each*

A professionally oriented seminar in which the student spends a part- or full-time apprenticeship learning and contributing to the operation of a communication-related facility. Completion of major requirements, course prerequisites, departmental screening, and clearance by the facility involved are necessary for participation in the seminar. The student is evaluated at the end of the semester by a facility supervisor and a faculty member who periodically visits the newspaper, radio or TV station, advertising agency, industrial or educational complex, or any other related facility where the student spends the senior seminar. Offered in fall, spring, and summer.

NOTE: Internships carry general elective credit and may not be used to fulfill requirements for the major.

*Prerequisites:* Junior standing. Permission of internship director, CRDV 100N

COM 418

### **Communication Campaign Management**

*Three Credits LA*

This course requires students to develop and apply research-based strategic planning to communication campaigns. This includes conducting research; setting appropriate goals and objectives; identifying relevant publics; constructing messages, tactics, and communication channels that are appropriate for each public; and using measurement and evaluation criteria to assess campaign outcomes. Students will also demonstrate proficiency in writing strategic communication campaign proposals. Offered in fall and spring.

*Prerequisites:* COM 211, COM 212, and COM 333 and senior standing

COM 419

### **Case Studies in Public Relations Management**

*Three Credits LA*

This course employs research and analysis of contemporary cases to expose students to the theory and practice of public relations management. Students will learn how to recognize, understand and deliver on various target audience needs as well as apply lessons learned to various public relations scenarios. Offered in fall and spring.

*Prerequisites:* COM 211, COM 212, and COM 333

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:* COM 101

COM 423

### **Strategic Advertising Campaign Development**

*Three Credits LA*

This course requires students to utilize the skills and knowledge they have acquired in their previous advertising courses to develop an insights driven, multi-media, integrated advertising campaign. This will include conducting primary and secondary research to determine and analyze the ideal target audience and uncover the key customer insight. It also involves creating a big campaign idea and multi-media integrated strategy based on the customer insight. Lastly students will develop a measurable media strategy and all the creative elements for the campaign. Offered in fall and spring

*Prerequisite:* COM 314 and COM 329 and senior standing.

COM 424

### **Branding**

*Three Credits LA*

This course requires students to develop and apply research-based strategic planning to the development of new customer-driven brands. This process involves examining the principles of consumer and shopper behavior and exploring the impact of current consumer trends on new and existing brands. Students will use primary and secondary consumer research to further develop a new customer-focused brand. To conclude the class, students will develop multiple integrated communications campaigns designed to launch the brand, acquire customers and develop long-term, profitable relationships. Offered in the fall.

*Prerequisite:* COM 220

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 in spring.

*Prerequisites:* COM 102, and COM 200

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. Offered as and when necessary.

*Prerequisite:* COM 322, COM 327, or COM 331

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.

*Prerequisites:* COM 242, and junior standing

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 game stories, previews, sidebars, columns and feature stories. They will also maintain a semester-long sports blog. 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.

*Prerequisites:* COM 242

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. Rotates semester offered.

*Prerequisites:* COM 242, and junior 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 several major assignments, including hosting a press conference, writing a media guide, and creating sponsorship proposals. For their final project, students (in groups) plan, promote, and execute a sporting event. Offered in spring.

*Prerequisites:* COM 260, and junior standing

COM 464

### **Journalism Praxis**

*Three Credits LA*

Students will bring their research, reporting, and writing skills to one or more of the community organizations that cooperate in the Marist Praxis program. Students will write about under-reported problems and/or disempowered segments of the community. In addition to producing news and feature stories, students will record their critical reflections in personal journals. Offered as necessary.

*Prerequisites:* ENG 120 or 117, and Junior standing

\*This course is designed to qualify for the Public Praxis minor.

COM 465

### **Alternative Journalism**

*Three Credits LA*

This course introduces students to critiques of the mainstream American news media and to a range of theories of the press and its role in society. Students will explore alternative news media – comparing their history, financing, political orientations, and news products to those of mainstream media. Students will be invited to broaden their own sources of information and to develop their own approaches to critical analysis of news reports. Offered as necessary.

*Prerequisite:* Junior standing or permission of instructor

COM 466

### **Journalism Workshop**

*Three Credits LA*

This course will offer practice in advanced print, online and/or broadcast reporting and storytelling, and experience with broadcast equipment, layout and design software and online content management systems. Students will work individually and in groups, producing professional quality in-depth journalism in a variety of formats, including broadcast and online video and audio; print or digital news formats; and print and digital magazines. Journalistic forms including stories, blogs, podcasts, slide shows, graphics and more will accompany this work. Students will be encouraged to look ahead at how their skill can be put to use in the print, online, mobile and/or broadcast world of the future. Offered In fall and spring.

*Prerequisites:* COM 236 or COM 322 or COM 327 or COM 331 and COM 328 or COM 332 or COM 345

COM470

### **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:* COM370

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

## **COMPUTING TECHNOLOGY**

CMPT 103

### **Technology for the 21st Century**

*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.

CMPT 105

### **MS Excel**

*One Credit*

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.

CMPT 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.

CMPT 120

### **Introduction to Programming**

*Four Credits LA*

This course introduces students to problem solving with computer programming. Students will study some historical context for problem solving with programming while mastering introductory programming skills including but not limited to user interaction design, procedures, functions, scope, alternation, repetition, collections, and real-world modeling.

CMPT 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.

CMPT 220

### **Software Development I**

*Four Credits LA*

This course builds on CMPT 120 to introduce our students to the art and science of software development. Students will study software development history while mastering SD skills including but not limited to real-world modeling and multi-language software development.

*Prerequisite:* CMPT 120

CMPT 221

### **Software Development II**

*Four Credits LA*

This course builds on CMPT 220 to continue our students' progress towards true software craftsmanship. Students will study advanced concepts in software design and testing while developing skills including but not limited to the areas of advanced client-side programming, server-side programming, data integration, and thinking with portals.

*Prerequisite:* CMPT 220

CMPT 230

### **Software Systems and Analysis**

*Four Credits LA*

This course establishes a foundation for the understanding of information systems in organizations and the methods used to analyze an organization's information needs. Students who complete the course will have a working understanding of techniques for identifying requirements, clarifying and refining requirements, and process modeling, all within an object-oriented framework. Students will gain an understanding of the system development life cycle, systems analysts' roles and responsibilities, and the interpersonal skills necessary to analyze business problems.

CMPT 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

CMPT 305

### **Technology, Ethics, and Society**

*Three Credits LA*

This course examines the influences of technology on society and the ethical dilemmas presented by technological advances. Students study major ethical theories to provide a framework for analyzing the impact of technology on current legal, social, economic, governmental, religious, and scientific activities.

CMPT 306

### **Data Communications and Networks**

*Four Credits*

This course examines the concepts and mechanisms of wired and wireless data-, audio-, and video-transport systems. Network architecture, terminology, control, standards (OSI and TCP/IP models), and general topologies will be discussed. Current equipment and physical interconnections will be explored for a range of network services to support activities such as application development, distributed processing, operating information centers, and providing distance learning. Topics covered 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 connection.

CMPT 307

### **Internetworking**

*Four Credits*

This course provides students with hands-on experience in setting up, configuring, and troubleshooting internetworks. It expands on and reinforces network concepts introduced in CMPT 306.

*Co-requisite:* CMPT 306

CMPT 308

### **Database Management**

*Four Credits*

This course examines the theories and concepts employed in database management systems (DBMS). The function of various types of DBMS is described including their purpose, advantages, disadvantages, and applications in business. The course explores the following topics: DBMS architectures, data modeling, the relational model, database normalization, relational algebra, SQL, client/server systems, DB physical design, multiple user environments, database security. The students will work with a major DBMS to develop a database project.

*Prerequisite:* CMPT 220

CMPT 309

### **Project Management**

*3 credits LA*

A fundamental comprehension of managing technical projects being necessary for today's modern IT professionals, this course examines the project management discipline with a focus on technical, information based, and computer programming related project topics. Students will learn project management techniques and how to create usable project documentation. They will practice oral presentation skills used for providing stakeholders with status updates, collaboration skills for use in team settings, and perform project management tasks with a model project. Topics will also include the study of risk identification, management, and mitigation, critical thinking and problem solving. Students who complete the class will understand project management tools and their use, project management certifications that are available to be attained, and comprehend the role project management plays in the IT/IS industry.

CMPT 312

### **UNIX**

*Four Credits*

In this course, students learn the fundamentals of Unix operating systems. Core concepts include, but are not limited to: Unix software architecture, file system organization, file ownership & permissions, and the fork-exec process model. Frequent hands-on activities provide students the opportunity to develop fluency in essential Unix skills, such as shell programming and customization, advanced file search, archiving and compression, and use of text filters such as grep, sed, awk, and/or perl. Students successfully completing this course will have the necessary practical skills to operate effectively within any Unix environment. The course culminates in a comprehensive final exam modeled after an industry-standard Linux certification exam.

*Prerequisite:* CMPT 220

CMPT 315

### **Introduction to z/OS and Major Subsystems**

*Four Credits*

This course introduces operating system and data processing concepts in the context of large system (or Enterprise) 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. A brief introduction to z/OS UNIX is included as well. 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.

CMPT 316

### **Introduction to z/OS Networking**

*Three Credits*

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:* CMPT 315

CMPT 317

### **Introduction to z/OS Security**

*Three Credits*

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:* CMPT 315

CMPT 321

### **Architecture of Hardware and Systems Software**

*Three Credits*

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:* CMPT 230

CMPT 330

### **System Design**

*Four Credits LA*

This course discusses the processes, methods, techniques and tools that organizations use to determine how they should conduct their business, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. The course covers articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution in particular, in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages. This course provides an introduction to the field of human-computer interaction (HCI), an interdisciplinary field that integrates cognitive psychology, design, computer science and others. Examining the human factors associated with information systems provides the students with knowledge to understand what influences usability and acceptance of IS. This course will examine human performance, components of technology, methods and techniques used in design and evaluation of IS. Societal impacts of HCI such as accessibility will also be discussed. User-centered design methods will be introduced and evaluated. This course will also introduce students to the contemporary technologies used in empirical evaluation methods.

*Prerequisite:* CMPT 230

CMPT 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:* CMPT 221

CMPT 333

### **Language Study**

*Four Credits*

This course is designed to introduce the student to a programming language that is not a part of the regular Computer Science curriculum. Students learn about the syntax of the language as well as the software design paradigm associated with the language being taught.

*Prerequisite:* CMPT 221

CMPT 335

### **E-Commerce Development and Design**

*Three Credits*

This course is an in-depth study of the design and implementation of e-commerce applications and solutions. Conducting 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.

*Prerequisite:* CMPT 221

CMPT 360

### **Secure Database Design**

*Four credits*

With the multitude of existing cybersecurity attacks, there is a need for practical database security in practically every major market vertical. This course presents a practical guide to proactive software security for large database systems, as used for electronic commerce applications. Topics include analyzing risks, understanding likely points of attack, and predetermining how your software will deal with the attack that will inevitably arise. By looking at the systemic threats in any deployment environment and studying the vulnerabilities of your application, this course will show you how to construct software that can deal with various types of database attacks. Techniques such as input validation, zero knowledge proofs, and use of SQL security APIs will be discussed. A comprehensive project, such as developing and securing a multi-user database for online commerce, will be developed by the students to demonstrate concepts and allows students to construct additional examples and practice the concepts in expanding the system design and documentation.

*Prerequisite:* CMPT 416

CMPT 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:* CMPT 435

CMPT 410

### **System Administration and Management**

*Four Credits*

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:* CMPT 307

CMPT 412

### **Robotics**

*Three Credits*

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.

*Prerequisite:* CMPT 221

CMPT 414

### **Game Design and Programming I**

*Four Credits*

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.

*Prerequisite:* CMPT 221

CMPT 415

## **Game Design and Programming II**

*Four Credits*

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:* CMPT 414

CMPT416

## **Introduction to Cybersecurity**

*Four credits*

This course provides an introduction and overview of key concepts in cybersecurity for cloud and enterprise data centers. We provide a framework for understanding cybersecurity concepts based on the NIST cybersecurity lifecycle. Students will be introduced to core concepts including physical data center security, authentication, access control, identity management, secure software development principles and practice, cryptography, cloud security, compliance, and governance. Students will be introduced to a variety of common security attacks, including code injection, man-in-the-middle, phishing, buffer overflows, and adjacency attacks. Using a self-contained lab environment, isolated from the campus network and the Internet, students will be able to practice common hacks and defense strategies, and learn how to scan websites and cloud environments for security vulnerabilities. Practical examples of real world security breaches will be used as case studies to illustrate key concepts.

*Prerequisites:* CMPT 120, 306, and 307

CMPT 417

## **Hacking and Penetration Testing**

*Three credits*

This course provides an examination of the landscape, key terms, and concepts that a security practitioner needs to understand in order to protect their data centers. Students will be introduced to best practices before, during, and after a cyberattack has taken place. The course provides a technical overview of hacking, including how attackers conduct surveillance to identify security weaknesses, foot-printing a targeted site, and the methodology hackers follow in exploiting known vulnerabilities. Students will gain experience designing a penetration test plan, implementing intrusion detection systems, and performing incident response with basic digital forensics. Ethical hacking and penetration testing tools will be described, with the aid of a secure, online virtual cloud lab environment where students can safely practice their skills.

*Prerequisite:* CMPT 416

CMPT 418

## **Mobile Security**

*Four credits*

This course deals with security concerns in the rapidly evolving world of mobile and wireless devices, which are becoming the primary means of computing and communication for both the workplace and home. The course introduces fundamentals of wireless communication, including the evolution of wireless networking and its impact on the corporate data center. Students will explore the wireless network infrastructure, along with wireless LAN (WLAN) security threats and auditing tools. Students will gain experience with WLAN implementation, management, and countermeasures, fingerprinting mobile devices, and the unique challenges of implementing WLAN security policies. Hands-on experience will be provided using the Android mobile platform, along with virtual cloud security labs where students can safely experiment with different WLAN tools, risk assessments, standards, and security models.

*Prerequisite:* CMPT 416

CMPT 419

## **Network Security**

*Four credits*

This course should give students a background in the basic tenets, current practices, and future directions in the merging of computer and communications technology with a focus on network security. 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 related to security. The course will emphasize Internet protocols such as TCP/IP. The topics covered will include an analysis of the security related 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.

*Prerequisites:* CMPT 120, CMPT 220

CMPT 420

## **Internet Security**

*Four Credits*

This course explores the wide range of security issues facing those who use and administer computer networks. Topics covered include basic cryptographic mechanisms, Public Key Infrastructure (PKI) for distributed security, security protocols, and current government initiatives impacting Internet security. Also covered are features of networks that support and enhance the PKI, such as virtual private networks, the secure sockets layer mechanism embedded in all browsers, and directory services. Included as well is the study of methods that have been used by hackers to break into computer systems.

*Prerequisite:* CMPT 307

CMPT 421

## **Computer Forensics**

*Four credits*

This course deals with computer forensics, the science of identifying and analyzing digital evidence in cybercrimes. This is a comprehensive computer architecture course with an emphasis on cybercrime investigation. Students will study the hardware and software architecture of computer systems, including devices used on the Internet of Things, and learn how to use forensics for cybercrimes that affect individual and corporate privacy. Topics covered include: risks, vulnerabilities, and countermeasures; illegal activities based on traces left on computer hardware and peripherals; uncovering attacks using standard operating system tools. Ethical concerns related to cybersecurity will be addressed. Students will also learn to tackle different forensics situations using digital evidence, and learn how to collect evidence that have legal value, using frameworks such as the open source Linux Caine distro. We will examine the fundamentals of system forensics, including the roles and responsibilities of computer forensics specialists, dealing with computer forensic evidence, and application of forensic analysis skills. Real world examples will be provided to support the course material.

*Prerequisites:* CMPT 120, CMPT 220

CMPT 422

## **Computer Organization and Architecture**

*Four Credits*

The purpose of this course is to acquire an understanding and appreciation of a computer system's functional components and their characteristics. Students will learn instruction set architecture, the internal implementation of a computer at the register and functional level, and understand how main activities are performed at machine level as well as gain an appreciation for hardware design at micro level.

*Prerequisite:* CMPT 220

CMPT 423

## **Network Virtualization**

*Four credits*

This course should give students a background in the basic concepts and future directions in the use of cybersecurity and data communication network virtualization. The student will consider the logical partitioning of networking equipment as governed by industry standards. Various network access and Internet standards related to security virtualization will be covered. The course will emphasize virtual local area networks, virtual wide area networks, and software defined network virtualization. The topics covered will include an analysis of the security related problems and limitations imposed by virtualization software, wireless network virtualization, VNICS, VLANs, VWANs, and higher-level protocols needed to complete the end-user to end-user exchange with appropriate security partitioning.

*Prerequisites:* CMPT 120, CMPT 220



CMPT 424

### **Operating Systems**

*Four Credits*

The goal of the course is to provide understanding and appreciation of a computer system's components; their characteristics, functions, interactions and integration to enhance performance as well as the fundamental concepts of an Operating System viewed as a resource manager and issues that influence the design of Operating Systems. The course will include a project to enable students to gain some learning experience.

*Prerequisite:* CMPT 221

CMPT 425

### **Distributed Systems**

*Three Credits*

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).

*Prerequisites:* CMPT 306, CMPT 221

CMPT 426

### **Wireless Communications**

*Three Credits*

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:* CMPT 307

CMPT 428

### **Data and Information Management**

*Four Credits*

This course aims to introduce the technologies and disciplines responsible for the effective management of data and information in organizations. The course places special focus on those tasks associated with gathering, storing, providing access and analyzing data to help enterprise users make better, faster business decisions. Topics covered include data sourcing, extraction transformation and loading processes, data warehousing architectures, dimensional modeling, online analytical processing, NoSQL and MapReduce / Hadoop architectures for processing of large volumes of (unstructured) data.

*Prerequisite:* CMPT 308

CMPT 430

### **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

CMPT 432

### **Design of Compilers**

*Four Credits*

This course covers compiler theory and implementation. Topics will include but are not limited to the following: the lexical, syntactic, and semantic analysis of formal languages; intermediate code generation; executable code generation; and

symbol table construction. Theoretical tools, such as finite state and pushdown automata, and context-free grammars will be discussed in detail. Every student will develop a full compiler for a selected subset of an instructor-specified high-level language.

*Prerequisite:* CMPT 435

CMPT 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 O 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.

*Prerequisites:* MATH 205, CMPT 220

CMPT 436

### **Cryptography**

*Four credits*

This is an introductory course to provide principles of computer systems security to identify threats, explore impacts of technology on security. Students will explore how cryptographic techniques can be used to protect information. Topics covered include: history of cryptography, identification protocols, pseudo-random generation, digital signatures, basic symmetric-key encryption, message integrity, public-key cryptography, as well as real-world examples.

*Prerequisites:* CMPT 416

CMPT 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.

*Prerequisite:* CMPT 422

CMPT 446

### **Computer Graphics**

*Four Credits*

In this course, students study the mathematical foundations and essential techniques in the field of modern computer graphics. Central topics include modeling & meshes, viewing transformations, graphics pipeline, lighting models, programmable shaders, scene graphs, animation, user interaction, and graphics hardware. Through both guided and self-directed learning opportunities, students gain experience with industry-standard programming interfaces and tools, and develop an understanding of design and implementation of interactive 3D graphics applications.

*Prerequisite:* CMPT 220

CMPT451

### **z/OS Advanced Topics**

*Three Credits*

This course is designed to go into some detail on key technical areas of interest to personnel working with IBM Z and z/OS. Several topics are extensions to basic materials covered in the Introduction to z/OS and Major Subsystems class while others cover new material. Topics covered include business continuity and disaster recovery, business intelligence and data warehousing, a look inside the coupling facility, z/OS installation overview, z/OS performance basics, global resource serialization and IBM Z virtualization. Other topics such as an introduction to machine components and data representation cover material related to the IBM Z architecture and reinforce and expand on concepts discussed in earlier classes.

*Prerequisite:* CMPT 315

CMPT452

**z/OS Reliability, Availability, Serviceability and Problem Determination (RAS and PD)**

*Three Credits*

This course provides an overview of Reliability, Availability, and Serviceability (RAS) principles and their importance to the IBM Z hardware and z/OS operating system. The course introduces the major characteristics of the different aspects of RAS, distinguishing serviceability and problem determination. It also covers the broad area of Reliability and Availability functions and the value that they bring to the IBM Z installation, as well as the management processes required by an installation to ensure that the highest levels of Availability can be attained. The topics covered include an introduction to RAS concepts, general approaches for enabling a highly available environment, IBM Z hardware and software availability features including parallel sysplex, z/OS reliability including program recovery environments, z/OS serviceability including storage dumps, logging, and tracing, z/OS messages, operational problem determination and an introduction to using IPCS to analyze storage dumps.

*Prerequisite:* CMPT 315

CMPT 453

**z/OS Emerging Technologies**

*Three Credits*

This course provides an overview of technologies that are expected to have significant impact on large scale computing environments over the next several years. In some cases the technologies discussed are relatively new and in other cases they have been around in one form or another for some time. In either case, this course looks at these technologies from the perspective of the IBM Z hardware and software and the value and uniqueness of these technologies when used on IBM Z. The topics covered include service-oriented architecture, Web 2.0, WebSphere process server, WebSphere message broker, XML on IBM Z, JAVA on IBM Z, content manager, information integration, z/OS simplification, Rational Developer for IBM Z, z/OS Healthchecker, z/OS System REXX and zLinux on IBM Z.

*Prerequisite:* CMPT315

CMPT454

**z/OS Installation**

*Three Credits*

This course provides instruction on the use of SMP/E to perform z/OS installation and related activities. Practical exercises are used to build z/OS installation skills. The topics covered in this course include z/OS installation overview, SMP/E basic topics, SMP/E advanced topics, planning for z/OS, z/OS software offerings, ordering z/OS software, cloning, upgrading a z/OS product, z/OS migration, configuration and customization, z/OS deployment, ServerPac and best practices for maintenance.

*Prerequisite:* CMPT 315

CMPT455

**DB2 Fundamentals**

*Three Credits*

The DB2 Fundamentals class provides an introduction to the DB2 relational database system as implemented on z/OS. It introduces the major DB2 concepts, structures, functions and features and includes an introduction to DB2, DB2 concepts, system overview, system structures, database services, DB2 environment, attachment facilities, workload management, distributed data facility, SQL overview, DB2 interface, SQL journeys, database and application implementation, concurrency control, security, logging and recovery, startup and restart, commands, utilities and tools, system performance and fundamental query optimization.

*Prerequisite:* CMPT 315

CMPT456

**z/OS Performance Fundamentals**

*Three Credits*

The z/OS Performance Fundamentals class provides a practical approach to understanding z/OS performance concepts and techniques. The class includes an introduction to the discipline of z/OS performance fundamentals, formula fundamentals, resources that need to be performance-managed, managed workloads that will be using the managed resources, the discipline of computer performance measurement and monitoring, common methodologies used to conduct a performance analysis and review, processor performance fundamentals, processor storage (memory) and paging subsystem performance

fundamentals, DASD I/O subsystem performance fundamentals, workload manager performance fundamentals, sysplex and parallel sysplex performance fundamentals and workload performance fundamentals.

*Prerequisite:* CMPT 315, CMPT 451

CMPT 460

**Decision Support and Business Intelligence Systems**

*Four Credits*

This course covers concepts and tools that aid managerial decision making by applying analytic reasoning and computer-based tools to managerial problems. Topics include: mathematical programming, stochastic simulation, decision analysis, data driven decision systems, probabilistic expert systems (Bayesian networks)

*Prerequisites:* MATH 130, CMPT 308

CMPT 465

**Advanced Topics in CS**

*Three Credits*

This course provides a means for regularly considering new and innovative aspects of Computer Science.

*Prerequisites:* CMPT 422, CMPT 435

CMPT 466

**Advanced Topics in ITS**

*Four Credits*

This course provides a means for regularly considering new and innovative aspects of Information Technology and Systems.

*Prerequisite:* CMPT 330

CMPT 467

**Advanced Topics in CS**

*Three Credits*

This course provides a means for regularly considering new and innovative aspects of Computer Science.

*Prerequisites:* CMPT 422, CMPT 435

CMPT 468

**Advanced Topics in ITS**

*Four Credits*

This course provides a means for regularly considering new and innovative aspects of Information Technology and Systems.

*Prerequisite:* CMPT 330

CMPT 470

**IS 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.

*Prerequisite:* CMPT 330

CMPT 475

**CS Project I**

*Three Credits*

CMPT 475 is the first in a two-semester-sequence capping course for Computer Science majors. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the ITS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

*Prerequisite:* 75 or more earned credits. CMPT 475 is offered every fall. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 476

### **CS Project II**

*One Credit*

CMPT 476 is the second in a two-semester-sequence capping course for Computer Science majors. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the ITS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

*Prerequisite:* CMPT 475. CMPT 476 is offered every spring. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 477

### **ITS Project I**

*Three Credits*

CMPT 477 is the first in a two-semester-sequence capping course for Information Technology and Systems. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the CS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

*Prerequisites:* 75 or more credits. CMPT 477 is offered every fall. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 478

### **ITS Project II**

*One Credit*

CMPT 478 is the second in a two-semester-sequence capping course for Information Technology and Systems majors. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the CS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

*Prerequisite:* CMPT 477. CMPT 478 is offered every spring. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 479

### **Cybersecurity Capping Project**

*Four credits*

This course is the capping course for all Cybersecurity majors. In this course, students will have the opportunity to put into practice the combination of techniques studied throughout the cybersecurity major. Students will implement a complete cybersecurity project, using skills from both Computer Science and ITS. During the course, you will assemble a team for the project, gather project requirements, create and track a project plan, present progress status for the project, implement a working prototype for the project and generate system documentation. At the end of the course you will make a final presentation and deliver the system with the corresponding documentation.

*Prerequisites:* CMPT 416

CMPT 482

### **Introduction to Facilities Management**

*Three Credits*

This course introduces the student to all facets of data center facilities management including deployment, support, major site infrastructures (power, cooling, etc.), downtime windows, security, maintenance procedures and relationships (IT systems, processes, management). The majority of the course, however, concentrates on the physical aspects of data centers.

CMPT 483

### **Cloud Infrastructure and Services**

*Four Credits*

This course examines the technical building blocks of Cloud Computing. Students will examine the different types of service models, delivery models and characteristics that make up a typical cloud environment. The course will touch on the variety of cloud providers today including OpenStack and Amazon. This course will also cover the impacts that cloud has on security, networking and maintenance. The economics of the cloud and how they impact cloud services will be discussed.

*Prerequisite:* CMPT 306

CMPT 487

### **Advanced Facilities Management**

*Three Credits*

This course provides a technical overview of critical infrastructure including energy conservation equipment, generation and transmission equipment, electrical safety, facilities engineering, systems maintenance, energy security, UPS systems, power transfer switch systems, standby generators and data center energy efficiency. Students will gain an understanding of current trends in the development of technologies that sustain mission critical infrastructure, evaluate future trends in technology that are necessary to meet energy efficiency and energy security goals, become knowledgeable about the typical equipment employed in mission critical facilities and explore industry best practices.

*Prerequisite:* CMPT 482 or permission of instructor

CMPT 495-496-497-498-499

### **Advanced Technology Internship**

*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

## **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 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 210

### **Cyber Crimes**

*Three Credits LA*

This introductory course will explore the emerging field of cybercrime and the historical, ethical and technological considerations. Students will learn about the various forms of cybercrime such as identity theft, financial fraud, intellectual property and child exploitation. An examination of the importance of data and evidence collection by law enforcement and the various ways computers have served as a contributory tool in facilitating this form of crime will be addressed.

*Prerequisite:* CRJU 101

CRJU 221

**Law and Society**

*Three Credits LA*

Triple 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 including American and international systems of law and policy. Theories of legal development, legal reasoning, institutions, sociology, political science, and effects of the criminal justice legal system in American society will be included. Rarely offered.

*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 and Penology**

*Three Credits LA*

This course explores the history of corrections and the various methods of dealing with individuals under correctional supervision. This course provides an overview of the field of corrections as it relates to theories of punishment, policies, sentencing, jails, prisons, prison life, and community corrections.

*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. Rarely offered.

CRJU 301

**Criminal Justice Organization and Administration**

*Three Credits LA*

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. Rarely offered.

*Prerequisite:* CRJU 101

CRJU 302

**Criminal Courts**

*Three Credits LA*

Analysis of the American criminal courts including the structure, functions, and roles of incumbents in the courts. There is an emphasis on political and economic contexts within which the courts work, as well as the concepts of law and crime, federal and state courts, the appellate process, processing defendants, and sentencing.

*Prerequisites:* CRJU 101

CRJU 305

**Juvenile Justice System and Delinquency**

*Three Credits LA*

Dual listed as PRLG 106

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.

*Prerequisites:* CRJU 101

CRJU 306

**Criminal Law and Procedure**

*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 310

**Criminal Justice Ethics**

*Three Credits LA*

Relying on ethical theories of utilitarianism, Kantian and virtue ethics, this course explores how police officers, correction officers, judges, and attorneys approach ethical dilemmas in public service. Students will be exposed to case studies, the ethical decision-making process, and the social costs associated with each decision made. Satisfies Core Applied Ethics requirement.

*Prerequisite:* CRJU 101

CRJU 314

**Race and Crime**

*Three Credits LA*

This course examines the intersections of race, ethnicity, crime, and the criminal justice system. These intersections will be examined in reference to the past, present, and future. Topics include, but are not limited to: social construction of race, theories of race and crime, crime patterns, racial profiling, mass incarceration, and institutional racism. These topics will be reviewed from various perspectives in the criminal justice system including: policing, courts, and corrections.

*Prerequisite:* CRJU 101

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.

*Prerequisite:* CRJU 101

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

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. Rarely offered.

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. Rarely offered.

*Prerequisites:* CRJU 101, 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 101, CRJU 202

CRJU 377

### **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. Rarely offered.

*Prerequisite:* CRJU 101 or POSC 101

CRJU 440

### **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.

*Prerequisite:* CRJU 101

CRJU 477

### **Senior Seminar: 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; Criminal Justice majors with senior standing

CRJU 496-499

### **Criminal Justice Internship: I, II, III, IV**

*Three Credits each*

One three-credit internship is 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 in the fall, when there is sufficient student interest.

*Prerequisite:* ENG 120

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 in the spring, when there is sufficient student interest.

*Prerequisite:* ENG 120

CSCU 103

### **Introduction to Global Issues**

*Three Credits LA*

Dual listed as GBST 103 & POSC 103

See GBST 103 for course description.

CSFR 167

### **France & the World**

*Three Credits LA*

Dual Listed as FREN 167

See FREN 167 for course description.

CSFR 250

### **French Culture & Thought:**

#### **Problems & Perspectives**

*Three Credits LA*

Dual Listed as FREN 250

See FREN 250 for course description.

Taught in French.

CSFR 251

### **Contemporary France**

*Three Credits LA*

Dual Listed as FREN 251

See FREN 251 for course description.

Taught in French.

CSFR 305

### **Studies in French Film and Literature**

*Three Credits LA*

Dual Listed as FREN 305

See FREN 305 for course description.

Taught in English.

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

### **Cultures of Spain**

*Three Credits LA*

Dual listed as SPAN 150

See SPAN 150 for course description.

CSSP 152

**Cultures of Latin America**

*Three Credits LA*

Dual listed as SPAN 152

See SPAN 152 for course description.

CSSP 153

**Cultures of the Hispanic Caribbean**

*Three Credits LA*

Dual listed as SPAN 153

See SPAN 153 for course description.

CSSP 154

**Cultures of Hispanics in the United States**

*Three Credits LA*

Dual listed as SPAN 154

See SPAN 154 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.

**DATA SCIENCE AND ANALYTICS**

DATA 220

**Introduction to Data Analysis**

*Four Credits LA*

This course introduces the basic ideas and techniques of data science including: exploratory data analysis, experimental design and sampling; relationships between one and several variables including single and multiple regression and two way tables; sampling distributions; inferential statistics for means, proportions, and regression coefficients; simple ANOVA. The course includes a computer lab using an appropriate high level statistical software package such as R. This course is offered every semester.

*Prerequisite:* Three years of high school mathematics or satisfactory performance on the Mathematics Placement Test

DATA 300

**Data Visualization**

*Three Credits LA*

This course provides an introduction to data visualization. Students will learn basic data visualization design and will learn techniques for visualizing multivariate, temporal, text-based, geospatial, hierarchical, and network/graph-based data. Software packages such as R, ggplot2, matplotlib and D3 will be used.

*Prerequisite:* CMPT 120, DATA 220 (Introduction to Data Analysis)

DATA 440

**Machine Learning**

*Four Credits LA*

This course provides a broad introduction to automated learning from data. Machine learning is the name given to the collection of techniques that allow computational systems to adaptively improve their performance by learning from past observed data. The course introduces the theoretical underpinnings of learning from data, the study of learning algorithms, as well as machine learning applications. Topics include: supervised learning (linear models, SVMs, MLPs) and unsupervised learning (K-means, GMMs), learning theory (generalization theory, bias/variance tradeoffs; Vapnik-Chervonenkis dimension); regularization methods, validation and models selection.

*Prerequisite:* MATH 330, MATH 210, CMPT 435

DATA 450

**Data Mining & Predictive Analytics**

*Three Credits LA*

Data Mining & Predictive Analytics is the name given to a group of disciplines, technologies, applications and practices for analyzing data and building models based on data. This course introduces basic concepts, tasks, methods, and techniques in data mining, including data exploration and pre-processing, classification, statistical modeling, association rules, clustering, text mining and web mining, social network analysis. A software package like R or IBM SPSS Modeler will be used.

*Prerequisite:* DATA 220 (Introduction to Data Analysis)

DATA 477

**Data Science Project (CAPSTONE)**

*Three Credits LA*

A project base course for the application of statistical modeling, data mining and machine learning techniques to large data sets. This course is intended only for data science majors.

*Prerequisite:* DATA 300 (Data Visualization), DATA 440 (Machine Learning), DATA 450 (Data Mining & Predictive Analytics)

**ECONOMICS**

ECON 103

**Principles of Microeconomics**

*Three Credits LA*

A course dealing with the analysis of supply and demand. Topics covered include the basic functioning of a free-enterprise economy; 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. [Formerly ECON 102.] Offered primarily in the fall.

ECON 104

**Principles of Macroeconomics**

*Three Credits LA*

Topics covered include analysis of the determination of national income through the investigation of consumption, investment, government expenditures and net exports; analysis of the determinants of inflation and unemployment; the role of government in the economy including fiscal and monetary policies, market failures and public goods. [Formerly ECON 101.] Offered primarily in the spring.

*Prerequisite:* ECON 103

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 explain how economics enables us to understand headlines and news stories about current events and policy questions as they arise in a global context. Concepts, theories 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 choice 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. [Formerly ECON 302.] Offered every fall.

*Prerequisites:* ECON 103, ECON 104

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. [Formerly ECON 301.] Offered every spring.

*Prerequisites:* ECON 103, ECON 104

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 externalities, 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: labor supply decisions, hiring decisions, wage determination, returns on investment in education, income distribution, unemployment, and discrimination. The emphasis is on a theoretical analysis of empirical phenomena.

*Prerequisites:* ECON 103, ECON 104

ECON 315

### **Money and Banking**

*Three Credits LA*

This course studies the nature and function of money and banking in a market economy. Topics covered include the nature and role of money, the commercial banking industry, the Federal Reserve, money supply determination, the conduct of monetary policy, the demand for money, and the monetary transmission mechanism.

*Prerequisites:* ECON 103, ECON 104

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.

*Prerequisite:* MATH 130 and either MATH 115 or MATH 241

*Recommended:* ECON 103, ECON 104, ECON 150; 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 public goods, the budget process, fiscal policy, intergovernmental and local government finance, and effects on income.

*Prerequisites:* ECON 103, ECON 104

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.

*Prerequisites:* ECON 103, ECON 104 or ECON 150

ECON 422

### **Financial Markets and Institutions**

*Three Credits LA*

A detailed examination of financial markets and institutions. The course examines the influence of financial markets and financial institutions on the availability of external finance, the terms of finance and the market valuation of publicly traded stocks, bonds, mortgages and derivatives. Of special interest are the roles of financial markets and institutions in pricing market risk and the allocation of scarce loanable funds. This course relies heavily on the student's ability to understand and apply the time value of money, the relationship between risk and required return, and the steps required to value stocks, bonds and mortgages. [Formerly ECON 420.] Offered every semester.

*Prerequisite:* BUS 320

ECON 432

### **International Financial Policies and Issues**

*Three Credits LA*

The objectives of the course are to understand the nature of international money and balance of payments between countries. The use of the currency to influence economic activity, such as exchange rates and interest rates, will also be considered. The course will consider financial regimes historically, including the Gold Standard and Bretton Woods, as well as dollar as key currency and the euro. The nature of currency competition will be considered, as well as international currency markets and derivatives, and sovereign debt markets. International investment trends and determinants will be studied, and the effects on growth and distribution of countries and regions. The history and determinants of international financial crises will be considered, as well as corrective policies on the national and global levels.

*Prerequisites:* ECON 103, ECON 104

ECON 442

### **International Economics**

*Three Credits LA*

The objectives of the course are to explain the location of economic activity across regions and countries, considering such theories as comparative advantage and product life cycle. Trade policies such as tariffs and industrial policies will be considered, as well as export promotion and import substitution. The course will also examine the role of international institutions, such as the IMF, EU, and WTO. Trends towards regional integration in areas such as Latin America, the Middle East, and Asia will be considered, as well as the role of multinational

corporations, state-owned companies, sovereign wealth funds, and outsourcing. The competitive dynamics of key industries, such as auto, computers, oil, will be considered in current case studies. Offered every spring.

*Prerequisites:* ECON 103, ECON 104

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 of classical and neoclassical economics and modern economic thought.

*Prerequisites:* ECON 103, ECON 104

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 303, ECON 304

## **EDUCATION**

EDUC 101

### **Foundations of Education**

*Three Credits LA*

This course examines 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 candidates in assessing their commitment to, and readiness for teaching. Six hours of fieldwork is required.

EDUC 102

### **Introduction to Teaching**

*One Credit*

This is a required course for all education teacher candidates to explore the learning community in a local school. Teacher candidates will be given opportunities to work with students, observe instruction and examine the role of the teacher. This course will lead teacher candidates in understanding the profession of teaching. Teacher candidates will be assessed on their writing and presentation skills to assist in determination of readiness for the teacher education program. Information to the process of New York State certification will be embedded throughout the course. Classroom format: Fifteen hours of fieldwork is required.

EDUC 115

### **Teaching English Language Learners**

*One Credit*

This course will serve as an introduction to working effectively with students learning English as a new language in school settings. Candidates will review English language structure, become familiar with theories of language development and acquisition, and examine methods and best practices for teaching culturally and linguistically diverse students. No fieldwork required.

No Prerequisites

EDUC 140

### **Introduction to Bilingual Studies/ TESL**

*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

### **Technology for Education Professionals**

*Three Credits*

This course critically examines the role of technology in the classroom and its application to various teaching and learning needs. Candidates 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 180

### **Mathematical Concepts and Understanding for Elementary Students**

*Three Credits*

This course is an exploration of rational numbers in elementary mathematics using investigation, exploration of real-life contexts, and solving of non-standard problems. Candidates will develop the mathematical concepts underlying numbers in base ten, properties of operations, patterns, fractions, and decimals. They will approach mathematical procedures using a variety of research-based and flexible methods. Throughout the course students will learn effective mathematical practices such as persevering in problem solving, using mathematical reasoning, justifying solutions and processes, using modeling and representation, using appropriate tools to find solutions, being precise in use of language, communicating mathematics, applying mathematics to real life, and finding and using patterns.

EDUC 323

### **STEM I for Elementary Teaching: Science, Technology, Engineering, and Mathematics for General and Special Education**

*Three Credits*

The purpose of this course is to develop the candidate's competency to teach science, technology, engineering, and mathematics (STEM) 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 problem solving and inquiry approaches, encourage content integration and authentic experiences with the subject matter, and foster collaboration and active engagement. Candidates have the opportunity to plan, implement, and assess STEM lessons in appropriate classroom settings through the required fieldwork.

*Prerequisites:* PSYC 207, and 317

*Co-requisite:* STEM II for Elementary Teaching

EDUC 324

### **STEM II for Elementary Teaching: Science, Technology, Engineering, and Mathematics for General and Special Education**

*Three Credits*

The purpose of this course is to develop the candidate's competency to teach science, technology, engineering, and mathematics (STEM) 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 problem solving and inquiry approaches, encourage content integration, and foster collaboration and active engagement. Candidates plan, implement, and assess STEM lessons in appropriate classroom settings through the required fieldwork. Students must enroll in STEM I and STEM II concurrently. The emphasis in STEM II is content integration in conjunction with science and engineering instruction.

*Prerequisites:* PSYC 207, and 317

*Co-requisite:* STEM I for Elementary Teaching

EDUC 340

### **Introduction to Early Childhood Education (Birth-Grade 2)**

*Three Credits*

This course focuses on concepts and foundations of early childhood education from infancy to grade two with special attention paid to the child from birth to eight years of age. Candidates will examine early childhood environments, linguistic and cultural diversity, early language and learning in family, school, and community settings. Topics include: types of programs and differing philosophies, early childhood development and learning theory as it pertains to teaching preschool through grade two and the role of the teacher and student in



preschool and primary classrooms. This course will prepare teacher candidates to work with the Birth through Grade two population. Fieldwork required.

*Prerequisites:* EDUC 101, EDUC 150

EDUC 341

### **Developmentally Appropriate Practice in Early Childhood Education**

*Three Credits*

This course is offered as the second course in the Early Childhood Program sequence leading towards certification in Early Childhood Education (Birth-2nd Grade). The course expands on the basic knowledge, skills and attitudes of early childhood education with a greater focus on intentional teaching and effective instruction. It provides teacher candidates with an understanding of culturally, linguistically, and developmentally appropriate settings providing care and services to infants, toddlers, preschoolers and their families. Candidates will explore, plan, and implement developmentally appropriate activities specific to these settings with diverse preschool populations. Topics covered will include: assessing quality programs and differing philosophies, early childhood language development and learning theory as it pertains to developmentally appropriate teaching practices, caring for preschoolers, and the role of the teacher and student in preschool settings. The focus of this course is to prepare teacher candidates to work with the Birth through Preschool population. 30 hours of field experience is required.

*Prerequisites:* EDUC 101, EDUC 150, EDUC 340

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 development from both a theoretical and practical base. Candidates 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 research-based instruction appropriate for all learners, including English language learners, in a balanced literacy program. Fieldwork required.

*Prerequisites:* PSYC 207, PSYC 317

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. Candidates will learn how to integrate social studies, language arts, mathematics, science, 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 is 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 provides current views of informal assessment, and offers and engages candidates in a thoughtful and reflective look at planning and teaching literacy lessons for children with a variety of literary needs. Fieldwork required.

*Prerequisites:* EDUC 350, EDUC 351

EDUC 373

### **Principles of Instruction for Students with Special Needs**

*Three Credits*

This course introduces candidates 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 disabilities to learn. Strategies for students who have intellectual disabilities, specific learning disabilities and behavior disorders are emphasized. Candidates 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. Fieldwork required.

*Prerequisites:* PSYC 317, PSYC 207 for Childhood/Special Education program

*Prerequisites:* PSYC 317, PSYC 207 for Adolescence Education program

EDUC 374

### **Curriculum Strategies for Students with Disabilities Special Needs**

*Three Credits*

This course is an introduction to content-specific strategies for teaching reading, math, and language arts to children with disabilities. Approaches for students who have learning disabilities, behavioral disorders, and developmental disabilities and autism are emphasized. Candidates 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:* EDUC 373, PSYC 207 for Childhood/Special Education program

*Prerequisite:* PSYC 318, PSYC 207 for Adolescence Education program

EDUC 376

### **Behavioral Management Theories and Strategies for Students with Special Needs**

*Three Credits*

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. Candidates will learn about 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. Fieldwork required.

EDUC 377

### **Social & Emotional Learning Approach to Classroom Management for All Students**

*Three Credits*

This course will focus on the theory and strategies related to social-emotional learning (SEL) as a tool to enhance classroom culture and management. Emphasis will be given to the creation of a positive classroom learning community by: (1) understanding classroom culture; (2) focusing on inclusive and equitable pedagogy; and (3) examining the core SEL competencies of self-awareness, self-discipline, social awareness, relationship skills, and responsible decision-making. The combination of these concepts lay the foundation for a positive, productive, and culturally responsive classroom. Further, SEL has been identified as a way to improve academic attitudes such as motivation and commitment, behaviors that includes attendance, study habits, and cooperative learning, as well as academic performance, test scores and subject mastery (Zins et. al., 2004). Candidates will be instructed in an array of skills, such as culturally-sustaining pedagogy, empathy, growth mindset, and more. Fieldwork is required.

*Prerequisite:* EDUC 101

EDUC 379

### **Culturally Responsive Education**

*Three Credits*

This course helps educators understand the role of culture in teaching and learning, and teaches the principles and practices of culturally responsive education for students who are members of non-dominant cultural groups. Cultural immersion experiences allow educators to develop the knowledge and appreciation of the target culture that is needed to plan culturally relevant curriculum and instruction and to create learning environments in which cultural and linguistic diversity are valued.

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. Open only to candidates 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. Candidates 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. EDUC 420 is cross-listed with EDUC 492N Methods of Teaching Content in Secondary Schools.

*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.

*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). Candidates will design demonstration lessons and tests on specific topics.

*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 demonstration mini-lesson and a unit plan and unit test are required.

*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.

*Corequisite:* EDUC 410

EDUC 440

### **Early Childhood Education (Birth – Grade 2) Student Teaching**

*Three Credits*

Student teaching is a capstone requirement for those candidates seeking Birth–Grade 2 certification. Student teaching serves as a rich clinical experience to apply the theory and practical knowledge, skills and dispositions gained from

prerequisite coursework. A candidate shall complete a twenty day supervised instructional experience in a Birth–Grade 2 setting. Candidates observe, teach lessons based upon assessment of learner needs, reflect on their impact on student achievement, support a classroom management plan consistent with the expectations of the school and cooperating teacher, participate in the day-to-day routines of the classroom and school, experience the school's culture, communicate with parents and school personnel, and maintain pupil records as requested.

This course will be offered as an attachment to the spring semester. Candidates will attend class sessions in preparation for their student teaching. The student teaching experience will follow Finals Week on a schedule developed in consultation with the Instructor. Student teaching requires a full time commitment. No other courses may be taken concurrently with student teaching unless the student obtains written permission from the Associate Dean for Teacher Education.

During the student teaching semester, candidates are REQUIRED to attend Student Teaching Seminar established by the Instructor.

*Prerequisites:* EDUC 101, EDUC 150, EDUC 340, EDUC 341

EDUC 460

### **Educational Seminar**

*One credit*

This is a required course for psychology/education certification students to integrate education psychology theory as part of the pre student teaching experience. The course reinforces the understanding of key concepts of psychology content by examining this content through peer teaching and field experiences. Specific implications and application of learning theories will be discussed using examples drawn from educational situations and educational programs. Emphasis is on behavioral, social, cognitive, information processing, and constructivist theories. The theme will focus on “reflective practice.” No fieldwork required.

*Corequisite:* EDUC 352

EDUC 462

### **Student Teaching Practicum:**

#### **Childhood Education 1-6/Students with Disabilities 1-6**

*Twelve Credits*

For seven and one-half weeks of the semester, candidates focus on typically developing children in general education, and for seven and one-half weeks on students with disabilities. 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 candidates enrolled in the secondary-education program.

*Prerequisites:* Subject methods course, EDUC 410

## **ENGLISH**

ENG 119

### **Intermediate Writing for College**

*Three Credits LA*

Intermediate Writing for College is specifically designed to prepare the student for success in Writing for College and other Core courses at Marist College. Activities will consist of exercises in the mechanics of writing as well as basic organization of different types of college-level essays. Reading and vocabulary skills will also be a part of the instruction. Students will also be taught Information Literacy and Presentation skills. Students are placed into this course based on writing scores on standard college entrance exams.

ENG 120

### **Writing for College**

*Three Credits LA*

Writing for College is an instructional Writing Intensive course that engages with one of the following themes: Cultural Diversity (CD), Nature and Environment (NE), Civic Engagement (CE), or Quantitative Reasoning (QR). Any WI course uses writing as a way of learning; this course also teaches the fundamentals of academic writing, including documentation, and includes an academic research project as part of its set of requirements. All writing assignments are presented as process-and-product using the act of writing as a rich learning strategy. This course not only uses writing as a mode of learning but also teaches and reinforces writing skills so that students practice writing in standard written English, focusing on the classic academic research paper. Students also learn strategies to avoid plagiarism.

ENG 150

### **Introduction to Theatre**

*Three Credits LA*

Character, plot, thematic, historical and production analyses of various types of dramatic texts; understanding the work of various theatre artists; developing confident presentation skills. (Fulfills Core requirement in Fine Arts and a Core Public Presentation Intensive course. Fulfills a Foundation Requirement for English major and Theatre minor.)

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.

ENG 185

### **Writing as a Discipline**

*Three Credits LA*

This is a foundation course for the English writing concentration. The course is an introduction survey of various writing situations and approaches, designed for majors. Topics to be covered may include digital writing, rhetoric, professional writing, creative writing, theory, etc. (Fulfills a Foundation Requirement for the Writing Concentration.)

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.

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, and Melville.

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, and Baldwin.

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.

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.

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.

ENG 218

### **Grammar, Style and Editing**

*Three Credits LA*

A foundation course for the writing concentration, and the writing minors. Students will learn and practice the skill sets required to effectively produce and edit quality text for various rhetorical situations. The aim is to learn skills through practice and hands-on exercises. (Fulfills a Foundation Requirement for the Writing concentration and the minors In Professional Writing and Creative Writing.)

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.

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 to independently assign meaning to the plays.

ENG 222

**Introduction to Professional Writing**

*Three Credits LA*

This course will introduce you to professional writing genres such as reports, proposals, presentations, letters, and memos; to professional writing style; and to research approaches and methods useful for professional writers, including logic and the effective use of quantitative information. The course will focus on equipping you with strategies to edit and revise your work to meet the standards of professional communication. Given the nature of professional writing, the course will involve both individual and collaborative work. (Fulfills a Foundation Requirement for the English major.)

ENG 223

**American Ethnic Literature**

*Three Credits LA*

The course will introduce students to the literary discourse of groups of people with common origins and/or connected by a shared experience. The course will examine such topics as ethnicity, identity, discrimination, gender, and assimilation in the experience of different ethnic groups in the United States. Readings may come from one community (i.e., African-American literature) or from a variety of communities. Specific course content will vary.

ENG 226

**Politics and Literature**

*Three Credits LA*

This course explores the relationship between literature and politics in a variety of genres. Readings will consider the literary representation of political acts as well as the creation and consumption of literature as a political act. The intersections between power, governance, and art will be questioned, as will related topics such as censorship, fictional representations of political figures, and satirical treatments of governments. Specific course content will vary.

ENG 227

**Acting I**

*Three Credits LA*

Dual listed as MDIA 206

To acquaint the beginning student with the basic elements of the actor's art. Physical, vocal, emotional and technical aspects of acting; theories of acting; character analysis; scene performance workshops. (Fulfills Core requirement in Fine Arts and a Core requirement. Fulfills a requirement for the Theatre minor.)

ENG 228

**Stagecraft**

*Three Credits LA*

An introductory course in theatrical stagecraft which explores the tools, materials, techniques, and approaches used in technical theatre and design. Topics covered include drafting, construction, painting, lighting, design, and electricity. Students will practice skills through hands-on laboratory work, production work, projects and in-class assignments. Production work and/or scene shop work outside of class time is required. (Fulfills a requirement for the Theatre minor.)

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 231

**Literature of the Hudson River Valley**

*Three Credits LA*

This course introduces students 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 232

**Literature and Nature**

*Three Credits LA*

This course will investigate the relationship between the natural world and literature. Readings will approach this relationship in a variety of ways and in multiple genres. Throughout, we will look at the ways that literature uses and engages with nature, including how writers use nature to address other topics as well as how writers set out to describe nature or influence our relationship to it. Specific course content will vary.

ENG 233

**Law and Literature**

*Three Credits LA*

This course will examine the treatment of legal themes in literary texts as part of a broader consideration of the relationship between literature and law. We will compare and contrast how literature and the law address "questions that matter," including individual morality, the purposes of criminal punishment, and racial and gender equality. Students will consider how literary texts, like legal texts, have power to influence politics and society. Specific course content will vary.

ENG 234

**Graphic Narratives**

*Three Credits LA*

This class will explore a wide variety of verbal and visual texts, including comics, graphic narratives, and memes. Among the issues we will consider are the interplay between texts and images in different book technologies, the role of collaboration in our understanding of literary artistry and genius, and multi-modal communication strategies. Specific course content will vary.

ENG 236

**New York Literature**

*Three Credits LA*

In this course, we will study the literary and cultural richness of New York City over the past two centuries through reading and analysis of a wide variety of works, including fiction, non-fiction, poetry, and drama, which engage deeply with New York as a setting and an object of historical significance. Specific course content will vary.

ENG 237

**Children's and YA Lit**

*Three Credits LA*

This course explores Children's and Young Adult Literature as a literary form. Readings will approach this literature critically, exploring genre, readership, and style. Together we will study the means by which a culture communicates with its children and conveys its values and fears. Specific course content will vary.

ENG 238

**Medicine, Literature, and Society**

*Three Credits LA*

This course explores the relationship between literature, medicine, and society in a variety of genres. Readings will consider the literary representation of medicine, illness, and the body, while always considering how a particular society tells these stories. Together we will analyze tales of wellness, illness, and healing, while considering the ways in which patients and doctors convey societal fears and hopes. Specific course content will vary.

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*

Continuation of ENG 227 or appropriate introduction. Characterization and inner techniques based on Stanislavsky System; improvisation; textual analysis; scene work with contemporary plays.

ENG 255

### **Introduction to Literature**

*Three Credits LA*

This course seeks to increase students' ability to understand, enjoy, and appreciate complex literary works – doing so in good part by acquainting them with a set of concepts and terms that allows 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 I**

*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. (Fulfills a Foundation Requirement for the English major.)

ENG 271

### **Classics of Western Literature II**

*Three Credits LA*

Taken in coordination with ENG 270 Classics of Western Literature I, this course sequence provides students with an overview of the Western literary tradition from classical times to the 21st century. Students will focus on key texts from different chronological periods in order to gain a firm sense of the wider "narrative" underlying the works they will study in upper-level courses. Questions of literary genius, tradition, and adaptation will be central to both courses in the sequence. (Fulfills a Foundation Requirement for the English major.)

ENG 280

### **Introduction to 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. (This course does not satisfy a student's Core Lit. requirement. It does, however, satisfy a student's Core-Fine Arts requirement. Fulfills a Foundation Requirement for the English major.)

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. (Fulfills the Theory requirement for Literature and Writing concentrations.)

ENG 302

### **World Englishes**

*Three Credits LA*

A survey of the varieties of contemporary English, their unique linguistic features and their roles in speech communities in the U.S. and around the world. Linguistic analysis of the finer features of written, oral, and electronic English is conducted through fieldwork. Depending on student interest, discussion topics may include effects of social media on English, vernacular poetry, slang, forensics, miscommunication, gender roles, Spanglish and other non-native Englishes. Coursework includes an individual project to help each student advance his/her scholarly or professional goals. Students interested in learning about linguistics, conversational analysis, communication disorders, forensics, dialectology, multilingualism, ESL education, intercultural communication, ethnography or anthropology should find this course useful. (Fulfills the Theory requirement for the Literature and Writing concentrations.)

ENG 303

### **Screenwriting for Film and Television**

*Three Credits LA*

Dual listed as MDIA 301

See MDIA 301 for course description.

ENG 306

### **Media Performance**

*Three Credits LA*

Dual listed as MDIA 306

See MDIA 306 for course description.

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. (Fulfills the Theory requirement for Literature and Writing concentrations.)

ENG 310

### **Playwriting Workshop**

*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 one-act play. Assignments will focus on experimenting with character, motivation, setting, and dialogue techniques. As theatre is meant to be heard and seen, scenes will be read and critiqued in the classroom, with special attention paid to suitability for production. Students will workshop numerous pieces throughout the semester and revise work.

*Prerequisite:* ENG 150 or ENG 222 or ENG 280, or 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 280 or permission of instructor

ENG 312

### **Business Writing**

*Three Credits LA*

The course shows students how to function effectively as professional writers by dealing 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.

*Prerequisite:* Completion of Core/LS writing requirement

ENG 313

### **Writing in the Digital Age**

*Three Credits LA*

This course is an introduction to theories about and forms of digital writing. It will also give students the opportunity to make digital arguments that reflect on digital media themselves. This course aims to help students develop an appreciation for the impact of digital technologies on the field of rhetoric and composition and on practices of writing and to provide opportunities for them to apply their rhetorical skills within digital spaces.

ENG 318

### **Forms in Writing**

*One Credit LA*

This one-credit 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ENG 339

### **Film and Literature**

*Three Credits LA*

Dual listed as MDIA 339

See MDIA 339 for course description.

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.”

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 fiction. Historical developments and cultural background, as these influenced the work and are reflected in it, will also be considered.

ENG 346

### **American Renaissance**

*Three Credits LA*

A study of mid-19th century American literature, approximately 1830–1860, highlighting the burst of artistic and intellectual creativity that culminated in the masterpieces of Poe, Emerson, Hawthorne, Thoreau, Melville, and Whitman. The influence of the Transcendentalist Movement on the literary, philosophical, social, and political climate of the period will be emphasized, including utopian and reformist efforts as well as the search for a national cultural identity. Writers to be studied, in addition to those named above, may include Fuller, Whittier, Bryant, Holmes, Longfellow, Douglass, Lowell, and Alcott.

ENG 347

### **American Realists and Naturalists**

*Three Credits LA*

This course will cover American literature from the Civil War to the early part of the twentieth century. It will examine the responses of American writers to the political, social, intellectual, religious, and economic upheaval following the Civil War. The course will explore the reactions to war, the emerging issues of industrialization and regional nostalgia, and the preoccupation with the “real,” imagined or otherwise, in the works of Twain, Howells, Chesnut, Chopin, Dreiser, Crane, and Wharton, among others.

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, expatriotism. Writers to be studied may 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, Larsen and Ellison.

ENG 349

### **Acting III**

*Three Credits LA*

Advanced performance techniques in classic and modern styles. Revolving course topics include Character Study, Stage Movement, Period Styles and Voice & Diction.

*Prerequisite:* MDIA 206/ENG 227 Acting I or ENG 241 Acting II, or permission of instructor. Juniors and seniors only.

ENG 350

### **Directing**

*Three Credits LA*

Dual Listed as MDIA 350

Investigation of the principles basic to directing for the stage; play analysis for production, problems in staging, working with actors; the role of the director as collaborator and leader; a direction of a final scene. (Fulfills a requirement for the Theatre minor.)

*Prerequisite:* MDIA 206/ENG 227 Acting I or ENG 241 Acting II, or permission of instructor. Juniors and seniors only.

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.

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 usability studies, technical reports, and hypertexts. Through these assignments, the student learns to apply a variety of word-processing technologies and desktop-publishing capabilities. Students also work in teams on a client-based project.

*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 groups. 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 Ethnic/Global 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.

ENG 355

### **The History of the Modern Theatre**

*Three Credits LA*

A study of international theatre covering the history of significant movements in writing, designing, directing, producing, acting, etc. Students will engage with primary and secondary historical sources as well as dramatic literature.

ENG 356

### **Global Drama**

*Three Credits LA*

A survey of global drama from the earliest surviving performance texts to contemporary drama. Classical plays will represent major forms such as Greek tragedy, Sanskrit, Noh, Kabuki, Bunraku, Commedia dell'arte, and liturgical drama. Modern plays will survey developments in dramatic style, while exploring the impacts of colonialism, post-colonialism, and globalization. Playwrights may include Aeschylus, Zeami, Kālidāsa, Calderón, Molière, Racine, Goldoni, Brecht, Beckett, Al-Hakim, Soyinka, Fugard, and Padmanabhan. (Fulfills a requirement for the Theatre minor and the Ethnic/Global requirement for English Literature majors.)

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.

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.

ENG 363

### **Modern Drama**

*Three Credits LA*

This course is a survey of modern continental European and global dramatic literature, focused on the development of realism in the nineteenth century and the numerous stylistic revolts generated thereafter. Non-realistic and historical avant-garde styles covered may include Expressionism, Surrealism, Dada, Absurdism, Epic Theatre, Grand Guignol, and Theatre of Cruelty. Playwrights studied may include Ibsen, Chekhov, Strindberg, Genet, Havel, Beckett, Ionesco, Arrabal, and Brecht. (Fulfills Ethnic/Global requirement for English Literature majors.)

ENG 366

### **British Drama**

*Three Credits LA*

A survey of drama in England from its origins in the liturgy of the Medieval Church, through the English Renaissance and the Restoration, to the present. Class discussions will focus not only on drama as literature but also on cultural history as it relates to theatre history. Playwrights studied may include Kyd, Marlowe, Jonson, Shakespeare, Congreve, Sheridan, Wilde, Shaw, Pinter, Osborne, Churchill, and Kane.

ENG 367

### **U.S. Drama**

*Three Credits LA*

A survey of drama in the United States from its origins in colonial performance to contemporary developments. The drama which emerges reflects the nation's constant negotiation of its identity. Accordingly, included plays may explore war, slavery, westward expansion, anti-theatricality, race, and class. Playwrights studied may include Warren, Tyler, Boucicault, Belasco, O'Neill, Hellman, Miller, Williams, Albee, Hansberry, Mamet, Wilson, Kushner, and Parks.

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. (Fulfills Ethnic/Global requirement for English Literature majors.)

ENG 371

### **The Hebrew Bible as Literary Classic**

*Three Credits LA*

Dual listed as REST 371

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. (Fulfills Ethnic/Global 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. (Fulfills Ethnic/Global requirement for English Literature majors.)

ENG 380

### **Nonfiction Workshop**

*Three Credits LA*

A workshop in a variety of contemporary nonfiction forms. Students gain practice writing in numerous forms, with attention paid to style, tone, voice, and audience. Students will be writing consistently throughout the semester and revising their work. The workshop emphasizes group discussions and peer feedback. Offered every year.

*Prerequisite:* ENG 222 or ENG 280 or permission of instructor

ENG 382

### **Fiction Workshop**

*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 222 or ENG 280 or 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.

ENG 403

### **Advanced Screenwriting**

*Three Credits LA*

Dual listed as MDIA 401

See MDIA 401 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.

ENG 428

### **Junior/Senior Research Seminar**

*Three Credits LA*

The seminar offers in-depth treatment of topics in genre, historical periods, critical theory, tropes or themes, single authors, and other areas of literary study, with an emphasis on archival and bibliographic research methods. The seminar model allows for greater classroom participation by each student and more extensive research projects, culminating in a substantial final essay. Topics vary by semester. May be repeated for credit, provided topics are different.

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.

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.

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, arts administrator, and/or director. The student's projects for the semester are arranged by an individual contract between the student and the 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.

ENG 497-498-499

### **Internship in English**

*Three-Six-Nine Credits*

The Internship in English is highly recommended for juniors and seniors. Students should contact the department internship coordinator well in advance to begin the process of locating an internship and having it approved. Recent placements include advertising firms, PR consultancies, theater companies, news media, TV shows, and the college's Writing Center. Each intern compiles a portfolio of work from the placement. 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*

This course examines earth's natural systems, adverse impacts of human activities upon these systems, and how society addresses these impacts. Topics may include ecology; biodiversity; forests and deforestation; human population growth and control; food production sustainable agriculture; climate disruption; energy resources; environmental justice; water and air pollution; and environmental sustainability. In addition to the science of these topics, related politics, economics, and ethics are discussed. Content, learning approaches and text vary by instructor. Offered each semester.

ENSC 125

### **Field and Lab Experience**

*One Credit LA*

In this laboratory course, a diversity of experiences complements and add to topics covered in ENSC 101 lecture. These provide tangible examples of the scope of environmental science and policy, ranging from developing observation skills in the natural world, to field and lab measurements and experimentation, as well as practical applications in utilities and other organizations. Offered each fall. One 3-hour field/lab period per week.

*Prerequisite:* Freshman major in Environmental Science & Policy.

ENSC 202

### **Environmental Politics and Policy**

*Three Credits LA*

Dual listed as POSC 202

Environmental policy touches on nearly every aspect of human life – physical, political, economic, and social – and involves a large cast of characters, including local, state, national and international governments as well as non-governmental interest groups, scientists and the public. For these reasons, the environmental policy process is both complex and deeply consequential for our society. In this course, we will examine the political process as it relates to environmental issues and concerns. We will apply the politics of the environment to particular issues such as air and water pollution, land management, species protection, energy production and use, and climate change. As a result of this course, students develop a critical understanding of how environmental policy is made, the challenges and opportunities involved in enacting and implementing policies and how the process can be improved. Offered each 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 human's use of the physical world. Topics include plate tectonics, earthquakes,

rock and mineral formation, weathering and erosion, groundwater and surface water, glaciation, stratigraphy and geologic history. Computer applications, such as Google Earth will be used to enhance student data collection skills used to interpret topographic and geologic features of the earth and earth systems. Offered each spring.

*Corequisite:* ENSC212

ENSC 212

### **Introduction to Geology Laboratory**

*One Credit LA*

Laboratory to accompany ENSC 210.

This laboratory course focuses on geologic topics that have been introduced in class lectures. Topics will be enhanced through hands-on laboratory activities. In these assignments, students will make observations and measurements and translate them into meaningful data from which inferences can be drawn, models created, and analyses made. Through hands-on experience, and computer applications, students will gain skills in interpretation of geologic and topographic maps. Field trips are planned to study various rock outcrops in the Mid-Hudson Valley. Offered each spring.

*Corequisite:* ENSC 210

ENSC 230

### **Introduction to Geographic Information Systems**

*Three Credits LA*

This course provides an introduction to Geographic Information Systems. A Geographic Information System is a series of tools used to create, edit, maintain, and analyze spatial data typically culminating in a printed or electronic map. The course details the terminology, concepts, and applications commonly used with GIS. Hands-on training is provided for data management, input and edit, query and analysis, and map production functions. We will investigate various data sources, data management requirements, geoprocessing operations, and cartographic representation. A required class project will incorporate all of the skills learned during the semester from data download to map presentation. Offered each 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 each fall.

(Does not fulfill Core/LS Natural Science requirement.)

*Prerequisite:* ECON 103

ENSC 309

### **Environmental Chemistry Laboratory**

*One Credit LA*

This course is designed to provide the student with an understanding of the reactions, transports and effects of chemicals in the environment with particular emphasis on the Hudson River Valley. Students will become acquainted with a wide variety of environmental research equipment and analytical instrumentation. Offered occasionally.

*Prerequisites:* CHEM 111, CHEM 115, and CHEM 202 or CHEM 215

*Corequisite:* ENSC 310

ENSC 310

### **Environmental Chemistry**

*Three Credits LA*

This course is designed to provide students with an understanding of the reactions, transport, and effects of naturally occurring chemical systems. The course will include procedures of collection and analysis of soil, water and air environmental samples. The science of nanotechnology and related environmental concerns will be considered. The major anthropogenic pollutants and their effects upon the environment will also be studied. Safety procedures and regulations will be included. Offered occasionally.

*Prerequisites:* CHEM 111, CHEM 115, and CHEM 201 or CHEM 211

ENSC 315

### **Natural History of the Hudson Valley**

*Three Credits LA*

A field-based course in which students learn the identity and ecology of local flora and fauna and the environments in which they exist including topography, geology and hydrology. Species diversity of major groups of organisms, e.g., trees, birds, fish, and insects will be explored through field observations, collections and lab study. Special emphasis is placed upon flowering herbaceous plant identification and tree identifications using multiple features. Observations are conducted on the Marist College campus at Fern Tor Nature Preserve and at various natural sites in the Mid-Hudson River 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 each fall. One lecture and one 4-hour field session per week

*Prerequisite:* One college-level environmental science or biology course

ENSC 318

### **Climate Change Seminar**

*One Credit LA*

A discussion-based course that delves into the science and policy of climate disruption. Weekly readings will be from peer-reviewed scholarly publications, e.g., scientific periodicals and/or a recent book on the topic. Students rotate responsibility for leading discussion each week. Offered each spring.

*Prerequisite:* Junior standing in Environmental Science & Policy or permission of Instructor

ENSC 330

### **Advanced Geographic Information Systems**

*Three Credits LA*

In this course, students will build on the GIS skills developed in the Introduction to GIS (ENSC 230L) course.

Students will gain a more in-depth understanding of geoprocessing tools as well as exposure to additional GIS solutions. We will use proprietary (ArcGIS) and open source (QGIS) software, learning how to integrate and make the best use of both. This course strongly emphasizes analysis using raster data including watershed modeling, viewshed analysis, and feature extraction from aerial and satellite imagery. Upon completion of this course, the student will understand how to: link together individual geo-processes into a larger model; share their analyses and maps using online tools and maps; and integrate desktop tools into larger organizations’ client-server architecture. We will also explore recent trends in GIS including new data sources, remote sensing, and unmanned aerial systems (drones). Course activities include a final project that incorporates all of the skills developed during the semester. Offered each spring.

(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. Offered every fall. Two lectures 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*

This course explores the general and hands-on aspects of environmental impact assessment (EIA). Students will learn about the basic substantive and procedural requirements of the federal and state impact assessment processes. Broad concepts of environmental assessment are covered together with the major elements of identification, measurement, interpretation, and communication of impacts. Federal agency actions under NEPA and New York’s SEQR, as an example of a State “mini-NEPA” for non-federal agency actions, are the focus for the vastly different scales of environmental

assessment. Concrete examples include agency policy actions, including use of EIA for environmental planning, land development actions, and broader impact assessments with nationwide and even global significance. Offered each spring.  
*Prerequisites:* ENSC 101, ENSC 202 and ENSC 360

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. Internships must be approved by the Environmental Science & Policy Internship Coordinator and the Office of Career Services prior to their commencement. Offered each semester.

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 topic that will be explored during the semester. The topic will be announced before registration. Hours per week vary with credits. Offered occasionally.

*Prerequisites:* ENSC 101 and possibly others

ENSC 420

### **Environmental Planning**

*Three Credits LA*

Dual Listed as POSC 420.

This course covers how environmental values have changed, threats to the environment, and the range of responses intended to protect and improve environmental quality. The course includes basic constitutional principles and socioeconomic impacts that affect planning; citizen participation; environmental impact statements; land-use and development practices such as Smart Growth and New Urbanism and applies these concepts to contemporary environmental issues in Poughkeepsie and the Hudson Valley. The class is highly participatory and students are encouraged to express their own perspective on the environment and environmental issues in their hometown and other places that they love. Offered every spring. (Does not fulfill Core/LS Natural Science requirement.)

*Prerequisites:* ENSC 101, POSC 110, ENSC/POSC 202 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 each spring.

(Does not fulfill Core/LS Natural Science requirement.)

*Prerequisite:* ENSC 101 and POSC 110

ENSC 426

### **Environmental Investigation and Remediation**

*Three Credits LA*

Contamination of environmental media (soil, water, soil gas, etc.) may result from a variety of human activities and represents a threat to the usability of property, the vitality of ecosystems, and the health of humans. This course will explore the complimentary topics of environmental investigations and contaminant responses (e.g., “remediation”). The course objectives are for students to become familiar with the spectrum of investigative techniques for each media, to appreciate the limitations of contaminant delineation, and to gain a basic understanding of a broad range of remedial actions (both their potential and their limitations). This course will utilize data from actual regulated sites, which provide greater details on various classroom discussion topics, offering students the opportunity to more fully comprehend the challenges of decision-making in an imperfect world. Students will be responsible to work both independently and in groups during the semester. Offered occasionally.

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. Offered each semester.

*Prerequisite:* Permission of the Chair of Environmental Science & Policy

ENSC 477

### **Environmental Science & Policy Capping**

*Three Credits LA*

A project-based course that applies knowledge and skills from prior classes to address issues of practical environmental interest. Group projects will be relevant to campus or the surrounding community of the mid-Hudson River Valley, with the goals of improving conditions, education and/or providing needed information for decision makers in a final report and presentation. Requires on-site visits outside of class time and meeting with interested parties of the project. Offered each spring.

*Prerequisite:* Senior standing as a major in Environmental Science & Policy

## **FASHION DESIGN AND FASHION MERCHANDISING**

FASH 100

### **Fashion in Culture & Commerce**

*Three Credits LA*

This course explores fashion within the arenas of culture and commerce. It provides students with industry theory, terminology and structures, while examining the historic role, evolution and social dimensions of fashion (particularly in regard to the role of women in society), the interplay of Eastern and Western design aesthetics in modern fashion, iconic design, the role of celebrity in modern fashion, and the way in which fashion trends mirror contemporary values and culture. Issues discussed include ethics, art and architectural movements, sustainability, labor and safety practices, environmental support, and globalization.

FASH 126

### **Creative Process**

*Three Credits*

This introductory course acquaints students with the professional materials, tools and techniques required for the successful construction of inspiration, mood and concept boards for the presentation process required in the contemporary fashion industry. Exploration of materials, tools and techniques include: The vast array of papers and composite boards that are available for use, the drawing mediums of crayon, pencil and ink, the color mediums of gouache, watercolor and marker, brushes, adhesives and their properties and uses, cutting tools, cutting mats, erasers, burnishers and fixatives. In addition, the student will be introduced to fundamental design concepts: Focus, color, line, space and movement, light and texture, perspective and illusion, informing the goal of a dynamic, communicative and inspiring composition. FD Majors only.

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. Offered in fall semester only. FD Majors only.

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. Offered in fall semester only. FD Majors only.

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. Offered in Spring semester only. FD Majors only.

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. Offered in Spring semester only. FD Majors only.

FASH 140

### **Fashion Design I: Drawing & Color**

*Three Credits*

Students learn to develop basic drawing skills and color theory to portray fundamental fashion figures and garment details. Offered in fall semester only. Minimum grade of C required to take the next course in Design sequence, FASH 240.

*Prerequisite:* FASH 130, FASH 131, FASH 132 or FASH 133

*Corequisite:* FASH 230

FASH 200

### **Textiles: Studies & Applications**

*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 is an introduction to professional construction techniques and terminology used in the apparel industry. Hand and machine sewing will be addressed as well as proper use of industrial equipment and tools. Patterns, layout, cutting and creation of first sample spec sheets will also be introduced. FD Majors Only. Minimum grade of C required to take the next course in Design sequence, FASH 230.

FASH 230

### **Apparel Development I**

*Three Credits*

This course is an introduction to patternmaking and draping for apparel design. Students will learn the fundamentals of two-dimensional patternmaking and three-dimensional draping. The relationship between the two methods is emphasized. Fit, silhouette, proportion, fabrication, customer profile and trend analysis will also be introduced. Offered in fall semester only.

*Prerequisite:* FASH 210 with minimum grade of C

*Corequisite:* FASH 140

FASH 231

### **Apparel Development II**

*Three Credits*

This course is a continuation FASH 230. Advanced patternmaking and draping techniques are covered with a focus on body contouring and soft silhouettes. Advanced construction and fitting techniques are also covered. Offered in Spring semester only. This course is a co-requisite with FASH 240.

*Prerequisite:* FASH 140 & 230 with minimum grade of C

FASH 235

### **Fashion Trend Forecasting & Analysis**

*Three Credits*

In this course students will learn the mechanics of trend and its function in the business of fashion. This course addresses the identification, gathering, communication and presentation of trends as the responsibility and procedures of the fashion forecaster. Students will use consumer-insight techniques to understand and track trends and use them to inform their research, design and product development.

*Prerequisite:* FASH 100

FASH 240

### **Fashion Design II: Presentation**

*Three Credits*

Students develop advanced drawing techniques by rendering various fabric textures, colorations, prints, and weights. Students begin to design themed collections from inspiration to final presentation. Students also prepare technical flats and supporting materials to help communicate their designs. The ability to professionally present their work is emphasized. Offered in Spring semester only. This course is a co-requisite with FASH 231.

*Prerequisite:* FASH 140 & 230 with minimum grade of C

FASH 245

### **Digital Fashion Design I**

*Three Credits*

This course is an introduction to basic tools and techniques of digital media design as related to the contemporary fashion industry. Adobe® Illustrator and Photoshop, as universal platforms, are examined in depth. Projects and weekly assignments are designed to give the student an understanding of the differences between these two interfaces and the distinction of their uses as an object/vector oriented program (Illustrator) and an image/raster oriented program (Photoshop). FD & FM majors or minor, sophomore standing.

FASH 261

### **Event Planning**

*Three Credits*

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors for, marketing and implementing large-scale events for the community or businesses. Topics to be explored include vendor interaction, contracts, fundraising, budgeting, ethics and other aspects. When possible, students will organize an actual event. Offered fall semester only.

*Prerequisite:* FASH 100

FASH 265

### **Retailing Principles & Practice**

*Three Credits*

This course is designed to provide an introduction and overview of the various types of retail organizations. The buying cycle is analyzed as a series of strategic decisions made by retail managers in order to communicate more effectively with their customers through the utilization of multi-channel retailing opportunities and the identification of potential target markets through the analysis of demographics and psychographics. SWOT is introduced as a tool for understanding and positioning retailers in today's competitive marketplace.

*Prerequisite:* FASH 100

FASH 266

### **Writing for Fashion**

*Three Credits LA*

This course combines instruction in the unique nature of fashion writing with the fundamentals of fashion magazine production. Emphasis is placed on identifying audience, choosing powerful content and telling the story of the Marist Fashion Program through both written and visual means. Students can elect to specialize in writing, art direction or layout. Offered fall semester only.

FASH 267

### **Textile Design**

*Three Credits*

This course will encompass the hand printing techniques for textile design with an emphasis on silk screening for ready-to-wear fabrics. Techniques covered will include: batik, hand painting, stenciling, block and placement printing. Special techniques for appliqué, devoré, embroidery, pleating and smocking will also be covered. Offered fall semester only.

*Prerequisite:* FASH 200

FASH 268

### **Digital Fashion Design II**

This advanced digital course explores in depth the tools and techniques of digital media design as related to the contemporary fashion industry. Using Adobe® Illustrator and Photoshop, it is designed toward the rendering of mood and

inspirational graphic layouts for presentation to the industry including: target market assessment, seasonal color stories and commercial trends. Projects and weekly assignments seek high communicational values, intensive research and critical analysis of the market. FD & FM majors with a Product development concentration, PD minors only.

*Prerequisite:* FASH 245

FASH 269

### **Visual Merchandising**

*Three Credits*

This course introduces the student to the display, theories, and processes of visual merchandising presentation in retail, showroom and other fashion settings. Students will learn interior and exterior merchandise presentations and image displays, and be able to conceptualize, execute, install and critique projects within the context of group participation and effort.

*Prerequisite:* FASH 100

FASH 295

### **Fashion Show Production**

*Three Credits*

This 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. Offered in Spring semester only. Fashion majors & minors only. This course is application based. Permission of instructor required.

*Prerequisite:* FASH 100

FASH 300

### **Product Development**

*Three Credits*

Presents an overview of apparel manufacturing and product development focusing on the function and practices of product development from concept to delivery. Topics include: supply chain management, understanding and defining the target market, researching fashion trends from color and fabric to silhouette, specing, construction, quality control, sourcing and costing.

*Prerequisite:* FASH 200, FASH 235, FASH 245

FASH 304

### **Merchandise Planning & Control**

*Three Credits*

This course provides an in-depth analysis of the mathematical concepts and calculations involved in profitable merchandising. Students work with actual retailing scenarios to apply merchandising formulas such as profit and loss, open-to-buy, mark-up, stock turnover, and the retail method of inventory.

*Prerequisite:* FASH 265

FASH 306

### **Sustainability in Fashion**

*Three Credits LA*

A survey of contemporary issues related to sustainability and the global fashion industry. Through readings, film and experiential activities, students explore the human, ecological and economic costs associated with the current system and generate solutions with both immediate and long-term applications. Fashion majors & minors only.

FASH 310

### **Apparel Development III**

*Three Credits*

Students learn design, draping, patternmaking, fitting and construction techniques with a concentration on tailored sportswear. Offered in Spring semester only. This course is co-requisite of FASH 345.

*Prerequisite:* FASH 231 & 240 with minimum grade of C

FASH 315

### **Retail Entrepreneurship I**

*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 265, BUS 100, or COM 220

FASH 318

### **Apparel Supply Chain Management**

*Three Credits*

An examination of the role of the merchandiser in the apparel production process will introduce a study of the supply chain and its management. Topics to be covered in detail throughout the course include purchasing fabric and trims, single and blended production sourcing, tooling up the factory, steps in garment construction, costing the garments in single and multiple factories, compliance, traffic and logistics, and customs.

*Prerequisites:* FASH 300

FASH 325

### **Private Label Development**

*Three Credits*

Using the knowledge they have in research principles and theories from prerequisite study of product development, retailing, textiles, computer assisted design, and other merchandising courses, students will develop the knowledge of the history of private label brands, and will solve problems from the perspective of a buyer/product developer for a retailer. Topics include defining the customer, brand development or expansion, and understanding gross margin.

*Prerequisite:* FASH 300

FASH 341

### **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 licenses on media, advertising, and fashion in today's society.

*Prerequisite:* FASH 265

FASH 345

### **Fashion Design III: Design Workshop**

*Three Credits*

This course builds on the skills taught in the previous two classes in this cycle. Students continue to design themed collections with emphasis placed on producing professional quality presentations. Students also prepare technical and designer flats as well as three-dimensional supporting material to inform their designs. Offered in Spring semester only. This course is a co-requisite of FASH 310.

*Prerequisite:* FASH 231 & 240 with minimum grade of C

FASH 350

### **Accessory Design**

*Three Credits*

This comprehensive approach to the world of hard accessories, primarily of handbags and footwear, gives the aspiring designers and developers a model for accessory creations. From history to inspiration to tech packs as it relates to accessories, the course examines the design and product development process. In this course, students will explore how creativity can channel ideas into key products, construction techniques, materials and the essential tools of the trade used in modern accessories design. Course will include history of accessories, materials, trims and tools used in the making of accessories, patternmaking and construction, 2D and 3D development, culminating in the development and merchandising of a style portfolio for both handbags and footwear that enhance a brand's appeal to its target market. Offered in spring semester only.

*Prerequisite:* FASH 245

FASH 355

### **Buying, Planning & Allocation**

*Three Credits*

This course explores the scope of responsibilities for a buyer in today's competitive retail industry. Through the development and understanding of a

company's financial 6-month buying plan, the student gains understanding of assortment planning, allocation, sales, promotion, merchandise procurement and the buyer/vendor relationship.

*Prerequisites:* FASH 265, FASH 304

FASH 367

### **Advanced Fashion Show Production**

*Three Credits*

Students expand upon knowledge gained in FASH 295/Fashion Show Production to become specialized leaders for publicity/promotion, backstage or front-of-house teams for the production of the annual Silver Needle Fashion Show. Leadership skills are developed in regard to event pre-planning, organization and execution of a major public event. Offered in Spring semester. Permission of the instructor required. Application based. Majors & minors only.

*Prerequisites:* FASH 295

FASH 368

### **Mobile Consumer**

*Three Credits*

The purpose of this class is to translate your native knowledge of mobile/social media into marketing savvy. This course will provide an introduction to social, local and mobile marketing concepts that have become a top priority for major brands around the world, due to mass smartphone and tablet adoption. Course work will focus on understanding the mobile consumer and rapidly evolving shopper behavior; new metrics that measure the impact of mobile on sales; mobile-at-retail case studies; an introduction to key concepts like the Internet of Things, the Physical Web, Ambient Intelligence and Wearables, and how it all fits into the traditional marketing mix. Mobile is an interactive medium, and this course will be hands-on. All students are required to have a smartphone or tablet to actively participate. Dual listed as COM 368.

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

### **History of Modern Fashion**

*Three Credits LA*

This course is devoted to the study of the fashion industry and the clothing styles as related to world events that occurred from the middle of the 19th Century to the present day. Using the political, social, economic, technological and aesthetic environment as a backdrop for understanding the various period styles that occurred as an action or reaction to that environment, the student will gain fundamental knowledge of the mechanics and dynamics of cycles, trends and fads that constantly initiate change in the contemporary world of fashion.

*Prerequisites:* FASH 100 & ART 281

FASH 377, 386, 387, 393, 394, 396, 397, 398, 399, 482

### **Fashion Internship**

*One to Fifteen 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 Internship Coordinator and Program Director

FASH 400

### **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.

*Prerequisite:* FASH 100

FASH 415

### **Advanced PDM Software**

*Three Credits LA*

Students learn the apparel product development process via a web-based product

data management solution called Web PDM. This solution will shorten cycle time and reduce development cost of apparel companies by streamlining the tasks involved and using just Gerber Web PDM to define all of the technical aspects. Students will define a concept company and develop a small line catered to a target market and process all tasks related to creating the product using various tools that will all be used in conjunction with Web PDM. The student will be responsible for developing a market calendar around key dates. These key dates will include: Initial Concept, Brand/Season Strategy, Design Review.

Students will utilize clothing vocabulary and terminology as it pertains to current and historical references of different garments, silhouettes, and their parts. It also examines the elements and principles of design, emphasizing proportion and pleasing balance.

*Prerequisites:* FASH 245, FASH 300

FASH 455

### **Global Merchandising Strategies**

*Three Credits*

Explores the global aspects of retail strategies through the examination of the economic, geopolitical, cultural and other factors governing the basic tenets of today's globalized marketplace. Various international regions are analyzed in terms of their market characteristics and current retail environment. U.S. retailers operating globally are also discussed and analyzed in detail. Topics include fair trade, free trade, sustainability, and the expansion of the globalized marketing system through multi-channel retailing.

*Prerequisite:* FASH 265

FASH 477

### **Fashion Merchandising Capping**

*Three Credits LA*

A capping course required for all Senior Merchandising Majors. The Capstone project requires the student to relate his/her knowledge of fashion merchandising-related courses and the core to a research project. Offered fall and Spring Semesters

*Prerequisites:* By concentration

FASH 478

### **Fashion Design Capping I: Portfolio Development**

*Three Credits LA*

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. Offered in fall semester only. Fulfills Part I of the capstone experience for Fashion Design majors. This course is a co-requisite of FASH 479.

*Prerequisites:* FASH 310 & 345 with minimum grade of C

FASH 479

### **Fashion Design Capping II: Runway Collections I**

*Three Credits LA*

This course is a co-requisite of FASH 478.

*Prerequisite:* FASH 310 & 345 with minimum grade of C

FASH 480

### **Fashion Design Capping III: Runway Collections II**

*Three Credits LA*

These courses serve as Parts II and III respectively of the capstone experience for Fashion Design majors. Students design and execute an original apparel collection. Fashion industry standards are followed in all stages of garment design and construction. Emphasis is placed on the following: concept origination, research methods, documentation of design processes, aesthetic judgment in design adoption, fabric selection, styling, draping, patternmaking, construction, fitting, time management, organizational methods, communication, and presentation. FASH 479 offered in fall semester. FASH 480 offered in Spring semester.

*Prerequisite:* FASH 478 & 479 with minimum grade of C

FASH 496-499

### **Independent Study**

*Credits TBA*

Offered for specific course of study. Permission of the Dean of the School of Communication & the Arts required.

## FIRST YEAR SEMINAR

FYS 101

### First Year Seminar

*Four credits*

The cornerstone of the Marist Core, this course introduces students to the College as an intellectual community. The course provides students with instruction in active research, writing, critical thinking, and interdisciplinary study from the very outset of their college experience. Although specific FYS topics vary, each course provides students with instruction in writing, critical thinking, information literacy, and public presentation. Each FYS also engages with one of the following themes central to liberal learning in the 21st century: Cultural Diversity, Civic Engagement, Quantitative Reasoning, and Nature & the Environment. Each section of Writing for College, the other Foundation course in the Marist Core, also addresses one of these themes. Students must take the FYS in the first year of study.

## FRENCH

FREN 101-102

### Elementary French I–II

*Three Credits each LA*

An introduction to the French language in its cultural context. Basic communicative skills, 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 through the Language Center are required. Closed to heritage speakers of French and students from countries where French is commonly spoken. 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. Closed to heritage speakers of French and students from countries where French is commonly spoken. Offered annually.

FREN 167

### France and the World

*Three Credits LA*

Dual listed as CSFR 167

Taught in English. Contemporary France — studied in its political, social, religious, intellectual, and artistic aspects. The future of the French identity is explored in relation to globalization and the long-standing scrutiny of American culture by the French. Excerpts of French movies, news broadcasts, magazine articles, music recordings, and American press samples will help illustrate French reactions and behavior within its borders and in the international community. Offered annually in France and on campus when there is sufficient student interest.

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 in the relevant cultural context. 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 includes phonetics, self-recording, and video-dubbing. All work is structured for active cultural learning. Offered every spring.

FREN 250

### French Culture & Thought: Problems & Perspectives

*Three Credits LA*

Dual listed as CSFR 250

Taught in French. 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

Taught in French. Studied from a comparative perspective, a broad cultural survey of 21st century France and its changing identity in a globalized world. As a necessary background, the course briefly surveys recent historical traumas of the 20th century whose unresolved legacies affect French reactions today within its borders and in the international community. Special attention will be paid to France's cultural and political perceptions of the United States. Offered every spring.

FREN 305

### Studies in French Film and Literature

*Three Credits LA*

Dual listed as CSFR 305

Taught in English, a cultural/literary approach to French cinema. The course keeps 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. Students taking the course for credit in the French major or minor must complete all reading and writing in French. Fulfills Core Literature and Cinema Studies Minor requirement. Offered every fall.

FREN 310-311

### French Grammar and Composition I–II

*Three Credits each LA*

An intensive language and grammar study contextualized in contemporary French and Francophone cultures. Principles of linguistics are introduced through rigorous structural and lexical analysis. Central cultural theme may vary each semester (ex: graphic arts; youth literature; musical trends, etc.). Offered on campus and at all Marist-approved study-abroad programs.

FREN 315

### French Literature of Africa and the Caribbean

*Three Credits LA*

Taught in French. Study of North African, West African and Caribbean literatures of French expression in their cultural and historical context. Selections from African and Caribbean filmmakers are also viewed and discussed, along with the current debates surrounding the traditional term "francophonie" and the rise of a "Littérature-monde." Offered on campus as needed and may also be taken abroad.

FREN 322

### Seminar In Francophone Studies

*Three Credits LA*

Taught in French. The course explores the many varieties of French that are covered by the term "francophonie." From Louisiana's Cajun French or Québec's joul, to the creoles of Haiti, Martinique or Mauritius, to the lingua franca of North and West Africa and to the fast-evolving modern Parisian French, the course reflects on the French language as a global tool and an actor in the larger debate on preserving the diversity of world languages. Offered annually on campus in the spring, and abroad.

FREN 325

### French in a Digital Age

*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 and explore the changing landscapes in which we will learn and work. Reading, writing, and speaking

skills will be polished as students build knowledge of the target culture through research, discussion and projects using the latest technology. Taught in French  
Prerequisite: Sufficient background in French.

FREN 330

### **Modern Literary Perspectives: the 20th and 21st Century**

*Three Credits LA*

Taught in French. A study of the main currents of literature and thought in 20th-century and early 21st-century France through its most representative writers in the fields of fiction, poetry, and drama. Authors may vary and are studied in a broad cultural and social context. 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 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. Offered every semester as needed and may also be taken abroad.

FREN 394-395- 397-398 -399

### **Internship in French**

*One to Six Credits*

Open to French majors and qualified minors, with permission from the French coordinator. Qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental approval, students 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 area coordinator in French.

FREN 440

### **French for Current Affairs**

*Three Credits LA*

An advanced translation course aimed at developing specialized vocabulary and reading skills in fields relevant to current affairs and to students' customized fields of study (politics, science, business, cultural analysis, law, arts, etc.). Course material is drawn almost entirely from Internet resources to illustrate the principal syntactic, lexical and cultural challenges of professional translation. Special attention is paid to the use and limits of online machine translation and to the distinct demands of simultaneous interpretation. Offered on campus every two years, and may also be taken abroad.

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 completes a semester-long project on a subject agreed upon with the supervising professor. With the objective of developing a professionally focused fluency, double majors coordinate their chosen thesis topic with their second field of study. The Capping project incorporates field work; a written report with an accompanying media product; and a professional oral presentation at the annual Capping Conference of the Department of Modern Languages and Cultures.

## **GAMES AND EMERGING MEDIA**

GAME 101

### **Introduction to Games**

*Three Credits LA*

This course is an introduction to games and emerging media. It will focus on the history of games and related media, the major theories and research frameworks, and current issues in gaming and game studies. Students will be introduced to the analysis of games and emerging media, the design process, and prototyping techniques. No technical knowledge is required. Offered annually. Open to all majors.

GAME 201

### **Colloquium in Games**

*One Credit LA*

In this one-credit course, students participate in interdisciplinary seminars and workshops on games. Academics, practitioners, researchers, educators and policymakers related to games and emerging media will be featured in this weekly series. Students will gain multiple perspectives on current issues in game design, development, and studies. Students can take this course for credit for a maximum of three semesters, for a total of three credits. Offered as needed.

*Prerequisite:* Sophomore, junior or senior standing, or permission of the instructor. Open to all majors.

GAME 202

### **Lab Practicum**

*One Credit*

In this one-credit course, students participate in hands-on research on games and interactive media, as well as participate in games-related events, conferences, and workshops. Students will also gain direct experience with game design and development, and work on projects for the community. Offered as needed. No prerequisites. Open to all majors.

GAME 301

### **The Business of Games**

*Three Credits*

This course covers business and entrepreneurial strategies as related to games and emerging media. This is a practical, hands-on course in the process and production practices of making games and related media. It will focus on the basic marketing, promotion, and distribution strategies of games, as well as the local and global games industry. Students will also learn project management techniques in software and game development, as well as scheduling, task management, entrepreneurship, organization, leadership, public presentation, and collaboration techniques. No prior business knowledge is required. Offered as and when necessary.

*Prerequisite:* Junior standing or senior standing, or permission of the instructor.

GAME 395-396

### **Independent Study**

*Three or Four Credits*

An independent study under the supervision of a faculty member. Offered as and when necessary. Prerequisites: Permission of instructor and Dean

GAME 401

### **Human-Computer Interaction**

*Four Credits*

To design efficient and effective computer systems and new technologies, we need to understand how users interact with the technologies. This course introduces students to the field of human-computer interaction, which combines perspectives from psychology, sociology, design, and computer science. This class will cover usability research, UI/UX design, contextual inquiry, rapid prototyping, heuristic analysis, and user testing methodologies.

*Prerequisite:* MDIA 210 or CMPT 220

GAME 480

### **Game Studio**

*Three Credits*

This course is preparation for the capping course and is taken in the fall of the student's senior year, and brings together students from both concentrations. Students work individually and collaboratively in multidisciplinary teams to



mimic a game studio and develop paper prototypes, digital prototypes, design documentation, digital games, and related media. Offered in fall.

*Prerequisite:* Senior standing.

GAME 481

### **Capping**

*Three Credits*

The capping course is taken in the spring of the student's senior year, and brings together students from both concentrations. Students work individually and collaboratively in multidisciplinary teams to create a portfolio of digital games and related media. This course also reinforces connections between the student's major and the student's experience in the Core. Offered in spring.

*Prerequisite:* Senior standing.

GAME 461-462-463

### **Game Internship**

*One-Three-Six Credits*

In this course, students gain practical, hands-on experience in the production, development and/or design of games and related media. Seminar meetings afford students a chance to critically examine the relationship between theory and practice. Students will enhance their knowledge of design and development techniques and skills in a real-life atmosphere under the supervision of practicing professionals in the games industry. Offered in fall, spring, and summer. NOTE: Internships may not be used to fulfill credits toward the games and emerging media elective requirement; they carry general credit.

*Prerequisite:* Permission of the Internship Director; CRDV 100N (Employment Practicum).

GAME 464-465-466

### **Advanced Game Internship**

*Nine-Twelve-Fourteen Credits*

A professionally-oriented seminar in which the student spends a part- or full-time apprenticeship learning and contributing to the operation of a games- or other media-related facility. Completion of major requirements, course prerequisites, departmental screening, and clearance by the facility involved are necessary for participation in the seminar. Offered in fall, spring, and summer. NOTE: Internships may not be used to fulfill credits toward the games and emerging media elective requirement; they carry general credit.

*Prerequisite:* Permission of the Internship Director; CRDV 100N (Employment Practicum).

## **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. Closed to heritage speakers of German and students from countries where German is commonly spoken. 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. Closed to heritage speakers of German and students from countries where German is commonly spoken. 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 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. Offered when there is sufficient student interest, and may also be taken abroad.

GERM 394-396

### **Internship in German**

*One to Three Credits*

Open to students who have gained an Intermediate level of German language or heritage speakers of German, after formal interview and permission from the department Chair; qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental pre-approval, students 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 German; permission of Chairperson.

## **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 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.

GBST 394-398

### **Internship in Global Studies**

*One to Six Credits*

Qualifying students engage in work experience with an approved off-campus company or agency abroad or in the U.S. Subject to pre-approval, students may also engage in supervised research or teaching in an academic setting abroad or on the Marist campus. Work performance, assigned research (for research internships) and an internship report constitute the basis of the successful internship experience. Number of credits is determined beforehand by mutual agreement. Offered every semester, intersession and summer.

NOTE: Up to three credits may be used to fulfill the requirements of the Global Studies minor.

*Prerequisites:* Junior standing and pre-approval by Global Studies Coordinator.

## **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 LA*

Dual listed as BIOL 203

See BIOL 203 for course description.

*Prerequisites:* BIOL 130-131 and CHEM 111, 112, 115, 116, or 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.

HLTH 205

### **Emergency Medical Technician I**

*Four Credits*

This is the first course in a two course sequence that combines didactic, psychomotor lab and clinical observation in a progressive manner to prepare students to provide emergency care to patients in the pre-hospital setting based on the scope of practice defined by the New York State Department of Health and U.S. Department of Transportation Emergency Medical Technician – Basic (EMT-B) curriculum. Emphasis will be placed on the recognition and treatment of life threatening emergencies. Topics to include: Well Being for the EMT-B, Medical-Legal Issues, Airway Management, Cardiopulmonary Resuscitation, Patient Assessment, Medical Emergencies, Trauma, Infants and Children and Operations. Students who successfully complete this two course sequence (with HLTH 206) will be eligible to take the New York State Department of Health EMT-B Certification exam.

HLTH 206

### **Emergency Medical Technician II**

*Four Credits*

This is the second course in a two course sequence that combines didactic, psychomotor lab and clinical observation in a progressive manner to prepare students to provide emergency care to patients in the pre-hospital setting based on the scope of practice defined by the New York State Department of Health

and U.S. Department of Transportation Emergency Medical Technician – Basic (EMT-B) curriculum. Emphasis will be placed on the recognition and treatment of life threatening emergencies. Topics to include: Well Being for the EMT-B, Medical-Legal Issues, Airway Management, Cardiopulmonary Resuscitation, Patient Assessment, Medical Emergencies, Trauma, Infants and Children and Operations. Students who successfully complete this two course sequence (with HLTH 205) will be eligible to take the New York State Department of Health EMT-B Certification exam.

*Prerequisites:* HLTH 205

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*

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. This course may not be taken for credit by students who have completed BIOL 203.

(Fulfills Core/LS Natural Science requirements.)

HLTH 300

### **Kinesiology**

*Three Credits*

Kinesiology is the study of musculoskeletal anatomy, posture and movement of the human body. An understanding of the muscular system with regard to origin, insertion, and action of muscles, serves as the basis by which to study planes, axes of movements, the range and quality of functional movements, the actions of levers within the human body, and how muscular contraction affects movements, posture, and gait.

*Prerequisites:* BIOL 201-202 or equivalent

HLTH 301

### **Exercise Physiology**

*Two Credits – lecture*

*One Credit – laboratory*

Areas of discussion include 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 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, Gender and Sexuality Studies**

*Three Credits LA*

Dual Listed as WMST 130

This course provides an introduction to Women's, Gender and Sexuality Studies (WGSS), a field of scholarship dedicated to the inclusion of women's experiences and feminist perspectives in the academy. The course places the emergence of WGSS in historical perspective, then examines the transformative power of WGSS in a number of fields. The goal will be to assess how including women, gender, sexuality and feminist perspectives changes academic methods, goals, and outcomes.

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.

HIST 206

### **Afghanistan and its Wars**

*Three Credits LA*

This class examines the history of Afghanistan from the era of the Silk Roads to the present. The major themes this course will address are: cross cultural exchanges, formation of national boundaries, imperialism, nationalism, war, and revolution. This course, despite its concentration on the geographic space of Afghanistan, is transnational and interdisciplinary in design.

HIST 207

### **History of the Holocaust**

*Three Credits LA*

This course will trace the history of the Holocaust. While the Holocaust is one of the most violent and dehumanizing episodes in the history of the world, it can teach us a great deal about the past, racism, nationalism, warfare, and the human condition. We will stress many aspects of the Holocaust, including anti-Semitism, the rise of the Nazi regime, the execution of the Holocaust, the experience of victims, the perspective of the perpetrators, and the role of bystanders. The course will pose questions about the meaning of the Holocaust for Europe and the world.

HIST 209

### **Digital Humanities**

*Three Credits, LA*

Digital Humanities allow students to explore how digital technologies alter our understanding of history, literature, philosophy, religion, our culture, and ourselves through the use and development of critical thinking skills, students will learn how to engage with digital media, and they will be introduced to digital techniques for research, analysis, and publication. Each student will gain experience with hand-on, creative digital work, and students will have the opportunity to build digital projects in a group setting. The projects will allow students to speak to their interests in the Liberal Arts by experimenting with text analysis, digital archives, mapping 3D modeling, and more.

HIST 210

### **Issues in American Constitutional Law**

*Three Credits LA*

Triple listed as PRLG 206 and POSC 210

See POSC 210 for course description.

HIST 216

### **Black Political and Social Thought**

*Three Credits LA*

Dual listed as POSC 310

See POSC 310 for course description.

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.

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 annually.

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.

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.

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.

HIST 227

### **American History since 1877**

*Three Credits LA*

This course examines American history from Reconstruction through the present. Focusing on both political and social history, we will study national leaders as well as ordinary citizens. Themes and topics will include: the changing role of the federal government, race relations, social reform movements, and the role of the U.S. in the world.

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.

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.

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.

HIST 242

**Introduction to the African Diaspora**

*Three Credits LA*

This course is an introduction to the history of the millions of peoples of African descent living in the various societies of the Americas. Topics covered will include the Atlantic Slave Trade, emancipation and post-emancipation struggles, and pan-Africanism in the 20th century. Migration, culture, identity, and diasporic connections will form the principal themes that will shape the approach of the course. Serves as the gateway course to the minor in African Diaspora Studies.

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.

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.

HIST 248

**Medieval Europe**

*Three Credits LA*

Dual listed as CAST 200

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.

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.

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.

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.

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.

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.

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.

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.

HIST 266

**Italian-American Experience**

*Three Credits LA*

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.

HIST 268

**Traditional Asia**

*Three Credits LA*

This course offers a broad survey of East, Southeast, and South Asian civilizations and histories to the late 18th century. Although the course will focus on the interactions of Asian civilizations, some attention will also be given to the coming of the West beginning in the 16th century.

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.

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.

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.

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.

HIST 273

**Colonial Latin America**

*Three Credits LA*

A study of Latin America through independence, including coverage of: initial contact between Indigenous, African, and European peoples; conquest and the consolidation of colonial power; structures of economic exploitation; the nature of resistance to oppression; and the demise of the colonial enterprise.

HIST 274

**Modern Latin America**

*Three Credits LA*

A study of Latin America from the independence movements to the present, including coverage of: nation-building in the 19th century; transformations in political economy over time; relations with the United States; and competing visions of the nature and structure of Latin American societies.

HIST 280

**Modern Africa**

*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.

HIST 285

**The History and Political Culture of Ireland**

*Three Credits LA*

Dual listed as POSC 285

See POSC 285 for course description.

HIST 286

**Irish Experience in America**

*Three Credits LA*

A study of the political, economic, and social experience of the Irish in America beginning with pre-Revolutionary War immigration but focusing on the later immigration in the 19th and 20th centuries. Some attention will be given to political, social, and economic issues within Ireland which contributed to the patterns of immigration.

HIST 307

**History of American Manhood**

*Three Credits LA*

This course examines changing conceptions of masculinity in U.S. history. We will utilize scholarship in the field of gender studies to analyze what 'manhood' has meant and how its meanings have been influenced by race, class, sexual orientation, and ethnicity. Attention will be paid to the mutability of gender roles and expectations in the face of historical circumstances such as wars, industrialization, movements for women's rights, and shifting family demographics.

*Prerequisite:* Six credits in history

HIST 308

**Rock 'n' Roll as U.S. History**

*Three Credits LA*

This course uses the history of rock 'n' roll from the 1950s to the 1980s as a critical window on the history of the United States more broadly. Tracing rock music from its rebel roots in the margins of America to its explosion as a mass commercial and cultural phenomenon, we consider the complex dynamics of race, class, and gender difference in the twentieth century. A serious commitment to history, and a matching commitment to take music seriously, is a must for this course.

*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.

*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.

*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:* Six credits in history

HIST 313

### **The Vietnam War**

*Three Credits LA*

This course takes a global history approach to the American war in Vietnam. As such, the focus will be on Vietnam itself, the development of American involvement in Vietnam, and the global context. We will focus on the military, political, cultural and social history of the war, and trace the complexity of its origins, impact, and legacy for both sides in the conflict. We will also critically analyze the basis and value of comparisons between the Vietnam War and current conflicts.

*Prerequisite:* Six credits in history

HIST 314

### **Witchcraft and Sorcery in Pre-Modern Europe**

*Three Credits LA*

The early modern concern about witches and the diabolic intervention they harnessed through sorcery or magic is one of the most debated historical phenomena. This class explores the central issues that historians have grappled with when considering the preoccupation with witchcraft in the fifteenth-eighteenth centuries. Main topics of discussion include “popular” versus “learned” religion; issues of gender in the witch hunts; geographical comparisons of the process; the effect of accusations on social relationships; and the role of Catholicism and Protestantism in the rise of state-sponsored persecution.

*Prerequisite:* Six credits in history

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 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.

*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 may include: Amerindians and missionaries; Puritanism, the Great Awakenings and evangelical reform, marriage and utopian experiments, Judaism, the immigrant Church, voodoo, Catholic religious orders, and other contemporary religious topics. This course counts toward the Women’s, Gender, and Sexuality Minor.

*Prerequisite:* Six credits in history

HIST 345

### **Sex, Disease, and Death in America**

*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.

*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

### **History and Politics of the Modern 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.

*Prerequisite:* Six credits in history

HIST 375

### **Race in Latin American History**

*Three Credits LA*

An examination of the significance of race in Latin America from contact through the present. Emphasis will be placed on: the significance of race in the construction of social hierarchy; the meanings and uses of race among both elites and subalterns; and the relationships between racial and national identity. Offered when there is sufficient student interest.

*Prerequisite:* Six credits in history

HIST 381

### **Film & History**

*Three Credits LA*

Dual listed as MDIA 323

See MDIA 323 for course description.

*Prerequisite:* Six credits in history

HIST 292, 293, 294

### **Special Topics in History I–II–III**

*Three Credits each LA*

“Special topics” courses serve as a vehicle by which historians may offer a topical or thematic class not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

HIST 392, 393, 394

### **Special Topics in History I–II–III**

*Three Credits each LA*

300 level “Special topics” courses serve as a vehicle by which historians may offer an upper-level topical or thematic class not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

*Prerequisite:* Six credits in history

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.

*Prerequisites:* Three credits in History at the 300 level

HIST 477

### **Capping Course**

*Three Credits LA*

A capping course required for all senior History majors.

*Prerequisites:* Three credits in History at the 300 level

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.

*Prerequisite:* Permission of the Internship Director

## **HONORS**

FYSH 101

### **Honors First Year Seminar**

*Three Credits LA*

Honors First Year Seminar will introduce the student to the college and the Honors Program as an intellectual community. It will encourage them to acknowledge and to reflect upon ways that their work at the college will differ from their learning as high school students. The Honors First Year Seminar is grounded in interdisciplinary studies in one of four thematic categories: Cultural Diversity (CD), Nature & Environment (NE), Civic Engagement (CE), or Quantitative Reasoning (QR). Topics and texts are selected and studied in ways that will help Honors students become more competent and confident readers, writers, thinkers, creators, and collaborators. This course will also serve as one of the foundation courses for the Honors Program experience.

ENGH 120

### **Honors Writing for College**

*Three Credits LA*

Honors Writing for College is an instructional Writing Intensive course that will fulfill one of the following four categories: Cultural Diversity (CD), Nature and Environment (NE), Civic Engagement (CE), or Quantitative Reasoning (QR). This process-based writing course introduces Honors students to college-level academic research, documentation, writing, and revision. The focus of the course will be the traditional academic research paper, with an accompanying formal research presentation. This course will also serve as one of the foundation courses for the Honors Program experience.

HONR 360

### **Honors Thematic Seminar in Philosophical & Moral Foundations**

*Three Credits LA*

These seminars teach students to formulate ethical questions, to analyze and to understand the reasoning behind views that differ from their own, to recognize the roles that historical, political and social forces play in matters of personal

choice, and to express their views coherently in written and oral forms. The Philosophical & Moral Foundations Thematic Seminars will have as their broad goal to help students develop an understanding of the language, history, and/or politics of a particular region or ethnic group, and to develop their ability to interact with individuals from different cultures. Field trips to museums, film screenings, or other site visits may be scheduled as part of this course. Topics will vary.

HONR 365

### **Honors Civic and Service Learning Seminar in Philosophical & Moral Foundations**

*Three Credits LA*

These seminars teach students to formulate ethical questions, to analyze and to understand the reasoning behind views that differ from their own, to recognize the roles that historical, political and social forces play in matters of personal choice, and to express their views coherently in written and oral forms. The Philosophical & Moral Foundations Civic and Service Learning Seminars will have as their broad goal to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

HONR 370

### **Honors Thematic Seminar in Scientific & Quantitative Analysis**

*Three Credits LA*

The Quantitative Reasoning Thematic Seminars will have as their broad goal to help students strengthen their ability to understand and to evaluate data, to think logically, and to apply mathematics and scientific analysis within a variety of contexts. These seminars teach students to formulate, analyze, understand, and express their views coherently in written and oral forms. Topics will vary.

HONR 375

### **Honors Civic and Service Learning Seminar in Scientific & Quantitative Analysis**

*Three Credits LA*

The Quantitative Reasoning Thematic Seminars will have as their broad goal to help students strengthen their ability to understand and to evaluate data, to think logically, and to apply mathematics and scientific analysis within a variety of contexts. These seminars teach students to formulate, analyze, understand, and express their views coherently in written and oral forms. The broad goal of the Scientific & Quantitative Analysis Civic and Service Learning Seminars is to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

HONR 380

### **Honors Thematic Seminar in Expression & Creativity**

*Three Credits LA*

These seminars examine how the disciplines in the humanities have influenced and continue to shape society. Students will be expected to express their views coherently in written and oral forms. The Expression & Creativity Thematic Seminars will have as their broad goal to help students examine the ways in which art and the humanities deal with historical and current events. Co-curricular activities and field trips may be scheduled as part of this course. Topics will vary.

HONR 385

### **Honors Civic and Service Learning Seminar in Expression & Creativity**

*Three Credits LA*

These seminars examine how the disciplines in the humanities have influenced and continue to shape society. Students will be expected to express their views coherently in written and oral forms. The Expression & Creativity Civic and Service Learning Seminars will have as their broad goal to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

HONR 390

**Honors Thematic Seminar in Individual & Society**

*Three Credits LA*

These seminars examine various perspectives on the construction of the self, both as an individual and as a part of a group. Students will be expected to express their views coherently in written and oral forms. The Individual & Society Thematic Seminars will have as their broad goal to help students study and evaluate the complex interaction between humans. Co-curricular activities may be scheduled as part of this course. Topics will vary.

HONR 395

**Honors Civic and Service Learning Seminar in Individual & Society**

*Three Credits LA*

These seminars examine various perspectives on the construction of the self, both as an individual and as a part of a group. Students will be expected to express their views coherently in written and oral forms. The Individual & Society Civic and Service Learning Seminars will have as their broad goal to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

HONR 401

**Honors-by-Contract**

*One Credit LA*

The Honors-by-Contract encourages intensive and extensive intellectual explorations by inducing students to research in the Honors context. This can take place in one of two forms. The first is to add an “honors dimension” to a non-Honors course by contracting with the instructor to complete a significant project beyond the normal scope of that course. The second is to partake in individual or small-team research under the direction of a faculty adviser.

*Prerequisite:* Sophomore standing

HONR 420

**Honors Thesis Project**

*Three Credits LA*

This is a student-designed independent study for Honors students. The Honors project is overseen by a faculty mentor and the Honors Director and Honors Council. Projects encourage students to explore and develop their own various talents and interests.

*Prerequisite:* Senior standing

HONR 495

**Honors Senior Seminar**

*One Credit LA*

This course provides a culminating experience for Honors students by asking them to reflect on their education at Marist College and by assisting their transition into the world beyond the College and the Honors Program.

*Prerequisite:* Senior standing

**INTEGRATIVE STUDIES**

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. 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.

*Prerequisites:* Senior standing, ENG 120

INTD 496-497-498-499

**Internship in Professional Studies**

*One-two-three-six credits*

The Professional Studies Internship will provide adult students practical application of the learning outcomes of the Professional Studies major in a professional setting. This interdisciplinary internship will achieve the learning outcomes through integration of at least two of the student’s chosen fields of study (specialized academic areas) in a professional site. Eligibility to enroll in this course includes: completion of course prerequisites, interview with SPP faculty/staff and internship site clearance. Weekly assignments in addition to internship work hours will be required. Offered fall and spring.

*Prerequisites:* Junior standing, ENG 120, minimum GPA of 3.0

**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. Closed to heritage speakers of Italian. 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. Closed to heritage speakers of Italian. Offered annually.

ITAL 201

### **Advanced Italian I**

*Three Credits each LA*

This course is intended for students who have completed the four foundation courses in Italian language at Marist (101, 102, 105, 106), as well as students new to Marist who have demonstrated a high level of proficiency on the Italian placement exam. This course provides a thorough review and expansion of Italian grammar and the opportunity to further improve the four language skills (listening, speaking, reading and writing) through a current and pertinent cultural framework. Grammar points will be mastered through various spoken and written activities and reinforced by carefully chosen readings from contemporary Italian literature which illustrate them. Special attention will be given to idiomatic expressions which pose special problems to speakers of English. This course will serve as a springboard for more advanced elective courses in Italian. Required for the Italian minor/major. Offered in the fall.

ITAL 250

### **Civilization of Italy**

*Three Credits LA*

Dual listed as CSIT 250

This course will examine the ways both individual and collective identity have been shaped in Italy from the Middle Ages to the present by language, politics, literature, film, art, and fashion. In addition to studying cultural production, students will explore major events, movements and figures in Italy. While the course is organized chronologically, recurrent themes throughout Italian history will generate much of our class discussions. Required for the Italian minor/major. Course and readings will be in Italian. Offered in the spring.

ITAL 281

### **Italian for Conversation**

*Three Credits LA*

This course will serve to improve conversational fluency in Italian. Students entering should have a good command of the fundamental structures of the language (present tense, past tenses, future, and the conditional and subjunctive moods), since grammar will not be taught formally, but only reviewed cursorily as situations warrant it. While the four language skills (listening, speaking, reading and writing) will be reinforced, particular emphasis will be placed on listening and speaking. Cultural readings and listening comprehension activities will provide stimulus for discussion. Through readings, presentations, discussions and role play, students will improve pronunciation and develop vocabulary that allows them to communicate on topics such as contemporary Italy, human relationships, the arts, history, cinema and music. Students will be required to give two oral presentations in Italian on topics related to Italian culture. Required for the Italian minor/major. Offered in the spring.

ITAL 282

### **Advanced Reading and Composition**

*Three Credits LA*

This course is intended for students who have completed the four foundation courses in Italian language at Marist (101, 102, 105, 106), as well as students new to Marist who have demonstrated a high level of proficiency on the Italian placement exam. We will concentrate primarily on honing two of the four language skills: reading and writing. Through short, frequent, and varied readings both literary (short stories, novels, poetry, plays) and non-literary (newspapers, magazines), students will acquire strategies to improve comprehension and appreciation of diverse texts. Responses to readings, expressed through creative individual and group writing assignments, will serve to refine written expression. Required for the Italian minor/major. Offered in the fall.

ITAL 307

### **Italian Literature**

*Three Credits LA*

In this course, a selection of Italian literary texts will be discussed and analyzed. The course focus (themes, time periods) will be determined by the instructor. Through novels and short stories, we will explore relationships between literature, history, and society, and study and appreciate different writing styles. Themes such as identity formation, social integration, interpersonal relations, gender, memory and the past, and technology and the future will be treated. Relevant literary theory and criticism will be introduced and will be an important part of class discussions. Elective for the Italian minor/major. Satisfies Core requirement in Literature. Offered in the fall.

ITAL 308

### **Italian Cinema**

*Three Credits LA*

This course provides an overview of major trends and developments in Italian cinema from the silent era to the present. Through select films students will acquire an in-depth understanding of 20th century Italian history, culture, and society. Some topics examined are the impact of war on society, politics and ideology, the north-south divide, gender relations, and the institution of family. Movements such as Neorealism, and genres such as the comedy and the spaghetti western will be covered. Cinematic techniques will be discussed and the films will be appreciated as works of art. Course and readings will be in English. Screenings will be in Italian with English subtitles. Elective for the Italian minor/major. Students who use the course toward the Italian minor or major must complete the final research paper in Italian. Satisfies Core requirement in Fine Arts. Offered in the spring.

ITAL 392-393

### **Special Topics 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. Offered when there is sufficient student interest.

ITAL 394- 397

### **Internship in Italian**

*One to Six Credits*

Open to Italian majors and qualified minors, with permission from Italian area coordinator. 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 Italian; permission of Italian area coordinator

ITAL 477

### **Capping Course**

*Three Credits LA*

A capping course required for all senior Italian majors. In this course students demonstrate their proficiency through the reading and analysis of a variety of texts. Students will integrate cultural, literary, and theoretical approaches through a major final paper and oral presentation.

## **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. Two weekly one-hour sessions of audio and video practice in the language center are strongly encouraged. JPN 102 may be used to fulfill the foreign-language option of Core/LS. Closed to native speakers from Japan. 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. Two weekly one-hour sessions of audio and video practice in the language center are strongly encouraged. Closed to native speakers from Japan. Offered annually if there is sufficient student interest.

JPN 120

### **The 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.

JPN 392-393

### **Special Topics 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. Offered when there is sufficient student interest, and may also be taken abroad.

JPN 394-396

### **Internship in Japanese**

*One to Three Credits*

Open to students who have gained an Intermediate level of Japanese language or heritage speakers of Japanese, after formal interview and permission from the department Chair; qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental pre-approval, students 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 Japanese; permission of Chairperson

## **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 104

### **Self Development**

*Three Credits LA*

This course is designed to introduce students to theories which promote self-development. Topics include: values clarification, goal setting, motivation, multiple intelligences, assertiveness, time management and self-esteem. Students will apply these theories to their individual goals in order to enhance their self-management skills, thus enabling them to be more successful in their personal, educational and professional lives. Offered every semester.

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 119

### **Transfer Seminars**

*One Credit LA*

This course addresses the unique needs of the Marist transfer student. The course will include the common reading for freshmen, and workshops on information literacy, presentation skills, and critical thinking. Other topics covered will include transition issues, information on schools, majors, minors, the Core, Pathways, etc. Students will become familiar with our web-based registration systems, student support services, Marist International Programs, the Center for Career Services, Student Financial Services, and student organizations.

LERN 120

### **The College Experience**

*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 Marist Abroad Programs are also included. Offered fall semester only.

## **MANAGEMENT STUDIES**

MGMT 205

### **Topics in Accounting**

*Three Credits*

This course will provide students with the accounting toolkit and analytical skills that guide managers in making complicated decisions. This course is organized into two modules. The first module focuses on the interpretation of financial accounting reports and the evaluation of a firm's financial performance. The focus of the second module is on information used for internal decision-making purposes. Topics include costing, cost behavior and decision making, budgets and performance analysis, activity and differential analysis, and the Balanced Scorecard.

*Prerequisite:* ORG 100

MGMT 206

### **Topics in Economics**

*Three Credits LA*

Students will be introduced to key concepts in microeconomics, such as productivity, costs, returns to scale, and market structures. These concepts will be applied in more depth via contemporary industry examples. Macroeconomics concepts will include GDP, employment, and inflation/deflation. The range of macroeconomic policies available for economic stabilization and growth by countries will be discussed, including monetary and fiscal policy, with specific country applications in international context. There will also be consideration of contemporary issues regarding various policy approaches.

MGMT 320

### **Introduction to Financial Management**

*Three Credits*

This course introduces key topics in corporate financial management. These topics include the time value of money, discounted cash flows, capital budgeting, financial analysis and forecasting, stock valuation, bond valuation, and the financial markets.

*Prerequisites:* MGMT 205, MGMT 206

MGMT 388

### **Topics in Operations Management**

*Three Credits*

This course examines topics common to both production and service organizations. Topics include quantitative decision-making techniques, forecasting, various planning techniques related to capacity, location, and processes, resource and materials planning, the design of job and work measurement systems, inventory systems and models, materials management, and quality-control methods.

*Prerequisites:* MGMT 205 (may be taken as a co-requisite)

MGMT 477

### **Strategic Management & Policy**

*Three Credits*

Restricted to seniors. This is an integrative course to fulfill the capping requirement of the Management Studies major. The course draws across the functional areas of management, related field requirement, and core studies of the program. The purpose is to engage the student in the process and content of strategic management and planning. External, industry, and internal environmental sources and 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.

*Prerequisites:* ORG 100, MATH 130, ORG 202, MGMT 205, MGMT 206, ORG 301, ORG 302, MGMT 320, ORG 321, ORG 340, MGMT 388 and senior standing

MGMT 496, 497, 498, 499

### **Internship in Management Studies**

*One-two-three-six credits*

The Management Studies Internship is designed to be a practical, work-related experience. Students will enhance their understanding of organizational behavior, human resources, leadership and financial management through the application of business theory and skills opportunity in a professional business environment. Eligibility to enroll in this course includes: completion of course prerequisites, permission of the SPP Internship Instructor, and internship site clearance. Weekly assignments, in addition to internship work hours, will be required. Offered fall, spring, summer.

*Prerequisites:* Junior standing, minimum GPA of 3.0, and enrollment in Management Studies Major.

## **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. The main topics are 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. MATH 110 or MATH 111 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. The main topics 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. MATH 110 or MATH 111 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. Appropriate technology will be selected by the instructor.

*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. Appropriate technology will be selected by the instructor. 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; experimental design; sampling distributions of means and proportions (one, two, and paired designs); the normal and Student's *t* distributions; nonparametric and parametric methods of estimation and of hypothesis testing; correlation and regression. Appropriate technology will be selected by the instructor. This course is offered every semester.

NOTE: This course may not be taken for credit by students who have completed MATH 330 or DATA 220.

*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. Appropriate technology will be selected by the instructor. This course is offered upon sufficient student demand.

*Prerequisite:* DATA 220 or MATH 130

MATH 205

### **Discrete Mathematics**

*Four Credits LA*

This course introduces the algebraic concepts, methods, and techniques that form the basis of computer science, including the relevant areas of logic, set theory, matrices, graphs, geometric linear algebra, and the theory of relations; functions; bounds; and permutations. Offered every semester.

*Prerequisite:* Three years of high school mathematics

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. Appropriate technology will be selected by the instructor. This course is offered every semester.

*Corequisite:* MATH 241 or permission of the instructor

MATH 220

**Introduction to Data Analysis**

*Four Credits LA*

Dual listed as DATA 220

This course introduces the basic ideas and techniques of data science including: exploratory data analysis, experimental design and sampling; relationships between one and several variables including single and multiple regression and two-way tables; sampling distributions; inferential statistics for means, proportions, and regression coefficients; simple ANOVA. The course includes a computer lab using an appropriate high level statistical software package such as R. This course is offered every semester.

*Prerequisite:* Three years of high school mathematics or satisfactory performance on the Mathematics Placement Test

MATH 230

**Operational Models**

*Three Credits LA*

This course surveys modern mathematical techniques that have special applicability in business and economics. Among the topics considered are linear programming, including simplex, transportation, and assignment algorithms; queueing theory; simulation; and scheduling techniques. Computer use will be required since the development of mathematical models and the interpretation of results are emphasized. This course is offered 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. Appropriate technology will be selected by the instructor. 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. Appropriate technology will be selected by the instructor. This course is offered every semester.

*Prerequisite:* MATH 241

MATH 251

**Discrete Mathematics II**

*Three Credits LA*

This course continues the development begun in MATH 205. It includes the study of partially ordered sets, lattices and Boolean algebras, groups and semigroups, and matrix methods.

*Prerequisite:* MATH 205

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, or permission of the instructor

*Corequisite or Prerequisite:* 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.

*Corequisite or 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. A statistical software package such as R will be used. Offered biennially in the spring upon sufficient student demand.

*Prerequisite:* DATA 220 and 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. Appropriate technology will be selected by the instructor. 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 biennially in the spring 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 biennially in the spring upon sufficient student demand.

*Prerequisite:* MATH 210 and either CMPT 120 or DATA 220

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 in the fall.

*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

### **Applied Mathematics**

*Three Credits LA*

This course considers advanced techniques in the analysis and applications of systems of ordinary differential equations. Topics may include Laplace transforms, Hamiltonian and Lyapunov stability, and bifurcations. The roles that matrices and complex variables play in modeling will be discussed. MATH 422 is offered at least biennially in the fall.

*Prerequisite:* MATH 321

MATH 423

### **Partial Differential Equations**

*Three Credits LA*

This course investigates analytic and numerical solutions to partial differential equations. Particular emphasis is placed on using Fourier series for analysis of the heat equation, wave equation, and Laplace's equation. Additional topics may include applications involving modeling physical and chemical processes. MATH 422 is not a prerequisite for this course. MATH 423 is offered upon sufficient student demand.

*Prerequisite:* MATH 321

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 biennially in the spring 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; queueing; birth and death processes; inventory theory; simulation; and computer considerations. Offered biennially in the fall upon sufficient student demand.

*Prerequisite:* MATH 210

MATH 440

### **Numerical Analysis**

*Three Credits LA*

This course studies the design and implementation of numerical algorithms for computing devices, considering number systems and error analyses; nonlinear equations; systems of linear equations; matrix operations including inversion and eigenvalue problems; interpolation; differentiation and integration; ordinary differential equations; and difference methods for some partial differential equations. Offered biennially in the spring upon sufficient student demand.

*Prerequisites:* MATH 210, MATH 242, and either CMPT 120 or DATA 220

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 upon sufficient student demand.

*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

## **MEDIA STUDIES AND PRODUCTION**

MDIA 101

### **Introduction to Media Studies**

*Three Credits LA*

This course introduces students to theories, history, production practices, research, and writing associated with media studies. Students will critically examine various media such as film, television, games, websites, social media, and radio. Media convergence, ethics, storytelling, culture, and creativity will be explored throughout the course. Offered every year.

MDIA 103

### **Digital Toolbox**

*Three Credits LA*

Dual listed as COM 103

This course provides essential skills in digital media applications including developing text, still and moving images, information graphics, and audio files for Web-based presentation for a wide range of communication professions and serves as a foundation for more advanced courses involving Web-based production. Offered in fall and spring.

MDIA 110

### **Introduction to Design**

*Three Credits LA*

This course will help students use media to more effectively communicate ideas, perspectives, and knowledge. Students will be introduced to the aesthetic principles of designing interactive media, including composition, color, navigation, typography, layout, texture, interactivity, iconography, and imagery. There will be hands-on practice in character sketching and storyboarding, visual research, paper prototyping, web design, and basic animation. Topics include visual signification, the social and aesthetic functions of the image, DIY, and the language of emerging media. The focus will be on digital, interactive and screen media, such as games, apps, websites, and mobile. Film, television, comics and print media will also be included. No prior knowledge or technical expertise is required. Offered every year.

MDIA 120

### **Art of Film**

*Three Credits LA*

An introduction 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. Offered in fall and spring.

MDIA 201

### **Writing for Media**

*Three Credits LA*

This course emphasizes writing style and mechanics, pre-writing techniques and idea generation, concept pitching, workshoping, storyboarding, and basic dramatic and comedic principles as students create professionally formatted scripts for a variety of common and emerging media. Projects include writing public service announcements, short films, podcasts, episodic television shows, video games, and interactive experiences. Offered in fall and spring.

*Prerequisite:* Sophomore standing

MDIA 203

### **Video Production**

*Three Credits LA*

An introduction to the major types of video production: field production, studio operations, and post-production. Students will learn practical camera operation, audio tools and techniques, lighting, and fundamentals of editing with Avid Media Composer. This course also covers basic aesthetic principles of film, television and video creation. This course provides concepts, vocabulary and procedures designed to prepare students for a professional production environment, and is a prerequisite for all upper level production classes. Offered in fall and spring.

*Prerequisite:* Sophomore standing

MDIA 206

### **Acting I**

*Three Credits LA*

Dual listed as ENG 227

See ENG 227 for course description.

MDIA 210

### **Interactive Media I**

*Three Credits LA*

This course introduces students to the design process and design thinking. Students will practice a variety of techniques, exercises and approaches that can be used to design any interactive media, including websites, games, blogs, e-books, webisodes, and mobile applications (apps). During the first half of the course, students learn the fundamentals of interaction design, including interface and user-centered design, and practice analyzing and critiquing interactive media. The second half of the course is focused on working in a group to create a set of designs for an interactive experience. Theories, critiques, and practices from a variety of fields will be used, such as psychology, education, business, communication, art and the humanities. Each semester will pose a new design theme. Past themes have included “the environment” and “civic engagement.” No programming experience is necessary. Offered in fall.

*Prerequisite:* Sophomore standing

MDIA 301

### **Screenwriting for Film and Television**

*Three Credits LA*

Dual listed as ENG 303

This workshop course focuses on the tools professional screenwriters use to create compelling film and television stories. Students will learn scene-writing techniques based on the principles of dramatic irony, visual storytelling, three-act story structure, and protagonist-driven narrative. Students will identify and solve story problems in their own writing and in the writing of their classmates as they develop concepts into treatments and step outlines for feature-length movies or hour-long television scripts. Offered in fall.

*Prerequisites:* ENG 117, junior standing

MDIA 302

### **Editing**

*Three Credits*

This course seeks to develop both technical skills and aesthetic sensibilities necessary for video editing. Students will become familiar with Avid Media Composer, the Industry standard application for film and video editing, learning tools and time-saving techniques of nonlinear editing workflow. Approaches to editing specific types of programs such as interviews, dramatic narratives, and

music videos will be explored. Graphics creation and audio enhancement will also be covered. Offered in fall and as necessary.

*Prerequisite:* MDIA 203 or instructor's permission

MDIA 304

### **Audio Production**

*Three Credits*

Fundamentals of audio recording, editing, mixing, and processing are addressed in a broad range of applications, including radio, film, television, music production, and audio for the Internet. Also includes theoretical concepts about the nature of sound and psychoacoustics. Class projects are produced with Avid ProTools, the industry standard application for audio. Offered as and when necessary.

*Prerequisite:* Junior standing or instructor's permission

MDIA 305

### **Lighting and Cinematography**

*Three Credits*

In this course students will study the artistic, aesthetic and technical elements of cinematography and lighting as they relate to single camera film and video production. The artistic elements include the use of color, diffusion, framing, depth of field and shot composition. The technical elements include the physical tools and accessories used in film and video production such as lights and cameras. Offered as and when necessary.

*Prerequisite:* MDIA 203 or instructor's permission

MDIA 306

### **Media Performance**

*Three Credits LA*

Dual listed as ENG 306

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, dramatic and comedic acting, documentary and corporate video narrative, and radio deejay performance. Offered as and when necessary.

*Prerequisite:* Junior standing or instructor's permission

MDIA 310

### **Interactive Media II**

*Three Credits LA*

This course builds on earlier courses and continues to develop students' understanding of the design process, iterative design, information architecture, user testing and prototyping. Students will focus on the formative and summative assessment of their design practice, using a variety of research methods and techniques, such as surveys, focus groups, observation, interviews, and usability testing. Students will also conduct a series of rapid prototyping and design exercises that will support the creation of a robust portfolio. Case studies, reading, discussion and weekly critiques will help students hone their practice. Students will be required to present their work regularly in a variety of written, visual, and digital formats. No programming experience is necessary. Offered in spring.

*Prerequisite:* MDIA 210

MDIA 311

### **Media Theory and Methods**

*Three Credits LA*

This course is an upper-level seminar in media and its social, theoretical, and creative implications. Students will learn theoretical and critical perspectives on the economic, legal, cultural, social, and political implications of media formats from a variety of perspectives and disciplines. Students will identify, evaluate and apply research findings in the development of an original research project. Research methods taught include textual analysis, content analysis, ethnography, survey and quantitative analysis, case studies, and user testing. Topics include digital culture, convergence, narrative, the cyborg, semiotics, digital art, representation and remediation, as well as the expansion of media infrastructures and the development of global and mass mediated technologies. Offered in spring.

*Prerequisites:* MDIA 101 or COM 101, or instructor's permission. Junior standing.

MDIA 312

### **Online Culture**

*Three Credits LA*

This course introduces students to theories, research methodologies, and design techniques related to online and social media, including the Internet, mobile, online games, and other platforms. This includes YouTube, Facebook, Twitter, World of Warcraft, and Instagram. Students will learn how people connect online, represent, identify, advertise and sell, and express cultural values. Students will be introduced to the process of designing and prototyping online media. No technical knowledge is required. Offered as and when necessary.

*Prerequisite:* Junior standing or instructor's permission

MDIA 313

### **Storytelling Across Media**

*Three Credits LA*

This course provides an introduction to interactive storytelling and storytelling across media, as well as branding, advertising and business considerations. Media properties such as Harry Potter, Star Wars, Lady Gaga, American Idol, and The Matrix will be analyzed. Students will work individually and collaboratively to critique media properties, as well as design their own interactive stories. This class emphasizes an iterative design process, and no technical knowledge is required. Offered as and when necessary.

*Prerequisite:* Junior standing or instructor's permission

MDIA 314

### **Game Design I**

*Three Credits LA*

This course introduces students to the game design process, including devising game mechanics, rules, goals, and design principles. The course also emphasizes the analysis, interpretation, and impact of games, and how this relates to the design process. Students will individually and collaboratively design digital and non-digital games, as well as practice playtesting and prototyping techniques. No programming experience is necessary. Offered as and when necessary.

MDIA 316

### **Ethics and Gaming**

*Three Credits LA*

This course introduces students to the intersection of ethics and gaming, by providing students with a foundation in ethics and relating it to game design and game studies. Students will be exposed to different case studies of both digital and non-digital games considering how values and cultural norms are represented and negotiated. Students will consider how games may help us learn values and practice ethics. They will also better understand the controversies and concerns related to gaming and game production, and how this relates to broader social issues, such as gender, racial and sexual identity; violence; and social justice and empathy. Students will critique games in light of a variety of ethical frameworks such as virtue ethics, hedonism, Kantianism, utilitarianism, and Feminism. No technical knowledge is required. Offered as and when necessary.

*Prerequisite:* Junior standing or MDIA 314

MDIA 320

### **History of Electronic Media**

*Three Credits LA*

This course examines the history of electronic media from the development of radio to television, digital media, and the Internet. Emphasis is placed on exploring the economic, social, governmental, and political factors that spurred the growth of these media and how electronic media's cultural products have impacted society. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 321

### **Television Theory and Criticism**

*Three Credits LA*

This course introduces students to the study of television from theoretical and critical perspectives and to the practice of academic research in television studies. Students will learn to identify, evaluate, and apply research findings in the development of an original research project. 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.

*Prerequisite:* MDIA 120, junior standing.

MDIA 322

### **Film Theory and Criticism**

*Three Credits LA*

This course introduces students to the major early and contemporary film theories and theorists, and to the practice of academic research in film studies. Students will learn to identify, evaluate, and apply research findings in the development of an original research project. Critical methodologies will include criticism from sociological, socioeconomic, psychological, and semiotic perspectives. Topics and theories covered may include: the language of film; realism and formalism; film acting, costume, and sound; film genre; class, race, and ethnicity; feminism; psychoanalytic theory; queer theory; ecocriticism; and theories of spectatorship. Offered in fall and spring.

*Prerequisite:* MDIA 120, junior standing

MDIA 323

### **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. Offered as and when necessary.

*Prerequisites:* HIST 101, junior standing, and one HIST or one MDIA or COM course

MDIA 324

### **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. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 325

### **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 the documentary, to recent trends in documentary. Various aspects of the documentary will be explored, such as: documentary as social advocate, Cinéma Vérité, propaganda, and ethnographic uses. The impact of the documentary movement on society will be explored. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 326

### **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

MDIA 331

### **Current Issues in Television**

*Three Credits LA*

This course examines contemporary issues affecting television today, as a medium, industry, and art form. Through readings, viewings and producing research papers, students will analyze in depth such topics as: children and television, violence, sports, emerging genres, reality TV, and effects of FCC regulations. May be taken up to three times under different topics. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 332

### **Current Issues in Film**

*Three Credits LA*

This course examines contemporary issues in film studies. Through reading, viewing and producing research papers, students will analyze in depth such topics as: recent morphs of the horror genre, postmodern film, film spectatorship, independent filmmaking, film in the digital age, 3D films, Queer Cinema, Dogme 95, Mumblecore, and sequels. May be taken up to three times under different topics. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 335

### **Gender and Media**

*Three Credits LA*

Dual listed as WMST 385

An examination of gender differences as reflected in media. The course will focus on how gender is constructed in domestic and international films, television, video games, etc. Topics include the “gaze,” the patriarchal structure of the entertainment industry, the psychological positions of the male and female spectator, and theoretical approaches to feminist and masculinist analysis of texts. Readings will draw from feminist, psychoanalytic, semiotic, and sociological perspectives. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 339

### **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 the Core Distribution Requirement in Literature. Offered as and when necessary.

*Prerequisites:* Junior standing and at least three credits of Core literature.

MDIA 350

### **Directing**

*Three Credits LA*

Dual listed as ENG 350

See ENG 350 for course description.

MDIA 360, 361, 362

### **Media Internship**

*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 and media theory and skills in a real-life atmosphere under



the supervision of practicing professionals in the media industry. Offered in fall, spring, and summer.

NOTE: Internships carry general elective credit and may not be used to fulfill media arts elective requirements.

*Prerequisites:* Junior standing, permission of Internship Director, and CRDV 100N

MDIA 390, 490

### **Independent Research in Media Studies**

*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

MDIA 401

### **Advanced Screenwriting**

Dual listed as ENG 403

*Three Credits LA*

This workshop course will guide students through the drafting and rewriting process as they complete and polish a full-length film or television screenplay. In addition to creating their own scripts and workshopping those of their classmates, students will learn to analyze stories for the screen and to write professional-quality coverage for produced and unproduced screenplays. Students will also learn how to enter scripts in competitions and festivals, how to attain representation, and how other careers in the entertainment industry are related to script writing and development. Offered as and when necessary.

*Prerequisite:* MDIA 301

MDIA 402

### **Advanced Post Production**

*Three Credits*

Advanced Post Production expands upon foundational skills learned in MDIA 302, exposing students to advanced concepts of rhythm and pacing as well as techniques particular to editing sequences of action, comedy, dialogue, and documentary. Students will learn advanced features of Avid Media Composer including multi-layer effects and compositing, animation, time effects, and color correction. Using Media Composer in combination with Adobe PhotoShop, Adobe After Effects, and Avid ProTools will also be explored. Students will have the option to cover additional material and teake exams to earn professional certification in Media Composer, PhotoShop, or After Effects. Offered as and when necessary.

*Prerequisite:* MDIA 302

MDIA 403

### **Multi-Camera Production**

*Three Credits*

Multi-Camera Production builds upon the skills from MDIA 203 and applies them to a multi-camera environment, giving students practical experience producing programs in studio and in the field. Students learn procedures and the responsibilities of each crew member, with emphasis on the roles of director, assistant director, and floor manager. The challenges of live production, precise timing for broadcast, commercial breaks and multiple roll-ins are explored. Offered every year.

*Prerequisite:* MDIA 203

MDIA 405

### **Digital Filmmaking**

*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 student's production experience and involves pre-production, production, and post-production of original screenplays. Students have flexibility in choosing material, locations, talent, and aesthetic emphases, and are encouraged to enter films in film and media festivals. Offered every year.

*Prerequisites:* MDIA 203 and MDIA 302

MDIA 410

### **Game Design II**

*Three Credits LA*

This course exposes students to advanced game design and level design techniques. The course will introduce a set of tools, platforms, mods, and engines, which will change from year to year at the discretion of the instructor. Possible platforms include Unity, Construct 2, GameStar Mechanic, Game Salad, and Gary's Mod. Depending on the chosen tools, students will design two-dimensional games, advancing to the development of three-dimensional games if possible. Offered as and when necessary.

*Prerequisites:* MDIA 314, Junior standing

MDIA 411

### **Topics in Interactive Media**

*Three Credits LA*

This course focuses on a specific and timely topic related to interactive media. Students are first provided with relevant theoretical frameworks and a multidisciplinary foundation of the topic, as well as a brief history and survey of emerging trends. In addition, students will learn basic design principles related to the topic and gain an understanding of how to incorporate theory into their creative practices. May be taken up to three times under different topics. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 421

### **Topics in Television**

*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); and national television (e.g., British, American), and themes. May be taken up to three times under different topics. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 422

### **Topics in Global Cinema**

*Three Credits LA*

This course focuses on 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, Federico Fellini); film movements (e.g., French New Wave, Cinema Novo); National Cinema (e.g., American, Italian, British, German); and themes. May be taken up to three times under different topics. Offered as and when necessary.

*Prerequisite:* Junior standing

MDIA 431

### **3D Modeling and Visualization**

*Three Credits LA*

Dual listed as ART 431

This course focuses on the creation of 2-dimensional computer generated models used for 2D and 3D printing, games, and animation. Students will explore the processes of this art form, including modeling, texturing, shading, rigging, scene layout and rendering in order to create meaningful and unique visualizations. Techniques for character rigging and simulating physical space will be explored for preparation of future animation projects.

*Prerequisite:* MDIA 103 Digital Toolbox

MDIA 432

### **3D Animation**

*Three Credits LA*

Dual listed as ART 432

This class focuses on the field of 3-D animation used for video, multi-media programs, games 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 mechanics of movement and the conception and the creation of animated forms, this course will introduce students

to the principles of complex animation and physical simulation techniques. Offered every fall.

*Prerequisite:* MDIA 431

MDIA 460, MDIA 461, MDIA 462

### **Advanced Media Internship**

*Nine, Twelve, or Fourteen Credits each*

A professionally oriented work experience in which the student spends a part- or full-time apprenticeship learning and contributing to the operation of a media-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 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

MDIA 480

### **Media Studies Capping**

*Three Credits LA*

A capstone course required of all Senior Media Studies and Production 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 student's major and the student's experience in the Core. Offered in fall and spring.

*Prerequisite:* Senior standing

## **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, and CHEM 201 or CHEM 211-212

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, CHEM 131-132, and MEDT 260 or permission of instructor

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; BIOL 315 recommended

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, three-hour lab per week; eight-week duration.*

*Prerequisites:* BIOL 130-131 and CHEM 131-132

MEDT 350

### **Clinical Foundations in Medical Laboratory Science**

*One Credit*

An orientation to the clinical portion of the Medical Laboratory Sciences Program, including the study of blood and blood borne pathogens; safety regulations in a hospital setting; exposure treatment and incident reporting; phlebotomy theory and practice; and NY State Rules and Regulations pertaining to the profession.

*Prerequisites:* MEDT 301, 305, 315, 340, and 345; or the permission of the instructor

MEDT402

### **Advanced Clinical Microbiology**

*3 Credits*

Advanced study of clinically significant microbes and pathogenesis of the disease they produce. Methods for diagnosis, cultivation, molecular assay and sensitivity determination are discussed for clinically significant organisms including mycobacteria, chlamydia, rickettsia, spirochete, fungal and viral pathogens. Offered every fall.

*Prerequisite:* C or better in MEDT301

MEDT403

### **Advanced Clinical Microbiology Lab**

*2 Credits*

Supervised laboratory instruction in the isolation and identification of medically important bacteria, fungi, viruses and parasites. Students observe and perform automated and manual techniques to process patient's specimens, cultivate pathogens, establish antibiotic sensitivities and interface with medical staff. Students will master established procedures for entry level positions in a level 2 and level 3 clinical microbiology lab. Offered every fall.

*Prerequisite:* C or better in MEDT301

MEDT 406

### **Advanced Clinical Chemistry**

*3 credits*

Advanced study of biochemical analysis of body fluids and the clinical significance of results. Major topics covered include acid-base balance, electrolytes, and the endocrine system. Emphasis placed on correlation of abnormal results with homeostatic imbalances. Offered every fall.

*Prerequisite:* C or better in MEDT 305

MEDT 407

### **Advanced Clinical Chemistry Lab**

*2 credits*

Supervised hospital instruction in performing automated and manual biochemical analyses of results on body fluids. Emphasis placed on workflow management, quality control, and troubleshooting. Offered every fall.

*Prerequisite:* C or better in MEDT305

MEDT 411

### **Advanced Hematology**

*3 Credits*

Advanced study of the normal and pathophysiological processes involved in the human hematopoietic system and hemostasis. Classroom instruction in current techniques of hematological analysis and hemostatic function and correlation of analytical results with the diagnosis and/or therapeutic management of blood dyscrasias and coagulation disorders. Offered every fall.

*Prerequisite:* C or better in MEDT 315

MEDT 412

### **Advanced Hematology Lab**

*2 Credits*

Supervised medical laboratory instruction in the current techniques of hematological analysis and evaluation of the diagnostic significance of results. Testing and evaluation of hemostatic function are included. Offered every fall.

*Prerequisite:* C or better in MEDT 315

MEDT 441

### **Advanced Clinical Immunology/Immunochemistry**

*3 Credits*

Advanced study of immunology and immunochemistry. Classroom instruction in testing for antigen-antibody reactions resulting from blood group and tissue incompatibility and infectious disease.

Offered every fall.

*Prerequisite:* C or better in MEDT 340

MEDT 442

### **Advanced Clinical Immunology/Immunochemistry Lab**

*2 Credits*

Supervised, hands on experience with manual and automated testing for antigen-antibody reactions resulting from blood group and tissue incompatibility. Students will practice specimen and component blood processing, antibody identification, as well as quality control procedures Offered every fall.

*Prerequisite:* C or better in MEDT 340

MEDT 445

### **Clinical Microscopy II**

*One Credit*

Advanced study of body fluids. Supervised hospital and classroom 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

## **MILITARY SCIENCE**

MS 301

### **Adaptive Team Leadership I**

*Three Credits*

In this course students will study, practice, and apply the fundamentals of Army leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course,

students will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of tactical missions. This course continues to develop each student's leadership qualities and teaches students how to plan, resource and execute effective training. Written and oral communication skills, motivational behavior, interpersonal skills, administrative procedures, decision-making and military field skills are emphasized.

MS 302

### **Adaptive Team Leadership II**

*Three Credits*

This course continues to focus on doctrinal leadership and tactical operations at the small unit level. It includes opportunities to plan and conduct individual and collective skill training military operations to gain leadership and tactical experience. The course synthesizes the various components of training, leadership and team building. It continues to develop each student's leadership qualities and teaches students how to plan, resource and execute effective training. It expands on the skills introduced in MS 301N and incorporates increasingly challenging situations involving military technical, tactical and leadership skills. Upon completion of the course, students will possess the fundamental confidence and competence of leadership in a small unit setting.

MS 401

### **Advanced Leadership I**

*Three Credits*

The course concentrates on leadership, management and ethics. The course focuses students, early in the year, on attaining knowledge and proficiency in several critical areas they will need to operate effectively as Army officers. These areas include coordinating activities with staff sections, counseling theory and practice within the Army context, training management, and ethics. Other instruction includes briefing techniques, effective writing, Army training systems, and the logistical and administrative support of military operations. Senior students assume leadership roles as cadet commanders, staff officers, or staff assistants responsible for the planning, coordination and execution of all cadet training and operations. At the end of the course, students should possess the fundamental skills, attributes, and abilities to operate as competent leaders.

MS 402

### **Advanced Leadership II**

*Three Credits*

This course starts with a foundation in the legal aspects of decision-making and leadership. The curriculum reinforces previous instruction on the organization of the Army and introduces how the Army organizes for operations from the tactical to the strategic level. Additional instruction includes administrative and logistical management that will focus on the fundamentals of Soldier and unit level support. Cadets examine ethical and legal issues related to being an officer and continue to improve upon their leadership and decision-making skills.

## **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.

*Prerequisite:* 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 the last 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

## **ORGANIZATIONAL STUDIES**

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.

ORG 101

### **Managing and Leading In 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.

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.

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.

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.

*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.

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.

ORG 321

### **Issues in Leadership**

*Three Credits LA*

This course examines both the theoretical and practical aspects of leadership focusing on the role of the leader within business and community organizations. Leadership will be examined from historical, cultural, ethical and psychological perspectives with an emphasis on the changing nature of effective leadership in a global business environment. Students will have an opportunity to examine and develop their own personal leadership styles and potentials through collaborative and experiential learning experiences.

*Prerequisites:* Any one of these courses: ORG 100, ORG 101, ORG 202, ORG 301 or ORG 302

ORG 322

### **Leadership in the Global Workplace**

*Three Credits LA*

A leader's ability to approach diversity from a perspective that can use individual differences to empower followers is becoming increasingly important in the global workplace. This course introduces students to the changing role of leadership within multicultural and multinational organizations while identifying the leadership skills necessary for preparing organizations for success in globally diverse environments.

*Prerequisite:* Any one of these courses: ORG 100, ORG 101, ORG 202, ORG 301 or ORG 302

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.

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.

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.

*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.

*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.

*Prerequisite:* ORG 301 or BUS 301

ORG 421

### **Strategic Leadership & Innovation**

*Three Credits LA*

Understanding where to look for new ideas, how to nurture them, and how they can be used to maintain a strategic advantage, is vital to the success of an organization. This course examines the need for strategic leadership as well as the relationship between creativity and innovation in the context of modern organizations. Students will learn how to initiate creativity in their organizations and how to recognize and overcome obstacles to the creative process.

*Prerequisite:* ORG 321 or ORG 322

## **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 300

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*

Triple listed as POSC 210 and HIST 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*

Triple 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

### **Philosophical Perspectives**

*Three Credits LA*

This course will introduce students to the nature and scope of philosophical inquiry. Students will examine some of the basic philosophical questions concerning knowledge (epistemology), reality (metaphysics), and human values (ethics, political philosophy, aesthetics) that underlie all other disciplines in the college curriculum. During their examination of these questions, students will gain an appreciation of some of the broad theoretical perspectives from which they can view other disciplines. They will also develop skills that are common to all disciplines: critical thinking and logical reasoning skills, as well as skills in clear speaking and writing. This course is taken by all Marist students and constitutes part of the first-year common academic experience.

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. Offered every semester.

PHIL 200

### **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. Offered every semester.

*Prerequisite:* PHIL 101

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 205

### **Foundations of Cognitive Science**

*Three Credits LA*

Dual listed as PSYC 205

This course is an introduction to foundational issues in cognitive science, in which the broad goal is to understand the mind. Cognitive science is interdisciplinary by nature, so in this course we will be integrating theories and data from several fields: experimental psychology, philosophy, linguistics, computer science, anthropology, and neuroscience; all of which by virtue of their specific histories, assumptions and methodologies, offer unique contributions to our understanding of cognition and associated issues. Along the way we will encounter major themes such as the challenge of integrating these potentially divergent discipline-specific approaches in addressing questions; the strengths and weaknesses of top-down and bottom-up approaches to theorizing in cognitive science; the role cognitive science can play in understanding the nature of consciousness; and the organization of cognitive system. Offered periodically.

*Prerequisite:* PSYC 101

PHIL 210

### **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 annually.

*Prerequisite:* PHIL 101

PHIL 211

### **Modern 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.

*Prerequisite:* PHIL 101

PHIL 213

### **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.

*Prerequisite:* PHIL 101

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.

*Prerequisite:* PHIL 101

PHIL 234

### **Social and 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, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Rawls, among others. Offered every three years.

*Prerequisite:* PHIL 101

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.

*Prerequisite:* PHIL 101

PHIL 237

### **Aesthetics**

*Three Credits LA*

This course serves as an introduction to the fundamental problems of aesthetics and the philosophy of art. Among these are issues of beauty and taste; the nature of art and the aesthetic; and questions about classifying, interpreting, and evaluating artworks. Students will consider prominent historical and contemporary texts, enriched by examples drawn from a wide range of high and popular arts. Through rigorous argumentation and discussion, students will achieve an enhanced awareness of how philosophy can help us understand the arts and the environment that surrounds us. This course can be used to satisfy the Core Fine Arts requirement. Offered every two years or according to student and faculty interest.

*Prerequisite:* PHIL 101

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.

*Prerequisite:* PHIL 101

PHIL 242

### **Existentialism**

*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.

*Prerequisite:* PHIL 101

PHIL 243

### **Knowledge & Reality**

*Three Credits LA*

Two of the great questions of philosophy are: (1) What is the world like? and (2) How do we know about the world? These are the questions of metaphysics and epistemology, respectively. In this class, we will explore these two questions in turn. In the first half of the term, we will focus on metaphysical questions: personal identity, free will, realism, and possible worlds. In the second half of the term, we will turn to epistemological questions: truth & justification, foundationalism & coherentism, and skepticism.

*Prerequisite:* PHIL 101

PHIL 244

### **Philosophy & Psychoanalysis**

*Three Credits LA*

This course explores Freud and post-Freudian psychoanalytic theory and its relationship to key questions in philosophy. The course will approach psychoanalytic theory from the perspective of certain philosophical concerns: for example, what is a human subject?, what is human freedom and why does it matter?, what is the nature of human desire? what is happiness and can humans be happy? The primary readings for the course will focus on the texts of Freud and Lacan, but there will also be selections from other philosophical theorists (including Melanie Klein, Julia Kristeva, Luce Irigaray, Slavoj Žižek, Gilles Deleuze, and others).

*Prerequisite:* PHIL 101

PHIL 245

### **Philosophy of Law**

*Three Credits LA*

This course examines some core debates in the philosophy of law, with a particular emphasis on the concept of law. Some of the most prominent theories of law will be examined. Topics that may be covered include the how different theories of law conceive of the relationship of morality to the law, the justification for legal paternalism, the similarities and differences between jurisprudential analyses of criminal responsibility and philosophical analyses of moral responsibility, the moral and legal justifications for punishing criminals, and the concept of international law. Among the authors whose work may be read and discussed include Thomas Aquinas, John Austin, Jeremy Bentham, Ronald Dworkin, Joel Feinberg, Kimberly Ferzan, Claire Finkelstein, John Finnis, H.L.A. Hart, Oliver Wendell Holmes, Brian Leiter, Michael Moore, Joseph Raz, and Scott Shapiro.

*Prerequisite:* PHIL 101

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 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.

*Prerequisite:* PHIL 101

PHIL 302

### **Moral Cognition**

*Three Credits LA*

The focus of this course is upon the implications of multidisciplinary research in cognitive science for our understanding of humans as moral agents. The course builds upon both the Foundations in Cognitive Science course as well as research in the different disciplines that comprise the field of cognitive science. Students are introduced to experimental and theoretical issues unique to the growing study of moral cognition, as well as related issues in moral philosophy and neuroethics. Among the topics that may be covered are the nature of moral judgment and decision-making, the role of rational and emotional cognitive processing in making moral judgments, egoism versus altruism, the stability of moral character across contexts, racial cognition and implicit bias, the mechanisms of self-control, and moral responsibility. The implications of work on moral cognition for both the plausibility of some prominent philosophical ethical theories will also be examined along the way.

*Prerequisite:* PHIL 101

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.

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.

*Prerequisite:* PHIL 101

PHIL 323

### **19th Century Philosophy**

*Three Credits LA*

This course will focus on the history of modern philosophy from the late 18th through the end of the 19th century. 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. PHIL 211 is recommended but not required for this course. Offered every two years.

*Prerequisite:* PHIL 101

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.

*Prerequisite:* PHIL 101

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. Offered according to faculty and student interest.

*Prerequisite:* PHIL 101

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.

*Prerequisite:* PHIL 101

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.

*Prerequisite:* PHIL 101

PHIL 333

### **Philosophy and Film**

*Three Credits LA*

Film is the dominant art form of our time and has become a fertile area for philosophical study. In this course, students will encounter some of the major

problems in the philosophy of film, such as the nature of film and motion pictures, emotional and ethical involvement with film, and issues pertaining to various sub-genres of film like documentary, horror, and suspense. Readings, discussion, and a number of films screened in class will help students develop an enriched knowledge of metaphysics, epistemology, and value theory and serve as an effective way to sharpen critical vocabulary used in film theory and criticism. This course can be used to satisfy the Core Fine Arts requirement as well as requirements in the Cinema Studies Minor. Offered every two years or according to student and faculty interest.

*Prerequisite:* PHIL101

PHIL 334

### **Free Will**

*Three Credits LA*

This focus of this course is on current debates among analytic philosophers about the nature and scope of free agency and moral responsibility. Topics covered include foundational issues in the metaphysics of intentional agency, different theories of free agency, and the challenges the various theories face. Other possible topics that may be covered include challenges to theories of free will posed by recent developments in various sciences (such as neuroscience, physics, and psychology), debates over how best to distinguish between different ways of being morally responsible, and the connections between philosophical work on free agency and moral responsibility and jurisprudential conceptions of agency and responsibility in criminal and civil law.

*Prerequisite:* PHIL101

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

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 101

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.

*Prerequisite:* PHIL 101

PHIL345

### **Philosophy of Mind**

*Three Credits LA*

The content of this course is devoted to considering some core enduring problems in the philosophy of mind, as well as examining some problems that have been the focus of recent debates. The most prominent theories of the nature of the mind and its relationship to the brain will be examined. Further topics that may be covered in this course include recent metaphysical debates over the nature of mental causation, the problem of consciousness, and the nature of intentionality. Other topics that may be covered include problems that lie at the intersection between the philosophy of mind and other philosophical sub-disciplines such as epistemology and philosophy of language, as well as foundational issues in cognitive science. For instance, debates over the possibility of artificial intelligence, the extent and nature of animal cognition, the nature of mental content, the nature of concepts, and problems of self-knowledge may be examined. Offered every three years.

*Prerequisite:* PHIL101

PHIL 346

### **Bioethics**

*Three Credits LA*

Bioethics is the interdisciplinary study of ethics as it is applied to medicine and other biological issues. After a quick treatment of fundamental moral theories, we will consider a number of such issues, such as reproduction and reproductive technologies, abortion and what should be done when pregnancy goes awry, genetic manipulation of humans, practical ethical choices facing medical professionals, and issues about life and death, killing and letting die. The course will give students an understanding of the role of contemporary philosophy and philosophical methodology in thinking about bioethics issues, and will produce a broader, better-informed perspective about the ethical challenges involved in careers in medicine and the life sciences. PHIL 200 is recommended, but not necessary.

*Prerequisite:* PHIL 101

PHIL 347

### **Contemporary Moral Problems**

*Three Credits LA*

In this course, we will explore the most prominent theoretical perspectives on ethics: utilitarian, Kantian and virtue ethics. We will then turn to debates concerning contemporary ethical issues, from classic debates over abortion and euthanasia to debates of your choice, such as those concerning pornography or terrorism. The class will be based on discussion and debate, informed by the readings. To be prepared to engage in conversation, you should do the reading in advance and bring your reading to class. The final three weeks of class will be student presentations on specific contemporary moral problems. PHIL 200 is recommended, but not necessary.

*Prerequisite:* PHIL 101

PHIL 348

### **The Ethics of Food**

*Three Credits LA*

After first examining a variety of ethical theories put forth in the philosophical tradition, such as utilitarianism, deontology and virtue ethics, students in this course will then explore ethical questions related to the production, distribution and consumption of food. For example, what obligations, if any, do we have to people who are hungry or starving? Is it ethical to consume meat or food products that come from non-human animals? Is it ethical to genetically modify plants and non-human animals? Should genetically modified foods be labeled as such? What moral obligations, if any, do we have to practice certain forms of agriculture, to eat organic or to eat locally? PHIL 200 is recommended, but not necessary.

*Prerequisite:* PHIL 101

PHIL 349

### **Philosophy of Gender**

*Three Credits LA*

This course will explore how concepts of sex and gender both structure key philosophical ideas and put such ideas into question. The overriding theme of the course concerns the relationship between questions of sexual & gender difference and how such questions bear on major areas of philosophy such as ethics, social & political philosophy, theories of human nature, and epistemology.

*Prerequisite:* PHIL 101

PHIL 350

### **Renaissance Philosophy**

*Three Credits LA*

This course examines philosophy in the Renaissance. It will focus on Humanism and its critique of medieval Scholasticism, Florentine Platonism, Aristotelianism in the universities, as well as the new science and cosmology of the sixteenth century Italian natural philosophers. This class will discuss the nature of philosophy in the Renaissance and its relationship to its past, the problem of the immortality of the soul, natural magic, the origins and value of modern science, manuscript and print culture, and the relationship of the Renaissance philosophy to modern philosophy and science.

*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:* PHIL 101

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. Two lectures per week.

*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. Two lectures per week.

*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

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

### **Modern Physics**

*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:* MATH 241

PHYS 213

### **Physics Lab I**

*One Credit each LA*

The physics labs are taken simultaneously with an introductory course in physics. The lab may or may not be required, depending on the student's major or program of study (e.g., BIMS, BIOL, CHEM, CS, etc.). One credit is assigned to each semester of the laboratory. Offered every year.

*Corequisite:* PHYS 211 or PHYS201 or Permission of Instructor

PHYS 214

### **Physics Lab II**

*One Credit each LA*

The physics labs are taken simultaneously with an introductory course in physics. The lab may or may not be required, depending on the student's major or program of study (e.g., BIMS, BIOL, CHEM, CS, etc.). One credit is assigned to each semester of the laboratory. Offered every year.

*Corequisite:* PHYS 212 or PHYS202 or Permission of Instructor

PHYS 222

### **Modern Physics Lab**

*One Credit each LA*

The physics labs are taken simultaneously with an introductory course in physics. The lab may or may not be required, depending on the student's major or program of study (e.g., BIMS, BIOL, CHEM, CS, etc.). One credit is assigned to each semester of the laboratory. Offered every year.

*Corequisite:* PHYS 221 or Permission of Instructor

## POLITICAL SCIENCE

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 every semester.

POSC 111

### **Introduction to Comparative Politics**

*Three Credits LA*

Comparative politics is the study of countries' domestic politics. Specific topics covered include states and nations, political ideologies, economic systems and their relationship to politics, regime types and regime change, kinds of democratic institutions and their effects, the evolution and challenges of richer economies, and the challenges of economic development. This course will also introduce students to some ongoing debates within the discipline and some tools of social science. Offered annually.

POSC 112

### **Introduction to Political Theory**

*Three Credits LA*

This course seeks to introduce students to the political ideas that have shaped western political systems. More specifically, the course is organized around



the centrality of civil society to democracy. The classic thinkers presented are explored with the goal of understanding not only key concepts about the individual, community and the state, but also about the significant relationship between civil society and a flourishing polity. The course is divided into four parts: Civil Society in the Classical and Religious Traditions; Early Modern Approaches to Civil Society; Late and Contemporary Approaches to Civil Society; and Critiques of Civil Society. Offered annually.

POSC 113

### **International Relations**

*Three Credits LA*

This course provides a general introduction to the study of international relations. The goals of the course are to provide students with the intellectual tools necessary to analyze developments in international relations critically and creatively, and generally to expand students' factual knowledge of major world events past and present. The first part of this course will focus on the history and nature of the international system, international relations theories, conceptual frameworks and major events of the Cold War and the post-Cold War era. The second part will explore some of the major issues in international relations including: nationalism, arms control, nuclear nonproliferation, transnational crime, terrorism, ethnic conflict, international political economy, development (political, social and economic), population and migration, resource issues, international law and organization, human rights and global ethics—a true survey. Although the focus of this course is on concepts and frameworks of analysis, an important component of each lecture will be application of these concepts to current world events. 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 202

### **Environmental Politics and Policy**

*Three Credits LA*

Dual listed as ENSC 202

Environmental policy touches on nearly every aspect of human life – physical, political, economic, and social – and involves a large cast of characters, including local, state, national and international governments as well as non-governmental interest groups, scientists and the public. For these reasons, the environmental policy process is both complex and deeply consequential for our society. In this course, we will examine the political process as it relates to environmental issues and concerns. We will apply the politics of the environment to particular issues such as air and water pollution, land management, species protection, energy production and use, and climate change. The goal is to help you develop a critical understanding of how environmental policy is made, what challenges and opportunities exist for enacting and implementing policies, and how the process can be improved.

*Prerequisites:* POSC 110 and ENSC 101

POSC 210

### **Constitutional Law: National Powers**

*Three Credits LA*

Triple listed as PRLG 206 and HIST 210

This course explores the role of the Constitution in American National Government. The course is divided into four sections. The first introduces several theoretical questions such as what is a constitution, who should interpret the constitution, and how should they interpret it? After examining the complexities involved in interpreting the Constitution, we will move on to explore how the fragile institutions of American National Government matured and evolved. We address this question by examining the development and elaboration of judicial power, federalism, and separation of powers. All of these themes are addressed through Supreme Court cases and philosophical writings.

*Prerequisite:* POSC 110

POSC 211

### **American State and Local Politics**

*Three Credits LA*

This course offers an overview of state and local government and politics. It includes attention to New York State, the urban politics of New York City and attention to representative county and town governments in the mid-Hudson area. The social, economic, and political context within which state and local 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. Actors & institutions involved in policymaking at these levels and at the national level will be studied. Selected policy areas to be reviewed include criminal justice, social welfare policy, education and financing of current government priorities.

*Prerequisite:* POSC 110

POSC 212

### **Citizens and Political Organizations**

*Three Credits LA*

Why do individuals participate in politics and public life? This is an important question, since much of public policy depends both on individual support and relies on the actions of a variety of public and private organizations. This course will explore the motivations and constraints behind various kinds of civic engagement. There will be a focus on the interaction between a variety of public and private organizations examining various influences in and by public decision-making.

*Prerequisite:* POSC 110

POSC 213

### **Politics of Human Rights**

*Three Credits LA*

In this class we will attempt to figure out where human rights reside – with the individual, with the state, with a regional body or on the international level by looking at the historical development of the idea and theory of human rights. We will look at the development of the mid-20th century Universal Declaration of Human Rights guided by Eleanor Roosevelt and its counter, the Arab Charter on Human Rights. We will examine the concept and theory of human rights and

arguments for their protection. We will explore human rights violations, and the intergovernmental and non-governmental organizations that work to alleviate such. *Prerequisite:* POSC 112 or 113

POSC 214

### **Gender and the Law**

*Three Credits LA*

This course examines the relationship between gender and the law, by exploring a variety of issues ranging from work and family to women and bodily autonomy. The course focuses on the conceptual assumptions underlying legal doctrines and precedents while paying close attention to the effects of gender-conscious laws on women and men of different races, classes, and sexualities. This course also addresses the constraints of law and considers the extent to which law is an appropriate vehicle for social change.

*Prerequisite:* POSC 110

POSC 217

### **Catholics in the U.S.**

*Three Credits LA*

Triple listed as HIST 217 and REST 217

See HIST 217 for course description.

*Prerequisite:* POSC 110

POSC 218

### **American Political Thought**

*Three Credits LA*

This course takes a chronological and thematic approach to the study of American political thought. The course begins by examining the theories upon which the nation is founded. These foundational theories include an examination of the social contract and separation of powers traditions. We consider the experience of the puritans and their quest to establish a city upon a hill as well as analyze the ideas that led to a revolution and the creation of a new government. In the second part of the course, we explore the tensions that arise as a consequence of national development. These tensions occur as the federal government moves to consolidate national power, industrialize, democratize, and pursue greater equality. The course ends by discussing ideas and institutions during times of crisis as well as considering America's place in the world. Thematically, the course focuses on the relationship between the individual and the community, the sources of legitimate political authority, the proper ends of government, the relationship between the economy and politics, and the role of diversity in our polity.

*Prerequisites:* POSC 110 and POSC 112

POSC 221

### **Law and Society**

*Three Credits LA*

Triple listed as CRJU 221 and PRLG 221

See CRJU 221 for course description.

*Prerequisite:* POSC 110

POSC 232

### **Classical Political Thought**

*Three Credits LA*

Classical political thought provides an overview of great political thinkers and the significant contributions they made to the development of western civilization. This course focuses on rich contributions from the ancient and medieval worlds and concludes by studying some of the world views which emerged from the changes that took place in 15th and 16th century Europe. Western political thought has deep roots and this course gives one the chance to appreciate the exciting clash of ideas that flows from those roots. Consideration of early ideas on constitutionalism, church-state relations and the basic relations between individuals and their rulers will be addressed. Among those whom we shall consider are the following: Plato, Aristotle, Cicero, Jesus, Augustine, Aquinas, Machiavelli, Luther. Among the issues raised are the following: Should we obey governments; what is the origin of political society; what constitutes good government; how should church and state relate; do people have the right to revolt; who should rule; rights & duties in political society. Offered biennially.

*Prerequisite:* POSC 112

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.

*Prerequisite:* POSC 112

POSC 235

### **Political Research Methods**

*Four Credits LA*

This course is designed to introduce students to the style of analytic thinking required for research in the social sciences; the concepts and procedures used in the conduct of empirical political science research; and the use of software for analysis of quantitative social science data. In short, this course teaches a set of skills that are essential for both understanding the research you will encounter in your political science classes, and being able to produce high-quality original research of your own. At the end of the course, you should be a better consumer and critic of both popular and scholarly research in political science and you should be well-equipped to conduct your own independent research in Capping and other courses. Offered annually.

*This class is intended as part of a sequence to prepare you for Capping; as such, you should take this course before enrolling in Capping.*

*Prerequisites:* Sophomore standing or above, and two of the following: POSC 110, POSC 111, POSC 112, POSC 113

POSC 236

### **Politics of Developing Areas**

*Three Credits LA*

This course is an introduction to the politics of developing areas, especially Asia, Africa, Latin America, and the Middle East. It examines the politics of selected countries in these regions, as well as the debates about the causes and effects of issues common to many. These may include state-building and state failure; the legacy of colonialism; ethnic politics and conflict; the role of the state, private investment, and international forces in economic development; varieties of authoritarianism, democratization, and human rights; women in politics; the environment; crime; public health; and education. The course will develop students' analytical writing skills while also practicing how to apply insights from one setting to another.

*Prerequisite:* POSC 111 or POSC 113 or ECON 104

POSC 240

### **Introduction to Public Policy**

*Three Credits LA*

This course examines the interaction of institutions, values, and politics in public policy. How does the U.S. political system structure and constrain the policy process? How do public problems get defined and selected for governmental action (or not)? How do we decide among various policy options for addressing public problems? How are public programs evaluated, and how do we learn from them? Our approach to these and other questions will acknowledge that public policy is inherently political and cannot be understood apart from the political processes and institutions in which it is created and implemented. The goal of the course is to encourage students to think critically about policy debates and be informed participants in the process.

*Prerequisite:* POSC 110

POSC 251

### **European Politics**

*Three Credits LA*

This class provides a comparative analysis of politics, institutions and governmental structures of select European countries and the European Union (EU). This course as a whole places particular emphasis on the following core aspects of comparative politics: the executive, parliaments, political parties, party systems and electoral behavior. It begins with an overview of the history of regional integration in Europe. Next, we examine developments in several European countries while placing a particular emphasis on the British parliamentary system, post-Gaullist France, and the German Federal Republic.

This course also studies the emergence of the newly democratic, free-market economies in Eastern Europe in the post-Cold War Era. Finally, it concludes by examining the EU's institutions and issues related to its future development. Offered biennially.

*Prerequisite:* POSC 111 or 113

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.

*Prerequisite:* POSC 111

POSC 266

### **Italian-American Experience**

*Three Credits LA*

Triple listed as ENG 266 & HIST 266

See ENG 266 for course description.

*Prerequisite:* POSC 110

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.

*Prerequisite:* POSC 111

POSC 280

### **Model United Nations**

*Three Credits LA*

This course is about the UN committee system and processes, parliamentary procedures, and the art of compromise. The highlight of this experiential learning course will be a trip to a model United Nations conference and simulation. The key task of the class will be to prepare for the simulation through rigorous study of the UN committees, the issues before the UN, and the assigned country's place in global affairs and the UN. Admission to this course is through an application process only. Open to students of all majors.

*Prerequisites:* Permission of the instructor and POSC 111 or POSC 113

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.

*Prerequisite:* POSC 111

POSC 289

### **Public Opinion and Politics**

*Three Credits LA*

The purpose of this course is to provide students with an understanding of the role of public opinion in American politics. The course examines how public opinion is measured and shapes political debate; how political players influence public opinion; and how mainstream and new media inform the process.

Students will study how public opinion research activities are implemented by public pollsters and campaign consultants in an election setting; how pollsters, campaign consultants, and the media deal with public opinion and polls; and, what are the ethical and political implications in American politics today of how public opinion is considered. Students will have the opportunity to meet and dialogue with leading experts in public opinion, politics, and the media through a series of seminars.

*Prerequisite:* POSC 110

POSC 290

### **International Law and Organization**

*Three Credits LA*

This course explores international law (IL) and international organizations (IOs) from an international relations perspective. In this course, students will familiarize themselves with the idea of global governance, explore different explanations for why international organizations form, consider why states would choose to comply with international law, and debate to what extent IOs really affect world politics. Special attention will be given to the United Nations System and contemporary blueprints for global governance. The course will examine the roles of various players in global governance (states, international organizations, regional organizations, and nonstate actors) and question how democratic they are. Students will also learn about different topics in global governance and international law (peace and security, global economy, human rights, humanitarian issues, criminal law, refugees, and the environment).

*Prerequisite:* POSC 111 or POSC 113

POSC 291-292-293

### **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:* one 200-level class from any subfield

POSC 300

### **US Constitutional Law: Civil Rights and Liberties**

*Three Credits LA*

Dual listed as PRLG 201

This course explores the nature and scope of civil rights and liberties guaranteed under the U.S. Constitution. We will examine some of the most intractable issues that have come before the Supreme Court in an effort to consider how we as a polity should balance individual liberties and rights with other values such as community morality, public order, and equality. In an effort to explore these themes, we will address issues like affirmative action, pornography regulation, the right to privacy, and the need to accommodate religious minorities. Students should come to class prepared to participate, to challenge the cases and readings, and to develop their own informed view of the place of judicially guaranteed rights and liberties in the American polity.

*Prerequisite:* one 200-level class from any subfield

POSC 302

### **Political Social Movements**

*Three Credits LA*

Political and social movements – the use of non-institutional strategies, tools and tactics to affect political change in the modern political state. This course looks at the various movements from those for national self-determination to those which redress "wrongs" to those which are means of increasing or decreasing citizenship and participation. This course will examine the theoretical and particulars of social political movements and protests. Key questions will be addressed such as under what contexts do movements emerge; how effective are movements in affecting change; and, are movements and protests a necessary part of the political process.

*Prerequisite:* one 200-level class from any subfield

POSC 303

**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.

*Prerequisite:* one 200-level class from any subfield

POSC 304

**Public Administration**

*Three Credits LA*

This course will look at the implementing arm of government(s). Policy making also happens as laws get implemented and enforced. The constitutional aims and values that administrators are charged with upholding in a liberal democracy will be explored. Besides looking at the theory and practice of federalism, also explored will be intergovernmental relations, decision making, civil service, budgeting, and implementation of laws – administrative discretion and objectivity – to administrative regulations and the interface with public, politicians, clients, taxpayers, and media. This course is reading, writing and thinking intensive.

*Prerequisite:* one 200-level class from any subfield or permission of the instructor

POSC 309

**Global Terrorism and Conflict**

*Three Credits LA*

The purpose of this course is to generate critical thinking and discussion on issues of political violence and terrorism. We will then turn our attention to conceptualizing and understanding violent radicalization and terrorism in its historic and current context through specific cases in the Middle East, Europe, Asia, Latin America, and the United States. Overall, this course will address a number of important questions. How and under what circumstances can politicized identity lead to conflict? What are the causes of terrorism? What roles religion, ideology and leadership play in ethnic conflict and terrorism? How do we prevent or stop such political violence? How to develop successful legal responses to terrorism and effective counterterrorism policies?

*Prerequisite:* one 200-level political science class

POSC 310

**Race and Political Thought**

*Three Credits LA*

Dual listed as HIST 216

This course is designed to explore some important themes concerning race in the American context. We focus primarily on African-American political thought, exploring different ideas, arguments, and concepts about race and society from a multi-disciplinary perspective. We read arguments from journalists, novelists, essayists, academics theorists, and religious and political leaders. The course is organized around four general issues or questions. The first question considers whether race is a biological category or a social construct. The second explores whether racial hierarchy is embedded in the structure of American politics or is a flaw in an essentially fair system. The third topic analyzes two differing approaches to equality: separation and integration. This third section considers arguments about whether integration or separation is the best political strategy for gaining full citizenship rights for African-Americans and other racial minorities. The last issue addresses diversity within the African-American community and considers whether inequality exists within the African-American community itself. We will examine each of these issues mainly through the writings of African-American social and political thinkers.

*Prerequisite:* one 200-level class from any subfield

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.

*Prerequisite:* one 200-level class from any subfield

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 200-level class from any subfield

POSC 321

**Contemporary Political Theory**

*Three Credits LA*

This class covers the key 20th century and beyond political theories that color our thinking about how best to govern, organize political life and live in community. We will engage with primary source material surveying the most influential political theorists of our time as they engage with the issues which define and shape contemporary politics such as extremism, genocide, justice, democratic engagement, economics, citizenship, sovereignty, the role of religion and power in our pluralistic and interdependent modern world.

*Prerequisite:* one 200-level class from any subfield

POSC 322

**Policy Implementation**

*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.

*Prerequisite:* one 200-level class from any subfield

POSC 325

**International Political Economy**

*Three Credits LA*

International political economy (IPE) analyzes the intersection between economics and politics on both the national and international levels. IPE is concerned with the ways in which political forces (states, institutions, individual actors, etc.) shape the systems through which economic interactions are expressed. Topics covered include the evolution of the modern IPE, global trade and trade politics, World Trade Organization, development and economic reforms, and international monetary system. IPE has never been more relevant than it is now, as globalization is rapidly changing how the global economy functions, a number of states are plagued by stagnant economies, unemployment, and record high deficits, and the rich-poor gap is further widening globally.

*Prerequisites:* Either POSC 113 or 111, or the permission of the instructor

POSC 326

**Energy Policy**

*Three Credits LA*

With growing concerns about climate change, energy independence, and rising prices, energy policy is increasingly recognized as a matter of supreme importance for the U.S. This course will examine the political, social and environmental dimensions of energy policy. Students will get a sense of history of energy policy; and explore specific issues confronting energy policymakers, including the concepts of peak oil, global warming, the viability of renewables, the development of a hydrogen economy, and nuclear power.

*Prerequisite:* one 200-level class from any subfield.

POSC 327

### **Democracies and Dictatorships**

*Three Credits LA*

This course will focus on democratization – the process by which countries become democratic – and the increasing use of elections by authoritarian regimes. It covers causal theories for democratization and the survival of authoritarian rule that incorporate economic conditions, historical legacies, culture, mass protests, elite agency, or external influences. The course includes cases from all regions of the world, from the 1970s through the present day.

*Prerequisite:* one 200-level class from any subfield

POSC 333

### **Religion & the Constitution**

*Three Credits LA*

Dual listed as REST 333

See REST 333 for course description.

POSC 338

### **Political Communication and Politics**

*Three Credits LA*

The purpose of this course is to provide students with an understanding of how information about politics is communicated to the public using both mainstream media (MSM) and new media. Students will also receive hands-on experience and a practical knowledge of organizational communication as a result of their work in The Marist Poll's media unit. The course will examine media coverage of political campaigns; the technology used to release political information; and organizing and implementing campaign strategies. This course analyzes how media coverage of campaigns has evolved over the last six decades, how the emergence of new media and technology has played a role in that evolution, and how these journalistic and technological changes impact candidates' campaigns.

*Prerequisite:* one 200-level class from any subfield or permission of the instructor

POSC 340

### **Marx and Marxism**

*Three Credits LA*

Dual listed as PHIL 340

See PHIL 340 for course description.

*Prerequisite:* one 200-level class from any subfield

POSC 342

### **Survey Research & Political Data Analysis**

*Three Credits LA*

This course takes students behind the scenes of the Marist Poll. Students taking the course learn: how to understand and use polling data; how respondents are selected to be interviewed; how pollsters develop their questions; how the results are analyzed and how to make polling data newsworthy. Students learn about career choices in public opinion, campaigns, and market research.

*Prerequisite:* one 200-level class from any subfield or permission of the instructor

POSC 350

### **Latin American Politics**

*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.

*Prerequisite:* one 200-level class from any subfield

POSC 351

### **African Politics**

*Three Credits LA*

This course provides an overview and critical analysis of the diversity of politics among the one billion people living in the more than 50 states of sub-Saharan Africa, tackling problems crucial to the future of Africa and the world. Topics include the diverse sources of political identity on the continent (e.g., ethnicity, religion, gender); the legacies of colonialism, independence, and liberation movements; the nature and powers of African states; the expansion of multiparty elections and democracy; civil wars and ethnic conflicts; economic development; and the causes, effects, and policy responses to health issues including the HIV epidemic. The

course will provide students both with concrete knowledge of African politics and with tools for thinking about analytic ideas in political science.

*Prerequisite:* one 200-level class from any subfield

POSC 355

### **The History and Politics of the Modern 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.

*Prerequisite:* one 200-level class from any subfield

POSC 360

### **Congress Today**

*Three Credits LA*

This course will examine the U.S. Congress. We will take an in-depth look at congressional elections, exploring the incumbency effect, the role of money and campaign communications, and suggested reforms. Next we will turn to the institution of Congress, examining the roles and functions of party leadership, rules, committees, and voting behavior. Congressional interactions with other elements of American politics – the presidency, executive agencies, courts, and interest groups – will be explored as well. Finally, special attention will be paid to the tensions that arise in an institution that represents local constituencies and functions as a national policy-making body.

*Prerequisite:* one 200-level class from any subfield

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.

*Prerequisites:* one 200-level class from any subfield AND permission of the chairperson

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:* one 200-level class from any subfield AND Permission of the 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:* POSC 202, POSC 240 and one 300-level course 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.

*Prerequisite:* Permission of the Political Science Internship Coordinator

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.

*Prerequisite:* Permission of the Political Science Internship Coordinator

POSC 477

### **Capping: Law and Morality**

*Three Credits LA*

As political scientists we are enjoining the debate concerning the relationship of individual to state (and vice versa), morality and law as well as completing the integration of the Core/Liberal Studies experience. Questions considered include: What is the relationship between law, morality and justice? Upon what, if any, moral principles does law stand? Can we have a just political system without an appeal to controversial moral arguments? Can law articulate universal principles that extend to different genders, races, cultures, classes, nationalities and traditions? How does law resolve the tension between rights and liberties as well as democracy versus the rule of law? How do economic conditions influence the possibility of achieving justice? Readings will come from political theory, legal studies, economics and history. This is considered the thesis and capstone class for Political Science.

*Prerequisite:* Senior standing

## **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, biology, psychopathology, cognition, development and counseling. Offered every semester.

PSYC 200

### **Psychology Seminar**

*One Credit LA*

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 emphasized. Offered periodically.

*Prerequisite:* PSYC 101

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. It includes analysis of the physical, social, emotional, and intellectual elements related to healthy human personality development. These are evaluated from theoretical, cultural, historical and practical points of view. This course stresses the students' reflections upon their own personality development. Offered periodically.

*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 every semester.

*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, behavioral, and phenomenological-existential. Emphasis is placed on an in-depth understanding of the assumptions underlying each theory. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 205

### **Foundations of Cognitive Science**

*Three Credits LA*

Dual listed as PHIL 205

This course is an introduction to foundational issues in cognitive science, in which the broad goal is to understand the mind. Cognitive science is interdisciplinary by nature, so in this course we will be integrating theories and data from several fields: experimental psychology, philosophy, linguistics, computer science, anthropology, and neuroscience; all of which, by virtue of their specific histories, assumptions and methodologies, offer unique contributions to our understanding of cognition and associated issues. Along the way we will encounter major themes such as the challenge of integrating these potentially divergent discipline-specific approaches in addressing questions; the strengths and weaknesses of top-down and bottom-up approaches to theorizing in cognitive science; the role cognitive science can play in understanding the nature of consciousness; and the organization of cognitive systems. Offered periodically.

*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 periodically.

*Prerequisite:* PSYC 101

PSYC 207

### **The Exceptional Child**

*Three Credits LA*

This course provides an introduction to and study of various special needs populations, such as disability groups and the gifted. Emphasis is placed upon social-psychological and educational perspectives. Priority to students in Special Education and Secondary Education. Offered every semester.

*Prerequisite:* PSYC 101

PSYC 208

### **Educational Psychology**

*Three Credits LA*

This course explores 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 schools. Priority to students in Special Education and Secondary Education. Offered every semester.

*Prerequisite:* PSYC 101

PSYC 210

### **The Psychology of Sleep**

*Three Credits LA*

This course includes a survey of the history and major fields of research on human and animal sleep. It includes an in-depth study of several current areas of behavioral research in human sleep and dreaming. It also includes such topics as research methods, sleep length, sleep deprivation, sleep problems, drug use, and dreaming. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 211

**Sports and Exercise Psychology**

*Three Credits LA*

Dual listed as HLTH 211

The study of various aspects of sports and exercise psychology, including stress, anxiety, motivation, imagery, goal setting, and self-perception and how these relate to physical activity and participation. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 215

**Psychology of Interpersonal Communication**

*Three Credits LA*

This course covers the principles and techniques of human communication, with an emphasis on those skills useful to persons planning to enter the helping professions. In addition to discussions of theory, students will practice methods of self-disclosure, active listening, confrontation, conflict resolution, and values clarification. It includes opportunities for students to investigate related topics such as family and marital communication processes, nonverbal communication, transactional analysis, and constructive patterns of communication in work settings. Offered periodically.

*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 social cognition; attitude formation and change; altruism and aggression; interpersonal attraction and love; prejudice; and group behavior will be discussed. In addition, various empirical research methods will be examined and applied to these topics. Offered every semester.

*Prerequisite:* PSYC 101

PSYC 222

**Community Psychology**

*Three Credits LA*

This 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 a range of interventions to resolve community problems. Students will explore the ecological perspective and learn about prevention and other broad-scale approaches to problems in living. The praxis component allows students to observe and to reflect on the principles of community psychology in action. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 301

**Psychobiology and Lab**

*Four Credits LA*

This course explores the biological bases 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 periodically.

*Prerequisite:* PSYC 101, PSYC 350

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, retrieval, and underlying brain bases. Offered periodically.

*Prerequisites:* PSYC 101, PSYC 350

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 periodically.

*Prerequisites:* PSYC 101, PSYC 350

PSYC 304

**Psychopharmacology and Lab**

*Four Credits LA*

This 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 periodically.

*Prerequisites:* PSYC 101, PSYC 350

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 periodically.

*Prerequisites:* PSYC 101, PSYC 350

PSYC 306

**Cognitive Neuroscience & Neuropsychology + Lab**

*Four Credits LA*

This course will begin with an overview of the structure of the nervous system and how communication happens within it; introduce students to methods of cognitive neuroscience and neuropsychology, and goes on to investigate topics such as sensation and perception, attention, memory, language and executive function using these methods. In the lab portion of this course, students will participate in behavioral and psychophysiological tasks related to these topics. Offered periodically.

*Prerequisites:* PSYC 101, PSYC 350

PSYC 307

**Social Psychology of Modern Living + Lab**

*Four Credits LA*

This course focuses on how our thoughts, feelings, and behaviors are influenced by the real or imagined presence of others within the context of modern living. Topics that will be discussed include how technology (e.g., smart phones and social media) has altered the connections we have with others, as well as broader social changes in relation to consumerism and tribalism. Various social psychological theories and research methods will be discussed and incorporated into the class as a means to better understand how certain aspects of modern living can influence us in both positive and negative ways. Offered periodically.

*Prerequisites:* PSYC 101, PSYC 350

PSYC 308

**Human Memory + Lab**

*Four Credits LA*

This course will introduce the psychological science of human memory from a cognitive perspective. Topics covered will include theories and evidence for different types of memory, how and why we remember (and forget) information, the effects of sleep and drugs on memory, and how it changes across the lifespan. In addition to course content and demonstrations, students will get direct experience as memory researchers by collecting and analyzing data from participants inside and outside of the classroom.

*Prerequisites:* PSYC 101, PSYC 350

PSYC 309

**Ethics and Professional Issues**

*One Credit LA*

The course introduces students to the ethical standards of the American Psychological Association. Case studies illustrating these principles will be discussed. A range of current and relevant professional issues will be featured each semester. Offered periodically.

*Prerequisites:* PSYC 101 and at least sophomore standing

PSYC 311

### **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 tests that measure interests as well as personality tests; and provides an overview of behavior assessment. Offered periodically.

*Prerequisites:* PSYC 101, MATH 130

PSYC 315

### **Human Factors Psychology**

*Three Credits LA*

This course overviews the application of psychological principles to the design of human environment. It also provides a review of the basic human capabilities for attention, perception, memory, information processing, and decision making. It focuses on how these processes influence the design and use of equipment, computer software, and other aspects of offices and homes. Offered periodically.

*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. Offered every semester.

*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 some common adolescent psychopathology (i.e., substance abuse, eating disorders, depression). The course is appropriate for anyone interested in working with adolescents. Current knowledge of biological, social, sexual, and cognitive development debunks many misconceptions about adolescents. Offered periodically.

*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. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 323

### **Lifespan Development**

*Three Credits LA*

This is an introductory course that examines the development of individuals from conception to death. With each life stage, current and historical research and theoretical information will be presented related to socioemotional, physical, and cognitive development. Also covered will be the effect of cultural differences on human development, ethical issues related to development, and problems that occur during development. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 330

### **Culture and Psychology**

*Three Credits LA*

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. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 331

### **Psychology of Women**

*Three Credits LA*

This course provides a theoretical basis for understanding women's experiences as influenced by gender differences, culture, societal roles and expectations, personality, language, socioeconomic status, age, and psychological development. Feminist research in areas such as violence against women, women's mental health, women and work, and resilience in girls and women is examined toward understanding and improving the lives of girls and women in all their diversities. Psychology of Women offers both male and female students the opportunity to study the social construction of gender relations, explore social policies and practices that advance equality and social justice, as well as empower women personally, professionally and socially. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 332

### **Fundamentals of Counseling**

*Three Credits LA*

This course introduces students to the nature of counseling and the role of the counselor as a helping professional. Students 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 also will be addressed. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 340

### **Attraction and Romantic Relationships**

*Three Credits LA*

This course explores many dimensions of human "meeting and mating" behaviors from a social psychology perspective as students critically examine recent research and theories. Students examine the biological, psychological and social determinants of romantic behavior as they explore why couples are attracted to one another, what romantic love is, why couples become attached to one another, ways couples strengthen their relationships, and how the quality of mate choice may affect partnering, marriage, and relationship satisfaction. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 342

### **Cognitive Psychology**

*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. Offered periodically.

*Prerequisite:* PSYC 101

PSYC 343

### **Sensation and Perception**

*Three Credits LA*

This course will introduce the biological and psychological processes underlying how we interpret and interact with the world. Topics covered will include the physiology of sensory systems (vision, audition, smell, taste, and touch), and the perceptual processing and higher-level contributions leading to our constructed experience of reality. Incorporating personal experience and perceptual illusions, we will explore the nature of the physical world and our role as observers and participants. Offered periodically.

*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/herself and how this affects his/her behavior. This topic is considered in the context of alternative answers to one question: What does society want from its convicts? That is, once people are caught and are serving a sentence, what goals would society set for them and what psychological obstacles stand in the way of their doing what society wants them to do? Answers to these questions will be presented in discussions on such issues as forensic assessment, the insanity defense, and civil commitment. Offered periodically.

*Prerequisite:* PSYC 101 or CRJU 101

PSYC 350

**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 students how to read and to evaluate critically 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 CMPT 103 or EDUC 150

PSYC 351

**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.

*Prerequisite:* PSYC 350

PSYC 362

**Measurement and Evaluation**

*Three Credits LA*

In this course, students examine the role of measurement and evaluation in general and in special education. Proceeding from an understanding of the essential qualities of all measurement instruments, including validity and reliability, students learn to plan, to construct, and to analyze the results of classroom tests, to use alternative/authentic assessments, and to evaluate standardized tests. Assessment instruments are summarized using measures of central tendency, validity and reliability, and are interpreted using norms and standard scores. Representative measures of aptitude and achievement for general and special education populations will be examined. Students also consider the current social and ethical implications involved in assessment. Priority to Education students. Offered every semester.

*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 intellectual disabilities. 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, effect, and language. 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 disabilities, especially school psychologists and social workers. Offered every semester. Priority to Education students.

*Prerequisites:* PSYC 101, PSYC 207

PSYC 385

**Industrial/Organizational 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. Offered periodically.

*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 420

**Psychological Research Methods III**

*Three Credits LA*

Extends knowledge and skills learned in PSYC 350 and 351 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 periodically.

*Prerequisites:* PSYC 350, PSYC 351

PSYC 478

**Psychological Systems (Capping Course)**

*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 outside 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 350, and one course from PSYC 301, 302, 303, 304, 305 or 306

PSYC 479

**Educational Psychology Seminar**

*One Credit LA*

This is a required course for psychology/education certification students to integrate educational psychology theory as part of the pre student teaching experience. The course reinforces the understanding of key concepts of psychology content by examining this content through peer teaching and field experiences. Specific implications and application of learning theories will be discussed using examples drawn from educational situations and educational programs. Emphasis is on behavioral, social, cognitive, information processing, and constructivist theories. The theme will be focused on “reflective practice.”

*Corequisite:* EDUC 352

PSYC 485

**Supervised Research**

*Three Credits LA*

This is a culminating experience designed for interested senior majors in Psychology. It consists of the student’s 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/Internship: 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 and furthering their career development. NOTE: Fieldwork experiences may not be used to fulfill the Breadth of Psychology major requirements.

*Prerequisites:* PSYC 101, PSYC 350. Attendance at one mandatory informational workshop; academic good standing; junior or 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 210

### **Film and the Bible**

*Three Credits LA*

This class will examine and critique the use of biblical stories and theological themes in an international selection of films. The goals of the class include: a sustained and critical engagement with the ways film artists interact with and interpret biblical texts, exposure to a variety of the exegetical projects (including both non-American and Hollywood films), and an expansion of the ability to discuss biblical texts in relation to religious themes, popular culture and thoughtful artists.

REST 214

### **Religious Themes in Literature**

*Three Credits LA*

Dual listed as ENG 214

See ENG 214 for course description.

REST 215

### **Religions of India: Hinduism, Buddhism, Islam**

*Three Credits LA*

This course examines the central rituals, doctrines and ethics of the religions of India. Though the course focuses on Hinduism, Buddhism, and Islam, the course will also look at Sikhism, Jainism and other faiths of India. Through the examination of primary texts and through writing research papers, students have the opportunity to analyze and compare the symbols, rituals, values and religious stories of India.

REST 216

### **Ancient Greek Religion**

*Three Credits LA*

This course is an introduction to the world of thought and practice that comprises ancient Greek religion. With its multiplicity of divinities, the absence of Scriptural authority, its sacrificial and ritualistic practices, and more, ancient Greek religion is really an "other" way of being-in-the-world religiously. During the course students will learn about the most important gods, festivals and religious concepts that give content and structure to ancient Greek religion. During the course we will raise questions that may not have been raised by the participants, such as what effect does this practice have on the participant and on society? What kinds of values does a given text or practice suggest or implicitly depend on? What are the conceptions of human nature that the texts and practices envision? What does a given dimension of Greek religion show to be fundamental to human happiness and welfare?

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 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 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 315

### **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. All students must write an analytic research paper or present to the class an oral report based on their research. Offered annually or according to student interest.

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 students 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

See PHIL 331 for course description.

REST333

### **Religion & the Constitution**

*Three Credits LA*

Dual listed as POSC 333

What is the meaning of the First Amendment's establishment and free exercise clauses? Are the clauses harmonious or incompatible? Do these clauses, taken together or separately, require accommodation or strict neutrality toward religion? Did the framers intend a permanent and irresolvable tension between the two clauses? Throughout the semester, the class will attempt to answer these difficult questions by reading and analyzing legal opinions and philosophical texts.

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 371

### **The Hebrew Bible as Literary Classic**

*Three Credits LA*

Dual listed as ENG 371

See ENG 371 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.

REST 477

### **Capping Course**

*Three Credits LA*

This course is the capping course for the Religion Major that introduces students to the historiography of religion, and involves the critical examination of various descriptions of different religions. The course will focus on examining the methodologies of various authors who publish on the history, theology and ethics of religions. Students will also be able to focus on projects that correspond to their central interests in the discipline.

## **RUSSIAN**

RUSS 101-102

### **Elementary Russian I–II**

*Three Credits each LA*

An introduction to the Russian language in its cultural context. Basic communication, 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 strongly encouraged. Closed to heritage speakers

of Russian and students from countries where Russian is commonly spoken. Offered annually.

RUSS 105-106

### **Intermediate Russian I–II**

*Three Credits each LA*

The elements of conversational Russian 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 Russian material. Two weekly one-hour sessions of audio and video practice through the Language Center are required. Closed to heritage speakers of Russian and students from countries where Russian is commonly spoken. Offered annually.

RUSS 387-393

### **Special Topics I–II**

*One to Four 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. Offered when there is sufficient student interest, and may also be taken abroad.

RUSS 394-396

### **Internship in Russian**

*One to Three Credits*

Open to students who have gained an Intermediate level of Russian language or heritage speakers of Russian, after formal interview and permission from the department Chair; qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental pre-approval, students 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 Russian; permission of Chairperson

## **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 326

### **Domestic Violence Prevention and Intervention**

*Three Credits LA*

This course is dual listed with SOC326

This course introduces students to the social issue of violence within families including intimate partner violence. A cross-disciplinary approach will be used to understand family violence as a critical and complex social and legal problem. The course seeks to develop an understanding of the varied dynamics of family violence and to critique the myths and stereotypes associated with it. Other types of interpersonal violence such as school bullying and gang violence will be explored.

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. Students complete a 50-hour internship as part of this course.

*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 Diverse 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.

*Prerequisite:* SOC 101 or SOCW 230 or permission of instructor

SOCW 382

### **Junior Field Education: Preparation for Practice**

*One Credit*

Students apply beginning social-work skills based on theoretical content provided in previous and concurrent courses. This course is designed as a learning lab where students broaden their skills through roleplay and videotaped experiences for reflection and feedback.

*Prerequisite:* SOCW 330; 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, SOC 336

SOCW 450

### **Social Work In the Addiction Practice Setting**

*Three Credits*

This course offers social workers entering the addiction field understanding of the field itself, its history and professional culture within the field. Emphasis will be placed on the analysis of the role of social work within the field, introduction to skills required to work with alcoholics and addicts as well as administrative skills needed to contribute to the field’s development. This course challenges students to examine their beliefs about addiction, alcoholics, substance abusers and their families and the field of addiction treatment.

*Prerequisite:* SOCW 350

*Recommended Prerequisite:* SOCW 352

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 478

### **Senior Integrative Seminar/Capping**

*Three Credits LA*

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 485

SOCW 484-485

### **Field Practicum and Seminar in Social Work I–II**

*Five 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

## **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 110

### **Rape Culture**

*One Credit LA*

This course is designed to introduce and address issues of sexism and gender violence. This course will also cover other forms of abuse and teach bystander intervention from a social justice perspective. The curriculum motivates students to engage in critical dialogue with a concentration on sexual assault, relationship violence, and harassment. This course confronts myths and realities connected with rape culture and empowers students to develop leadership skills while learning to serve as effective bystanders.

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 326

### **Domestic Violence Prevention and Intervention**

*Three Credits LA*

This course is dual listed with SOCW 326.

See SOCW 326 for course description.

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.

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.

*Prerequisites:* SOC 101 or permission of Instructor

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, Gouldner, 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 heritage speakers of Spanish. 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 heritage speakers of Spanish. Offered every year.

*Prerequisite:* Three years of high school Spanish

SPAN 150

### **Cultures of Spain**

*Three Credits LA*

Dual listed as CSSP 150

A study of Spain past and present: its culture, history, literature, and/or fine arts. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 152

### **Cultures of Latin America**

*Three Credits LA*

Dual listed as CSSP 152

A study of the culture, history, literature, and/or fine arts of Latin American countries: Mexico, Central America, the Caribbean, and South America. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 153

### **Cultures of the Hispanic Caribbean**

*Three Credits LA*

Dual listed as CSSP 153

A study of the culture, history, literature, and/or fine arts of the Hispanic Caribbean – specifically, Puerto Rico, Cuba, and the Dominican Republic. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 154

### **Cultures of Hispanics in the United States**

*Three Credits LA*

Dual listed as CSSP 154

A study of the diverse cultures, history, literature, and/or fine arts of Spanish-speaking communities in the United States, with an emphasis on Central Americans, Cubans, Dominicans, Mexicans, and Puerto Ricans. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 201

### **Spanish: Communicating in the Spanish-Speaking World**

*Three Credits each LA*

Extensive use of oral and written Spanish to broaden the students’ linguistic and cultural proficiency. Closed to heritage speakers of Spanish. Offered every year.

*Prerequisite:* A four- or five-year secondary school background in Spanish or completion of college intermediate-level Spanish.

SPAN 202

### **Spanish: Fiction and Expression**

*Three Credits each LA*

Extensive use of Spanish in reading and writing about a variety of texts to broaden the students’ linguistic and literary proficiency. Closed to heritage speakers of Spanish. Offered every year.

*Prerequisite:* A four- or five-year secondary school background in Spanish or completion of college intermediate-level Spanish.

SPAN 210-211

### **Spanish for Heritage Speakers 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 heritage speakers who wish to complete a major/minor in Spanish. A waiver will be granted to heritage speakers of Spanish who have advanced proficiency in the language. 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- and 21st-century writers. 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

**Cultures of Spain**

*Three Credits LA*

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

**Cultures of Latin America**

*Three Credits LA*

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 270

**Cultures of Hispanics in the United States**

*Three Credits LA*

Spanish speakers are the fastest-growing minority in the United States. 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 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 heritage speakers of Spanish. Offered every year.

*Prerequisite:* A strong 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 strong secondary-school or intermediate-level Spanish background

SPAN 312

**Professional Spanish**

*Three Credits LA*

Designed for bilingual students with some formal training in Spanish and advanced non-heritage speakers, this course stresses improvement of reading, writing, and oral skills in Spanish for formal use. 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 when there is sufficient interest.

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 semester.

*Prerequisite:* Upper-level Spanish-language course or sufficient background in Spanish

SPAN 325

**Spanish in a Digital Age**

*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 and explore the changing landscapes in which we will learn and work. Reading, writing, and speaking skills will be polished as students build knowledge of the target culture through research, discussion and projects using the latest 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 exploration of major themes, movements, and directors in Latin American Cinema. Offered when there is sufficient student interest.

SPAN 360-361

**Spanish Composition and Conversation I-II**

*Three Credits each LA*

Designed particularly for non-native Spanish majors or minors who wish to perfect their Spanish skills, these courses offer intense spoken and written practice. Topics will center on the culture, history, literature, films, and current events of the Spanish-speaking world. SPAN 360 is offered every year 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- and 21st-century women writers from the Caribbean, Mexico, and Central and South America. Readings will provide a panoramic view of the themes, sensibilities, and artistic



imaginings of Latin American women as well as the historical and cultural frameworks from which they write. Offered when there is sufficient student interest.

*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 focus 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 the literature of the Renaissance period. Offered when there is sufficient student interest.

*Prerequisite:* Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 421

### **Spanish Literature of the 18th and 19th Centuries**

*Three Credits LA*

An exploration of Neo-classicism, Romanticism, Realism through representative texts of the 18th and 19th centuries. Offered when there is sufficient student interest.

*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 when there is sufficient student interest.

*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 and analysis of representative works. SPAN 431 covers the contemporary literature. Offered when there is sufficient student interest.

*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- and 21st-century Caribbean including Cuba, the Dominican Republic, and Puerto Rico and their Diaspora. 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 cultural, literary, and theoretical approaches using either Spanish-American literature or 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, GENDER, AND SEXUALITY STUDIES**

WMST 130

**Introduction to Women’s, Gender, and Sexuality Studies**

*Three Credits LA*

Dual listed as HIST 130

See HIST 130 for course description.

WMST 385

**Gender and Media**

*Three Credits LA*

Dual listed as MDIA 335

See MDIA 335 for course description.

# FINANCING YOUR EDUCATION

## 2020-2021 STATEMENT OF FEES

Subject to change- refer to my.Marist for an updated listing of tuition and fees

### TUITION

*Full-Time Semester* ..... TBA  
(Full-Time Rate allows students to take 12-16 credits.  
Students taking more than 16 credits will be charged the per-semester-hour rate for each credit over 16.)

*Per Semester Hour* ..... TBA  
(Per-credit cost for students taking less than 12 credits or for each credit taken over 16 credits.)

*Professional Studies Rate* ..... TBA

### CAMPUS RESIDENCE RATES (PER SEMESTER)

Champagnat  
Leo  
Marian  
Sheahan ..... TBA  
Upper & Lower New Townhouses ..... TBA  
Mid Rise ..... TBA  
North Campus ..... TBA  
Foy Townhouses ..... TBA  
West Cedar Townhouses Lower ..... TBA  
West Cedar Townhouses Upper ..... TBA  
Fulton Street Townhouses ..... TBA

### 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](http://www.maristdining.com).

Required for all resident freshmen and sophomores in traditional residence halls:

Anytime Dining  
Full 7-day access to dining services  
+75 Thrifty Cash + three Pick 3 Options  
(Opening – Close) \$ 3065

Available for any student residing in an apartment or townhouse as well as commuter students:

205 Meals + \$550 Thrifty Cash ..... TBA  
120 Meals + \$550 Thrifty Cash ..... TBA  
90 Meals + \$550 Thrifty Cash ..... TBA#  
60 Meals + \$350 Thrifty Cash ..... TBA#  
40 Meals + \$275 Thrifty Cash ..... TBA#  
20 Meals + \$225 Thrifty Cash ..... TBA\*

# Available to all students except first year students and Midrise residents.

\* Available to any student in campus apartments. Sophomore residents of apartments or townhouses with a kitchen must participate in this plan at a minimum.

All changes in dining services plans are updated using “myMarist.” Residence hall and cafeteria facilities are officially closed during the following periods of their respective semesters:

#### Fall 2020 Semester

Oct. 16 – Oct. 18, 2020 - Fall Recess Weekend  
Nov. 24 – Nov. 29, 2020 -Thanksgiving Weekend

#### Spring 2021 Semester

March 12 – March 21, 2021—Spring Recess

### NOTE:

**Extra room and board charges will be assessed during Christmas, mid-semester break, spring recess, and summer vacation period.**

*Enrollment Deposit* ..... \$750.00  
Payable by all students upon their acceptance. It is refundable if notice of intention not to attend Marist College is received by the Dean of Undergraduate Admission prior to May 1 or date indicated on acceptance letter. After this date all payments are nonrefundable.

*Room Reservation Deposit for all returning students (Nonrefundable)* ..\$200.00  
100% refund of deposit if withdrawal notification for the following fall semester is received in the Housing Office one week prior to room selection.  
50% refund of deposit if withdrawal notification for the following fall semester is received in the Housing Office prior to the last Friday in May.  
100% refund of deposit if withdrawal notification for the following spring semester is received in the Housing Office prior to December 1st..

*Deregistration Reinstatement Fee* ..... \$150.00 (once)

*Room Replacement Key Fee* ..... \$50.00  
Charged against a student’s account if his or her room key is not returned at the end of the academic year or upon withdrawal from the residence hall.

*Orientation Fee (Nonrefundable)* ..... \$100.00 - \$130  
Payable by all incoming full-time freshmen and transfer students for orientation presentations and materials.

*Application Fee (Nonrefundable)* ..... \$50.00

*Activities Fee, Full-time student* ..... TBA  
Payable each semester. Refundable according to Tuition Policy.

*Activities Fee, Part-time student* ..... TBA  
Payable each semester. Refundable according to Tuition Policy.

*Marist Health Services Fee*..... TBA

*Health Insurance Fee (Optional)*.....TBA  
All full-time students are required to be covered under blanket policy. (Fee dependent on contract.)

*Deferred Examination and Re-examination Fee* ..... \$10.00

*Lost I.D. Fee* ..... \$20.00  
Payable when a replacement is requested by a student.

*Returned Check Fee* ..... \$15.00  
Charged for any check returned from a banking institution due to insufficient funds or other reasons. This fee will also be assessed for checks cashed on campus and returned by the bank.

*Portfolio Review*.....\$400.00

*Life Work (Course match)* \$200.00 for 1-2 credits,  
\$300.00 for 3 credits,  
\$400.00 for 4 credits

*Laboratory Deposits* ..... 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.

*Reinstatement Fee* ..... \$150.00

*School College*..... \$100.00 per credit

*High School One* ..... \$125.00 per credit

*Bridge Program* .....\$11,200.00 per semester

## 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-credit rate. Taking a repeat course may affect your financial aid eligibility. Please contact the Office of Student Financial Services.

## MONTHLY PAYMENT PLAN

The College offers a payment plan and financing options to enable students to manage college costs. Information is available online at [afford.marist.edu](http://afford.marist.edu)

## 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).

The College accepts cash, check, or on-line ACH from checking/saving accounts for all students. A service charge of 2% on any unpaid balance will be added to all accounts in October (fall semester) and March (spring semester).

## Summer and Winter Sessions

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.

## FINANCIAL ASSISTANCE

Students who are recipients of any type of scholarship or financial 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.

## EXCESS FINANCIAL AID

The Office of Student Financial Services will process a credit advance up to a certain allocation every semester before the financial aid posts. Please contact the office for your specific allocation regarding your program of study. In order to receive a credit advance, students must have the valid credit on the account and all of the required documentation must be complete.

Students may begin to request credit advances two weeks prior to the start of the semester. All remaining credit requests may be completed after the financial aid posts for the semester.

Please be advised that the school must follow the “Title IV Recipient Policy for Refunds,” as stated above, if a student’s enrollment changes after the semester has begun and a credit refund has already been given. This could result in a balance owed to the school. Please contact the Office of Student Financial Services immediately if you choose to withdrawal or add/drop a course after the semester has begun.

## 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. 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. (Refer to chart below.)

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

\*Orientation fee is nonrefundable.

\*\*Room reservation fee of \$200 will be forfeited.

\*\*\* From the opening date of term

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.)

## INSTITUTIONAL POLICY FOR OVERPAYMENTS

Marist College does not accept overpayments. If a student sends an overpayment Marist will refund the payment to the account that it originated from or refuse the payment entirely.

## TITLE IV RECIPIENT POLICY FOR REFUNDS

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 Direct Loan Program, Federal Pell Grant Program, Federal Work-Study Program, Federal SEOG Program, and the Federal Teach Grant. 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.

## FINANCIAL AID

### COLLEGE COSTS

Financing a college education is a lifetime investment. Recognizing the cost of an education, students should consider the total cost not just the costs of the initial year. There are a variety of financial aid resources that may assist with college costs. In addition to family resources, financial aid may include scholarships, grants, loans, and student employment.

If students are requesting financial assistance at Marist College, they should file the FAFSA, which is available October 1st. Student Financial Services is committed to promoting accessibility and providing affordability options through personalized service and integrity. Each year, to supplement federal and state financial aid, Marist awards more than \$60 million of institutional funds to assist students with financing their education. In addition to need-based grants, Marist awards scholarships to high-achieving incoming freshmen and

transfer students. Overall, almost 90% of the student body receives some form of financial assistance.

### PURPOSE OF FINANCIAL AID

The purpose of student financial aid 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 college uses the EFC to determine federal student aid eligibility and student financial aid awards.

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 sent 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 the federal and state government, the college, and outside organizations and agencies. The following pages contain detailed descriptions of financial aid. **Note: Information subject to change. Refer to [www.marist.edu/sfs](http://www.marist.edu/sfs) 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 (Cost of Attendance – Expected Family Contribution) and the assessed ability of the family to contribute to these costs per the FAFSA. The following is an explanation of College Budgets, EFC and financial aid packaging.

- College Budgets:** Budgets should reflect the total cost of attendance.
  - tuition and fees for a 24-32 credit year
  - room and board
  - books
  - transportation
  - personal expenses
- 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, whether both parents are working, etc.
- Meeting Need:** In “packaging” a student, the college will estimate grants from the following financial aid programs Pell Grant, the NYS Tuition Assistance Program (TAP). 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 availability of financial aid. 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.
- 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 preferred deadline for completion of the FAFSA for regular decision incoming and returning students is February 1st. Returning students please note: If this deadline is not met you may jeopardize your prospective financial-aid award.

**Early Decision and Early Action Applicants seeking federal financial aid are required to complete the FAFSA.** The FAFSA is available October 1st. The preferred deadline for completion of the FAFSA for Early Decision and Early Action is November 15, and the federal school code is 002765.

- Reconsiderations:** In the event that a student's financial situation changed and the student is unable to meet the cost of attending Marist College, the student must submit a written request to the Office of Student Financial Services. The request, accompanied by supporting documentation, should detail the cause and extent of the student's additional financial need. If required, the verification process must be complete in order for the college to consider “Professional Judgement” reconsideration. Reconsiderations will be met depending upon availability of funds.

### FINANCIAL AID PHILOSOPHY AND POLICIES

The primary purpose of Student Financial Services at Marist College is to provide one stop service for a student's financial aid and billing accounts. The College assumes that the student and the student's family have the primary responsibility to provide for the student's education. The extent of the family's ability in this regard is measured through a congressionally mandated needs analysis which uses data provided by the family on a comprehensive financial statement. The Free Application for Federal Student Aid (FAFSA) is the primary form used at Marist College to award financial aid.

#### Acknowledgement of Responsibility for Financial Aid Requirements and Electronic Processes for Notifications & Authorizations:

The Student Financial Services Office uses electronic processes to provide notices, make disclosures or direct students to a secure website. Electronic notifications are sent to the student's Marist email account and include, but are not limited to: Award letters, financial aid notifications/updates, billing statements, Satisfactory Academic Progress (SAP) status, loan information/updates and student employment information. This information may also be found on the SFS tab of myMarist. If you have any questions or concerns with the following terms and conditions or, to request a paper copy of any of this information, please contact us at 845- 575-3230 or at [studentfinancialservices@marist.edu](mailto:studentfinancialservices@marist.edu).

In accordance with FERPA guidelines, the Office of Student Financial Services may discuss dependent students' financial information with parent/step-parents listed on the FAFSA. If you wish to restrict access to financial aid and/or billing information while attending Marist College, please contact the Office of Student Financial Services at 845-575-3230 or [studentfinancialservices@marist.edu](mailto:studentfinancialservices@marist.edu). Email Notifications: Student Financial Services sends most notifications to students/authorized parents and guardians electronically via the Marist email system or via the student's myMarist account. Each student is responsible for reviewing all emails sent to their designated email account frequently. It is also expected that students follow up by stated deadlines regarding requests or requirements from either the student or their parent/guardian. Billing notifications are sent electronically. An email will go to the student and the student's authorized parent/guardian each time a new bill is available for review. It is the student's responsibility to ensure all authorized users have an active email address in our system. The student may update contact information for authorized users via their myMarist account.

- 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. (The total financial aid awarded cannot exceed the college budget)
- 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 become ineligible from receiving financial aid for failure to maintain good standing or satisfactory academic progress. Students may review the Satisfactory Academic Progress Policy in its entirety via myMarist by clicking the tab for Student Financial Services and scrolling down to the Policy & Procedures Terms & Conditions section.
- A FAFSA must be submitted annually as financial aid is not automatically renewable.
- The financial-aid award may be voided if 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. A conviction for any drug offense during a period of enrollment for which the student was receiving Title IV funding (federal aid) will result in the loss of aid eligibility.

5. If a student is not permitted to return to Marist, either because of grades, disciplinary reasons, or an outstanding balance with the College at the beginning of an academic term, the student's financial-aid award may become void.
6. Any change in the student's enrollment, financial, residential status, outside scholarship funds or non-college resources must be reported immediately to the Office of Student Financial Services as they may affect the financial aid package. If a student takes a leave of absence, institutional aid is not renewable.
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.

**The entire Student Financial Services Philosophy, Policy, and Important Acknowledgements/Terms & Conditions can be found via myMarist by clicking the tab for Student Financial Services and scrolling down to the Policy & Procedures/Terms & Conditions section.**

#### APPLICATION VERIFICATION PROCEDURES

All incoming and returning students must complete the FAFSA to be considered for federal, state and institutional need-based aid. Unless you are awarded a merit scholarship only, incoming freshmen, new transfers, and all students selected by the Department of Education for verification. When completing the FAFSA, it is highly recommended that you and your parent or spouse utilize the IRS Data Retrieval process, which will populate the applicable FAFSA data elements from the actual tax return processed by the IRS. If the IRS Retrieval Process is not utilized, the IRS tax return transcript will be required. This form is available at [www.irs.gov](http://www.irs.gov). You may also be required to submit additional verification documentation upon request. Students selected for verification either from the Department of Education or from the college 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 30 days prior to the end of the enrollment for the academic year.

#### 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. Once the student has filed as a dependent student at Marist College, he or she will be unable to change dependency status except in extenuating or unusual cases. Supporting documents such as parents' death certificates, letters from government 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

#### ELIGIBILITY REQUIREMENTS FOR NEW YORK STATE SCHOLARSHIPS AND AWARDS

Specific eligibility requirements are explained in detail on the Higher Education Services Corporation website at <http://www.hesc.ny.gov> (see Student TAP Coach). It is the student's responsibility to be familiar with and to meet the eligibility requirements each term. Generally, to be eligible for a New York State Award, a student must meet the following criteria; however, some scholarships have additional requirements. The general requirements include:

- be a matriculated full-time (at least 12 credits applicable to the program) student. **This provision limits the number of general electives a student may take and still be eligible for the scholarship. Electives not required for the degree cannot be counted toward full-time study;**
- be a legal resident of New York State;
- be a United States citizen or eligible noncitizen;
- not be in default on any State or federal student loan or on any repayment of state awards
- meet income eligibility limitations
- have graduated from a high school in the United States, physical proof of high school completion is required to be on file at Marist College, earned a GED or passed a federally approved "Ability to Benefit" test.

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. **Please Note:** Marist College does not administer Ability to Benefit exams.

Homeschooled students do not receive high school diplomas that are acceptable for state financial aid purposes as only public and registered nonpublic schools in New York State are permitted by Education Law to award diplomas. Therefore, homeschooled students must demonstrate their eligibility for State student financial aid by completing one of the following:

- obtaining a letter from local school district officials confirming that the student has received an education "substantially equivalent" to instruction given to students graduating high school in the public school system;
- take and pass a Test Assessing Secondary Completion (TASC) formerly known as a GED and receive a NYS High School Equivalency Diploma from the New York State Education Department (SED) by the first day of classes for the term seeking aid; or
- achieve a satisfactory score on an approved Ability-to-Benefit test by the term add/drop date. **Please Note:** Marist College does not administer Ability to Benefit exams.

In addition, the student must meet the State-mandated academic 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 an award must receive a passing or failing grade in at least one-half of the minimum full-time course load (6 credits); a student who is in his/her second year of receiving an award must receive a passing or failing grade in at least three-fourths of a minimum full-time course load (9 credits); 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 (at least 12 credits). **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 (below) and has been approved by the New York State Higher Education Services Corporation (HESC). It is important for students to understand that these criteria only determine student eligibility for a New York State scholarship; they are not the general criteria for academic achievement at Marist College. A student conceivably may meet these standards for a New York State scholarship 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 HESC application online. HESC will send an award certificate to the student indicating the amount of the award per term.
2. TAP awards at Marist College currently range from \$500 to \$5,165 annually.
3. New York State Scholarships are 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 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 and upon receipt of a Remittance Advice from HESC. 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 and upon receipt of a Remittance Advice from HESC.
7. If the New York State award results in a credit balance for the student, the College may refund any credit balance within 30 days if requested, or the student may request 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**

	12	24	36	48	60
Before being certified for this payment	2nd	4th	6th	8th	10th**
A student must have accrued at least this many credits	6	27	51	81	111
With at least this grade-point average	1.5	1.8	2.0	2.0	2.0

\*\* Only students in approved 5-year programs (e.g.: Higher Education Opportunity Program).

**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).

**PART TIME TAP**

Part-time students at approved schools in New York State who were first-time, full-time freshmen in the 2006-07 academic year or thereafter, 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. To be eligible for an APTS award a student must:

- Be a United States citizen or eligible noncitizen.
- Be a legal resident of New York State.
- Have graduated from a high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department.
- Be enrolled as a part-time student.
- Be matriculated in an approved program of study in a participating New York State postsecondary institution.
- Be in good academic standing: Have achieved at least a cumulative "C" average after having received the equivalent of two full years of payment of state-sponsored student financial aid.
- Be charged at least \$100 tuition per year.
- Not have exhausted Tuition Assistance Program (TAP) eligibility.

- Not be in default on a federal or State student loan or on any repayment of state awards.
- Meet income eligibility 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 along with a NY State Income Tax Return. Applications and additional information are available on MyMarist under the Student Financial Services tab.

**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.

**VETERANS TUITION AWARDS (VTA)**

Veterans Tuition Awards (VTA) are awards for full-time study and part-time study for eligible veterans matriculated in an approved program at an undergraduate or graduate degree-granting institution. All academic eligibility requirements for NYS Scholarships apply.

The combined tuition benefits available to a student cannot exceed the student's total tuition costs. Tuition payments received by a student under the Post 9/11 GI Bill (Chapter 33) and Yellow Ribbon program are considered duplicative of any VTA and/or TAP award. A student whose benefit is payable under the Post 9/11 GI Bill at 100% will have his/her VTA denied. A student whose benefit payable under the Post 9/11 GI Bill at less than 100% may have his/her VTA reduced. Tuition payments received by a student under Chapter 31 Vocational Rehabilitation are also considered to be duplicative of any VTA and/or TAP award. A student whose benefit is payable under Chapter 31 will have his/her VTA and/or TAP award denied.

#### **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 up to 4 years for full-time study.
2. A student must request a special application form by writing to: Native American Education Unit, New York State Education Department, Room 461 EBA, Albany, New York 12234 or by calling (518) 474-0537.
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.

#### **Additionally students must:**

- Study at an approved postsecondary institution in New York State
- Be enrolled as a full-time student taking at least 12 credits applicable to the program of study. This provision limits the number of general electives a student may take and still be eligible for the scholarship
- Be matriculated in an approved program of study
- Be in good academic standing and be making satisfactory progress as defined above
- Not be in default on a State or federal student loan or on any repayment of state awards
- Have graduated from high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department. 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. Please Note: Marist College does not administer Ability to Benefit exams.

#### **How to Apply:**

Please refer to [http://www.hesc.ny.gov/content.nsf/SFC/NYS\\_World\\_Trade\\_Center\\_Memorial\\_Scholarship](http://www.hesc.ny.gov/content.nsf/SFC/NYS_World_Trade_Center_Memorial_Scholarship) 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.
- Tuition: An amount equal to your actual tuition or the State University of New York's (SUNY) in-state tuition, whichever is less.
- Non-tuition Costs: These include room, board and allowances for books, supplies and transportation up to the average cost at SUNY colleges. The Commissioner of Education sets the non-tuition cost allowances each year.
- Residence: A student living on campus will receive a higher room and board allowance than a commuter student. If housing is not available for students on campus they will receive the same allowance as students living on campus.

Payment of the scholarship is made to the school upon certification of eligibility and submission of appropriate financial aid applications.

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 317. Specific eligibility requirements are provided above. Eligibility requirements are also available on HESC's website at <http://www.hesc.ny.gov> (see Student TAP Coach).

#### **VOCATIONAL REHABILITATION**

State agencies of vocational rehabilitation assist those having a 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, GRANTS, & LOAN PROGRAMS**

#### **FEDERAL PELL GRANT**

The Pell Grant Program provides need-based grants to undergraduate students demonstrating high financial need. Grant amounts are awarded based on: the student's expected family contribution (EFC); the cost of attendance (as determined by the institution); the student's enrollment status (full-time or part-time); and whether the student attends a full academic year or less. Students may not receive the Pell Grant simultaneously from two schools at a time.

1. Student needs to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. 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. Award notification will be mailed to new students; mailing dates are provided, and email notifications will be sent to returning students by mid-June, provided a valid FAFSA is on file.
3. 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. Student may be eligible for additional Pell Grant throughout the academic year.
4. A student who is in default on a Federal Perkins Loan or Direct 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 demonstrate a high need.

1. The grant is reviewed and awarded annually.
2. The amount of the award will range from \$500 to \$2,000 per academic year.
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.
5. Payment of the award is made in two equal parts, in the fall and the spring, unless otherwise noted.
6. A student who is in default on a Federal Perkins Loan or Direct Student Loan or owes a refund on a Pell Grant is not eligible for federal and/or state aid.

#### **FEDERAL TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT (TEACH)**

The Federal TEACH Grant provides up to \$4,000.00 per year, less federal fee, for students who have completed the FASFA and meet the eligibility requirements for federal student aid. Students must have a 3.25 GPA or higher or score in the 75th percentile on at least one admissions test. Students must be completing the coursework required to become a teacher. Students must also intend to teach in a full-time, high-need subject area for at least four years at schools that serve students from low-income families and complete those four years within eight years of completing the program.

#### **FEDERAL PERKINS (NDSL) LOAN**

The Federal Perkins Loan program expired in 2017 and was not renewed by the federal government. Although the college is no longer able to issue advances, the college will continue to service students who have Federal Perkins loans.

#### **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. (Please Note, the borrower must notify the college of a situation wherein the borrower becomes eligible for deferment of payment or cancellation of the loan obligation:

#### *Explanation of Cancellations:*

You are eligible to apply for partial cancellation of loan principal and accrued interest on your Federal Perkins, National Direct, or National Defense student loan if you meet one of the eligibility criteria described below, and regardless of the provisions listed in your promissory note. However, if the service or employment for which you are claiming partial loan cancellation is not included in your promissory note, then the service or employment must start October 7, 1998 or after. In this case, teachers employed in a year-around program may qualify if the school year began on or after 7/1/98.

#### *Teacher Cancellation Benefits:*

Borrowers performing teaching services might be eligible for a cancellation credit that can be applied toward payments of loan principal and accrued interest. A teacher is defined as one who is a professional employee of a school system working on a full-time basis and is devoted to providing classroom instruction or related services in support of the educational program.

*Handicapped Students* – Teachers working in classes where the majority of the students are handicapped and in an institution providing elementary or secondary education as determined by state law.

*Low Income* – Teachers or staff members serving in public or nonprofit private elementary or secondary schools having high concentrations of students from low-income families. However, the school in which teaching service is performed must be included in the listing of schools having High Concentrations of Students from Low-Income Families, which is published in the Federal Register. (The High Concentrations of Students from Low-Income Families is a document compiled each year by the federal government from lists submitted by the individual states of schools designated by those states to have a high concentration of students from low-income families. Each state, however, is given a quota of schools to be listed and not all schools having high concentrations of students from low-

income families will be listed. Only those schools listed will be considered for special cancellation benefits.)

Up to 100% of the student loan funds disbursed can be canceled for teaching service performed as detailed above in the following increments:

- 15% for each of the first two years of teaching service.
- 20% for both the third and fourth years of such service.
- 30% for the fifth year of service.

*Preschool* – Full-time staff member in a preschool program carried under section 222(a)(1) of the Economic Opportunity Act of 1964, as amended, that is operated for a period comparable to a full school year. Up to 100% of the outstanding loan principal balance. The applicant must be a full-time educational staff member, and must not earn more than a comparable employee working in the Local educational agency. Eligible for cancellation for 15% of the eligible funds for each year of service, up to 100% of the outstanding loan principal balance.

#### *Military Cancellation Benefits:*

Funds are eligible for cancellation at the rate of 12 1/2% per year for each full year of military service performed in an area of hostility (combat zone) after the funds are advanced. Maximum must not exceed 50% of the eligible funds.

\* Cancellation Provisions for loans made on or After July 23, 1992  
Cancellation provisions include the following services:

1. Full-time special education teacher in a public or other nonprofit elementary or secondary school system, or full-time qualified professional provider of early intervention services in a public or other nonprofit program under public supervision.
2. A teacher of any field of expertise considered by the state education agency to have a shortage of qualified teachers (e.g., mathematics, science, bilingual education, foreign languages).
3. A full-time nurse or medical technician.
4. An employee of a public/private nonprofit child or family service agency who is providing or supervising the provision of services to "high-risk" children and their families from low-income communities.

\* Cancellation Provision for Loans Made After November 28, 1990:

You can receive partial cancellation if you are a full-time law enforcement or corrections officer. Up to 100% of the Student Loan Funds disbursed can be canceled under this provision.

\* Cancellation Provision For Loans Made On Or After July 1, 1987:

You can receive partial cancellation for service in the Peace Corps or VISTA (4-year limit). The first two years – 15% each; third and fourth years – 20% each.

#### **Borrower's responsibilities:**

- (a) The borrower is to notify the College if any of the following situations occur before the loan is repaid:
  - A name change.
  - Change of address.
  - Must respond promptly to all communication from SFS
  - 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. For students with a quarterly repayment cycle, the first payment of principal and interest becomes due 12 months after leaving the school or after reducing enrollment status to less than 6

credit hours per term. Interest begins to accrue after nine months.

Students with a monthly repayment cycle, will have their first payment of principal and interest become due 9 months after leaving the school or after reducing the enrollment status to less-than 6 credit hours per term. To repay your loan please visit [www.heartlandecsi.net](http://www.heartlandecsi.net)

A student who is in default on a previous Federal Perkins Loan or Federal Direct 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 assists in providing job opportunities to enrolled students who demonstrate financial need in meeting their college expenses. FWSP positions are primarily available on campus, but are also offered in the surrounding community with limited availability. Additional information about student employment can be found via myMarist, by clicking the Student Financial Services tab, and selecting the Student Employment dropdown tab.

1. A Work Study award is an allocation only, and not a guarantee of employment.
2. FWS students are paid at least the federal minimum wage.
3. Students cannot work more than 20 hours per week during the regular academic term and no more than 40 hours per week during an approved break.
4. Jobs are offered according to the availability of Work-Study opportunities. To remain eligible for Work Study, students must fill out a FAFSA per academic year, and continue to meet federal and institutional academic progress standards (refer to Satisfactory Academic Progress Requirements).
5. Payroll schedules are published at the beginning of each academic year, and includes the summer term. Prior to working on campus, students must complete the new hire paperwork packet in Student Financial Services, which includes the Federal Form I-9, W-4 Federal Tax Withholding Form, IT-2104 State Tax Withholding Form, and Direct Deposit Agreement. In addition, students must present original identification documentation as outlines on the last page of the Federal Form I-9 to Student Financial Services when submitting this paperwork.
6. Once a student is hired, their supervisor must submit an ePAF (Electronic Personnel Action Form), which creates the student's work assignment and online timesheet.
7. Students are responsible for submitting their electronic timesheets in a punctual manner to their supervisors. Student timesheets will be available to students via their My.Marist portal. Students are paid on a biweekly payroll schedule.
8. Students in default for a Federal Perkins Loan or Federal Direct Student Loan, or owing a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (SEOG) cannot receive a Work-Study award.
9. If selected for verification, the student's file must be verified within 60 days.

### **MARIST COLLEGE CAMPUS EMPLOYMENT PROGRAM (CE)**

Marist College assists in providing part-time employment to Marist students during the summer months, and, to a limited extent, during the regular academic year. Additional information about student employment can be found via myMarist, by clicking the Student Financial Services tab, and selecting the Student Employment dropdown tab.

1. Campus Employment (CE) students are paid at least the federal minimum wage.
2. Students cannot work more than 20 hours per week during the regular academic term and no more than 40 hours per week during an approved break.
3. Payroll schedules are published at the beginning of each academic year, and includes the summer term. Prior to working on campus, students must complete the new hire paperwork packet in Student Financial Services, which includes the Federal Form I-9, W-4 Federal Tax Withholding Form, IT-2104 State Tax Withholding Form, and Direct Deposit Agreement. In addition, students must present original identification documentation as outlines on the last page of the Federal Form I-9 to Student Financial Services when submitting this paperwork.
4. Once a student is hired, their supervisor must submit an ePAF (Electronic Personnel Action Form), which creates the student's work assignment and online timesheet.

5. Students are responsible for submitting their electronic timesheets in a punctual manner to their supervisors. Student timesheets will be available to students via their My.Marist portal. Students are paid on a biweekly payroll schedule.

## **THE WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM**

### **FEDERAL DIRECT LOAN PROGRAM**

#### **Subsidized:**

The Federal Direct Loan program which assists students who are enrolled at least half time (six credit hours per term) in borrowing directly from the U.S. Department of Education. The loans are insured by the federal government. The benefits of the Subsidized Loan 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 Direct 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 works with the lending agencies and loan servicers in verifying and maintaining current information on all its student-borrowers.
6. A student may be required to pay a loan origination fee.
7. A Master Promissory Note must be signed by the student prior to the disbursement of the loan.
8. After loan proceeds are credited to the student's account, notification will be sent to the student.
9. Information on interest rates and fees can be found at [www.studentaid.ed.gov](http://www.studentaid.ed.gov). Repayment begins six months after graduation, or after the student ceases to be enrolled at least half time. Interest on this loan is paid by the Federal Government while the student is enrolled at least half time in a degree program. Students receiving a subsidized loan are responsible for the interest subsidy during the six month grace period. If a student does not pay the interest accrued, the interest will be added (capitalized) to the principal amount of their loan when the grace period ends.
10. A student must not be in default, or owe an overpayment on an FSA grant or loan.
11. If verification is required, a student will be required to submit documentation.

#### **Unsubsidized:**

The unsubsidized Federal Direct Loan is awarded to students who do not qualify for the subsidized Federal Direct Student Loan. The terms and conditions of the unsubsidized loan are identical to those for the subsidized loan with the following exceptions:

For the Direct Unsubsidized Loans, the student is responsible for interest payments while in school. (You have the option to defer payments of interest and principal until after you graduate.) Information on interest rates and fees can be found at [www.studentaid.ed.gov](http://www.studentaid.ed.gov). Repayment begins six months after graduation, or after you cease to be enrolled at least half time.

#### **Additional Unsubsidized Federal Direct Loan**

This is a student loan program to assist independent undergraduate students or dependent 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.

### Aggregate Loan Limits

Dependent Undergraduate Students—\$31,000 (no more than \$23,000 of which may be subsidized)

### 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. There is no aggregate limit and the interest rate is fixed. This is a credit-based loan. Repayment begins on the date of the second disbursement of the loan proceeds. Information on interest rates and fees can be found at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

## PRIVATE LOAN PROGRAM

Private loans are available to assist students in paying for college. The maximum amount you may borrow on a private loan each academic year per student is the cost of attendance minus other financial aid. For most private loans the lender requires the student to be at least 18 years of age. A credit check is required and income verification may also be required for certain lenders.

The College chooses these lenders based on their commitment to the industry, competitive interest rates, quality customer service and competitive borrower benefits. The choice of a lender is not in any way limited to the College's suggested list. If students and their parents choose another lender, they will not be penalized in any way for selecting the lender of their choice.

### REQUIREMENTS TO MAINTAIN FEDERAL ELIGIBILITY

Requirements for meeting financial aid eligibility: HEA Section 484(c), 34 CFR 668.16(e), 34 CFR 668.32(f), and 34 CFR 668.34 require colleges to define and enforce standards of Satisfactory Academic Progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for this financial assistance. These Satisfactory Academic Progress requirements must provide a maximum time frame for completion of the degree, a graduated credit accumulation over this time, as well as a quality mechanism. Essentially, these minimum standards require students to demonstrate that they are actively pursuing their degree. Students may review the Satisfactory Academic Progress Policy in its entirety via myMarist by clicking the tab for Student Financial Services and scrolling down to the Policy & Procedures Terms & Conditions section.

### VETERANS EDUCATIONAL BENEFITS

The Marist College Poughkeepsie Campus and the Marist College Campus in Florence, Italy are approved for study under Title 38 US Code for the benefits listed below. To maintain eligibility, the following criteria applies:

1. The student must be matriculated in an approved program of study.
2. The student must maintain Satisfactory Academic Progress.
3. The student must maintain Satisfactory Program Pursuit. Educational assistance is restricted to the specific requirement of the degree being pursued. Only those courses that contribute to satisfactory pursuit can be certified.
  - a. Course Applicability – only courses that satisfy degree requirements are eligible for reimbursement by the VA. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive electives cannot be certified. **Students would bear the cost of excessive free electives.**
  - b. Audited courses cannot be certified.
  - c. Repeated courses that had previously been successfully completed (grade of D or better) cannot be certified. Grades of F, W, and WF can be repeated and certified.
4. Students must maintain satisfactory conduct. VA benefits will be discontinued if the student is dismissed for failing to adhere to the Marist College Student Code of Conduct.

In accordance with Title 38 US Code 3679 subsection (e) and for students receiving Chapter 33 Post 9/11 GI Bill or Chapter 31 Vocational Rehabilitation & Employment benefits the following applies. While VA payment to the institution is pending, Marist will not:

- prevent or delay the student's enrollment
- assess a late penalty fee to the students
- require the student to take alternative or additional funding
- deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

### Students are required to:

- produce the Certificate of Eligibility
- provide written request to be certified via the Marist College Veteran Benefit Registration Form
- provide a DD-214 if applicable

*Study Abroad Eligibility Requirements* – veterans and eligible students who wish to study abroad are subject to the following:

- Eligible abroad experiences are as follows:
  1. Study at the Marist Branch Campus in Florence, Italy
  2. Travel courses that meet partially on the Marist Campus in Poughkeepsie and have a travel component led by Marist faculty.No other Marist Abroad experience is eligible for benefits under the GI Bill.
- Students must be enrolled in courses that are applicable to their degree. Extra electives will not be covered by GI Bill benefits. See 3.a. above.
- Students studying at the Marist Branch campus in Florence, Italy cannot be certified until the full schedule of courses has been made available to the Registrar's Office and applied to the students' records. There will be a considerable delay in the onset of VA payments.

### 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.

### 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. *The veteran must submit a VA Form 28-1905 to the VA Certifying Official in the Registrar's Office prior to the start of each term.*

### 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.

### Post 9/11 GI Bill—Chapter 33

The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

This benefit includes tuition and fees paid to the college on the student's behalf, a monthly housing allowance paid to the student and a book stipend paid to the student. In some instances, benefits under this chapter may be transferred to eligible dependents.

Marist College is a participant in the Yellow Ribbon program. The Post-9/11 GI Bill can cover all in-state tuition and fees at public degree-granting schools, but may not cover all private degree-granting schools and out-of-state tuition. The Yellow Ribbon Program provides additional support in those situations to those students who are entitled to receive 100% of the benefits payable under Chapter 33. Enrollment into this program is not automatic. Marist has a limited number of spaces available in this program. Eligible students are admitted on a first-come, first-served basis.

For more information please visit <http://www.gibill.va.gov/>

### **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 the VA finds you eligible or from the date of death of the veteran.

### **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. Please note: The National Defense Authorization Act of 2016 ended REAP on November 25, 2015. Some individuals will remain eligible for REAP benefits until November 25, 2019, while others are no longer eligible for REAP benefits. Please confirm eligibility directly with the VA.

### **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**

### **PRESIDENTIAL AND MARIST COLLEGE 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 \$5,000 to \$25,000.
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. If a merit award is lost, the student must request to have the scholarship reinstated once the required cumulative 2.85 GPA is achieved.

3. These awards are given on the basis of scholarship and high school achievement, and the funds available for the scholarship program.
4. 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.

### **Marist Brothers Scholarship**

Students graduating from Marist Brothers high schools in the United States or abroad, are eligible to receive the Marist Brothers Scholarship. This \$5,000 (USD) scholarship will be applied annually to tuition at Marist College for four years, provided that students attend full time (at least 12 credits per semester) and remain in good academic standing. The Marist Brothers Scholarship is in addition to any other merit-based scholarship (up to \$25,000) awarded to accepted undergraduate students.

### **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 demonstrate financial need and maintain a good academic record may qualify for a Marist Grant.

1. The 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 on financial need, which could change each year.
2. The grant is awarded to students on the basis of financial need, 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 financial aid and full-time enrollment.
4. Marist undergraduate institutional aid is awarded for up to four years of full-time enrollment. Students requesting additional aid beyond this timeframe are required to provide a reconsideration letter with supporting documentation and will be evaluated on a case by case basis.

## **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.

### **ADULT LEARNER SCHOLARSHIP**

The Adult Learner Scholarships are awarded annually to students enrolled in a minimum of 6 credits through the Marist College Office of Undergraduate Admission. Students must have a GPA of 2.5 to be eligible for the scholarship. Scholarships are awarded upon the recommendation of the Office of Undergraduate Admission and are based on financial need and academic performance.

### **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 Professional Programs 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 Office of Undergraduate Admission.

## MUSIC DEPARTMENT SCHOLARSHIPS

\$2000.00 awards are available based on talent and technical merit. Incoming students may audition for instrumental or vocal scholarships prior to their admission to Marist College. All students must audition in person, please do not send audio or visual recordings in lieu of a live audition. Please note, an offer of the scholarship award does not constitute an offer of admission to the college. Please contact the Music Office if travel distance is a prohibiting factor in scheduling an audition.

## THEATRE SCHOLARSHIPS

\$2000.00 renewable awards are available.

Incoming freshman accepted to Marist College may apply for a theatre scholarship. All students must complete the application requirements to be eligible for a scholarship award. Several renewable scholarships are available each year.

There are three ways to apply (choose one):

1. Attend an on-campus audition after receiving an acceptance letter to Marist, on February 24 for ED/EA applicants.
2. Email an electronic audition file after receiving an acceptance letter to Marist for all applicants, due by April 9th.
3. Submit via email a 1000 word essay. Your essay should describe how the study of theatre will teach you specific skills that may be applied to a variety of career paths, as well as how your involvement will enrich the theatre community at Marist.

## ROTC SCHOLARSHIPS

Newly enrolled students at Marist College who receive the full tuition scholarship from Army ROTC will receive a full room and board scholarship from Marist College. Newly enrolled students at Marist College that are active participants in Army ROTC but are not Army ROTC Scholarship recipients will receive a \$2,000 scholarship from Marist College. Students who have entered the program without a scholarship can compete for a scholarship. These scholarships include 3-year scholarships, 2-year scholarships, and Guaranteed Reserve Forces Duty scholarships.

## DOLLARS FOR SCHOLARS

Marist College participates in the Dollars for Scholars Program 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.

\*Please refer to our website for additional scholarship information.

## ENDOWED SCHOLARSHIPS

Through the generosity of trustees, alumni, parents, and friends of the College, a number of endowed scholarships have been established at Marist. Each scholarship has specific criterion. To be considered for need-based endowed scholarships, the college requires prospective and current students to file the FAFSA to determine eligibility for student financial aid.

The scholarship awards range from \$500 to \$5000. 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.

Please note that scholarships for Incoming Freshmen are listed under that scholarship category. All other endowed scholarships are listed according to applicable categories and unless otherwise specified, are for returning full-time regular undergraduate Marist students. Once awarded, many endowed scholarships are renewable for subsequent years if the recipients continue to meet the established scholarship criteria.

## APPLICATION PROCESS

For the 2020-2021 academic year there will be a new endowed scholarship application process. Please reference our website for updates and information regarding the application process.

## SPECIALTY SCHOLARSHIPS

### THE PETER P. O'KEEFE, PHD ENDOWED SCHOLARSHIP

The Peter P. O'Keefe, PhD Endowed Scholarship provides full financial support to incoming freshman students who have demonstrated special promise in academic and leadership roles and would not otherwise be financially able to attend Marist. Examples of potential recipients include class valedictorians, salutatorians, National Merit finalists, student body presidents, school newspaper editors, Eagle Scouts, Gold Award recipients, athletic team captains, and other young leaders. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipient continues to meet awarding criteria and maintains a cumulative grade-point average of 3.0 or above. The Admission Committee will oversee the selection and awarding of this scholarship.

### THE JONAH AND JOAN SHERMAN SCHOLARSHIP FOR VOLUNTEER OUTREACH

Named for a long-time Marist College Trustee and his wife, The Jonah and Joan Sherman Scholarship for Volunteer Outreach was established by Bruce Sherman and Amy Sherman to honor their parents. The scholarship's mission is to promote effective volunteerism by recognizing and financially aiding young people who follow in the footsteps of Jonah and Joan Sherman, who through their volunteer work locally and around the world helped countless people lead more functional, productive, and hopeful lives. The scholarship is open to rising sophomores, juniors, and seniors who are participating in or leading volunteer activities. Activities may or may not be campus-based or sponsored by a Marist organization, and can be conducted locally, nationally, or internationally. Candidates should be in good academic standing. Financial need is not a criterion, and one-year renewal is possible but students must reapply.

## INCOMING FRESHMEN

### 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. The application deadline for this particular scholarship is different than other scholarships as the selection process begins AFTER the traditional May 1st deposit deadline. A committee comprised of several members of the Alumni Association Executive Board, one admissions counselor, and the Executive Director of Alumni Relations will review the applications and select a recipient in July. For additional information and the application form, please contact the Alumni Office at (845) 575-3283.

### ANN & ABE EFFRON SCHOLARSHIP

The Ann and Abe Effron Scholarship Fund provides scholarship assistance to students who have graduated from public schools in Dutchess County and are attending Marist College. Financial need is a criterion.

### 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 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 RICHARD RANCOURT, FMS, SCHOLARSHIP

Established to honor Brother Richard Rancourt, FMS, lecturer in philosophy and mathematics at Marist College. The awards are 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 are met, but new awards are made to an entering freshman.

### BROTHER TARCISIUS VALLIERES, FMS, SCHOLARSHIP

The Brother Tarcisus Vallieres, FMS, Scholarship was established in memory of a Marist Brother long associated with the College. The scholarship is awarded

annually by the Vice President of Admissions and Enrollment in consultation with the Marist Brothers College community to graduates of high schools where Marist Brothers teach, or to young people from apostolates where Marist Brothers actively work.

#### **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, but new awards are made to an entering freshman.

#### **BUCKLEY FAMILY SCHOLARSHIP**

The Buckley Family Scholarship has been established at Marist College with a generous gift from Michael F. Buckley '90. The Buckley family has a strong appreciation for the importance of higher education, and it is their desire to provide assistance for traditional age entering freshmen with outstanding academic potential and significant financial need. First preference will be given to applicants who have participated in DREAM (formerly Harlem RBI), a youth organization based in East Harlem, New York. Scholarship awards are renewed for up to three years (for a total of four years) provided the recipient is in good academic standing.

#### **CAITLIN A. BOYLE MEMORIAL SCHOLARSHIP**

The Caitlin A. Boyle Memorial Scholarship was established in memory of Caitlin Boyle by her family and friends. Any new awards will be given to an incoming freshman student majoring in psychology/special education. 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.

#### **CHARLES (TOM) TENNEY SCHOLARSHIP**

The Charles (Tom) Tenney Scholarship has been established at Marist College by Tim Tenney in memory of his father. The Charles (Tom) Tenney Scholarship provides financial assistance to entering freshmen pursuing an undergraduate degree and playing on the Marist Men's Lacrosse Team. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients continue to meet the awarding criteria and remain in good academic standing.

#### **CHARLES AND MABEL CONKLIN CHAPEL ENDOWMENT SCHOLARSHIP FOR A LEADER OF SONG**

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. Students are also encouraged to contact Director of Campus Ministry Brother Frank Kelly directly at francis.kelly@marist.edu.

#### **CHARLES AND MABEL CONKLIN CHAPEL ENDOWMENT SCHOLARSHIP FOR PIANO**

Each year a scholarship is awarded to an incoming student pianist who has prior experience in a Catholic Church Liturgy, appropriate grades and the talent and willingness to commit to improving the musical efforts of the Catholic Chapel Community. Once the application is reviewed, you will be contacted by the Director of Campus Ministry Brother Frank Kelly for an audition/interview. This scholarship is renewable for one additional year only after reviewed by the Campus Minister for Liturgical Services. Students are also encouraged to contact Brother Frank Kelly directly at francis.kelly@marist.edu.

#### **CHRISTOPHER J. MOSCATO MEMORIAL SCHOLARSHIP**

The Christopher J. Moscato Memorial Scholarship has been established at Marist College in memory of Christopher, a 2007 Marist graduate, by his family and many friends. The Christopher J. Moscato Memorial Scholarship has been created to provide financial assistance to incoming freshmen. This need-based scholarship will be awarded annually to New York residents who are majoring in a School of Management program. Scholarship awards will be renewed provided the recipients continue to meet the awarding criteria.

#### **CLASS OF 1968 SCHOLARSHIP**

The Class of 1968 Scholarship was established at Marist College by members of Marist's 1968 graduating class in honor of their 40th Reunion. Having developed lifelong friendships and a special dedication to their alma mater, these devoted alumni wish to help future generations of Marist undergraduates obtain their own Marist experience. The Class of 1968 Scholarship will be awarded annually to traditional age entering freshmen with documented financial need. Preference will be given to young men and women who are academically strong and active in their community. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

#### **CLASS OF 1969 SCHOLARSHIP**

The Class of 1969 Scholarship was established at Marist College by members of Marist's Class of 1969 in honor of their 40th Reunion. Strongly committed to Marist and bonded by lifelong friendships, the Class of 1969 created this scholarship to advance the College's mission and help future generations of students obtain a Marist education. The Class of 1969 Scholarship will be awarded annually to traditional age entering freshmen with documented financial need. Preference will be given to young men and women who are academically strong and active in their community. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

#### **DARRYLL '98 & LISA TOWSLEY FAMILY SCHOLARSHIP**

The Darryll '98 & Lisa Towsley Family Scholarship has been established at Marist College by Darryll S. Towsley, Esq. LLM '98. The Darryll '98 & Lisa Towsley Family Scholarship will be awarded annually to traditional age entering freshmen pursuing an undergraduate degree in Marist's Teacher Special Education Program. Applicants must be academically strong and have documented financial need. Preference will be given to residents of the Capital District, New York area. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipient continues to meet awarding criteria and maintains a cumulative grade-point average of 3.0 or above.

#### **DEVER FAMILY SWIM SCHOLARSHIP**

The Dever Family Swim Scholarship has been established at Marist College by Frederick E. Dever, Jr. '87. The Dever Family Swim Scholarship provides financial assistance to a full-time student-athlete participating in the College's men's swimming and diving program, with preference given to a graduate of a central New York high school. Scholarship awards may be renewable if the recipients continue to meet the awarding criteria and remain in good academic standing.

#### **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 high schools in Poughkeepsie -- Arlington, 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 graduates from other public and private schools in Dutchess County. Awards will be based on a student's financial need and academic achievement.

#### **DONOGHUE-SHEA FAMILY MEMORIAL SCHOLARSHIP**

The Donoghue-Shea Family Memorial Scholarship has been established at Marist College by David L. Donoghue '64 to honor the memory of his father and mother, Raymond and Mary Carroll Donoghue, and the memory of his uncle and aunt, Thomas and Dorothea Donoghue Shea, by helping students with disabilities to achieve their bachelor's degrees. The Donoghue-Shea Family Memorial Scholarship provides financial assistance to an incoming freshman with physical or learning impairment, as confirmed by Marist's Office of Accommodations and Accessibility, and who has demonstrated financial need. Scholarship awards are renewable if the recipient continues to meet the awarding criteria and remains in good academic standing.

#### **EVA BLOCK MEMORIAL SCHOLARSHIP**

Named in memory of a member of the Class of 2012, The Eva Block Memorial Scholarship has been established at Marist College to provide financial assistance to incoming freshmen majoring in Fashion. Preference is given to talented and creative students who, like Eva, have a passion for fashion design and plan to

pursue a career in the fashion industry. This need based scholarship will be renewed for up to three years provided the recipient continues to meet awarding criteria.

#### **FRANCIS J. WELSH MEMORIAL SCHOLARSHIP**

The Francis J. Welsh Memorial Scholarship is awarded to incoming freshmen who are graduates of St. Mary's High School in Manhasset, New York or of a Marist Brothers High School. Scholarships are awarded on the basis of academic achievement and community service and are renewed provided recipients remain in good academic standing.

#### **G. PATRICK GALLAGHER '57 MARIST COLLEGE SCHOLARSHIP**

The G. Patrick Gallagher '57 Marist College Scholarship is sponsored collaboratively by G. Patrick Gallagher '57 and the Marist College Office of Admission. It is awarded to an incoming freshman, with first preference given to a graduate of Roselle Catholic High School, Roselle, New Jersey. Should there be no eligible candidate from Roselle Catholic High School in the year that the scholarship is available, it will be awarded to an incoming Marist College freshman who is a graduate of a U.S. high school founded by the Marist Brothers or where the Marist Brothers have an active teaching or administrative presence. Academic achievement, financial need, and community service are the criteria. This scholarship is renewable for three years provided the recipient is in good academic standing.

#### **JEANNETTE F. SCHLOBACH CHARITABLE TRUST SCHOLARSHIP**

The Jeannette F. Schlobach Charitable Trust Scholarship has been established at Marist College to provide financial assistance to full-time traditional age students who have a strong academic record and are planning to major in the School of Management. Preference is given to Hudson Valley residents. Scholarship awards are renewable provided the recipients continue to meet the awarding criteria and remain in good academic standing.

#### **JEROME F. CUYLER, MD SCHOLARSHIP**

The Jerome F. Cuyler, MD Scholarship has been established at Marist College with a generous gift from Dr. Jerome F. Cuyler '66. The Jerome F. Cuyler, MD Scholarship will be awarded annually to full-time traditional age students from underrepresented populations, who have documented financial need and are planning to major in the School of Science at Marist. Preference will be given to students of African American, Caribbean or Latino heritage who have graduated from Mount St. Michael Academy in Bronx, New York, or Marist High School in Bayonne, New Jersey, or are students transferring from Dutchess Community College in Poughkeepsie, New York. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipient continues to meet awarding criteria and maintains good academic standing.

#### **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 Marist's 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.

#### **JOHN J. DOUGHERTY MEMORIAL SCHOLARSHIP**

Named in memory of John "Jack" Dougherty, long-time Director of Development at Marist College, this award was established from the estate of Jack's loving wife, Margaret. Awards will be made to students with 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; Sacred Heart Academy, Hempstead; or Kellenberg Memorial High School in Uniondale. 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.

#### **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.

#### **KATE DOHERTY MEMORIAL SCHOLARSHIP IN CRIMINAL JUSTICE**

The Kate Doherty Memorial Scholarship in Criminal Justice was established at Marist as a lasting tribute to a very special member of the Marist family by her family and many friends in honor of her commitment to and love of criminal justice. This scholarship is awarded to traditional age incoming freshmen majoring in criminal justice. Applicants must be the child or grandchild of an active or retired police officer or professional firefighter, and have documented financial need. Preference is given to applicants residing in Poughkeepsie, New York, or the Hudson River Valley. Scholarship awards will be renewed provided the recipient continues to meet awarding criteria and remains in good academic standing with a cumulative grade point average of 2.5 or above.

#### **KATHERINE CONNOR MEMORIAL SCHOLARSHIP**

The Katherine Connor Memorial Scholarship is given to local students with financial need. It is awarded on the basis of academic achievement and community involvement.

#### **KEVIN JOHNSON MEMORIAL SCHOLARSHIP**

Named in memory of a member of the Marist Class of 2012, the Kevin Johnson Memorial Scholarship will be awarded to a full-time undergraduate student majoring in communication. Kevin effectively used many forms of electronic communication as a vehicle to promote dialogue, peace and acceptance amongst a diverse range of peoples, and it is in this spirit that the scholarship was established. Applicants should have a demonstrated history of community involvement and are required to submit a brief statement explaining their desire and qualifications for this award.

#### **LEARNING SUPPORT PROGRAM SCHOLARSHIP**

The Learning Support Program Scholarship has been established at Marist College with a generous gift from two parents with a strong appreciation for the importance and value of higher education, and in recognition of the outstanding services and support provided by Marist's Office of Accommodations and Accessibility. The Scholarship is awarded annually to incoming freshmen enrolled through the Office of Accommodations and Accessibility and in need of financial assistance to cover the cost of the program. Scholarship awards will be renewed for up to three years provided the recipient continues to be enrolled in the Learning Support Program and is demonstrating a conscientious effort to complete degree requirements.

#### **LIANTONIO FAMILY FOUNDATION SCHOLARSHIP**

The Liantonio Family Foundation Scholarship has been established at Marist College with a generous gift from Frank P. Liantonio '70. With a strong appreciation for the importance of higher education, it is Frank's desire to provide assistance for traditional age entering freshmen pursuing a degree within the School of Management. Applicants must have significant financial need and outstanding academic potential as demonstrated by a minimum high school GPA of 3.25. Scholarship awards are renewed for up to three years (for a total of four years) provided the recipient continues to meet awarding criteria and maintain a cumulative grade-point average of 3.25 or above.

#### **LOUIS GREENSPAN MEMORIAL SCHOLARSHIP**

Named for a successful area businessman and long-time friend of Marist, the Louis Greenspan Memorial Scholarship was established to support dedicated and hard-working students from Dutchess and Ulster counties. Financial need is a criterion. All academic majors are encouraged to apply. This scholarship is renewable provided the recipients remain in good academic standing.

#### **MARIO MANFREDI III MEMORIAL SCHOLARSHIP**

Named for a former Marist student who graduated from West Lake High School in Thornwood, New York, the Mario Manfredi III Memorial Scholarship recipient is selected by the Vice President of Admissions and Enrollment upon recommendation of the appropriate Westlake High School personnel. The scholarship is awarded to an incoming freshman from Westlake High School on the basis of proper motivation, hard work, and the promise of success in college.

#### **MARTIN AND SYLVIA KURKHILL SCHOLARSHIP**

Established by Poughkeepsie residents with a long-time commitment to Marist College, the Martin and Sylvia Kurkhill Scholarship assists incoming freshmen who demonstrate strong academic promise and an understanding of community involvement. The scholarship is renewable provided the recipient remains in good academic standing. Financial need is a criterion.

#### **MARTIN J. & PAULINE C. GYVES SCHOLARSHIP**

The Martin J. & Pauline C. Gyves Scholarship has been established at Marist College by Martin and Pauline Gyves. Martin attended Marist part-time while working full-time at IBM Corporation and graduated in 1970 with a BA in Mathematics. Knowing the value and importance of higher education, Martin and Pauline have created the Martin J. & Pauline C. Gyves Scholarship in order to provide financial assistance to talented, deserving students who will benefit from the outstanding opportunities available at Marist. The Martin J. & Pauline C. Gyves Scholarship provides financial assistance for traditional age undergraduates with outstanding academic potential as demonstrated by a minimum high school grade point average of 90 or better. Financial need is considered but is not a deciding factor. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipient continues to meet awarding criteria and maintains a cumulative grade-point average of 3.0 or above.

#### **MAURI FAMILY COMPUTER SCIENCE SCHOLARSHIP**

The Mauri Family Computer Science Scholarship was established at Marist by Ross A. Mauri, a graduate of the Class of 1980, IBM executive, and member of Marist's Board of Trustees. This scholarship provides financial assistance to entering freshmen pursuing a degree in computer science and having documented financial need. Scholarship awards are renewed for up to three years (for a total of four years) provided the recipients continue to meet the awarding criteria and remain in good academic standing.

#### **MAURI FAMILY SOCCER SCHOLARSHIP**

The Mauri Family Soccer Scholarship was established at Marist by Ross A. Mauri, a graduate of the Class of 1980, IBM executive, and member of Marist's Board of Trustees. This scholarship provides financial assistance to entering freshmen who will be playing on the Marist Men's Varsity Soccer Team. Scholarship awards are renewed for up to three years (for a total of four years) provided the recipients continue to meet the awarding criteria and remain in good academic standing.

#### **MCCANN SCHOLARSHIP PROGRAM**

Funded each year by a gift from the James J. McCann Charitable Trust, McCann Scholarships are awarded to Dutchess County residents who are graduates of Dutchess County High Schools. Need is a criteria. Preference is given to Our Lady of Lourdes High School graduates.

#### **MICHAEL A. GUZZARDI SCHOLARSHIP**

The Michael A. Guzzardi Scholarship has been established at Marist College by Michael Guzzardi. The Michael A. Guzzardi Scholarship provides financial assistance to entering freshman with documented financial need. Preference is given to students graduating from St. Joseph's Preparatory School in Philadelphia, Pennsylvania, or Merion Mercy Academy in Merion Station, Pennsylvania. Scholarship awards will be renewed for up to four years provided the recipient continues to meet the awarding criteria and remains in good academic standing.

#### **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.

#### **PETER AND ALICE O'KEEFE FAMILY SCHOLARSHIP**

The Peter and Alice O'Keefe Family Scholarship has been established at Marist College by Professor Emeritus of History, Dr. Peter O'Keefe, a Marist Heritage Professor and Alice O'Keefe to help high school graduates from disadvantaged socio-economic backgrounds pursue a Marist education. The Peter and Alice O'Keefe Family Scholarship provides financial assistance to traditional full-time freshmen and with financial need. Scholarship awards will be renewed for up

to three years (for a total of four years) provided the recipients remain in good academic standing.

#### **RICHARD LOUIS BERGER MEMORIAL SCHOLARSHIP**

The Richard Louis Berger Memorial Scholarship is awarded annually to a student in the Sachem, New York, Central School District or a BOCES student in the Second Supervisory District of Suffolk County. The recipient is selected by the Assistant Superintendent of the Second Supervisory District in consultation with the Vice President of Admissions and Enrollment 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).

#### **ROBERT L. SWEENEY MEMORIAL SCHOLARSHIP**

The Robert L. Sweeney Memorial Scholarship has been established at Marist College by Robert's wife, Diane. The Robert L. Sweeney Memorial Scholarship provides financial assistance to entering freshmen pursuing an undergraduate degree at Marist with preference given to young men and women who are academically strong and active in their community. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

#### **SCOTT & MIA DEMATTEIS FAMILY SCHOLARSHIP**

The Scott and Mia DeMatteis Family Scholarship was established at Marist by the DeMatteis Family Foundation. It is awarded annually to one or more full-time students in the learning support program offered through the Office of Accommodations and Accessibility. Applicants must have documented financial need. Scholarship awards will be renewed provided recipients continue to meet awarding criteria.

#### **SETH MORRIS 9/11 MEMORIAL SCHOLARSHIP**

The Seth Morris 9/11 Memorial Scholarship has been established at Marist College by Mark Piccolo and Lynn Morris Piccolo in loving memory of Seth Morris, proud father of Madilynn Morris, a member of the Marist College Class of 2014; cherished husband of Lynn Morris-Piccolo; and dear, longtime friend of Mark Piccolo. Seth, a devoted father of three who touched many lives, perished in the World Trade Center attack on September 11, 2001. The Seth Morris 9/11 Memorial Scholarship is for incoming freshmen enrolled through the Office of Accommodations and Accessibility and in need of financial assistance to cover the cost of program fees. Scholarship awards will be renewed for up to three years provided the recipient continues to be enrolled in the Special Services program and is demonstrating a conscientious effort to complete degree requirements.

#### **SUNDOWN MEANS ENDOWED SCHOLARSHIP**

The Sundown Means Endowed Scholarship was established at Marist College by Danyelle Means and Geoffrey L. Brackett in memory of Danyelle's brother, Sundown Means. It was established to recognize the spirit of Sundown's commitment to supporting paths of success for Native students and other under-represented groups through college education. The Sundown Means Endowed Scholarship provides financial assistance to full-time undergraduate students with demonstrated financial need. Preference will be given to students who bring economic, racial, and ethnic diversity to Marist's campus, including but not limited to, Native Americans.

#### **TOBIN/POWERS SPECIAL SERVICES PROGRAM SCHOLARSHIP**

The Tobin/Powers Special Services Program Scholarship has been established at Marist College with a generous gift from Robert Powers '84 and Maureen Tobin-Powers '84. The Powers family has a strong appreciation for the importance of higher education, and it is their desire to provide assistance for traditional age entering freshmen enrolled through the Office of Accommodations and Accessibility in need of financial assistance to cover the cost of the program fee. Preference will be given to Catholic High School graduates from Nassau or Kings Counties in New York State who have shown involvement in Catholic community service projects. Scholarship awards are renewed for up to three years (for a total of four years) provided the recipient continues to be enrolled in the Special Services program and is demonstrating a conscientious effort to complete degree requirements.



#### **W.M. SCHULTZ CONSTRUCTION, INC. SCHOLARSHIP**

The W. M. Schultz Construction, Inc. Scholarship has been established at Marist College by William M. and Suzanne Schultz at W. M. Schultz Construction, Inc. W. M. Schultz Construction, Inc. was the primary contractor of the Route 9 walkway, which connects Marist's east and west campuses. The W. M. Schultz Construction, Inc. Scholarship will be awarded annually to traditional age entering freshmen with documented financial need. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

#### **WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP**

The William Randolph Hearst Endowed Scholarship has been established at Marist College by The Hearst Foundations 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.

### **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 long-time president of DeLaval and was generously established by Alfa Laval, Inc. The scholarship is available to children and grandchildren of former DeLaval employees or retirees. First consideration is given to transfer students from Dutchess Community College. Financial need is a criterion.

#### **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.

#### **BROTHER CORNELIUS J. RUSSELL, FMS, SCHOLARSHIP**

Established in honor of a former longtime member of the Management Studies faculty and Controller at 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 working. Preference is given to accounting or business majors.

#### **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 undergraduate 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.

#### **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.

#### **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.

#### **DR. ARMAND HAMMER SCHOLARSHIP**

The Dr. Armand Hammer Scholarship is awarded annually to students who demonstrate academic excellence and the potential to become outstanding Marist graduates.

#### **GREGORY J. SALAMONE '01 MEMORIAL SCHOLARSHIP**

The Gregory J. Salamone '01 Memorial Scholarship has been established at Marist College by Michael and Rosemary Salamone in memory of their son. The Gregory J. Salamone '01 Memorial Scholarship provides financial assistance to full-time students in their junior or senior year who are members of Marist's Men's Cross Country or Track teams. Applicants must also be academically strong. Preference is given to student-athletes who excel as long-distance runners. Scholarship awards may be renewable if the recipients continue to meet the awarding criteria and remain in good academic standing.

#### **H. CLIFTON & JOYCE 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.

#### **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.

#### **JOHN J. DOUGHERTY MEMORIAL SCHOLARSHIP**

Named in memory of John "Jack" Dougherty, long-time Director of Development at Marist College, this award was established from the estate of Jack's loving wife, Margaret. Awards will be made to students with financial need.

#### **MCMAMARA FAMILY GOLDMAN SACHS SCHOLARSHIP**

The McNamara Family Goldman Sachs Scholarship was created at Marist College with a gift from Goldman Sachs Gives at the recommendation of James McNamara, father of Sean McNamara '18. Full-time undergraduate students with strong academic records are eligible for this need-based scholarship.

#### **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.

#### **PETER AND VIRGINIA FOY SCHOLARSHIP**

The first endowed scholarship to be established at Marist College, The Peter and Virginia Foy Scholarship was founded by Peter Foy and his wife, Eileen, and supported by his brother, Marist President Emeritus Richard Foy, to honor the memory of their parents by financially helping students to achieve a Marist degree. The determining factor in awarding this scholarship is significant financial need.

#### **ROGER V. COLEMAN '82 SCHOLARSHIP**

The Roger V. Coleman '82 Scholarship has been established at Marist College by the Roger V. Coleman Family Foundation at the direction of Roger and Margaret Coleman. Roger is a graduate of Marist's class of 1982. The Roger V. Coleman '82 Scholarship provides financial assistance to traditional age undergraduates at Marist who are entering their junior or senior year and have experienced unexpected financial hardship jeopardizing their ability to complete their degrees on schedule. The recipients must be in good academic standing and be exemplary members of the Marist community.

#### **STEPHEN AND JUSTINE BECKER MEMORIAL SCHOLARSHIP**

The Stephen and Justine Becker Memorial Scholarship was established in memory of a former chairman and long-time 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.

#### **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.

#### **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 upper-class students with financial need. A commitment to community involvement is a consideration.

## **GEOGRAPHIC REGION**

### **NEW YORK STATE**

*Hudson Valley, NY (Dutchess, Orange, and Ulster)  
Mid-Hudson Region (Dutchess, Orange, Ulster,  
Putnam, Columbia, and Greene)*

#### **CAMPILII FAMILY SCHOLARSHIP**

The Campilii Family Scholarship was established in memory of Nicolo and Venzie Campilii by their son, Anthony, his wife, Virginia, and their family to support local students in completing their college education at Marist. A 1962 Marist graduate and the College's first business officer, Anthony V. Campilii retired as Vice President of Business Affairs & Chief Financial Officer in 2005 after 40 years of service. Preference is given to students from Wappingers Falls, NY. If this criterion cannot be met, the award is given to a Hudson Valley resident. Candidates should exhibit a strong commitment to volunteer community service, have excellent grades, and have demonstrated financial need.

#### **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 (formerly EG&G Rotron) Inc., Woodstock, New York or to students who are graduates of Ulster Community College. Application forms for Ametek Rotron candidates are available through the Office of Human Resources at Ametek Rotron.

#### **DAVID ALEXANDER MEMORIAL SCHOLARSHIP**

The David Alexander Memorial Scholarship, established in 1993, 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 Region.

#### **DR. EDWIN A. ULRICH MEMORIAL SCHOLARSHIP**

Named for a prominent area businessman who was a patron of the arts, the Dr. Edwin A. Ulrich Scholarship is awarded to students from the Hudson Valley who major in business or fine arts at Marist. Recipients will be notified in October.

#### **DR. STEVEN & MRS. ESTELLE DOBO SCHOLARSHIP**

Established in honor of Dr. Steven Dobo and his loving wife, Estelle. The Dr. Steven and Mrs. Estelle Dobo Scholarship award will be made to students who qualify for financial aid. Preference will be given to students who have graduated from a Hudson Valley area high school.

#### **FRANCIS U. & MARY F. RITZ SCHOLARSHIP**

Established by long-time 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 who have leadership potential at the highest level of their intended professions, as demonstrated by their academic accomplishments and campus activities that serve others.

#### **FRANCIS X. & ELIZABETH H. TUCKER MEMORIAL SCHOLARSHIP**

The Francis X. & Elizabeth H. Tucker Memorial Scholarship was established with a generous gift from the Estate of Dr. Elizabeth Tucker. The Tuckers were long-time friends of Marist, who resided in Kingston, New York, and strongly

believed in the importance of education and the College's mission. A prominent attorney, Mr. Tucker served on the Marist Board of Trustees. Dr. Tucker taught at Columbia University. This scholarship is awarded to full-time traditional undergraduate students residing in the Hudson River Valley. Academic merit and financial need are also award criteria.

#### **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.

#### **HELEN SCHATZ & GEORGE BENNETT, JR. SCHOLARSHIP**

The Helen Schatz and George Bennett, Jr. Scholarship is awarded upon recommendation of the Vice President of Admissions and Enrollment to students from the Fairview area of Poughkeepsie, New York or from Dutchess County, New York.

#### **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.

#### **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 Marist's 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.

#### **JOHN J. GARTLAND, JR. MEMORIAL SCHOLARSHIP**

The John J. Gartland, Jr. Memorial Scholarship was established at Marist with a generous gift from the James J. McCann Charitable Trust in memory of John J. Gartland, Jr., a former member and longtime Chair of the Marist College Board of Trustees. This scholarship is awarded to students from Dutchess County who are academically strong and have demonstrated a commitment to community service as epitomized by its namesake. Financial need is a consideration, and preference is given to graduates of Our Lady of Lourdes High School in Poughkeepsie, New York.

#### **JOHN M. AND PATRICE M. CIANCI SCHOLARSHIP**

The John M. and Patrice M. 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 scholarship will be renewed for one additional year provided the recipient still qualifies academically.

#### **JUNE JOHNS MEMORIAL SCHOLARSHIP**

In memory of June Johns, the estate of Rhys H. Johns has established this scholarship fund to assist students who have financial need. Preference will be given to students who have graduated from a Mid-Hudson Region high school, with first consideration to candidates from Dutchess County.

#### **KATHERINE CONNOR MEMORIAL SCHOLARSHIP**

The Katherine Connor Memorial Scholarship is given to local students with financial need. It is awarded on the basis of academic achievement and community involvement.

#### **LOUIS GREENSPAN MEMORIAL SCHOLARSHIP**

Named for a successful area businessman and long-time friend of Marist, the Louis Greenspan Memorial Scholarship was established to support dedicated and hard-working students from Dutchess and Ulster counties. Financial need is a criterion. All academic majors are encouraged to apply. This scholarship is renewable provided the recipients remain in good academic standing.

### **ROY C. KETCHAM MEMORIAL SCHOLARSHIP**

The Roy C. Ketcham Memorial Scholarship was established in memory of a long-time trustee and former chairman of the board of Marist 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.

### **STEPHEN & LINDA SALAND SCHOLARSHIP**

Stephen M. Saland was a champion of education, children, and families in both the New York State Assembly, Senate, and throughout Dutchess County for over 30 years. In honor of Steve and Linda's dedication to their community, the Stephen & Linda Saland Scholarship was created at Marist College for traditional age undergrad students who are residents of Dutchess County. Financial need is a criterion. Awards will be renewed provided the recipient continues to meet awarding criteria.

### **WILLIAM & MARGARET MAIR MEMORIAL SCHOLARSHIP**

The William and Margaret Mair Memorial Scholarship is awarded on the basis of academic achievement, community involvement, and leadership potential. Financial need is a criterion and preference is given to students in the Mid-Hudson Region.

## ***Long Island***

### **JAMES J. LAVERY '73 MEMORIAL SCHOLARSHIP**

The James J. Lavery '73 Memorial Scholarship was established at Marist to honor the memory of James J. Lavery, a graduate of the Class of 1973. Jim was dedicated to his alma mater. He served on the Marist Alumni Association Executive Board and participated in many alumni activities and events. The Lavery Scholarship will be awarded annually to an upper-class business major from Long Island, New York and has financial need. Preference will be given to a young man or woman who is academically strong and participating in an intercollegiate athletic program at Marist. The scholarship is renewable provided the student maintains at least a 2.8 GPA and continues to have financial need.

### **THOMAS G. CROTTY MEMORIAL SCHOLARSHIP**

In memory of Thomas G. Crotty, a graduate of the class of 1981 and former varsity basketball player, this scholarship is awarded to a varsity athlete, preferably a walk-on, entering his or her junior year. Applicants must show a strong work ethic and exhibit involvement in community service. Preference is given to a student athlete from the Long Island Catholic League.

## ***Southern Tier Region***

### **MCENROE FAMILY MEMORIAL SCHOLARSHIP**

A former chairman of Marist's Board of Trustees and prominent community leader, Jack McEnroe and his wife, Marianne, created this scholarship to honor the memory of his brother, William R. McEnroe. When Dr. McEnroe passed away in 2003, his family requested the scholarship be renamed the McEnroe Family Scholarship. It is awarded on the basis of financial need and academic achievement. Preference is given to candidates who reside permanently in the Southern Tier region of New York State but may be awarded to any deserving student.

## **MAJOR**

### ***Business, Accounting, & Finance***

### **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 Region area public schools and have demonstrated financial need.

### **ARTHUR F. BROOK MEMORIAL SCHOLARSHIP**

Established in memory of a former chairman of the Marist College Board of Trustees, the Arthur F. Brook Memorial Scholarship is awarded to a promising business student with demonstrated financial need.

### **BROTHER CORNELIUS J. RUSSELL, FMS, SCHOLARSHIP**

Established in honor of a former longtime member of the Management Studies faculty and Controller at 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 working. Preference is given to accounting or business majors.

### **DEBRA SUE LEVANTROSSER WOMEN OF MARIST SCHOLARSHIP**

The Debra Sue Levantrosser Women of Marist Scholarship was established by Frederick and Barbara Levantrosser in honor of their daughter, who received her Master of Public Administration degree 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 available to female traditional-age students at the junior or senior level and female adult students pursuing an undergraduate degree in management, business, political science, or public administration. Special consideration is given to applicants pursuing an international focus in their studies and career aspirations.

### **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.

### **JEANNETTE F. SCHLOBACH CHARITABLE TRUST SCHOLARSHIP**

The Jeannette F. Schlobach Charitable Trust Scholarship has been established at Marist College to provide financial assistance to full-time traditional age students who have a strong academic record and are planning to major in the School of Management. Preference is given to Hudson Valley residents. Scholarship awards are renewable provided the recipients continue to meet the awarding criteria and remain in good academic standing.

### **TERI HAUGH MEMORIAL SCHOLARSHIP**

Named in memory of Teri Haugh, 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.

## ***Communication & Journalism***

### **CHARLES G. AND CORNELIA L. MURRAY SCHOLARSHIP IN PRINT JOURNALISM**

The Charles G. and Cornelia L. Murray Scholarship is awarded to an upper-class communications 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.

### **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.

### **NEW YORK STATE FEDERATION OF HOME BUREAUS, INC. II**

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 & media arts. The recipient must reside within counties 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 & media arts, the alternate field of study will be information systems. (Counties where NYS Federation of Home Bureaus has organized chapters: Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Dutchess, Erie, Franklin, Herkimer, Jefferson, Monroe, Niagara, Oswego, Rensselaer, St. Lawrence, Schenectady, Steuben, Tompkins, Wyoming, Yates). There is a separate application required for this particular scholarship. Please contact the Advancement Office.

### **RAPHAEL MARK MEMORIAL SCHOLARSHIP**

Established in memory of prominent radio news reporter and talk show host Raphael Mark, the Raphael Mark Memorial Scholarship is awarded to a sophomore, junior, or senior student majoring in communication who is committed to pursuing a career in broadcast journalism and is a resident of the

Mid-Hudson Region. First consideration will be given to residents of Dutchess County. Financial need and a brief statement from the applicant explaining his or her desire and qualifications for this scholarship are required.

#### **ROBERT C. NORMAN SCHOLARSHIP**

Alumni, friends, and colleagues established the Robert C. Norman Scholarship in honor of Heritage Professor of Communication, Robert C. Norman, who retired after 34 years of teaching and directing the Communication Internship Program. The scholarship is awarded to a student majoring in Communication on the basis of financial need and academic excellence.

#### ***Computer Science***

#### **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 who are majoring in computer science. Preference will be given to students who have demonstrated a commitment to campus life at Marist.

#### **DR. WILLIAM J. & VALERIE CADDEN SCHOLARSHIP IN COMPUTER SCIENCE**

Established in memory of a highly regarded member of the computer science faculty and named in honor of his wife, this scholarship 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.

#### **FRANK J. AND HELEN H. HAYES SCHOLARSHIP**

The Frank J. and Helen H. Hayes Scholarship has been endowed at Marist College by Professor Helen M. Hayes and her husband, Joseph Regh, a member of the Class of 1967, in honor of Helen's parents. This scholarship will be awarded annually to a sophomore, junior or senior student majoring in Computer Science based on academic achievement and financial need. Recipients will be invited to apply for a renewed award provided they continue to meet awarding criteria.

#### **JOSEPH REGH 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.

#### **NEW YORK STATE FEDERATION OF HOME BUREAUS, INC. II**

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 & media arts. The recipient must reside within counties 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 & media arts, the alternate field of study will be information systems. (Counties where NYS Federation of Home Bureaus has organized chapters: Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Dutchess, Erie, Franklin, Herkimer, Jefferson, Monroe, Niagara, Oswego, Rensselaer, St. Lawrence, Schenectady, Steuben, Tompkins, Wyoming, Yates). There is a separate application required for this particular scholarship. Please contact the Advancement Office.

#### **PHILIP C. & KAREN A. MURLEY SCHOLARSHIP**

The Philip C. and Karen A. Murley Scholarship was established at Marist by Philip Murley, a respected mathematician and member of Marist's Digital Library team, and his wife, Karen. Impressed with the creativity and talent of the students he worked with, Philip wanted to recognize and reward outstanding computer science majors who participated in an internship or work-study program where they made significant contributions to the organization or specific project. Awards are made annually to rising seniors who are academically strong and have demonstrated superior academic skills and the ability to apply them.

#### **PROFESSOR HELEN M. HAYES SCHOLARSHIP**

The Professor Helen M. Hayes Scholarship has been established at Marist College by Helen's husband, Joseph Regh '67, and in recognition of her dedication and devotion to teaching. The Professor Helen M. Hayes Scholarship provides financial assistance to sophomore, junior, or senior students majoring in computer science based on academic achievement and with documented financial need. Scholarship awards will be renewed provided the recipient continues to meet the awarding criteria and remains in good academic standing.

#### **ROBERT CROSBY MEMORIAL SCHOLARSHIP**

The Robert Crosby Memorial Scholarship is awarded annually to a Computer Science student at Marist College. The recipient must be a junior and maintain a 3.0 cumulative GPA to be considered for this renewable scholarship.

#### ***Criminal Justice***

#### **COLEMAN HAGADORN SCHOLARSHIP**

The Coleman Hagadorn Memorial Scholarship was established in memory of Coleman Hagadorn '05. The scholarship will be awarded annually to a deserving upper-classman majoring in criminal justice at Marist. Preference will be given to a student who is planning to pursue a career in law enforcement as Coleman was.

#### ***Fashion Design***

#### **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.

#### **KATE SPADE & COMPANY FOUNDATION SCHOLARSHIP**

Established by the Kate Spade & Company Foundation. This 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 STATE FEDERATION OF HOME BUREAUS**

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; reside within counties 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 Communications. (Counties where NYS Federation of Home Bureaus, Inc. has organized chapters: Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Dutchess, Erie, Franklin, Herkimer, Jefferson, Monroe, Niagara, Oswego, Rensselaer, St. Lawrence, Schenectady, Steuben, Tompkins, Wyoming, Yates). There is a separate application required for this particular scholarship. Please contact the Advancement Office.

#### ***Mathematics***

#### **FRANK & MARY ROTH MEMORIAL SCHOLARSHIP**

The Frank & Mary Roth Memorial Scholarship has been established at Marist College by Brother Donald J. Kelly, FMS '65, Dr. Patricia McCarthy, Eileen Bohan, and Thomas Kelly. The Frank & Mary Roth Memorial Scholarship is awarded to traditional age students entering their junior or senior year of study and majoring in mathematics. Applicants must be academically strong. Financial need is considered but is not a deciding factor. Scholarship awards will be renewed provided the recipient continues to meet awarding criteria and maintains a cumulative grade-point average of 3.0 or above.

#### **PATRICK A. TASCOTTI MEMORIAL SCHOLARSHIP**

Established in memory of Patrick A. Tascotti, 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.

#### **THE PATRICK KELLY & MARY REIDY MEMORIAL SCHOLARSHIP**

The Patrick Kelly & Mary Reidy Memorial Scholarship has been established at Marist College by Brother Donald J. Kelly, FMS '65, Dr. Patricia McCarthy, Eileen Bohan, and Thomas Kelly in honor of their parents. The Patrick Kelly & Mary Reidy Memorial Scholarship is awarded to traditional age students entering their junior or senior year of study and majoring in mathematics. Applicants must be academically strong. Financial need is considered but is not a deciding factor. Scholarship awards will be renewed provided the recipient continues to meet awarding criteria and maintains a cumulative grade-point average of 3.0 or above.

#### **Modern Languages**

##### **DONALD P. SCHMIDT '57 MEMORIAL SCHOLARSHIP**

The Donald P. Schmidt '57 Memorial Scholarship has been endowed at Marist College with a generous gift from 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 and a loyal graduate. The Donald P. Schmidt '57 Memorial Scholarship will be awarded annually to a rising sophomore, junior, or senior who plans to become a teacher. Preference will be given to a young man or woman who is particularly 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 '49 Memorial Scholarship was established to honor a former member of the Modern Languages faculty. The scholarship is awarded annually to full-time students in their junior or senior year who are of Puerto Rican origin or are Modern Language majors. Preference is given to applicants with financial need. Awards are made by the Office of Student Financial Services in consultation with the Chair of the Department of Modern Languages. This scholarship is renewable provided the student continues to meet awarding criteria.

##### **MADAME FRANÇOISE B. GREGG SCHOLARSHIP**

Named in honor of a long-time member of the Modern Languages faculty, the Madame Françoise B. Gregg Scholarship is awarded annually to a student majoring in French and spending a semester abroad in France. The award is based on the recommendation of the Chair of Modern Languages and Director of Student Financial Services. Financial need is a criterion. This scholarship is not renewable.

##### **TINA AND ALPHONSE GIOIELLI SCHOLARSHIP**

Established in honor of a long-time faculty member and her husband who joined her in teaching Italian language and culture at Marist, the Tina and Alphonse Gioielli Scholarship is awarded to a junior or senior who is a French or Spanish major. Priority will be given to a student studying abroad for a full year, with first consideration to a candidate studying language and culture in Italy. Selection is based on the recommendation of the Chair of Modern Languages and the Director of Student Financial Services. Financial need is a criterion. This scholarship is not renewable.

#### **School of Science**

##### **BROTHER DONALD J. KELLY, FMS '65 MEMORIAL SCHOLARSHIP**

The Brother Donald J. Kelly, FMS '65 Memorial Scholarship has been established at Marist College as a lasting tribute to this special man and devoted teacher. Brother Don was a Marist Brother for 54 years who lived the order's ideal of "Do good quietly" and a Marist graduate who served his alma mater proudly as a mathematics professor for 32 years. The Brother Donald J. Kelly, FMS '65 Memorial Scholarship is awarded to traditional age students entering their junior or senior year of study and majoring in biology or biomedical sciences. Applicants must be academically strong and show a commitment to service as epitomized by Brother Don and the Marist Brothers. Financial need is considered but is not a deciding factor. Scholarship awards will be renewed provided the

recipient continues to meet awarding criteria and maintains a cumulative grade-point average of 3.0 or above.

##### **DOREEN PICKETT MEMORIAL SCHOLARSHIP**

The Doreen Pickett Memorial Scholarship has been established at Marist College through the generous support of her son, Jerome Pickett '98, and gifts from her family and many friends. The Doreen Pickett Memorial Scholarship will be awarded annually to rising juniors in the School of Science who are planning to pursue a career in healthcare and embody Doreen's selflessness, professionalism, and joy. Applicants must be academically strong, demonstrate a commitment to community service, and have financial need. Scholarship awards will be renewed for a second year provided the recipient continues to meet awarding criteria and maintains satisfactory academic standing.

##### **DR. JOHN E. TESSIERI MEMORIAL SCHOLARSHIP IN CHEMISTRY**

The Dr. John E. Tessieri Memorial Scholarship in Chemistry was established by the College with a gift from the estate of Dr. Tessieri, a long-time trustee and former chairman of the Marist College Board. A distinguished chemist and prominent community leader, Dr. Tessieri strongly believed in the importance of education and Marist College's mission. This scholarship is awarded to full-time traditional undergraduate students majoring in chemistry or bio-chemistry. The recipient must show outstanding academic and leadership qualities.

##### **KERRY ROSE FITZSIMONS MEMORIAL SCHOLARSHIP**

Named in memory of a member of the Class of 2012, The Kerry Rose Fitzsimons Memorial Scholarship has been established at Marist College to provide financial assistance to full-time undergraduate students majoring in the School of Science. Kerry was a well-rounded young woman with a passion for medicine, marine biology, music, and sports. While at Marist, Kerry majored in biomedical sciences with a chemistry minor. Applicants should be academically strong and excel in the sciences. This need based scholarship will be renewed for up to three years provided the recipient continues to meet awarding criteria.

##### **MARY LOU GANTERT SCHOLARSHIP**

The Mary Lou Gantert Scholarship, named for a former science student at Marist, is awarded to Marist students who possess superior academic potential.

#### **Science/Pre-Med**

##### **ABEL FAMILY SCHOLARSHIP**

The Abel Family Scholarship has been endowed at Marist College by Mary J. and Robert C. Abel. It will be awarded annually to full-time undergraduate students beyond the freshman year who are majoring in a School of Science program. Recipients must also have documented financial need. Scholarship awards will be renewed as long as the recipients continue to meet these criteria and maintain at least a 2.8 grade point average.

##### **DR. ALESKI A. LEONIDOFF SCHOLARSHIP**

The Dr. Aleski A. Leonidoff Scholarship is awarded annually by the Vice President of Admissions and Enrollment to students with demonstrated financial need who plan to specialize in scientific or premedical studies.

##### **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 a rising sophomore, junior, or senior majoring in chemistry or biochemistry who reflects Dr. Molloy's commitment to academic excellence, passion for science, and efforts to make the world a better place. This scholarship was established by Dr. Molloy's wife, Rosemary, and supported by his family and many former students, colleagues and friends.

##### **DR. FRANK A. & CLAIRE D. GAGAN MEMORIAL SCHOLARSHIP**

Dr. Frank A. Gagan was a former team physician for Marist athletes. The Dr. Frank A. & Claire D. 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, 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.

#### **DWIGHT R. EVANS MEMORIAL SCHOLARSHIP**

The Dwight R. Evans Memorial Scholarship has been endowed at Marist College in memory of Dwight a graduate of the Class of 1975 by his classmates and friends. It will be awarded annually to full-time undergraduate students beyond the freshman year who are majoring in a School of Science program. Preference will be given to biology majors and recipients must have documented financial need. Scholarship awards will be renewed as long as the recipients continue to meet these criteria and maintain at least a 2.8 grade point average.

#### ***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. This scholarship is awarded annually to a senior with financial need and pursuing a degree in social work.

### **SPECIFIC**

#### **ANTONIO R. CAMBONE SCHOLARSHIP**

The Antonio R. Cambone Scholarship was established at Marist College by Kathryn Cambone Brown '74 and Stephen E. Brown '71 to honor her father for inspiring them with his values and lifelong dedication to his family and community. This scholarship is awarded to students who have excellent academic records, demonstrated a strong commitment to achieving their educational goals, and have significant financial need. Preference is given to female students who show leadership potential and may be the first in their families to attend college.

#### **ELLEN IRENE FORSANDER MEMORIAL SCHOLARSHIP**

The Ellen Irene Forsander Memorial Scholarship was established by Mrs. Forsander's husband to provide financial assistance to a student who is suffering from a chronic asthmatic condition. Financial need is a criterion.

#### **FINBAR DEVINE/THOMAS GARGAN/JOSEPH DOLAN SCHOLARSHIP**

This scholarship honors the memories of Sgt. Finbar Devine and Det. Tom Gargan, partners on the New York City Police force, and recognizes their good friend Joe Dolan, whose long-time efforts helped many children and grandchildren of NYPD members attend college. Devine/Gargan/Dolan 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.

#### **JOSEPH STEINGRABER SCHOLARSHIP**

The Joseph Steingraber Scholarship is 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 Accommodations and Accessibility. Financial need will be a consideration and awards will be renewable.

#### **MONSIGNOR JOHN BRINN SCHOLARSHIP**

The Monsignor John Brinn Scholarship -- Named for a long-serving priest dedicated to the people of Dutchess County, New York, The Monsignor John Brinn Scholarships open to upper-class students who are active members of Campus Ministry and have a good academic record and financial need. Following in the footsteps of Monsignor Brinn, candidates should embrace Catholic ideals of promoting higher human values and serving others.

#### **NELLY GOLETTI MUSIC SCHOLARSHIP**

To honor the memory of Nelly Goletti, an international entertainer and composer who was a long-time resident of Dutchess County, the Nelly Goletti Scholarship was established with a gift from The Frank A. Fusco & Nelly Goletti Fusco

Foundation. In support of Nelly Goletti's legacy, the scholarship is awarded to a sophomore or junior who is a superior and passionate musician. Financial need is a criterion. Awards are made by the Office of Student Financial Services in consultation with the Director of the Music Program. The scholarship is renewable provided the recipient remains in good academic standing.

#### **ROBERT P. WALL GOLDMAN SACHS SCHOLARSHIP**

The Robert P. Wall Goldman Sachs Scholarship was created at Marist College with a gift from Goldman Sachs Gives at the recommendation of Robert Wall, father of Patrick Wall '13. Full-time undergraduate students with strong academic records are eligible for this need-based scholarship. Preference is given to applicants who play men's lacrosse.

### **THEATRE ARTS**

#### **DEAN CANNAVINO MEMORIAL SCHOLARSHIP**

Established in memory of Dean Cannavino, an accomplished actor and son of long-time 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**

This fund was established to honor Professor Emeritus of English, Gerard A. Cox '55, who was a pillar of the Marist theatre program and served the College for more than 30 years including many years as Vice President and Dean of Students. The Gerard A. Cox Scholarship is awarded to a Marist student who has compiled an impressive record of contributions to theatre arts at this institution during his or her 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.

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Michael Nielsen, B.A., *Software Engineer*  
Stephanie Laurent, M.S., *Lead Instructional Design Specialist*  
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Michael Scheuing, B.S., *Network and Security Engineer*  
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Chris Taylor, *Senior Desktop Administrator*  
James Webster, B.R.E., *Desktop Administrator*

#### **OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS**

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Robert Lynch, B.A., *Director, Student Activities*  
Michele Williams, M.S., *Associate Director, Student Activities*  
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Joseph Guardino, M.P.A., *Assistant Director, Housing and Residential Life*  
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Parker Simoni, B.S., *Resident Director*  
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Bethany Frank, B.A., *Resident Director*  
Jordan Pappas, B.A., *Resident Director*  
Bal Bhujel, B.A., *Resident Director*  
Matthew Matarese, M.Ed., *Resident Director*  
Coral Santos, B.A., *Resident Director*

Timothy S. Murray, M.S., *Director of Athletics*  
Elizabeth Donohue, M.S., *Associate Athletic Director/Senior Woman Administrator/Compliance*  
Darren McCormack, M.A., *Associate Athletic Director – Facilities and Operations*  
Andy Alongi, M.A., *Associate Athletic Director – External Affairs*  
Brandon James, B.S., *Assistant Athletic Director, Business Operations*  
Zak Harkenrider, M.S., *Assistant Athletic Director/Facilities & Operations*  
Mike Ferraro, B.A., *Assistant Athletic Director/Director of Athletic Communications*  
Connor Giblin, B.A., *Associate Sports Information Director/Athletic Social Media Coordinator*  
Steve Speedling, B.A., *Assistant Sports Information Director*  
Peter Fagan, B.A., *Athletic Communications Assistant*  
Meghan Graham, M.A., *Director of Athletic Multimedia*  
Maria Quiroz, B.A., *Multimedia Coordinator*  
Kyrone Beale, B.A., *Multimedia Coordinator*  
Jeff Carter, M.S.Ed., *Sports Medicine Coordinator*  
Amanda Alongi, M.S., *Assistant Athletic Trainer*  
Briana Galeazzi, M.S., *Assistant Athletic Trainer*  
Aaron Suma, M.A., C.S.C.S., *Head Strength and Conditioning Coach*  
Janie Pierson, M.A., *Business Manager*  
Andrew Sahawneh, B.S., *Ticketing & Marketing Assistant*  
Julie Byron, M.Ed., *Coordinator, Club Sports, Intramurals & Camps*  
Abigail Witezak, M.A., *Compliance Coordinator*  
Christopher Tracz, B.A., *Head Baseball Coach*  
Michael Cross, B.S., *Assistant Baseball Coach*  
John Dunne, M.S., *Head Men's Basketball Coach*  
Serge Clement, M.A., *Assistant Men's Basketball Coach*  
Kevin Driscoll, B.A., *Assistant Men's Basketball Coach*  
Dalip Bhatia, B.A., *Assistant Men's Basketball Coach*

Dorian Long, B.S., *Director of Operations*  
Brian P. Giorgis, M.S., *Head Women's Basketball Coach*  
Erin Doughty, M.A., *Assistant Women's Basketball Coach*  
Maggie Gallagher, B.A., *Assistant Women's Basketball Coach*  
Brittany Parker, B.A., *Assistant Women's Basketball Coach*  
Elyse Schlump, B.A., *Director of Operations*  
Pete Colaizzo, B.A., *Director of Men's and Women's Cross Country/Track Program*  
Chuck Williams, M.Ed., *Assistant Women's Cross Country/Track Coach*  
James Parady, B.S., *Head Football Coach*  
Scott Rumsey, M.P.A., *Associate Football Coach*  
Jake Dembow, M.Ed., *Assistant Football Coach*  
Cameron Gibson, B.A., *Assistant Football Coach*  
Billy Creed, M.Ed., *Assistant Football Coach*  
James Groce, B.S., *Assistant Football Coach*  
Casey Toches, B.S., *Assistant Football Coach*  
Tom Kelly, B.A., *Assistant Football Coach*  
Larry Riley, M.Ed., *Assistant Football Coach*  
Mike Kagafas, B.S., *Assistant Football Coach*  
Adam Schmitt, M.S., *Director of Operations*  
Isaiah Watson, B.S., *Assistant Football Coach*  
Jordan Johnson, B.A., *Assistant Football Coach*  
Keegan Wilkinson, B.A., *Head Men's Lacrosse Coach*  
Dave Scarcello, M.B.A., *Assistant Men's Lacrosse Coach*  
Tyler Perelle, B.A., *Assistant Men's Lacrosse Coach*  
Jessica Wilkinson, M.B.A., *Head Women's Lacrosse Coach*  
Tierney Larson, B.A., *Assistant Women's Lacrosse Coach*  
Hailey Wagner, B.S., *Assistant Women's Lacrosse Coach*  
Thomas S. Sanford, J.D., *Director of Rowing Program/Head Women's Coach*  
Campbell Woods, M.A., *Head Men's Crew Coach*  
Joshua Stratton, *Assistant Rowing Coach*  
Julia Rigothi, B.S., *Assistant Rowing Coach*  
Kate Guinan, *Assistant Rowing Coach*  
Matt Viggiano, M.S.Ed., *Head Men's Soccer Coach*  
Ricky Cusano, M.B.A., *Assistant Men's Soccer Coach*  
Rob Esposito, *Assistant Men's Soccer Coach*  
Leigh Howard, M.S., *Head Women's Soccer Coach*  
CC Cobb, B.S., *Assistant Women's Soccer Coach*  
Joe Ausanio, B.S., *Head Softball Coach*  
Morgan Earling, *Assistant Softball Coach*  
Larry Van Wagner, M.P.E., *Director of Aquatics/Head Swimming & Diving*  
Melanie Bolstad, M.P.E., *Associate Head Diving Coach*  
Kyle O'Neil, B.A., *Assistant Swimming & Diving Coach*  
Jim Billesimo, *Assistant Swimming & Diving Coach*  
Ethan Fergus, *Assistant Swimming & Diving Coach*  
Gary Sussman, M.A., *Director of Tennis*  
Braden Baker, B.S., *Assistant Tennis Coach*  
Sean Byron, M.Ed., P.E., *Head Volleyball Coach*  
Kelsey Lahey, B.S., *Assistant Volleyball Coach*  
Chris Vidale, B.S., *Head Water Polo Coach*  
Jocelyn Castro, B.A., *Assistant Water Polo Coach*  
Vacant, *Head Cheerleading Coach*  
Vacant, *Head Dance Team Coach*

#### **Emeriti Administration**

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Marist College

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**Christopher Algozzine, 2015**

*Professional Lecturer of Computer Science*  
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M.A., Syracuse University  
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B.A. Raja Higher Education Institution  
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*Professor of English*  
Acting Certificate-Nat'l Shakespeare Conservatory  
B.A., Massachusetts College of Liberal Arts  
M.A., Oklahoma State University  
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**Kavous Ardalan, 1998**

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B.A., National University of Iran  
M.A., University of California at Santa Barbara  
Ph.D., University of California at Santa Barbara  
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B.S., Universidad Simon Bolivar  
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B.S. Chulalongkorn University  
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Ph.D., University of Hawaii

**Zachary W. Arth, 2019**

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B.A., University at Buffalo  
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Ph.D., University of Alabama

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B.S., Nyack College  
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*Assistant Professor of History*  
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B.A., Williams College  
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**Anne Bertrand-Dewsnap, 2007**

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B.A., Smith College  
M.A., University of Pittsburgh  
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**Sasha L. Biro, 2014**

*Teaching Associate in Philosophy*  
B.A., State University of New York at New Paltz  
M.A., Bristol University  
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**Jessica E. Boscarino, 2010**

*Associate Professor of Political Science*  
B.A., Middlebury College  
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**Kathleen G. Boyle, 2010**

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**Geoffrey L. Brackett, 2010**

*Associate Professor of English*  
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D.Phil., University of Oxford

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*Assistant Professor of Management*  
B.A., Fairleigh Dickinson University  
M.A., Montclair State University  
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M.A., Fuller Theological Seminary  
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*Associate Professor of Environmental Science*  
B.S., State University of New York College of Environmental Science  
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B.A., Hunter College  
M.S.W., Hunter College School of Social Work  
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B.S., John Jay College of Criminal Justice  
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**Deborah Gatins, 2000**

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M.S., West Virginia University

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 BBus., Manukau Institute of Technology  
 MPBS., Auckland University of Technology  
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 M.Phil., Columbia University  
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B.S., The College of New Jersey  
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B.S., University of Massachusetts  
M.A., Brandeis University  
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A.A.A., Ecole des Arts Appliques Leonard De Vinci  
B.T.S., (A) Ecole Superieure des Arts Appliques Duperre

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M.A., University of North Carolina at Chapel Hill  
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B.A., Fordham University  
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Ph.D., University of Colorado

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B.S., Kent State University  
M.A.T., Kent State University  
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B.S., Northeastern University  
M.S., University of Florida  
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B.A., University of Vermont  
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B.S.B.A., University of Maine at Orono  
M.B.A., University of Rhode Island at Kingston  
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B.A., Marist College  
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Ph.D., The Union Institute

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B.A., North Carolina State University  
J.D., Catholic University of America, Columbus School of Law  
Ph.D., North Carolina State University

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B.S., Springfield College  
M.A., Indiana State University  
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B.A., Hamilton College  
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B.A., Smith College  
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M.S., Chihuahua Institute of Technology  
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